



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



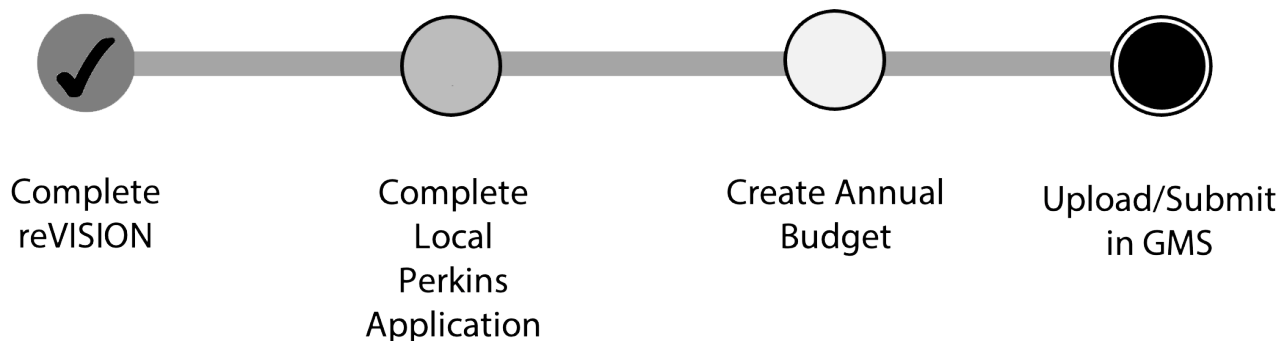
General Information

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

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

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

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

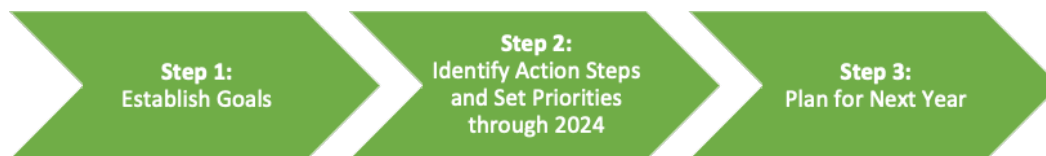
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



Helpful Tip

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

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

Step 3: Plan for Next Year

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

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

Section 1: reVISION Summary

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

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<ul style="list-style-type: none"> All faculty are trained to work with students in their programs. The college makes all individuals aware of additional post-secondary opportunities including marketing these options to SENCAP and TCA students that are working on dual-credit classes. We partner with K-12 to inform students about 2-year post-secondary opportunities. Many programs provide either internships, clinicals, or coops that take place in actual work environments. SCC instructors communicate with college advisors and work across programs of study. 	<ul style="list-style-type: none"> Implement career advising model. Enhance career opportunities to students in K-12 and current SCC students. Implement new student orientation.

<p style="text-align: center;">Local Workforce Alignment</p>	<ul style="list-style-type: none"> • SCC utilizes Workforce Leadership Teams, which meet in support of the sector partnership statewide initiative. • DACUM (Developing A Curriculum) workshops analyze and update CTE programs using a panel of 6-10 active workers in their field(s) documenting the duties and tasks performed on the job by a typical worker in the industry. • SCC has departments that work directly with each of the following student groups: students with disabilities, English language learners, and special population. These department serve to connect these students within advising and career staff to ensure work-based opportunities and employment after graduation. 	<ul style="list-style-type: none"> • Utilize Workforce Leadership Teams to include both “front line” employee and management perspectives to these meetings to fully understand what is needed currently and future needs. • Utilize SCC’s Institutional Research Department as well as economic development specialists to recognize trends in the region regarding workforce development. • The College is developing a new advising model with the desire to create employment opportunities for students in special population groups. The College will be reaching out to employment possibilities with our advising model, and begin to concentrate on not only advising students within curriculum, but also career coaching.
<p style="text-align: center;">Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> • The Perkins Workforce Leadership Team meets at least once annually with stakeholders to discuss the Perkins requirements, review previous year’s projects, and contribute ideas for upcoming plans. • All programs have access to industry standard equipment, classroom/laboratory space, and quality instructional materials. • SCC has struggled to increase representation in is gender-nontraditional, however despite being a performance measure, it is not an official special populations group. 	<ul style="list-style-type: none"> • Purchase industry-grade equipment for CTE programs. • Improve recruitment, retention, and completion of gender non-traditional students. • Use new advising model to improve retention/completion of special populations students.

<p>Student Performance Data</p>	<p>SCC's biggest gap is with the 5P1 indicator (gender nontraditional participation). This data comes from the 2017 academic year because that is the most recent available as a result of the ongoing Perkins V reVISION evaluation process.</p>	<p>Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>SCC is continuously looking for adjunct instructors in CTE areas that can assist us if needed but also build the pool of potential candidates for an open position. Currently with a tight workforce, this can be a struggle. Instructors are required to keep current any certifications or continuing education credits in order to teach in their field.</p> <p>Annual professional development is required for all instructors, which is varies within individual programs. SCC also offers a competitive and generous benefits packages. The college also has transitioned from quarters to semesters, which it anticipates will make SCC more competitive as an employer.</p>	<p>Explore strategies to improve recruitment success of CTE educators. Implement New Faculty Institute to expand professional development opportunities.</p> <p>Develop summer work-site professional development opportunities for faculty. Implement a projects-and-goals-centered professional development and engagement plan.</p>
<p>Work-Based Learning</p>	<p>Most CTE programs have work-based learning experiences such as clinicals, practicums, internships, and coops, to enhance career readiness in the student's chosen field.</p> <p>SCC uses its Workforce Leadership Teams to recruit employers as part of its partnership program. It also partners with hospital associations and businesses directly to create work-based learning opportunities for students.</p> <p>Post work-based learning experiences are evaluated each term along with employer surveys to ensure the work-based activities are tied to classroom and lab instruction, along with student performance.</p>	<p>Expand work-based learning opportunities in appropriate CTE programs.</p> <p>Expand networks with employers to increase work-based learning opportunities for SCC CTE students.</p>



Helpful Tip

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

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the college's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to

their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your college will ensure each student is provided with:**
- a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for further postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

SCC has recently begun implementing an Advising Transformation project that will create a streamlined and centralized model for advising. It will ensure each student is matched with a College Advisor, resulting in an ongoing, collaborative partnership lasting throughout a student's college career. Advising will be developmental and holistic in nature and designed to support a student's life in and out of the classroom, including connecting them to career advising and development. This new, mixed model of advising includes total intake and program advising. College Advisors will work within academic pathways and with the same students throughout their time at SCC, providing comprehensive onboarding and career clarification, while staying affiliated with their student cohort as a success coach and retention specialist. College Advisors will work to connect students to much needed resources, establish a sense of belonging for CTE students, and create programming for emotional intelligence and resilience. Program Advisors will advise students within their program, work with students on academic advising and career preparation, and provide career mentoring as students prepare to graduate. Resource and Support Professionals will provide logistical resources for success, assist with enrollment and academic processes, and guide SCC on compliance with regulations. Program impact includes an increase in student success and completion through the development of comprehensive, equitable, and holistic student advising services.

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

Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

1. Implement career advising model.

2. Enhance career opportunities to students in K-12 and current SCC students.
3. Implement new student orientation experience and new student enrollment experience.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • Ramp up career advising model implementation. • Develop New Student Enrollment experience. • Develop New Student Orientation experience. • Hire two full-time career advisors. • Hire one full-time data manager for advising model.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Continue implementation of career advising model. • Implement New Student Enrollment experience. • Implement New Student Orientation experience.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Career advising model fully implemented with evaluation of outcomes. • New Student Enrollment experience fully implemented. • New Student Orientation experience fully implemented.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Implement modifications to career advising model, new student enrollment, and new student orientation according to evaluation findings.

Element 2: Local Workforce Alignment

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

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

RESPONSE:

The revision process along with SCC’s Workforce Leadership Teams and the Perkins Workforce Leadership Team resulted in a number of outcomes that informed SCC’s Perkins plan. SCC has decided to partner with Gray and Associates, an economic development and research organization, to create a priority list of employment needs in the region. In addition, the assessment process validated current efforts to improve and enhance career advising at SCC. It has also reinforced efforts to strengthen connections with employers, develop work-based learning opportunities, and increase the pool of qualified instructors. The Sector Partnership initiative and Workforce Leadership Team model will continue over the next three years. The mission, membership, and action plans of WLTs will continue to develop and evolve in response to the needs of business and industry, the college and other partners. SCC will schedule, plan and conduct three sector meetings according to the master calendar. All programs of study would hold at least one WLT meeting or more, depending on program and/or accreditation needs.

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

RESPONSE:

SCC is developing an Occupational Therapist Assistant (OTA) program in response to economic data and regional needs. Also being developed are Plumbing Technician, Electrical/Electromechanical Technician (certificate), and Surgical First Assistant.

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

RESPONSE:

The new career advising model will identify special populations students both as a way of making sure they have adequate resources and support and as a way of tracking their progress. This new, mixed model of advising includes total intake and program advising. College Advisors will work within academic pathways and with the same students throughout their time at SCC, providing comprehensive onboarding and career clarification, while staying affiliated with their student cohort as a success coach and retention specialist. College Advisors will work to connect students to much needed resources, establish a sense of belonging for CTE students, and create programming for emotional intelligence and resilience. Program Advisors will advise students of CTE opportunities, and continue to assist them once they have selected a program, including providing academic advising, career preparation, and career mentoring as students prepare to graduate.

6. In your college’s Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the college’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

1. Create an Occupational Therapist Assistant program utilizing advanced simulation technology.
2. Combining the capabilities of the College’s Institutional Research Department with Gray and Associates to create a priority list of employment needs in the region.
3. Create simulation opportunities in Allied Health programs to mimic patient care.
4. Initiate a career advising model to include both curriculum advising and career coaching and career placement.
5. Develop the Sector Partnership Initiative and Workforce Leadership Teams.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Ramp up career advising model implementation. Engage SCC Institutional Research and Gray & Associates to create a priority list of employment needs in the region. Begin development of OTA program, to include simulation technology. Explore simulation opportunities in Health Sciences programs. Schedule, plan and conduct three sector meetings according to the master calendar. All programs of study would hold at least one WLT meeting or more, depending on program and/or accreditation needs.
Year 2: 2021-2022	Continue implementation of career advising model.

	<p>Engage SCC Institutional Research and Gray & Associates to create a priority list of employment needs in the region.</p> <p>OTA program fully implemented, to include continued simulation technology development.</p> <p>Evaluate and select simulation opportunities to pursue in Health Sciences programs.</p> <p>Schedule, plan and conduct three sector meetings according to the master calendar. All programs of study would hold at least one WLT meeting or more, depending on program and/or accreditation needs.</p>
<p>Year 3: 2022-2023</p>	<p>Career advising model fully implemented with evaluation of outcomes.</p> <p>Engage SCC Institutional Research and Gray & Associates to create a priority list of employment needs in the region.</p> <p>Implement simulation opportunities in Health Sciences programs.</p> <p>Schedule, plan and conduct three sector meetings according to the master calendar. All programs of study would hold at least one WLT meeting or more, depending on program and/or accreditation needs.</p>
<p>Year 4: 2023-2024</p>	<p>Implement modifications to career advising model, new student enrollment, and new student orientation according to evaluation findings.</p> <p>Engage SCC Institutional Research and Gray & Associates to create a priority list of employment needs in the region.</p> <p>Implement simulation opportunities in Health Sciences programs.</p> <p>Schedule, plan and conduct three sector meetings according to the master calendar. All programs of study would hold at least one WLT meeting or more, depending on program and/or accreditation needs.</p>

<p>Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study</p>	
<p>Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska’s CTE programs at both the secondary and postsecondary levels should be based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Postsecondary program approval is coordinated through the Coordinating Commission for Postsecondary Education.</p>	
<p>7. Describe the CTE course and program offerings that will be provided with Perkins funds. Justify these offerings with the local and regional CTE assessment results.</p>	
<p>RESPONSE:</p> <p>Perkins funds will fund a simulation coordinator position that will oversee simulation technology within Health Sciences. Simulation is becoming an ever-more important aspect of health sciences programs because it allows students to practice acute, high-risk situations without putting themselves or patients at risk, and it also provides education access to students in rural areas of the 15-county service area.</p>	
<p>8. How will your college improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic</p>	

standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

- DACUM (Developing A Curriculum) workshops analyze and update CTE programs using a panel of 6-10 active workers in their field(s) documenting the duties and tasks performed on the job by a typical worker in the industry. In addition, Enabler Lists will also be compiled, identifying Competencies a worker needs in order to be successful in the occupation; for example, Academic Competencies (e.g. written communication), Personal Competencies (or Soft Skills), and Industry-specific Competencies (industry knowledge and skills such as blueprint reading). Finally, the panel provides information on the tools used to perform the work, future trends and concerns of the industry, and acronyms typically used on-the-job. The result of the workshop is a DACUM chart, which is then presented to faculty and administrators for review and analysis. The information in the DACUM chart will enable programs to complete a curriculum map, which links duties, tasks, and competencies to core courses in the program, analyzes the level of proficiency that duties and tasks are taught in the program, and identifies curriculum gaps for the program to address. SCC's Perkins grant has an advisory group called the Perkins Workforce Leadership Team that provides guidance, advice, and assistance in developing an annual Perkins plan and reviewing outcomes of the previous year's projects. The committee includes academic and CTE faculty, administrators, and business and industry representatives. The college will also use funds to purchase industry-grade equipment to ensure students are learning on equipment that they will use in the workplace. Equipment purchased with Perkins funds ensures a quality CTE education and strengthens CTE skills by providing equipment that is currently being used in the field and successfully integrates CTE and academics. Perkins equipment also contributes to local plan goals by furthering credentials earned by students, such as certifications and associate degrees.
- Competency-based learning will explore the implementation and utilization of competency-based education with CTE programs in the assessment of skills in laboratory activities, which also aligns with employer objectives. SCC will establish a CBE planning team of faculty, staff, and administrators. This team will develop a recommendation and possible plan of action to pilot and then implement CBE at SCC. A possible outcome for 2020-21 would be piloting one or more courses as a CBE course. This team would attend the CBEN Conference in fall 2020.

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

RESPONSE:

SCC partners with high schools in its 15-county service area, through the Southeast Nebraska Career Academic Partnership (SENCAP) program and Lincoln Public Schools via The Career Academy (TCA), in providing dual-credit CTE instruction to high school students. This year SCC will use funds to assist CTE programs at TCA by providing needed technical equipment needed for instruction with plans to explore additional connections between SCC and K-12.

10. In your college's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your college hopes to address over the next four years. First, write the college's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality

and Implementing CTE Programs and Programs of Study your college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

1. Purchase industry-grade equipment for CTE programs.
2. Use new advising model to improve retention/completion of special populations and gender non-traditional students.
3. Enhance connections to K-12 via SENCAP and The Career Academy.
4. Perform DACUM workshops to ensure up-to-date program curriculum.
5. Explore and develop competency-based learning model.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p align="center">Year 1: 2020-2021</p>	<p>Purchase industry-grade equipment for CTE programs. Ramp up career advising model implementation. Engage SENCAP and The Career Academy to explore opportunities to enhance SCC/K-12 connections. Hire a simulation coordinator. Perform DACUM workshops to ensure up-to-date program curriculum. Establish a CBE planning team of faculty, staff, and administrators. This team will develop a recommendation and possible plan of action to pilot and then implement CBE at SCC. A possible outcome for 2020-21 would be piloting one or more courses as a CBE course. This team would attend the CBEN Conference in fall 2020.</p>
<p align="center">Year 2: 2021-2022</p>	<p>Purchase industry-grade equipment for CTE programs. Continue implementation of career advising model. Evaluate and select opportunities to enhance SCC/K-12 connections. Perform DACUM workshops to ensure up-to-date program curriculum. CBE Planning Team would continue to meet. Based on the progress of the previous year, additional courses or sequence of courses could be planned, developed, and delivered as CBE courses. Action items and possible outcomes could include a CBE Policy and Procedures Manual for the college. The planning team would continue to research best practices and would attend the annual CBEN conference as well as other professional development opportunities.</p>
<p align="center">Year 3: 2022-2023</p>	<p>Purchase industry-grade equipment for CTE programs. Career advising model fully implemented with evaluation of outcomes for special populations and gender non-traditional. Implement opportunities to enhance SCC/K-12 connections. Perform DACUM workshops to ensure up-to-date program curriculum. CBE Planning Team would continue to meet. As the CBE program progresses, more courses, sequence of courses, and even programs of study/awards could be developed and delivered. The planning team would continue to research best practices and would attend the annual CBEN conference as well as other professional development opportunities.</p>
<p align="center">Year 4: 2023-2024</p>	<p>Purchase industry-grade equipment for CTE programs.</p>

Implement modifications to career advising model, new student enrollment, and new student orientation according to evaluation findings.
 Implement opportunities to enhance SCC/K-12 connections.
 Perform DACUM workshops to ensure up-to-date program curriculum.
 CBE Planning Team would continue to meet. As the CBE program progresses, more courses, sequence of courses, and even programs of study/awards could be developed and delivered. The planning team would continue to research best practices and would attend the annual CBEN conference as well as other professional development opportunities.

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your college reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

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

11. Describe how your college will support teachers so they will:

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

RESPONSE:

The college offers a number of professional development opportunities, including work-based experiences, that ensure instructors are teaching skills that are currently needed in the field. The college also promotes gender non-traditional careers in its many outreach materials both in and outside of the college. The new career advising model also will be a resource to instructors to address these

expectations by being an advocate for special populations students and for being a point of contact for instructors if students are in need of additional support.

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

RESPONSE:

- The new career advising model will identify special populations students both as a way of making sure they have adequate resources and support and as a way of tracking their progress. This centralized career advising model will ensure each student is matched with a College Advisor, resulting in an ongoing, collaborative partnership lasting throughout a student’s college career. Advising will be developmental and holistic in nature and designed to support a student’s life in and out of the classroom, including connecting them to career advising and development. This new, mixed model of advising includes total intake and program advising. College Advisors will work within academic pathways and with the same students throughout their time at SCC, providing comprehensive onboarding and career clarification, while staying affiliated with their student cohort as a success coach and retention specialist. College Advisors will work to connect students to much needed resources, establish a sense of belonging for CTE students, and create programming for emotional intelligence and resilience. Program Advisors will advise students within their program, work with students on academic advising and career preparation, and provide career mentoring as students prepare to graduate. Resource and Support Professionals will provide logistical resources for success, assist with enrollment and academic processes, and guide SCC on compliance with regulations. Program impact includes an increase in student success and completion through the development of comprehensive, equitable, and holistic student advising services.
- SCC will also use Perkins funds to improve the quality of tutoring but offering training to all tutors and by providing bi-lingual tutors in certain CTE programs. SCC will also send three CTE staff/faculty members to National Academic Advising Association (NACADA) annual conference for professional development. This conference provides new student success strategies and best practices supported by research to implement at SCC in order to increase retention, class success, and graduation rates for CTE students. This professional development opportunity also supports the new career advising model, a mixed model of advising consisting of total intake and program advising.

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

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

Implement new career advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.
Improve quality of tutoring in alignment with the new career advising model.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	Ramp up career advising model implementation. Provide bi-lingual tutors, tutor training, and professional development.
Year 2: 2021-2022	Continue implementation of career advising model. Provide bi-lingual tutors, tutor training, and professional development.

Year 3: 2022-2023	Career advising model fully implemented with evaluation of outcomes for special populations and gender non-traditional. Provide bi-lingual tutors, tutor training, and professional development.
Year 4: 2023-2024	Implement modifications to career advising model, new student enrollment, and new student orientation according to evaluation findings. Provide bi-lingual tutors, tutor training, and professional development.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your college’s approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your college’s Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your college will coordinate with the NDE and secondary CTE programs to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:
 SCC has proposed new “faculty evaluation” model that will enable new CTE faculty (first 2-3 years) to engage and participate in professional development via a New Faculty Institute. This will be a formalized academy offering professional development in all areas of pedagogy. SCC is also working to identify funding to send faculty to work sites during summer months to learn new skills and other field-specific knowledge that can be brought back into the classroom. SCC’s annual professional development is changing to professional development projects and goals, required of all full-time faculty, in all programs. We expect that the retention of CTE instructors will increase with this professional development and engagement of faculty. In addition to existing benefits, SCC would enhance training opportunities for new and current faculty.

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

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

1. Explore strategies to improve recruitment success of CTE educators.
2. Implement New Faculty Institute to expand professional development opportunities.
3. Develop summer work-site professional development opportunities for faculty.
4. Implement a projects-and-goals-centered professional development and engagement plan.

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>Year 1: 2020-2021</p>	<p>Explore strategies to improve recruitment success of CTE educators. Begin implementation of New Faculty Institute. Explore summer work-site professional development opportunities. Begin implementation of a project-and-goals-centered professional development engagement plan.</p>
<p>Year 2: 2021-2022</p>	<p>Evaluate and select strategies to improve recruitment success of CTE educators. New Faculty Institute fully implemented. Evaluation begins. Evaluate and select summer work-site professional development opportunities. Project-and-goals-centered professional development engagement plan fully implemented. Evaluation begins.</p>
<p>Year 3: 2022-2023</p>	<p>Begin implementation of strategies to improve recruitment success of CTE educators. Evaluate outcomes of New Faculty Institute and plan modifications. Begin implementation of summer work-site professional development opportunities. Evaluate outcomes of project-and-goals-centered professional development and plan modifications.</p>
<p>Year 4: 2023-2024</p>	<p>Evaluate strategies to improve recruitment success of CTE educators and plan modifications. Continue evaluating outcomes of New Faculty Institute and plan modifications. Evaluate summer work-site professional development opportunities and plan modifications. Continue evaluating outcomes of project-and-goals-centered professional development and plan modifications.</p>

Element 6: Work-based Learning

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

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

RESPONSE:

Most CTE programs have work-based learning experiences such as clinicals, practicums, internships, and coops, to enhance career readiness in the student’s chosen field. This has been so successful that students are often recruited before they graduate. SCC uses its Workforce Leadership Teams to recruit employers as part of its partnership program. It also partners with hospital associations and businesses directly to create work-based learning opportunities for students. Post work-based learning experiences are evaluated each term along with employer surveys to ensure the work-based activities are tied to classroom and lab instruction, along with student performance. SCC would like to implement work-based learning opportunities where it is an appropriate learning environment that compliments the program instruction. In some program areas that is not feasible or practical to do for students and employers. There is a strong

need from business and industry for additional skilled employees. SCC will continue working with employers to grow opportunities for students to participate in work-based learning. SCC's goal is to continue opportunities for business and industry to support work-based learning opportunities for current and potential students.

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

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

1. Expand work-based learning opportunities in appropriate CTE programs.
2. Expand networks with employers to increase work-based learning opportunities for SCC CTE students.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	Through Workforce Leadership Teams, explore strategies to expand WBL opportunities and networks of employers.
Year 2: 2021-2022	Evaluate and select strategies to expand WBL opportunities and networks of employers.
Year 3: 2022-2023	Implement strategies to expand WBL opportunities and networks of employers.
Year 4: 2023-2024	Evaluate outcomes of strategies to expand WBL opportunities and networks of employers and modify strategies based on outcomes.

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:

Special populations, as do all students, continue to be a focus for SCC as it goes about improving access to and success in CTE programs. The new career advising model is one of the most robust activities SCC has taken to date to ensure all CTE students have the very best chance to persist, graduate, and succeed. In that sense, the new advising model touches every student in every CTE program at SCC, and this holistic approach has been shown in the pilot program and measured outcomes to have a dramatic effect on student success, particularly those student populations, such as special populations, that are the most vulnerable and require additional institutional supports.

Stakeholder Engagement and Consultation

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

Evidence of this can be provided in several ways:

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

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

The Perkins Workforce Leadership Team meets at least once annually to discuss the Perkins requirements, review previous year's projects, and contribute ideas for upcoming plans. This team includes students, parents, community employers, workforce representatives, school counselors, and a representative of special populations. This team also includes members from the college's program Workforce Leadership Teams, which meet in support of the sector partnership statewide initiative. These teams are composed of business and industry representatives, former students, parents, governmental agencies, community organizations, and nonprofit entities. They meet with faculty, program directors, and deans to examine college programming, suggest curriculum changes that coincide with industry practices and trends, and assist with selection of laboratory equipment. Their input acts as guide for future development as well as a spotlight for program improvement. Many employers on these teams also employ graduates and/or provide opportunities for co-op or internship experiences. College administrators participate in groups, committees, teams, organizations, etc. on a regular basis, to ensure that the College stays in touch with community needs, goals, and expectations, creating a second layer of advisory input for the Perkins funds. The College maintains close relationships with K-12 schools and other postsecondary institutions to preserve and strengthen articulation among the educational levels. Outcomes have proven the effectiveness of this collaboration. In the last nine years, the K-12 connection has been significantly strengthened through the development of career academies, which have allowed secondary and postsecondary faculty and administrators to work in tandem on programs of study, curriculum, procedures and policies to the benefit of students and their families throughout the 15-county SCC area. As a result of this close coordination, more and more high schools of all sizes are able to offer their students dual-credit courses that give students a head start into college while also meeting secondary requirements.

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.