



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

CONSORTIA

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE



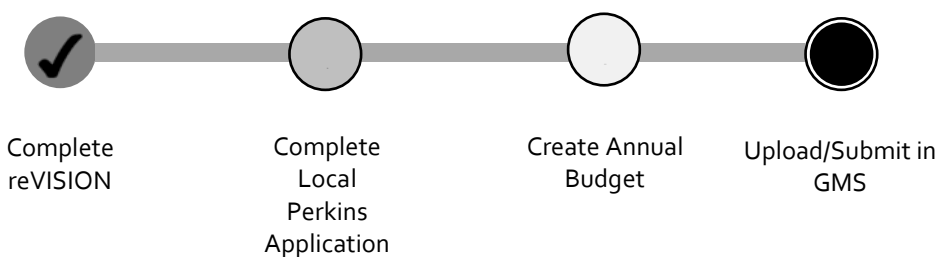
General Information

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

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

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

The Local Perkins Application asks you to describe how your consortia will use federal funds to support schools in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 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

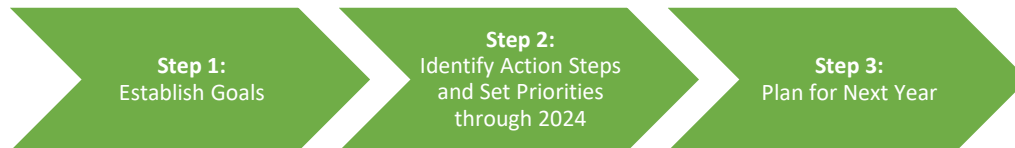
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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 consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each district and economic development region through the reVISION process (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, districts and education partners reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (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 consortium might pursue to ensure high-quality CTE programming for member districts and their students.

Step 2: Identify Action Steps & Set Priorities

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

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)?

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

Step 3: Plan for Next Year

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

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help



Helpful Tip

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

Section 1: reVISION Summary

enable quick and easy entry into the NDE's Grants

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.

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

Element	Consortia's Current State	Consortia's Overarching Goal(s)
<p>SAMPLE:</p> <p><i>Size, Scope, and Quality and Implementing CTE Programs of Study</i></p>	<p><i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</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 consortia members, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
<p>Career Development</p>	<p>CTE instructors at MPCC and NCTA possess credentialing and expertise in their programs of study and not in career coaching. Most faculty at both institutions discuss individual skillsets of students and assist them in seeking transfer and employment opportunities.</p> <p>MPCC and NCTA CTE students are also presented opportunities to attend institutional transfer fairs and job fairs that are provided on an annual and semi-annual basis to connect them to employers in their programs of study.</p>	<p>1) Provide opportunities for faculty, staff, and/or students to visit area high schools and area employers to secure new and improve existing partnerships and generate a fluid pipeline from high school through post-secondary education and into post-graduation employment.</p> <p>2) Provide opportunities for counseling/career advisement professionals to understand the diversity of careers available through CTE education</p>

	<p>NCTA instructors give presentations pertaining to applicable CTE occupations and attend annual summer conferences with area guidance counselors.</p>	<p>3) Provide incentives to area, state, and national employers to attend post-secondary job fairs and/or to secure regularly scheduled visits with CTE students enrolled in applicable programs of study.</p>
<p>Local Workforce Alignment</p>	<p>CTE and customized training programs offered at MPCC and NCTA consistently align with high wage, high demand, high skill (H3) occupations in their respective service areas.</p> <p>Many offered CTE programs are guided by advisory committees comprised of local industry leaders. Advisory boards assess course and program objectives to ensure they align with industry needs. Attendance at most existing advisory committee meetings is minimal and while attending members provide feedback, little assistance is provided to affect influential programmatic change.</p> <p>Both colleges provide services to help students with disabilities, English learners, and other special populations develop labor market skills to acquire employment.</p>	<p>1) Develop and incorporate a process for increasing connections and gathering feedback from an array of new and existing business owners and industry leaders specific to each CTE program of study. Generate a system to utilize collected feedback to guide existing CTE program changes and to potentially foster creation of new CTE programs.</p> <p>2) Develop and implement employability skills into CTE and customized training curriculums to ensure program completers acquire employment and retain positions in the local workforce as productive employees.</p> <p>3) Improve relationships with special population groups and connect them to available employment opportunities.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>MPCC and NCTA CTE programs are guided by established advisory committees and through administration and faculty visits with area high schools, employers, and industry leaders. Advisory committees provide feedback and guidance on learning objectives, curriculum, quality and training functionality of equipment in provided CTE programs.</p> <p>Consortium colleges maintain equipment used in applicative following CTE programs is up to date and complies with the most recent industry standards: Agronomy, Building Construction, Electrical Technology, Automotive Technology, Diesel Technology, Welding, Heating, Ventilation, and Air Conditioning, Information Technology, Business Technology, Nursing, Medical Lab Technology, Dental Assisting,</p>	<p>1) Increase interaction with area employers and industry leaders through faculty visits and enhanced advisory committees that include increased engagement and contributions from committee members.</p> <p>2) Enhance industry assessments of CTE program graduates.</p> <p>3) Enhance and upgrade equipment in Precision Agriculture, Welding and Automotive Technology programs to match industry needs and to accommodate growing student numbers.</p> <p>4) Provide incentives for special population students to enroll in and complete non-traditional programs of study, specifically representation of female students in technical trade programs and male students in health occupation programs.</p>

	<p>Emergency Medical Services, and Veterinary Technology programs.</p> <p>Students that comprise CTE programs at MPCC and NCTA represent standard populations for their respective programs of study.</p>	
<p>Student Performance Data</p>	<p>Current Skilled and Technical Trade programs are misaligned with area secondary school CTE course offerings and do not meet the needs of employers throughout the service area. Lack of streamlined processes and program support has contributed to low student concentrator numbers and overall completion rates, particularly for men.</p> <p>Lack of collaboration with internal resources as well as area agencies and organizations that support special population groups resulted in low special population concentrator numbers and overall completion rates.</p>	<p>1) Increase collaborative efforts with area secondary schools, industry leaders, and local employers to align offered programs and streamline processes into employment.</p> <p>2) Identify strategies and equipment to assist in supporting the educational needs of incoming and enrolled students.</p> <p>3) Increase partnerships with institutional services and area agencies/organizations to aid in recruitment and support of special population groups.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Unfortunately, community colleges are provided with very little control over credentialing issues that often impede recruitment and hiring of qualified CTE instructors. Recruitment of new CTE instructors and sharing CTE instructors with area high schools is often difficult and often prevented due to a combination of the following obstacles:</p> <p>1) The service area is rural and geographically isolated with a limited population base from which to recruit qualified candidates; 2) A discrepancy exists between CTE faculty and standard industry wages; 3) The Higher Learning Commission (HLC) hiring guidelines limits the institution's ability to internally hire faculty, and; 4) Recruitment and hiring standards observed by community colleges differs from the hiring protocols and mandates of secondary schools.</p> <p>MPCC's experienced difficulty attracting and hiring qualified CTE instructors has resulted in development of strategies to retain the currently hired faculty. The college has found offering support for</p>	<p>1) Continue to work with state officials to modify secondary instructional requirements to aid in post-secondary and secondary partnerships, cooperative learning opportunities, and sharing of CTE instructors.</p> <p>2) Create a process for CTE faculty to strategize professional development opportunities and attend conferences and trainings on innovative and successfully-proven teaching pedagogies for their specified program of study and/or attend the same continuing education conferences and trainings attended by area industry professionals.</p> <p>3) Develop a process for implementing professional development activities and assessing the effectiveness of the implemented activities.</p>

	<p>professional development opportunities aids in retention of hired CTE instructors.</p> <p>NCTA faculty are encouraged and provided with financial support to pursue professional development opportunities.</p>	
<p>Work-Based Learning</p>	<p>MPCC CTE faculty are expected to generate partnerships with area employers to provide hands-on, experiential learning opportunities for enrolled CTE students. The clinicals and internships established through these partnerships intentionally align and connect classroom instruction to industry-required work experiences that are either required or optional opportunities for enrolled students. Unfortunately, only a handful of employers are willing to provide these opportunities for MPCC CTE students often resulting in over-utilization of participating employers.</p> <p>Some trade programs have also terminated internship opportunities to prevent employers from hiring students prior to program completion and to ensure students acquire certificates, degrees, and/or diplomas.</p>	<ol style="list-style-type: none"> 1) Directly connect classroom instruction to industry experiences through an array of diverse onsite and virtual work-based learning opportunities. Continue to incorporate state-of-the-art equipment into CTE programs to effectively prepare students for real-world experiences. 2) Provide educational programs and trainings for employers to better understand student struggles and facilitate more constructive work-based learning experiences. 3) Expand approaches of encouragement for students to complete CTE programs of study prior to acquiring or accepting employment opportunities. 4) Enhance structure of WBL programs and develop assessment strategies to connect experiences to career readiness 5) Develop an institutional Career Center at NCTA to foster connections between students and employers and effectively place students in established WBL opportunities



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at:

<http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the consortium’s overall goals. You’ll be asked to prioritize the action steps developed for each year of the Local Perkins Application. 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 consortium will support districts in ensuring each student is provided with:
 - a) Self-awareness: self-knowledge of one’s own attainment of NE career readiness standards, academic standards, and technical skills;
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and

d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

RESPONSE:

CTE instructors will collaborate with various institutional services to outreach to area middle and secondary schools and area workforce agencies to employ an array of career development services through scheduled visits, tours, fairs, orientations, discovery days, discipline-specific camps, and individual meetings. Job acquisition assistance, career planning, vocational evaluations, CareerScope Assessments, Self-Assessments including YouScience, Careers Counseling, Labor Market and Wage Data, and information on accessing the Career Connections will be provided to students to assist in self-awareness, career exploration, and development of personal learning and career plans. Additionally, CTE instructors will collaborate with institutional resources and services to incrementally integrate career development and employability skill activities into program curriculum and specific classes tailored to exploring CTE fields of interest.

Consortium member CTE staff will work with institutional services to develop a continuum of career development activities and a system for streamlining services from secondary schools into post-secondary programs of study, and ultimately into the workforce. This system will coordinate efforts with area guidance counselors to identify a software platform that will enable development of personal learning plans for secondary students to be accessed and utilized by post-secondary advising and enrollment services upon admission.

Additionally, CTE instructors and institutional services will grow business and industry partnerships to facilitate purposeful opportunities for students to connect to potential employers. Consortium institutions will host and incrementally develop robust job fairs, open houses, interview panels, and work-based learning opportunities to adequately meet the employment needs of enrolled CTE students. CTE instructors will further strive to connect enrolled students to program-specific professional organizations to aid in career development and job acquisition.

2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

1) Provide opportunities for faculty, staff, and/or students to visit area high schools and area employers to secure new and improve existing partnerships and generate a fluid pipeline from high school through post-secondary education and into post-graduation employment.

2) Provide opportunities for counseling/career advisement professionals to understand the diversity of careers available through CTE education

3) Provide incentives to area, state, and national employers to attend post-secondary job fairs and/or to secure regularly scheduled visits with CTE students enrolled in applicable programs of study.

Prioritized Action Steps for Career Development:

Program Year	Action Steps
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	<i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2020-2021</p>	<p>Develop and schedule a strategic array of opportunities for students to meet with college career resources and area employers to explore career opportunities and facilitate career connections.</p> <ul style="list-style-type: none"> • MPCC will host at minimum two CTE job fairs at identified campus locations; and two virtual job fairs. JobFest will also continue to occur at MPCC and program-specific events will be formulated. Additionally, at least one time per month, specific CTE programs will be featured for discussion at regularly scheduled job panels and mini-job fairs. • MPCC will utilize Choices360 to assist CTE students with career exploration and development during college tours and school visits. • MPCC will utilize the Nebraska Career Information System to assist CTE students with career exploration and development during college tours and school visits. • NCTA will collaborate with industry leaders to host open houses at key irrigation/agronomy dealerships and will invite local Future Farmers of America (FFA) chapters and HOSA--Future Health Professionals to attend the open houses. • NCTA will develop an annual "Experience Agriculture Day" for secondary guidance counselors to learn about offered CTE programs. <p>MPCC Career Services will work with area guidance counselors to develop a system of establishing personal learning plans using Nebraska Career Connections or an alternative software platform. MPCC will host a professional development opportunity to facilitate coordinated efforts with guidance counselors and CTE instructors throughout the service area. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary schools into post-secondary CTE programs of study.</p> <p>MPCC will devise a CTE Advisory Task Force to develop strategic and systemized plans to implement scheduled outreach opportunities for applicable CTE instructors and identified institutional services to engage with area employers through Program Enhancement Days.</p> <p>CTE program instructors and institutional services will coordinate efforts to establish and cultivate comprehensive partnerships with Nebraska Department of Education, Nebraska Department of Labor and area employment agencies as well as business and industry leaders for each program of study.</p>
<p>Year 2: 2021-2022</p>	<p>MPCC Career Services will work with guidance counselors from at least 10 area high schools to train and implement the systemized use of personal learning plans through Nebraska Career Connections or an alternative software platform. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary into post-secondary CTE programs of study.</p> <p>Identified MPCC CTE programs will implement Program Enhancement Days and a systemized plan to outreach to area employers. Applicable CTE instructors and identified institutional services will coordinate efforts to cultivate comprehensive partnerships with Nebraska Department of Education, Nebraska Department of Labor, area employment agencies, and business and industry leaders to connect employment</p>

	<p>activities to CTE programs of study, meet the employment needs of each specific partnership, and generate a pipeline into the workforce.</p> <p>NCTA will coordinate technical agriculture learning opportunities with urban secondary programs in science and equipment technology.</p> <p>Consortium colleges will continue to develop and schedule opportunities for students to meet with college career resources and area employers.</p> <ul style="list-style-type: none"> • MPCC will offer onsite and virtual CTE job fairs and Jobfest. Featured CTE program discussions will continue to be developed and modified. Program-specific events and activities will be implemented to connect students to area employers. • NCTA will expand open house offerings to agricultural and veterinary businesses. Local FFA chapters and HOSA—Future Health Professionals will be invited to attend scheduled open houses.
<p>Year 3: 2022-2023</p>	<p>MPCC Career Services will work with guidance counselors from at least 10 new, additional area secondary schools to train and implement a systemized use of personal learning plans through Nebraska Career Connections or an alternative software platform. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary education into post-secondary CTE programs of study. Year 2 secondary partnerships will continue to be supported and adjusted according to student needs.</p> <p>NCTA will develop a structure for all CTE faculty to participate in the annual Pathways to Careers Conference to help foster understanding and strategies for creating pathways into CTE fields of study and occupations.</p> <p>Consortium colleges will continue to develop and schedule opportunities for students to meet with college career resources and area employers.</p> <ul style="list-style-type: none"> • MPCC will offer onsite and virtual CTE job fairs and Jobfest. Featured CTE program discussions will continue to be developed and modified. Program-specific events and activities will be implemented to connect students to area employers. • NCTA will develop a mobile-laboratory trailer to promote offered CTE programs to area secondary schools, agricultural organizations, and industry leaders. <p>Identified MPCC CTE programs will implement Program Enhancement Days and a systemized plan to outreach to area employers. Applicable CTE instructors and identified institutional services coordinate efforts to cultivate comprehensive partnerships with Nebraska Department of Education, Nebraska Department of Labor, area employment agencies, and business and industry leaders to connect employment activities to CTE programs of study, meet the employment needs of each specific partnership, and generate a pipeline into the workforce.</p>
<p>Year 4: 2023-2024</p>	<p>NCTA will use industry partnerships to identify and establish scholarships in conjunction with short-term learning experiences for interested CTE students.</p> <p>MPCC Career Services will work with guidance counselors from remaining area secondary schools to train and implement a systemized use of personal learning plans through Nebraska Career Connections or an alternative software platform. Use of</p>

	<p>personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary into post-secondary CTE programs of study. Years 2 and 3 secondary partnerships will continue to be supported and adjusted according to student needs.</p> <p>Identified MPCC CTE programs will implement Program Enhancement Days and a systemized plan to outreach to area employers. Applicable CTE instructors and identified institutional services coordinate efforts to cultivate comprehensive partnerships with Nebraska Department of Education, Nebraska Department of Labor, area employment agencies, and business and industry leaders to connect employment activities to CTE programs of study, meet the employment needs of each specific partnership, and generate a pipeline into the workforce.</p> <p>NCTA will continue to support participation of CTE faculty in the annual Pathways to Careers Conference to help foster understanding and strategies for creating pathways into CTE fields of study and occupations.</p> <p>MPCC will continue to offer onsite and virtual CTE job fairs and Jobfest. Featured CTE program discussions will continue to be developed and modified. Program-specific events and activities will be implemented to connect students to area employers.</p>
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Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district’s local and regional CTE assessments to support districts in improving 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:

Consortium CTE programs were selected by aligning offered programs of study and self-assessment results at each institution with verbal and written feedback from area secondary schools, High Wage, High Skill, and High Demand (H3) reports from the Mid-Plains, Central, and Sandhills economic regions of Nebraska, and feedback from CTE program advisory committees at each institution. 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 communities of the service area. H3 reports indicate a high demand for high wage, skilled healthcare and agricultural occupations as well as automotive technicians, diesel technicians, heating, ventilation, air conditioning (HVAC) technicians, and welders across all three economic regions. 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 CTE graduates from consortium institutions to be employable and in order to retain employees after they have been hired by employers in their field of study.

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

RESPONSE:

Consortium colleges will evaluate CTE programs and the streamlining of services on a consistent and regular basis. Based on the results of the Local and Regional CTE Assessment, MPCC and NCTA have determined no need for new programs of study at this time. In an effort to ensure access to updated CTE programs is provided to all student populations throughout the rural service area, MPCC and NCTA will 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 careers. New programs of study as well as CTE certificate programs and trainings will be considered as the needs of area industry and employers evolve over the course of the next four years.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

Consortium colleges will market CTE 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 interested students with information, tours, and program details. Additionally, each college will employ the following efforts to inform students about CTE course offerings:

Tours of MPCC campus facilities and informational visits to area secondary schools will include career exploration activities to assist students in identifying available programs of interest and discovering specific career field occupations. Through collection of questionnaires distributed at the end of tours and visits, students will self-disclose special population identifiers and identified programs of interest. MPCC will invite special population students interested in Skilled and Technical Science occupations to participate in additional career exploration activities and program-specific informational sessions to further explain resources available for educational support. Enrollment Specialists will maintain a presence at these sessions to offer additional guidance on CTE programs of study.

MPCC will work with area high schools to integrate career exploratory opportunities leading to personal learning plans through secondary guidance counseling and an identified software platform. MPCC Career Services, Enrollment Specialists, and Academic Advising will generate a plan to connect special population students with documented CTE interests to additional program-specific tours and exploratory opportunities, as well as, information about CTE program offerings and additional resources for student support. Efforts will be made to market CTE exploratory activities and informational sessions to and, when applicable, directly contact special population groups through collaborative efforts provided by secondary guidance counselors and special education departments; post-secondary recruitment, enrollment, advising, financial aid, Adult Education, Veterans Services, and Disabilities Services; and Nebraska Department of Labor's One-Stop and Workforce Development centers, Department of Health and Human Services, as well as other applicable organizations.

6. In each district'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 consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

1) Develop and incorporate a process for increasing connections and gathering feedback from an array of new and existing business owners and industry leaders specific to each CTE program of study. Generate a system to utilize collected feedback to guide existing CTE program changes and to foster creation of new CTE certifications and potential programs.

2) Develop and implement employability skills into CTE and customized training curriculums to ensure program completers acquire employment and retain positions in the local workforce as productive employees.

3) Improve relationships with special population groups and connect them to available employment opportunities.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2020-2021</p>	<p>MPCC will create a CTE Advisory Task Force comprised of Career Services, CTE Division Chairs, and the Perkins V Program Manager to oversee development of secondary school and industry partnerships, Perkins V Professional Development disbursement, and special population assistance funding.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will develop a process for increasing connections and gathering feedback from employers. • Department chairs will meet with individual CTE faculty and assess specific CTE program needs regarding connections to and guidance from area employers. The CTE Division Chairs will work with internal institutional services to gather information to understand who has historically been involved in advising each CTE program and how existing advisory information is collected and implemented. • The CTE Advisory Task Force will use collected information to generate CTE Advisory Plans for each CTE program of study. CTE Advisory Plans will detail at a minimum: annual goals for increases in program employer involvement, how employers will be engaged, expectations of each CTE program partner (specific institutional service, CTE instructor, employer partners), how employer feedback will be implemented into CTE program delivery, expansion of existing WBL opportunities and goals for potentially new WBL experiences, and assessment of the implementation. <p>NCTA will develop an industry survey to be distributed to agronomy and agricultural equipment industry. Survey feedback will be used to guide curriculum updates in applicable courses and programs of study.</p> <p>NCTA will conduct a detailed demographic analysis of represented special population groups at the region and state levels.</p> <p>MPCC CTE instructors will work with Career Services and industry partners to assess existing employability skillsets needed to gain and retain employment in each specific industry served by offered CTE programs. CTE instructors in Automotive Technology, Diesel Technology, and Heating, Ventilation, and Air Conditioning (HVAC) Technology programs will collaborate with Career Services and industry partners to create a pilot training program for acquiring identified employability skillsets. A plan for implementing the employability skillset training into existing CTE program requirements will be created and submitted to the CTE Advisory Task Force.</p>

<p>Year 2: 2021-2022</p>	<p>MPCC CTE Division Chairs will be identified to discuss logistics of moving delivery of applicable CTE programs to a four-day week. Identified CTE Division Chairs will submit a plan for implementing a four-day instructional week for applicable CTE programs to the CTE Advisory Task Force for review.</p> <p>NCTA will develop an industry survey to be distributed to the animal science industry. Survey feedback will be used to guide curriculum updates in applicable courses and programs of study.</p> <p>MPCC Automotive Technology, Diesel Technology, and HVAC Technology will integrate employability skillset trainings into program curriculums.</p> <p>NCTA will facilitate faculty trainings to effectively engage and education special population groups identified in the year 1 analysis.</p> <p>MPCC CTE faculty (with the help of institutional services and industry partners) will begin implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review four-day instructional week plans and discuss utilizing the fifth day as a Program Enhancement Day to: engage employers in delivery of CTE programs, generate additional opportunities to introduce students to and engage students in CTE programs of study, and to further develop employability skillsets (potentially in simulated environments) to increase the probability of students gaining and retaining employment after program completion.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 1 annual goals, adjust and modify CTE Advisory Plans incorporating Year 2 findings where applicable, and formulate goals for Year 3. Year 3 goals will focus on engaging industry partners at rural locations to develop and enhance onsite CTE program delivery at community campus locations. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional services, and employer partners to implement during Year 3. <p>MPCC CTE instructors will work with Career Services and industry partners to assess existing employability skillsets needed to gain and retain employment in each specific industry served by offered CTE programs. CTE instructors in all Skilled and Technical Trade programs will collaborate with Career Services and industry partners to create training programs for acquiring identified employability skillsets. A plan for implementing the employability skillset training into existing CTE program requirements will further be created and submitted to the CTE Advisory Task Force.</p>
<p>Year 3: 2022-2023</p>	<p>All MPCC Skilled and Technical Trade Programs will integrate employability skillset trainings into program curriculums.</p>

	<p>NCTA will develop an industry survey to be distributed to the agricultural business management industry. Survey feedback will be used to guide curriculum updates in applicable courses and programs of study.</p> <p>NCTA will implement training strategies for effective engagement of identified special population groups as presented in year 3 faculty trainings.</p> <p>MPCC CTE instructors in Health Science and Business Technology programs will work with Career Services and industry partners to assess existing employability skillsets needed to gain and retain employment in each specific industry served by offered programs. CTE instructors in all Health Science and Business Technology programs will collaborate with Career Services and industry partners to create a plan for integrating employability skillset training into existing program curriculums, if needed. Plans for implementing employability skillset trainings into existing CTE program requirements will be created and submitted to the CTE Advisory Task Force.</p> <p>MPCC CTE faculty (with the help of institutional services and industry partners) will continue implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 2 plans for utilization of a Program Enhancement Day.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans incorporating Year 2 findings where applicable, and formulate goals for Year 4. Year 4 goals will focus on engaging industry partners at rural locations to develop and enhance onsite CTE program delivery at community campus locations. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional services, and employer partners to implement during Year 3.
<p>Year 4: 2023-2024</p>	<p>NCTA will develop an industry survey to be distributed to the veterinary technology industry. Survey feedback will be used to guide curriculum updates in applicable courses and programs of study.</p> <p>MPCC Health Science and Business Technology programs will implement employability skillset training plans into program curriculums.</p> <p>NCTA will assess year 3 implementation of special population group engagement strategies. Results will be analyzed, and modifications will be made for continued enhancement of special population group engagement.</p> <p>MPCC CTE faculty (with the help of institutional services and industry partners) will continue implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected</p>

	<p>CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 3 plans for utilization of Program Enhancement Day.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 3 annual goals, adjust and modify CTE Advisory Plans, and formulate goals for continued future implementation of CTE program delivery throughout MPCC's 18 county service area. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional service, and employer partners for continued future implementation.
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Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.

RESPONSE: Consortium CTE programs to be supported with Perkins V funds were selected by aligning offered programs of study and self-assessment results at each consortium institution with verbal and written feedback from area secondary schools; High Wage, High Skill, and High Demand (H3) reports from the Mid-Plains, Central, and Sandhills economic regions of Nebraska; and feedback from CTE program advisory committees at each institution. 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 communities of the service area. Advisory committee feedback further identifies a continuous need to update and modernize program training equipment. As a result of these local and regional CTE assessment results, consortium institutions have identified the following CTE programs to be supported by Perkins V funds: Healthcare, Agronomy, Agribusiness Management, Animal Science, Automotive Technology, Diesel Technology, Equipment, Heating, Ventilation, and Air Conditioning (HVAC) Technology, Building Construction, Veterinary Technology, and Welding.

8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

Academic and technical skills of students participating in CTE programs will be improved through a collaborative effort of implementing feedback from structured and purposeful employer discussions and advisory meetings to align selected CTE programs with industry need, enhancing CTE program equipment to continuously update the quality of education received at consortium institutions, promote direct student-employer interaction through field trips and guest classroom activities, encouraging high school CTE instructors, post-secondary CTE faculty, and industry leaders to attend professional development opportunities together and develop a collaborative curriculum to generate a fluid pipeline from secondary schools through post-secondary programs for students entering the workforce.

9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

Consortium institutions are individually developing CTE dual credit opportunities and career academies through area secondary school partners. MPCC offers CTE dual credit opportunities in Welding and early entry opportunities in Nurse Aide, Medical Aide, and several Building Technology courses. MPCC piloted a Building Construction Career Academy at North Platte High School during the 2019-2020 academic year and will incrementally expand the academy to other area schools each year. New Healthcare and Business Technology Career Academies will be piloted through area secondary schools during the 2020-2021 academic year. MPCC further continues to work with area high schools to systemize and expand dual credit course offerings to high school students.

NCTA currently offers ten dual credit courses in CTE programs of study. Development of new partnerships with area secondary schools will continue to foster and facilitate potential dual credit opportunities.

10. In each district’s Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

- 1) Increase interaction with area employers and industry leaders through faculty visits and enhanced advisory committees that include increased engagement and contributions from committee members.**
- 2) Enhance and upgrade equipment in CTE programs to match industry needs and to accommodate growing student numbers.**
- 3) Provide incentives for special population students to enroll in and complete non-traditional programs of study, specifically representation of female students in technical trade programs and male students in health occupation programs.**

**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?)
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**Year 1:
2020-2021**

MPCC will create a CTE Advisory Task Force comprised of Career Services, CTE Division Chairs, and the Perkins V Program Manager to oversee development of secondary school and industry partnerships, Perkins V Professional Development disbursement, and special population assistance funding.

- The CTE Advisory Task Force will develop a process for increasing connections and gathering feedback from employers.
- The CTE Advisory Task Force will meet with individual CTE faculty and assess specific CTE program needs regarding connections to and guidance from area employers. The CTE Advisory Task Force will gather information to understand who has historically been involved in advising each CTE program and how existing advisory information is collected and implemented.
- The CTE Advisory Task Force will use collected information to generate CTE Advisory Plans for each CTE program of study. CTE Advisory Plans will detail, at a minimum: annual goals for program employer involvement increases, how employers will be engaged, expectations of each CTE program partner (specific institutional service, CTE instructor, employer partners), how employer feedback will be implemented into CTE program delivery, expansion of existing WBL opportunities and goals for developing new WBL experiences, and assessment of the implementation.

Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the art technology and equipment.

- MPCC will purchase zSpace equipment to accommodate identified needs in Health Science programs. zSpace equipment will be used to supplement Health Science curriculum and deliver remote health science education and trainings to rural communities served by the college.
- MPCC will purchase mannequin simulators to accommodate identified needs in Health Science programs. Mannequin simulators will provide rural nursing students with remote experiences designed to replicate clinical situations. The simulated learning will further assist students at remote sites in meeting the new minimum 50% simulation lab requirement.
- NCTA will purchase animal simulators to improve student learning through virtual classrooms and clinics in animal science.
- NCTA will purchase digital video technology to receive and broadcast class content and educational opportunities from field sites and applied settings.

MPCC will allocate funding to purchase diesel technology tools for special population students who would otherwise not have the opportunity to access the MPCC Diesel Technology program without the appropriate tools.

The Perkins V Program Manager will work with MPCC CTE Department Chairs to generate an application process for: 1) CTE faculty to apply for Perkins V funding to purchase program-specific tools and toolkits to borrow out to special population students; 2) Special population students to request use of the Perkins V funded tools and toolkits. Preference will be given to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.

	<p>Public Information and Marketing Departments at consortium institutions will feature a series of stories to highlight female students enrolled in technical trade programs and male students in health science programs. Featured stories will include information about offered CTE programs of study, resources for enrolling in CTE programs of study, and additional services to assist students in accessing CTE programs of study.</p>
<p>Year 2: 2021-2022</p>	<p>MPCC CTE faculty (with the help of institutional services and industry partners) will begin implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>MPCC CTE Division Chairs will be identified to discuss logistics of moving applicable CTE program delivery to a four-day week. Identified CTE Division Chairs will submit a plan for implementing a four-day instructional week for applicable CTE programs to the CTE Advisory Task Force for review.</p> <p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the art technology and equipment.</p> <ul style="list-style-type: none"> • MPCC will purchase zSpace equipment to accommodate identified needs in transportation related programs of study. zSpace technology will be integrated into Automotive Technology, Auto Body Technology, and Diesel Technology curriculums to provide simulated and interactive learning experiences to assist students with learning difficulties, English as a Second Language students, and students living in remote communities to acquire the knowledge and skills necessary to successfully integrate into and complete their programs of study. • NCTA will integrate assessment-driven updates to technology to improve student learning in identified CTE programs of study. <p>Perkins V funding will be earmarked and distributed to MPCC CTE faculty who have submitted a request and are approved to increase access to programs of study for special population students using the allocations. Preference will be given to CTE faculty who have not received earmarked funding in year 1 of Perkins V and to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p> <p>Public Information and Marketing Departments at consortium institutions will feature a series of stories to highlight female students enrolled in technical trade programs and male students in health science programs. Featured stories will include information about offered CTE programs of study, resources for enrolling in CTE programs of study, and additional services to assist students in accessing CTE programs of study.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review four-day instructional week plans and discuss utilization of open fifth day as Program Enhancement Day to: engage employers in delivery of CTE programs, generate additional opportunities to introduce students to and engage students in CTE programs of study, and to further develop</p>

	<p>employability skillsets (potentially in simulated environments) to increase the probability of students gaining and retaining employment after program completion.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans incorporating Year 2 assessment findings where applicable, and formulate goals for Year 3. Year 3 goals will focus on engaging industry partners at rural locations to develop and enhance onsite CTE program delivery at community campus locations. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional services, and employer partners to implement during Year 3.
<p>Year 3: 2022-2023</p>	<p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need, and effectively train students using current/state-of-the art technology and equipment.</p> <p>MPCC CTE faculty (with the help of institutional services and industry partners) will continue implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>Perkins V funding will be earmarked and distributed to MPCC CTE faculty who have submitted a request and are approved to increase access to programs of study for special population students using the allocations. Preference will be given to CTE faculty who have not received earmarked funding in years 1 and 2 of Perkins V and to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p> <p>Public Information and Marketing Departments at consortium institutions will feature a series of stories to highlight female students enrolled in technical trade programs and male students in health science programs. Featured stories will include information about offered CTE programs of study, resources for enrolling in CTE programs of study, and additional services to assist students in accessing CTE programs of study.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 2 plans for utilization of the open fifth day.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans, and formulate goals for Year 4. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional service, and employer partners to implement during Year 4.
<p>Year 4: 2023-2024</p>	<p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the art technology and equipment.</p>

MPCC CTE faculty (with the help of institutional services and industry partners) will continue implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.

Perkins V funding will be earmarked and distributed to MPCC CTE faculty who have submitted a request and are approved to increase access to programs of study for special population students using the allocations. Preference will be given to CTE faculty who have not received earmarked funding in years 1-3 of Perkins V and to female students enrolled in technical trade programs and/or male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.

Public Information and Marketing Departments at consortium institutions will feature a series of stories to highlight female students enrolled in technical trade programs and male students in health science programs. Featured stories will include information about offered CTE programs of study, resources for enrolling in CTE programs of study, and additional services to assist students in accessing CTE programs of study.

The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and continuation plans for utilization of the open fifth day.

- The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans, and formulate goals for continued future implementation.
- CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional service, and employer partners for continued future implementation.

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, each district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term "special populations" means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system

11. Describe how the consortium will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- b. Prepare CTE participants for 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:

Consortium institutions will support CTE instructors by providing access to education and training opportunities that feature and highlight evidence-based strategies and best practices in equitably serving and preparing special population students for H3 sectors and occupations.

A, B. Professional development opportunities will be hosted at consortium institutions and attended by CTE instructors throughout the United States. Hosted professional development workshops and conferences will include speakers and breakout sessions specifically related to serving and preparing special population students to be self-sufficient. These locally hosted opportunities will invite institutional CTE faculty, academic advisors, career services, recruiters, financial aid representatives and any other applicable services, area high school CTE instructors, guidance counselors, and administrators, and partnering industry leaders and employers to attend and will encourage attendees to align offered services and resources to better prepare CTE participants for non-traditional fields.

Additionally, consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support and enhance the educational experiences of diverse students and population groups served, efficiently align CTE programs with workforce need, and effectively train students using current/state-of-the art technology and equipment.

C. A portion of Perkins V funding will be earmarked each year for CTE instructors to purchase non-consumable supplies or to provide additional resources that will increase access to CTE programs of study for special population students. CTE instructors will apply to receive the funding which will be approved based on program-specific special population need. Diesel Technology tools will be purchased during year one of the funding cycle to be borrowed out to special population students who otherwise would not successfully complete the program of study without use of the tools. Each year, special population students may apply to use the approved use of allocated funding for each awarded program of study. Student applications will be reviewed by the CTE Advisory Task Force and preference will be given to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.

D. Consortium colleges adhere to all federal and state civil rights laws banning discrimination in public institutions of higher education and will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, religion, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, creed, ethnicity, national

origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity or expression, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristic information and testing, domestic violence victim status, Family Medical Leave or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.

12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

Consortium colleges have reviewed 2019 Performance Indicator Reports and identified special population groups with the most significant disparities and gaps in performance. In order to address disparities and gaps within these population groups, faculty trainings will be offered, and institutional support will be integrated into designated recruitment, career development, program support, and career preparation activities.

Consortium institutions will work with area high schools and community organizations to identify special population students prior to registration and course enrollment through self-disclosed information. Professional development opportunities will be provided to CTE faculty and other institutional services to specifically engage and support special population students. CTE faculty at consortium institutions will implement engagement and support strategies from faculty trainings. MPCC will offer additional career exploration activities for identified student populations and provide informational sessions on resources and educational support to assist students in accessing educational programs and opportunities. CTE instructors will partner with Integrated English Language and Civics Education (IELCE) program staff to provide English as a Second Language (ESL) support simultaneously with course instruction, if needed. Perkins V funding will be used to purchase CTE equipment to enhance programs of study and aid in delivery of course content and supplemental course materials via non-English instruction, recorded content, and remote delivery.

If no meaningful progress has been achieved during years 1 and 2 of Perkins V, MPCC will consider adding a part-time position to support CTE instruction, program alignment, and/or student recruitment and success, particularly focusing on special population groups. This position has received preliminary approval from college administration yet remains fluid to best accommodate future program and student needs.

13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Increase collaborative efforts with area secondary schools, industry leaders, and local employers to align offered programs and streamline processes into employment.

Identify strategies and equipment to assist in supporting the educational needs of incoming and enrolled students.

Increase partnerships with institutional services and area agencies/organizations to aid in recruitment and support of special population groups.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p align="center">Year 1: 2020-2021</p>	<p>MPCC will purchase diesel technology tools to borrow out to special population students who would otherwise be prevented from accessing the Diesel Technology program because they did not have the appropriate tools.</p> <p>MPCC will purchase zSpace technology and mannequin simulators to accommodate identified needs in Health Science programs. zSpace technology and mannequin simulators will be integrated into identified Health Science curriculums to provide simulated and interactive learning experiences to assist students with learning difficulties, English as a second language students, and students living in remote communities in acquiring the knowledge and skills necessary to successfully integrate into and complete their programs of study.</p> <p>NCTA will purchase digital video technology to receive and broadcast class content and educational opportunities from field sites and applied settings.</p> <p>Consortium colleges will reach out to institutional resources and area organizations and agencies to establish partnerships for serving and supporting special population students. Partnerships and collaborative efforts will be used to increase the number of offered meaningful activities that will result in increased enrollment, retention, and completion rates.</p> <p>MPCC Career Services will develop an internal process for identifying special population students interested in CTE programs during institutional tours and career exploratory sessions. Additional opportunities for career exploration and information on student services and support will be provided to identified students.</p> <p>MPCC will devise a CTE Advisory Task Force to develop a strategic and systemized plan to establish and cultivate comprehensive partnerships with Nebraska Department of Labor and area employment agencies as well as business and industry leaders for each program of study.</p> <p>MPCC Career Services will work with area guidance counselors to develop a system of establishing personal learning plans through Nebraska Career Connections or an alternative software platform. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary schools into post-secondary CTE programs of study.</p> <p>The MPCC CTE Advisory Task Force will use collected information to generate CTE Advisory Plans for each CTE program of study. CTE Advisory Plans will detail at a minimum: annual goals for program employer involvement increases, how employers will be engaged, expectations of each CTE program partner (specific institutional service, CTE instructor, employer partners), how employer feedback will be implemented into CTE program delivery, expansion of existing WBL opportunities and goals for developing potentially new WBL experiences, and assessment of the implementation.</p>

	<p>The Perkins V Program Manager will work with MPCC CTE Division Chairs to generate an application process for: 1) CTE faculty to apply for Perkins V funding to purchase program-specific tools and toolkits to borrow out to special population students; and 2) special population students to request use of the Perkins V funded tools and toolkits. Preference will be given to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p>
<p>Year 2: 2021-2022</p>	<p>MPCC will purchase zSpace technology to accommodate identified needs in transportation related programs of study. zSpace technology will be integrated into Automotive Technology, Auto Body Technology, and Diesel Technology curriculums to provide simulated and interactive learning experiences to assist students with learning difficulties, English as a second language students, and students living in remote communities in acquiring the knowledge and skills necessary to successfully integrate into and complete their programs of study.</p> <p>MPCC Career Services will work with guidance counselors from at least 10 area high schools to train and implement systemized use of personal learning plans through a Nebraska Career Connections or an alternative software platform. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary into post-secondary CTE programs of study.</p> <p>MPCC CTE Division Chairs will be identified to discuss logistics of moving applicable CTE program delivery to a four-day week. Identified CTE Division Chairs will submit a plan for implementing a four-day instructional week for applicable CTE programs to the CTE Advisory Task Force for review.</p> <p>Perkins V funding will be earmarked and distributed to MPCC CTE faculty who have submitted a request and are approved to increase access to programs of study for special population students using the allocations. Preference will be given CTE faculty who have not received earmarked funding in year 1 of Perkins V and to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p> <p>Consortium colleges will utilize established partnerships with institutional resources and area organizations and agencies to collaboratively implement recruitment initiatives and support strategies to aid in the enrollment, retention, and completion rates of special population students in CTE fields of study. CTE instructors will be provided with a workshop to facilitate stronger relationships with students and foster learning environments conducive to student engagement and retention.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review four-day instructional week plans and discuss utilization of an open fifth day as a Program Enhancement Day.</p> <ul style="list-style-type: none"> • The MPCC CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans incorporating Year 2 findings where applicable, and formulate goals for Year 3. Year 3 goals will focus on engaging industry partners

	<p>at rural locations to develop and enhance onsite CTE program delivery at community campus locations.</p> <ul style="list-style-type: none"> • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional services, and employer partners to implement during Year 3.
<p>Year 3: 2022-2023</p>	<p>MPCC Career Services will work with guidance counselors from at least 10 new, additional area secondary schools to train and implement a systemized use of personal learning plans through an identified software platform. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary into post-secondary CTE programs of study.</p> <p>Perkins V funding will be earmarked and distributed to MPCC CTE faculty who have submitted a request and are approved to use allocated funding amounts for activities that will increase access to programs of study and completion rates for special population students. Preference will be given to CTE faculty who have not received earmarked funding in years 1-3 of Perkins V and to female students enrolled in technical trade programs and/or male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p> <p>Consortium colleges will utilize established partnerships with institutional resources and area organizations and agencies to collaboratively implement recruitment initiatives and support strategies to aid in the enrollment, retention, and completion rates of special population students in CTE fields of study. At this time, a part-time position may be considered to support MPCC CTE instruction, program alignment, and/or student recruitment and success, particularly focusing on special population groups. A position has received preliminary approval from college administration yet remains fluid in purpose to best accommodate future program and student needs.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 2 plans for utilization of a Program Enhancement Day.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans incorporating Year 3 findings where applicable, and formulate goals for Year 4. Year 4 goals will focus on engaging industry partners at rural locations to develop and enhance onsite CTE program delivery at community campus locations. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional services, and employer partners to implement during Year 3.
<p>Year 4: 2023-2024</p>	<p>MPCC Career Services will work with guidance counselors from remaining area secondary schools to train and implement a systemized use of personal learning plans through Nebraska Career Connections or an alternative software platform. Use of personal learning plans will be coordinated with other institutional services such as advising and enrollment services to streamline registration processes and generate a pipeline from secondary into post-secondary CTE programs of study.</p>

	<p>NCTA will conduct a formal analysis of “Early Alert” and probationary student data to develop more effective procedures for assisting high risk students in finding success.</p> <p>Perkins V funding will be earmarked and distributed to MPCC CTE faculty who have submitted a request and are approved to use allocated funding amounts for activities that will increase access to programs of study and completion rates for special population students. Preference will be given to CTE faculty who have not received earmarked funding in years 1-3 of Perkins V and to female students enrolled in technical trade programs and/or male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p> <p>Consortium colleges will utilize established partnerships with institutional resources and area organizations and agencies to collaboratively implement recruitment initiatives and support strategies to aid in the enrollment, retention, and completion rates of special population students in CTE fields of study.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 4 plans for utilization of a Program Enhancement Day.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 4 annual goals, adjust and modify CTE Advisory Plans incorporating Year 4 findings where applicable, and formulate goals for continuation of CTE Advisory Plans. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional services, and employer partners for continued implementation.
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Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district’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 consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:
 Consortium institutions utilize internal resources to assist with recruitment of highly qualified CTE staff through advertisement networks, post-secondary peers, and industry partners. Both institutions will coordinate with NDE, local secondary schools, area industry leaders, and local employers to identify needs of

CTE program delivery and student success. Through these collaborative efforts, consortium institutions will use feedback collected from businesses and industries to ensure methods of CTE program delivery are current, relevant, and impactful. Consortium institutions will enhance partnerships with area secondary schools to align methods of delivering existing CTE programs and facilitate introductory CTE opportunities, new CTE course offerings, and CTE programs of study at identified locations.

Annual performance reviews are established at each consortium institution and feedback from division supervisors is clearly communicated to CTE instructors and documented. Procedures for promotion are clearly established at each institution and institutional support is provided for personnel interested in pursuing educational opportunities to advance their careers. Internal awards are also issued at each individual institution to recognize outstanding contributions to programs of study and aid in retention of personnel.

Consortium institutions will individually host annual CTE Workshops to engage post-secondary faculty and potentially secondary instructors, administrators, and business and industry leaders in unified instructional techniques and delivery of course content. These opportunities will also ensure CTE course objectives are aligned and facilitate streamlined progress toward employment goals. Additionally, workshop content will feature techniques and strategies to equitably serve special population students.

Each institution will further develop a comprehensive system to identify and select professional development opportunities to benefit CTE course delivery and services provided by other institutional resources that recruit, advise, support, and retain CTE students. Personnel eligible to receive professional development allocations will submit a proposal to detail the specific professional development opportunity identified, preference will be given to opportunities that 1) Feature techniques and strategies to equitable instruct and serve special population students; 2) Incorporate pedagogies and trainings to accompany new equipment or new curriculum; 3) Employ collaborative efforts with area secondary school CTE programs and/or area employers and industry leaders.

MPCC is also considering the need to hire and retain CTE instructors at secondary schools throughout the college's rural service area. Enhancing partnerships with area high schools and streamlining CTE programs of study will enable MPCC to maintain knowledge of secondary CTE instructional needs and consider sharing a CTE position beginning year 3 of the funding cycle. A position has received preliminary approval from college administration yet remains fluid in purpose to best accommodate future program and student needs.

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

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

- 1) Continue to work with state officials to modify secondary instructional requirements to aid in post-secondary and secondary partnerships, cooperative learning opportunities, and sharing of CTE instructors.**
- 2) Create a process for CTE faculty to strategize professional development opportunities and attend conferences and trainings on innovative and successfully proven teaching pedagogies for their specified program of study and/or attend the same continuing education conferences and trainings attended by area industry professionals.**

3) Develop a process for implementing professional development activities and assessing the effectiveness of the implemented activities.

**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?)
<p align="center">Year 1: 2020-2021</p>	<p>MPCC will devise a CTE Advisory Task Force to develop a strategic and systemized plan to establish and cultivate comprehensive partnerships with Nebraska Department of Education, Nebraska Department of Labor, post-secondary institutions, and area employment agencies as well as business and industry leaders for each program of study.</p> <p>Faculty using newly purchased zSpace technology will be required to attend offered professional development trainings for the equipment/technology.</p> <p>Funding will be allocated each year for faculty and staff to attend Nebraska Department of Education training and professional development opportunities on a rotating basis.</p> <p>NCTA will establish a clear connection between professional development activities and the annual faculty performance evaluations.</p> <p>MPCC will allocate funding for CTE faculty to attend the National Alliance of Concurrent Enrollment Partnership (NACEP) to ensure dual credit courses offered by high school teachers' area as rigorous as courses offered at MPCC, and to continue offering opportunities for students to gain postsecondary credit while still attending high school.</p> <p>The MPCC CTE Advisory Task Force will generate an application process to distribute professional development allocations. Any institutional faculty or staff that work with CTE students or programs of study are eligible to submit a proposal for Perkins V Professional Development funds. The CTE Advisory Task Force will be responsible for determining requirements for funding awards with preference given to applications that specify professional development opportunities that: 1) Feature techniques and strategies to serve and provide equitable instruction to special population students; 2) Incorporate pedagogies and trainings to accompany new equipment or curriculum; 3) Employ collaborative efforts with area secondary school CTE programs and/or area employers and industry leaders.</p> <p>MPCC will enhance and develop CTE program-specific partnerships with area high school instructors.</p>
<p align="center">Year 2: 2021-2022</p>	<p>MPCC faculty using newly purchased zSpace technology will be required to attend offered professional development trainings for the equipment/technology.</p> <p>NCTA will develop a structure for academic divisions to connect professional development activities to annual academic division assessment reports of student learning.</p> <p>Funding will be allocated for faculty and staff to attend Nebraska Department of Education training and professional development opportunities on a rotating basis.</p>

	<p>The MPCC CTE Advisory Task Force will review and modify Perkins V Professional Development application selection requirements, including selection preferences. All CTE faculty will have the opportunity to submit selected trainings to be reviewed and selected by the CTE Advisory Task Force. All CTE faculty will attend at least one professional development opportunity over the course of 4 years.</p> <p>Consortium colleges will enhance and develop CTE program-specific partnerships with area secondary and post-secondary instructors. Begin discussions regarding CTE instructional and programmatic needs to help cultivate coordinated learning efforts.</p> <p>MPCC's CTE Advisory Task Force will meet on a semi-annual basis and, among other activities, will review and select Perkins V Professional Development applications to receive allocated funding.</p>
<p>Year 3: 2022-2023</p>	<p>The MPCC CTE Advisory Task Force will review and modify Perkins V Professional Development application selection requirements, including selection preferences. Faculty using newly purchased equipment will be required to attend offered professional development trainings for the equipment/technology. All other CTE faculty will have the opportunity to submit selected trainings to be reviewed and selected by the CTE Advisory Task Force. All CTE faculty will attend at least one professional development opportunity over the course of 4 years.</p> <p>Funding will be allocated for faculty and staff to attend Nebraska Department of Education training and professional development opportunities on a rotating basis.</p> <p>NCTA will develop a structure for faculty to share knowledge gained from professional development experiences.</p> <p>Consortium colleges will enhance and develop CTE program-specific partnerships with area secondary and post-secondary instructors to cultivate cooperative learning opportunities. If applicable, MPCC will collaborate with an identified school(s) to share a CTE instructor for CTE program delivery that integrates into a high demand, high skill, high wage occupation in the Mid-Plains, Sandhills, and/or Central economic regions of Nebraska.</p> <p>MPCC's CTE Advisory Task Force will meet on a semi-annual basis and, among other activities, will review and select Perkins V Professional Development applications to receive allocated funding.</p>
<p>Year 4: 2023-2024</p>	<p>The MPCC CTE Advisory Task Force will review and modify Perkins V Professional Development application selection requirements, including selection preferences. Faculty using newly purchased equipment will be required to attend offered professional development trainings for the equipment/technology. All other CTE faculty will have the opportunity to submit selected trainings to be reviewed and selected by the CTE Advisory Task Force. All CTE faculty will attend at least one professional development opportunity over the course of 4 years.</p> <p>Funding will be allocated for faculty and staff to attend Nebraska Department of Education training and professional development opportunities on a rotating basis.</p>

NCTA will conduct an audit of fund quantities and resources required to support professional development activities.

Consortium colleges will enhance and develop CTE program-specific partnerships with area secondary and post-secondary instructors to cultivate cooperative learning opportunities. If applicable, collaborate with an identified school(s) to share a CTE instructor for CTE program delivery that integrates into a high demand, high skill, high wage occupation in the Mid-Plains, Sandhills, and/or Central economic regions of Nebraska.

MPCC's CTE Advisory Task Force will meet on a semi-annual basis and, among other activities, will review and select Perkins V Professional Development applications to receive allocated funding.

Element 6: Work-based Learning

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

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

RESPONSE:

Consortium institutions will assess current WBL opportunities offered through CTE programs at each institution and will work to enhance and expand WBL opportunities through increased outreach and connections to area businesses and employers. MPCC students are currently provided with WBL opportunities through job shadows and internships in Heating, Ventilation, and Air Conditioning (HVAC); Electrical, Automotive, and Welding technology programs, and through clinicals in Health Science programs. NCTA students are currently provided with WBL opportunities through internships in applied science programs and practicum courses in equine, livestock management, crop management, and veterinary assistant.

By enlisting the help of MPCC Career Services staff and assessing current involvement of area employers in CTE programs of study, MPCC will implement Program Enhancement days to strategically engage new employers and cultivate new opportunities with existing employers to aid in instructional delivery and potentially develop new WBL experiences for CTE students. NCTA will develop its Career Center to improve connections between students and employers and effectively place students in WBL opportunities.

17. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

1) Directly connect classroom instruction to industry experiences through an array of diverse onsite and virtual work-based learning opportunities. Continue to incorporate state-of-the-art equipment into CTE programs to effectively prepare students for real-world experiences.

2) Provide educational programs and trainings for employers to better understand student struggles and facilitate more constructive work-based learning experiences.

3) Expand approaches of encouragement for students to complete CTE programs of study prior to acquiring or accepting employment opportunities.

4) Enhance structure of WBL programs and develop assessment strategies to connect experiences to career readiness

5) Develop an institutional Career Center at NCTA to foster connections between students and employers and effectively place students in established WBL opportunities

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p>Year 1: 2020-2021</p>	<p>MPCC CTE Division Chairs will work with CTE faculty to develop memorandums of understanding or contractual agreements to postpone hiring currently enrolled students until after program completion. CTE faculty and institutional services will further stress the importance of completing programs of study and earning credentials before committing to full time employment. CTE faculty and institutional services will collaboratively strive to assist and address student needs that could prevent program completion.</p> <p>NCTA will identify and establish a location for a Career Center to house a newly developed job board.</p> <p>MPCC will create a CTE Advisory Task Force comprised of Career Services, CTE Division Chairs, and the Perkins V Program Manager to oversee development of secondary school and industry partnerships, Perkins V Professional Development disbursement, and special population assistance funding.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will develop a process for increasing connections and gathering feedback from area employers. • Division chairs will meet with individual CTE faculty and assess specific CTE program needs regarding connections to area employers. The CTE Department Chairs will work with internal institutional services to gather information to understand employers who have historically been involved in CTE program delivery and the nature of each employer’s involvement, including currently and previously offered WBL opportunities. • Career Services will work with CTE instructors and area employers to offer formal and informal educational sessions on student struggles and trainings on strategies to assist employer partners in facilitating more constructive WBL experiences. • Collected information will be submitted to the CTE Advisory Task Force to generate CTE Advisory Plans for each CTE program of study. CTE Advisory Plans will detail, at a minimum: annual goals for program employer involvement increases, how employers will be engaged, expectations of each CTE program partner (specific institutional service, CTE instructor, employer partners), how employer feedback

	<p>will be implemented into CTE program delivery; expansion of existing WBL opportunities and goals for potentially new WBL experiences; and assessment of plan implementation.</p> <p>NCTA will evaluate integration of work-study and practicum experiences to identify gaps in connecting experiences to career readiness.</p> <p>Consortium institutions will purchase new technology and equipment to enhance program curriculum; adequately support the educational experiences of diverse populations of students served; efficiently align CTE programs with workforce need and; effectively train students using current/state-of-the are technology and equipment.</p> <ul style="list-style-type: none"> • MPCC will purchase zSpace equipment to accommodate identified needs in Health Science programs. zSpace equipment will be used to supplement Health Science curriculum and deliver remote health science education and trainings to rural communities served by the college. • MPCC will purchase mannequin simulators to accommodate identified needs in Health Science programs. Mannequin simulators will provide rural nursing students with remote experiences designed to replicate clinical situations. The simulated learning will further assist students at remote sites in meeting the new minimum 50% simulation lab requirement. • NCTA will purchase animal simulators to improve student learning through virtual classrooms and clinics in animal science. • NCTA will purchase digital video technology to receive and broadcast class content and educational opportunities from field sites and applied settings.
<p>Year 2: 2021-2022</p>	<p>NCTA will develop resources to assist CTE students with application, resumes, and interviews through the new Career Center.</p> <p>Results from year 1 work-study and practicum evaluation will be used to determine the feasibility of a practicum requirement for all offered CTE programs at NCTA.</p> <p>MPCC CTE faculty (with the help of institutional services and industry partners) will begin implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>MPCC CTE Division Chairs will be identified to discuss logistics of moving delivery of applicable CTE programs to a four-day week. Identified CTE Division Chairs will submit a plan for implementing a four-day instructional week for applicable CTE programs to the CTE Advisory Task Force for review.</p> <p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the are technology and equipment.</p> <ul style="list-style-type: none"> • MPCC will purchase zSpace equipment to accommodate identified needs in transportation programs of study. zSpace technology will be integrated into Automotive Technology, Auto Body Technology, and Diesel Technology curriculums to provide simulated and interactive learning experiences to assist students with learning difficulties, English as a second language students, and

	<p>students living in remote communities in acquiring the knowledge and skills necessary to successfully integrate into and complete their programs of study.</p> <ul style="list-style-type: none"> • NCTA will integrate assessment-driven updates in technology to improve student learning in identified CTE programs of study. <p>MPCC CTE faculty and institutional services will continue to develop memorandums of understanding or contractual agreements to postpone hiring currently enrolled students until after program completion. CTE faculty and institutional services will further stress the importance of completing programs of study and earning credentials before committing to full time employment. CTE faculty and institutional services will collaboratively strive to assist and address student needs that could prevent program completion.</p> <p>Development of consortium institution and employer partnerships will strive to identify WBL and employment opportunities best suited for special population students. As partnerships grow, opportunities will potentially be reserved for students in special population groups.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the MPCC CTE Advisory Task Force will review four-day instructional week plans and discuss utilization of open fifth day as a Program Enhancement Day to: engage employers in delivery of CTE programs, generate additional opportunities to introduce students to and engage students in CTE programs of study, and to further develop employability skillsets (potentially in simulated environments) to increase the probability of students gaining and retaining employment after program completion.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 1 annual goals, adjust and modify CTE Advisory Plans incorporating Year 2 findings where applicable, and formulate goals for Year 3. Year 3 goals will focus on engaging industry partners at rural locations to develop and enhance onsite CTE program delivery at community campus locations. • Career Services will work with CTE instructors and area employers to offer formal and informal educational sessions on student struggles and trainings on strategies to assist employer partners in facilitating more constructive WBL experiences. • CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional service, and employer partners to implement during Year 3.
<p>Year 3: 2022-2023</p>	<p>NCTA will gather practicum feedback from industry partners to assess and modify practicum experiences.</p> <p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the are technology and equipment.</p> <p>NCTA will collaborate with industry partners to establish career connection events through the Career Center.</p>

	<p>Development of consortium institution and employer partnerships will strive to identify WBL and employment opportunities best suited for special population students. As partnerships grow, opportunities will potentially be reserved for students in special population groups.</p> <p>MPCC CTE faculty and institutional services will continue to develop memorandums of understanding or contractual agreements to postpone hiring currently enrolled students until after program completion. CTE faculty and institutional services will further continue to stress the importance of completing programs of study and earning credentials before committing to full time employment. CTE faculty and institutional services will collaboratively strive to assist and address student needs that could prevent program completion.</p> <p>MPCC CTE faculty (with the help of institutional services and industry partners) will continue implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.</p> <p>The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 2 plans for utilization of Program Enhancement Day.</p> <ul style="list-style-type: none"> • The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 2 annual goals, adjust and modify CTE Advisory Plans incorporating Year 2 findings where applicable, and formulate goals for Year 4. <ul style="list-style-type: none"> ➤ Year 4 goals will focus on engaging industry partners at rural locations to develop and enhance onsite CTE program delivery at community campus locations. MPCC will seek to expand WBL experiences to community campus locations. • Career Services will work with CTE instructors and area employers to offer formal and informal educational sessions on student struggles and trainings on strategies to assist employer partners in facilitating more constructive WBL experiences, particularly in rural communities served by the college.
<p>Year 4: 2023-2024</p>	<p>NCTA will conduct an assessment to compare the career awareness of incoming students to that of graduating students.</p> <p>Development of consortium institution and employer partnerships will strive to identify WBL and employment opportunities best suited for special population students. As partnerships grow, opportunities will potentially be reserved for students in special population groups.</p> <p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the are technology and equipment.</p> <p>NCTA will assess existing practicum structures to develop and guide future WBL decisions.</p>

MPCC CTE faculty and institutional services will continue to develop memorandums of understanding or contractual agreements to postpone hiring currently enrolled students until after program completion. CTE faculty and institutional services will further continue to stress the importance of completing programs of study and earning credentials before committing to full time employment. CTE faculty and institutional services will collaboratively strive to assist and address student needs that could prevent program completion.

MPCC CTE faculty (with the help of institutional services and industry partners) will continue implementing CTE Advisory Plans and provide quarterly updates to the CTE Advisory Task Force.

The MPCC CTE Advisory Task Force will meet on a semi-annual basis to review collected CTE Advisory Plan information and to ensure annual goals are on target to be met. Additionally, the CTE Advisory Task Force will review and assess implementation of four-day instructional week and Year 3 plans for utilization of a Program Enhancement Day.

- The CTE Advisory Task Force will provide reports for each CTE Advisory Plan that will assess accomplishments of Year 3 annual goals, adjust and modify CTE Advisory Plans, and formulate goals for continued future implementation of CTE program delivery and development of WBL opportunities throughout MPCC's 18 county service area.
- CTE Advisory Plan assessments and modifications will be distributed to and discussed with appropriate CTE instructors, institutional service, and employer partners for continued future implementation.

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:

Consortium institutions reviewed 2019 Student Performance Indicator Reports to gain an understanding of program needs in serving special population students. Review of these documents indicate overall enrollment in courses and CTE programs of study are low, particularly in male student populations. The Reports also assisted in identification of special population groups with the most significant disparities and gaps in performance. Limited English and single parent population groups report lowest Technical Skills Attainment, Completion Rates, and underrepresented groups participating in nontraditional programs of study at MPCC.

In order to address disparities and gaps with these population groups, consortium institutions will integrate activities into recruitment, career development, program support, professional development, and career preparation activities that infiltrate all six elements of Perkins V. Collaborative efforts will be established with area high schools and community organizations to identify special population students prior to registration and course enrollment through strategies to obtain self-disclosed information. MPCC Career Services will conduct

career exploration activities with identified student populations and provide informational sessions on resources and educational support to assist students in accessing educational programs and opportunities.

CTE instructors will partner with internal institutional services and external agencies and organizations to promote CTE programs of study, assist with access of educational support resources, and aid enrolled students with supplemental services. MPCC will also purchase zSpace technology to assist in equitable delivery of CTE course materials throughout the rural MPCC service area. Use of zSpace technology will be integrated into identified CTE curriculums to provide simulated and interactive learning experiences to assist students with learning difficulties, English as a second language students, and students living in remote communities in acquiring the knowledge and skills necessary to successfully integrate into and complete their programs of study.

CTE instructors will further receive assistance in accommodating special population students through professional development opportunities and trainings that feature and highlight evidence-based strategies and best practices in equitably serving and preparing special population students for H3 sectors and occupations. Professional development opportunities will be hosted at consortium institutions and attended by consortium institution CTE instructors throughout the United States. Hosted professional development workshops and conferences will include speakers and breakout sessions specifically related to serving special population students. If applicable, these locally hosted opportunities will invite institutional CTE faculty, academic advisors, career services, recruiters, financial aid representatives, and any other applicable services; area high school CTE instructors, guidance counselors, and administrators; and partnering industry leaders and employers to attend and discuss amongst each other how to best serve special populations. Systems to support selection of trainings and implementation of activities that serve special population students will be established at each consortium institution.

A portion of Perkins V funding will be earmarked each year for CTE instructors to increase access to CTE programs of study for special population students. CTE instructors will apply to receive the funding which will be approved based on special population need. Students may apply to use the approved use of allocated funding for each awarded program of study. Student applications will be reviewed by a CTE Advisory Task Force and preference will be given to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.

Finally, partnerships established with area employers will specifically strive to identify WBL and employment opportunities best suited for special population students. As consortium institution and employer partnerships develop, opportunities will be identified and potentially reserved for students in special population groups.

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 consortium 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 local districts and consortia no doubt already have in place are utilized as a starting point.

RESPONSE: The MPCC and NCTA Perkins program is under the counsel, direction, and assistance of an Advisory Committee that meets up to two times per year to discuss program implementation and to guide future goals and activities of CTE programs offered at MPCC. Standard Perkins Advisory Committee Agenda items will include: Introductions, Overview of Responsibilities, Current annual allocation uses, Implementation review, Perkins Four-year plan, Future use of allocated funding, Questions and Answers. Stakeholders commit to serving on the Perkins Advisory Committee for the duration of Perkins V; however, engagement will be assessed on an annual basis and advisory members will be rotated out and/or added as needed.

The current Perkins Advisory Committee is comprised of the following stakeholders:
Ashley Mathers (Greater Nebraska Workforce Development): Special Populations and Workforce Development
Mary Eisenzimmer (21st Century Equipment): Business and Industry, Transportation
Kylee Hall (Hall's Electric): Business and Industry, Construction
Fiona Libsack (Great Plains Health): Business and Industry, Healthcare
Susan Horn (North Platte Public Schools): Guidance Counselor
Kayla Thurman (Mid-Plains Community College): Academic Advising
Alecia Hothan: parent
Jennifer McConville (Nebraska College of Technical Agriculture): Administrator
Larry Gossen (Nebraska College of Technical Agriculture): Administrator
Brad Ramsdale (Nebraska College of Technical Agriculture): CTE Faculty

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.