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

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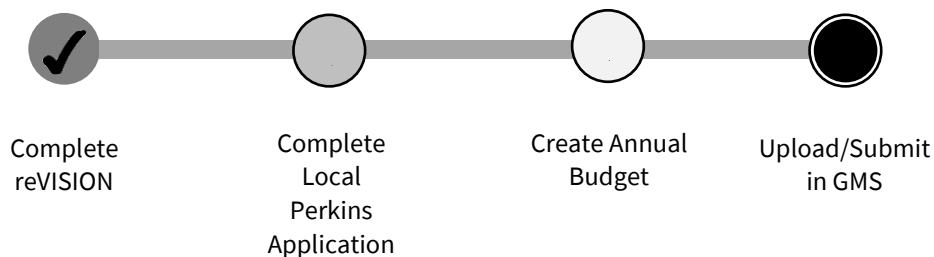
The Local Perkins Application and Resources are available online at
https://www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

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

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

Submission Information
Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.
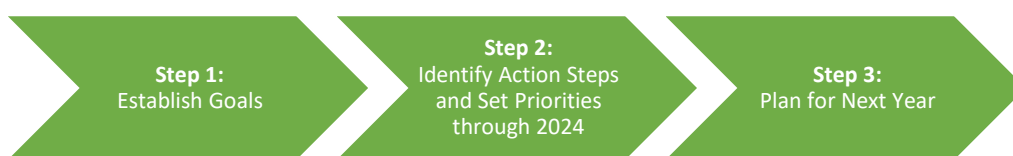
Application Elements
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your college determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your college 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	Step 2: Identify Action Steps and Set Priorities through 2024	Step 3: Plan for Next Year

Step 1: Establish Goals

Through active participation in the reVISION process, colleges, 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). <u>Taking all of these desired states and action steps into consideration, identify a goal or set of goals your college might pursue to ensure high-quality CTE programming for your students.</u>

Step 2: Identify Action Steps & Set Priorities

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

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

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 college. Your college 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.

Helpful Tip

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

Step 3: Plan for Next Year

After identifying the prioritized action steps your college will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming

academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: https://www.education.ne.gov/nce/perkins-administration/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

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

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

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

reVISION SUMMARY		
Element	**Summary of Current State**	**Overarching Goal(s)**
Career Development	Intra-college advising is generalized providing broad areas of support for all student populations. WNCC Career Pathways and Advising was recently expanded with support from a Kiewit Foundation external grant. This allows for more in-depth advising and increased connection with employers for internships. Inter-institutional (public school,	Over the next four years: a) Intra-college advising for CTE programs will be enhanced through program familiarization essential for advisement training for WNCC Career Pathways and Advising (CP&A) staff. CTE Program Faculty Advisors will be provided additional focused advising training.

	community college, and four-year co-advising need further development.	b) Strategies for inter-institutional co-advising activities will be developed to enhance focused advising of CTE program students
Local Workforce Alignment	There is good alignment of regional businesses and the College. All CTE programs have active and involved advisory boards resulting in recommendations of needed skills for current employees and identification of new program areas of need.	Based on current and projected need identified by regional businesses for types of employees and skills needed, over the next four years: a) Programs that align with regional need and are aligned with H3 jobs identified in the Panhandle will be explored for implementation. b) Workforce Development workshops and short term training will be created in areas of employer demand identified by regional employers.
Size, Scope, & Quality and Implementing CTE Programs of Study	A high level of communication exists between departments internal to the College and externally between the College and its partner regional high school and regional businesses/industry through monthly meetings with local high schools and semi-annual advisory board meetings. Quality of programming is assessed using general education (GE) goals, program student learning outcomes (SLO) and professional/industry certifications that can be earned upon completion of training and/or coursework e.g. American Welding Society, National Registry of Emergency Medical Technicians. (Note: any cost of certification(s) is/are borne by the student.)	Over the next four years: a) New programs and Workforce Development workshops and short term trainings, both currently under development, proposed and yet to be identified relative to the term of this grant cycle, will utilize input from their respective advisory boards to identify and quantify needed equipment; b) CTE programs that are aligned with H3 careers and/or are supported as evidenced by employer needs in the Panhandle region will undergo a review of currency of equipment to remain aligned with industry standards;
Student Performance Data	Two primary areas of concern exist relative to student performance, the percentage of CTE concentrators that earn an award (certificate, diploma, degree), and non-traditional participation and completion	Utilize results from the graduate survey recently implemented by WNCC Student Services along with special populations' student data from Institutional Effectiveness to make data-informed decisions to drive changes that will positively affect: 1. The percentage of concentrators receiving an award in H3 CTE programs 2. An increase special populations/non-traditional student participation and completion in selected H3 CTE programs.
Recruitment, Retention, and Training of Faculty and Staff	Difficulty exists in locating fully qualified instructors. Varying combinations of qualifications exist. If a candidate meets minimum WNCC technical knowledge e.g.	Utilize Perkins funding to provide: 1. Pedagogical/andragogical training for CTE instructors through

	welding teaching experience is limited or non-existent. Limited funding is available to assist instructional pedagogical/ andragogical training for the faculty member. A second common difficulty exists regarding advanced degrees required for *program* accreditation. A qualified candidate in this category commonly meets WNCC qualifying guidelines through holding a recognized credential e.g. RN and/or BSN degree but *program* accreditation requires a master's degree. Available only to the WNCC Nursing Program, funding is available to assist the instructor to attain their master's degree.	attendance at qualified conferences and workshops; 2. Technical training in the faculty member's area of CTE program assignment.
Work-Based Learning	Access to clinical and practicum sites are limited and highly competitive. Simulation and scenario based training are being used more frequently to supplant limited clinical and practicum opportunities.	Identify areas of program skills where access to clinical/practicum training is most restrictive. Continue to build on initial efforts to expand simulation and scenario based training for those areas where allowable per program guidelines and/or accreditation.

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:

As a postsecondary institution WNCC focuses on (from above) a) self-awareness of attainment of academic standards and technical skills, c) career planning and d) organized delivery of CTE program content.

Self-awareness of attainment of academic standards and technical skills
- Formative and summative assessments of CTE program core classes
  - Attainment of Student Learning Objectives (SLO)
  - Assessment of General Education (GE) goals
- Formative and summative assessments of general education classes needed for diploma and/or degree

Career planning
- Investigative advising provided:
  - by Career Pathways and Advising office
  - through Program Faculty Advisors
  - Industry networking events, examples
    - On-campus networking socials and speed networking organized by CP&A
    - Manufacturing Days presentations and industry tours organized by Workforce Development staff
- Integration of class presentations by industry representatives, examples
  - Duncan Aviation presentations to Aviation Program students
  - Heritage Estates and Home Instead Senior Care presentations to Nurse Aid classes

Organized delivery of CTE program content

- Comprehensive and inclusive CTE programs of study that result in:
  - College awards: certificates, diplomas, and degrees
  - Industry certifications (with any associated cost(s) of certification (s) being paid by the student), examples
    - American Welding Society (AWS)
    - Automotive Service Excellence (ASE)

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.

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

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Over the next four years:

a) Intra-college advising for CTE programs will be enhanced through program familiarization training for WNCC Career Pathways and Advising staff.

b) CTE Program Faculty Advisors will be provided additional focused advising training.

c) Strategies for inter-institutional co-advising activities will be developed to enhance advising of CTE program students.

NOTE: Goals and action steps may need to be adjusted due to the impact of external and unforeseen events such as was the situation Spring 2020 and COVID-19.

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Prioritized Action Steps for Career Development:

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Program Year	Action Steps *(What are you going to do to achieve your goal?)*
Year 1: *2020-2021*	1. The initial six WNCC CTE program faculty will create and offer one 4-hour explorative workshop in each of their respective CTE program areas. Workshops will be available for WNCC CP&A and WNCC Admissions staff to increase their program knowledge. Each workshop will be limited to a maximum enrollment of five. 2. CTE Program Faculty will be provided with a series of topic-specific focused advising training session through synchronous and asynchronous formats. Annually four to six topics will be developed and delivered by CP&A and Admissions staff. 3. Participants will be asked to complete a brief survey about the workshop and for future potential workshop topics. Results will be used to determine future workshop topics.
Year 2: *2021-2022*	1. The remaining six WNCC CTE program faculty will create and offer one 4-hour explorative workshop in each of their respective CTE program areas. Workshops will be available for WNCC CP&A and WNCC Admissions staff to increase their program knowledge. .Each workshop will be limited to a maximum enrollment of five. 2. The initial six WNCC CTE program faculty will create and offer one 6-hour explorative workshop in each of their respective CTE program areas. Workshops will be available for regional high school instructors, counselors and administrators to increase their knowledge of WNCC programs. Each workshop will be limited to a maximum enrollment of five.

	3. Participants will be asked to complete a brief survey about the workshop and for future potential workshop topics. Results will be used to determine future workshop topics.
Year 3: *2022-2023*	1. The remaining six WNCC CTE program faculty will create and offer one 6-hour explorative workshop in each of their respective CTE program areas. Workshops will be available for regional high school instructors, counselors and administrators to increase their knowledge of WNCC programs. 2. Participants will be asked to complete a brief survey about the workshop and for future potential workshop topics. Results will be used to determine future workshop topics.
Year 4: *2023-2024*	1. Repeat high interest explorative workshop sessions for up to six WNCC CTE program areas. Workshops will refresh content to reflect changes in industry and technology since initial workshops were offered. Four-hour workshops will be offered to WNCC CP&A and Admissions staff. Six-hour workshops will be offered to regional high school instructors, counselors and administrators.

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:
Data sources to inform discussion on potential program need relied on:
- Department of Labor information
- Program Advisory Boards
- Roundtable sessions to identify new program areas
- Regional business owners
- Regional Chambers of Commerce
- State Department of Economic staff and data
- Regional Economic Development Offices
- Regional high school staff
- EMSI – Economic Modeling
- Online sources
  - H3.ne.gov
  - Onetonline.org

All levels of WNCC program awards – certificate, diploma, degree - were considered, as were non-credit and short term training and professional continuing education needs. Discussions included training needed for career advancement for unemployed and under employed.

Alignment of existing secondary – postsecondary career pathways were considered as were options for delivery specific to dual credit options. Locally available paths to professions via apprenticeships were examined but on a limited basis.

The resulting list of current and future program need were first examined relative to H3 and non-H3 but locally identified areas of need. A second round of evaluation for alignment to WNCC's mission, vision, and values occurred. A tertiary round of evaluation considered feasibility related to financial, physical resources, and overall infrastructure.

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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:
Initial short term training to be expanded to non-credit WNCC certificates and/or lead to industry certification(s) the student may pursue after completion of the training and at their expense:
- Commercial Driver's License – Class A

Initial short term training workshops with potential to be expanded to credit programs:
- Diesel Technician
- Construction Trades:
  - Carpentry
  - Electrical
  - Plumbing
  - Masonry-Flatwork
  - HVAC

Evaluate and revise current agriculture program for potential stackable certificates building to a diploma and/or degree:
- Ag Production
- Ag Business
- Natural Resources – Conservation – Environment

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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:
Exposure of Programs to Special Population Students
- WNCC Admissions and recruiting staff promote CTE programs to all potential student/participant populations. These efforts can be enhanced by utilizing admissions and recruiting staff who themselves hold non-traditional degrees for their gender, age, single parent, displaced homemaker, and other of the special populations, for focused program promotion highlighting these non-traditional alignments. This approach can also be adapted to faculty in non-traditional roles.

- On-campus CTE program tours and open houses occur on a regular basis. During those tours college students in non-traditional career fields are informally observed by students on tour. An ambassador-type training program will be investigated for feasibility of utilizing those non-traditional career field students for CTE program specific tours.

Support for Special Population Students After Enrollment
- WNCC's TRIO Student Support Services (SSS) provides access to academic tutoring, personal advising, mentoring, financial guidance and other necessary support services to promote educational access and retention. Targeted special populations include: first-generation college students; students meeting income guidelines established by the U.S. Department of Education; students diagnosed with a physical or learning disability; and qualified veterans.

  Examples of services available through TRIO SSS: tutoring in academic subjects; success coaching; academic and transfer advising; scholarship and financial assistance; peer-led study groups.

- WNCC also maintains a Military and Veterans Affairs Office, which includes the TRIO Veterans Upward Bound (VUB) program that provides academic, career, and financial assistance to qualified veterans at no cost, as well as organized social and cultural activities.

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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)

Based on current and projected need identified by regional businesses for types of employees and skills needed, over the next four years:
  a) Select programs currently identified that align with regional need and are aligned with H3 jobs identified in the Panhandle will be evaluated for implementation.
  b) Workforce Development workshops and short term training will be created in areas of employer demand identified by regional employers.
NOTE: Goals and action steps may need to be adjusted due to the impact of external and unforeseen events such as was the situation Spring 2020 and COVID-19.

Prioritized Action Steps for Local Workforce Alignment:	
Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	CDL - WNCC Workforce Development staff will develop short term, non-credit training for Class-A commercial driver's license training. Training will be initiated during the fall 2020 semester with initial training occurring at Alliance, Nebraska, for students in the Powerline Construction and Maintenance Technology program as part of their required training. Initial application for accreditation by the Professional Truck Driver Institute (PTDI) will be completed by June 30, 2021. Acquisition of additional instructional equipment e.g. tractor-trailers. Diesel Tech – Based on regional industry demand and needs, development of initial certificates and AAS program will begin. The program will be submitted to CCPE for

	review and approval, with implementation targeted for Fall 2021. Acquisition of core equipment will begin.
Year 2: 2021-2022	CDL – A credit version of the CDL training will be created for use in CTE programs as applicable. CDL classes will be offered at WNCC's location in Sidney and through a location, yet to be finalized, in Chadron.

Diesel Tech – Expansion of industry driven training topics. Expansion of individual training topics as basis of expanded credit awards to include additional stackable certificates leading to diplomas and degrees. Continued expansion of instructional equipment.

Construction – This program will developed during the 2021-22 academic year. Both non-credit, short term training as well as a full credit program will be created. Non-credit, short term training will proceed as subareas of carpentry, electrical, plumbing, masonry-flatwork and HVAC are completed. Order of the subareas will be based on regional demand for trained workers. Delivery of these classes utilizing blended delivery methods is being investigated. Begin initial acquisition of core equipment.

Non-credit construction classes will initially be offered beginning Fall 2022 with the full credit program's targeted startup Fall of 2023. |
| Year 3: 2022-2023 | CDL – continue supported expansion of CDL to Scottsbluff campus.

Diesel Tech – Continued support to build the program. Adaptation of curriculum as needed to keep pace with changes in industry and to maintain a quality instructional program. Continued expansion of instructional equipment.

Construction – continued support of the Construction program into the future as a mature credit program. Non-credit workshops offered for continuing education and employment advancement. Continued acquisition of instructional equipment. |
| Year 4: 2023-2024 | CDL – continuation of CDL into the future as a mature credit program and with PTDI accreditation of the non-credit version of CDL.

Diesel Tech - Continued support to build a fully mature credit program by 2025. Complete acquisition of all initial program equipment.

Construction – Continued support to build a fully mature credit program by 2026. Continued acquisition of instructional equipment. |

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's CTE programs at both the secondary and postsecondary levels should be based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated standards, provide

work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Postsecondary program approval is coordinated through the Coordinating Commission for Postsecondary Education.

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

RESPONSE:
Based on both emerging and known current demand for skilled employees Perkins funds will be allocated to developing new program areas and to maintaining currency of equipment in established program areas.

The following short-term training and/or credit programs have been identified by regional business and industries as high need. Most but not all are also listed as H3 on the Panhandle report (training/profession and number of annual openings):
- Diesel Technician (including engine and non-engine occupations) (27)
- Commercial Driver's License Class A training (93)
- Construction Trades
  - Electrician (35)
  - Plumber (30)
  - Carpenters (25)
  - Masonry-Flat work (7)
  - HVAC (7)

Established CTE programs may be considered for support utilizing Perkins funds as needed. Need will be based on a combination of increased enrollment, maintaining currency of training equipment and most importantly guidance from program advisory boards. These CTE programs include: Automotive Technology, Collision Repair and Refinish Technology, Agriculture, Welding, Powerline Construction and Maintenance, Advanced Manufacturing and Drafting, and Aviation; Nursing, Surgical Technology, Med Lab Tech, Phlebotomy, Emergency Medical Services, Health Information Technology; Business Technology; and Workforce Development and Training.

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

RESPONSE:
Guidance for knowledge, skills and, abilities needed in core program areas and stackable certificates is informed by program Advisory Boards, comparison with respective programs at other postsecondary institutions and with information from O*NET OnLine Tasks, Technology Skills, Knowledge, Skills, Abilities, Work Activities, Detailed Work Activities, Work Context, Job Zone, Education, Credentials. Additional information program related personal Interests, Work Styles, and Work Values are considered in a holistic approach.

A note about Advisory Boards. Potential board members are identified through multiple means, some as volunteers while others are suggestions made to program faculty. Board members are selected based on their knowledge of their industry, interest in partnering with WNCC to strengthen and build quality into the program, and if possible drawn from across the WNCC service area rather than more centric to Scottsbluff, but that is not always possible.

Academic knowledge and skills e.g. math, science, communication, writing are incorporated as appropriate in certificates. Students pursuing a diploma and/or degree are required to select a minimum of nine or 15, respectively, credit hours of general education classes from predefined categories of: written communication, oral communication, quantitative reasoning, personal development, lab or social science.

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:
WNCC currently partners with twenty-four regional high schools to offer dual credit classes. Of those twenty four, fourteen either offer WNCC dual credit classes at their location or send students to the WNCC campus for dual credit classes. Prior to the start of registration for successive terms high school and college administrators/CollegeNow! Coordinator meet to confirm class schedules for classes offered at their respective locations.

There are on-going conversations with current and new high school faculty to qualify them to teach WNCC dual credit classes at their high school. WNCC guidelines to qualify as college level instructors align with Higher Learning Commission (HLC) requirements. Conversely, WNCC instructors acquire the appropriate NDE teaching permit to qualify for high school dual credit instruction.

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

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

Over the next four years:
    a)   New programs and Workforce Development workshops and short term trainings, both currently under development, proposed and yet to be identified relative to the term of this grant cycle, will utilize input from their respective advisory boards to identify and quantify needed equipment;
    b)   CTE programs that are aligned with H3 careers and/or are supported as evidenced by employer needs in the Panhandle region will undergo a review of currency of equipment to remain aligned with industry standards;
NOTE: Goals and action steps may need to be adjusted due to the impact of external and unforeseen events such as was the situation Spring 2020 and COVID-19.

Prioritized Action Steps for	
Size, Scope, and Quality and Implementing CTE Programs of Study:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: 2020-2021	1. Short term training for Diesel Technician, Commercial Driver's License, and sub-areas of construction trades currently under development will be evaluated for equipment needed to help ensure successful and quality training.

	2. Annual review of CTE programs at respective program's advisory boards. Focus will be on currency of curriculum and program equipment.
Year 2: *2021-2022*	1. Begin expansion of short term training for Diesel Technician from non-credit only to availability as credit courses integral to formal awards e.g. certificate(s), diploma or degree. 2. Annual review of CTE programs at respective program's advisory boards. Focus will be on currency of curriculum and program equipment.
Year 3: *2022-2023*	1. Begin expansion of short term training for Construction Trades from non-credit only to availability as credit courses integral to formal awards e.g. certificate(s), diploma or degree. 2. Annual review of CTE programs at respective program's advisory boards. Focus will be on currency of curriculum and program equipment.
Year 4: *2023-2024*	1. Complete expansion of the Construction Trades as a full program resulting in certificate(s), diploma and degree. 2. Annual review of CTE programs at respective program's advisory boards. Focus will be on currency of curriculum and program equipment.

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:

11.a: WNCC will support its CTE instructors, faculty and staff by providing access to education and training opportunities that focus and highlight evidence-based strategies and best practices in equitably serving and preparing special population students for H3 sectors and occupations leading to self-sufficiency. WNCC's reVision findings identified existence of an imbalance of special populations by gender in four CTE program areas and by age in two additional program areas. WNCC will work to eliminate these imbalances by providing opportunities which will include workshops, guest speakers, on/off campus visits and in-service training, specifically related to serving and preparing special populations students to be self-sufficient.

11.b: WNCC will provide educational opportunities based on reVISION findings by aligning offered services and resources for CTE special population students to prepare them non-traditional fields. This will utilize opportunities such as workshops, conferences, in-service training, guest presenters, work based learning opportunities and paid/no-paid internships, personal and career development that includes implementation of education plans specifically related to serving and preparing special populations students to be self-sufficient in nontraditional CTE fields.

Student Performance Data, Local Perkins Plan Application, will also be used as a basis to identify members of each group to the extent possible based on data captured by WNCC. No student-specific identifiable information will be captured. Counts will be compared to total respective program enrollment as a basis for analysis. These counts will be tracked and captured annually to provide a basis for identification of trends and changes in those trends. Resulting data will be reviewed for correlation and shared with program instructors, and admissions and recruiting staff as a basis to inform modification of curriculum and instruction, and, admissions and recruiting respectively. This effort will be supported by WNCC's Assessment and Institutional Research department and the office of Counseling and Disability services.

11.c: A portion of Perkins V funding will be designated each year for to provide training and related additional resources for WNCC CTE faculty and staff, high school guidance counselors, CTE instructors and administrators, and, partnering industry leaders and employers that will result in increased access to CTE programs of study for special population students. Implementation will focus on development of and support for equal access to CTE courses and programs for special populations.

11.d: Western Nebraska Community College Equal Access Policy Is not to discriminate against special populations. Western Nebraska Community College adheres to all federal and state civil rights laws banning discrimination in public institutions of high 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, 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 and federal law, including protection for those opposing discrimination or participating in any grievance process on campus or with in the Equal Employment Opportunity Commission or other human rights agencies. WNCC seeks to make all programs, services, including

electronic, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), WNCC provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the college. For assistance or further information, students with disabilities should contact the Counseling Director at (308)-635-6090. Additional information is available in the *Transition Guide for Students with Disabilities* on the WNCC Web site under Disability Services.

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

RESPONSE:
    Through annual monitoring of Performance Indicators data, current and future gaps in performance WNCC's will work to identify special population students prior to registration and course enrollment through self-disclosed information. WNCC's continued committed movement toward expanding the number of Guided Pathways will prove to be one resource effective in reducing those gaps. Additional resources include WNCC's Career Pathways and Advising Center and a recently implemented "Retention Alert" system. WNCC will offer additional career exploration actives for identified student populations and provide informational resources and educational support to assist students in accessing education programs and opportunities. 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/or remote delivery.

    If no meaningful progress has been achieved prior to the third program year, WNCC's Career Pathways and Advising Center in conjunction with WNCC's "Retention Alert" system will be used to identify, align and implement additional support for CTE instruction, program alignment particularly focusing on special population groups. The Career Pathway and Advising Center will provide additional student support that will have positive impact on underperforming Postsecondary Indicators. General areas of student support and services available include first-term advising and career advising. The Growth Mindset Program is available to help students develop skills to thrive in college, explore career possibilities, and, to self-empower to take control of their own education, career and future. While the "Retention Alert" notification system provides a means that instructors can use to notify advising and counseling staff of students needing additional support, encouragement, and/or counseling to become or remain successful in their educational pursuits.

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)*

Utilize results from the graduate survey recently implemented by WNCC Student Services along with special populations' student data from Institutional Effectiveness to identify the biggest gaps in Perkins performance indicators to make data-informed decisions that will reduce performance gaps of special populations:
    1.   In the percentage of concentrators receiving an award in H3 CTE programs

	2. Result in an increase of special population's participation and completion in selected H3 CTE programs.
	NOTE: Goals and action steps may need to be adjusted due to the impact of external and unforeseen events such as was the situation Spring 2020 and COVID-19.

Prioritized Action Steps for Student Performance Data:	
Program Year	**Action Steps** (What are you going to do to achieve your goal?)
Year 1: *2020-2021*	1. CTE Program Directors/Program Coordinators/Faculty will collaborate with Institutional Effectiveness to identify program specific data to be gathered 2. Gather initial data, perform first review 3. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include: Association for Career & Technical Education, and, National Alliance for Partnerships in Equity.
Year 2: *2021-2022*	1. Design and implement training specifically for categories where the most significant gaps in special population's performance exist. 2. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include: Association for Career & Technical Education, and, National Alliance for Partnerships in Equity. 3. Gather and review data from first cycle after training has occurred.
Year 3: *2022-2023*	1. Modify training as needed and implement changes for categories where the most significant gaps in special population's performance exist. 2. Gather and review data from second cycle after training has occurred. 3. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include: Association for Career & Technical Education, and, National Alliance for Partnerships in Equity.
Year 4: *2023-2024*	1. Continue to modify training as needed and implement changes for categories where the most significant gaps in special population's performance exist. 2. Continue to gather and review data from successive cycles after training has occurred. 3. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include: Association for Career & Technical Education, and, National Alliance for Partnerships in Equity.

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:

Preparation, Retention and Training

WNCC being located in a rural area of the state labor pools are relatively small resulting on a high level of reliance for new full time instructors coming directly from industry as opposed to an employee coming from another postsecondary institution. Due to this WNCC must invest more funding toward training on instructional methods for individuals coming directly out of industry. This training is in addition to the need to fund ongoing training needs relative to their programs in an effort to keep up their industry knowledge.

While the connection to training and retention has not been formally researched at WNCC, anecdotally there appears to be a positive connection of the two. In a number of our CTE program areas we are faced with the need to "grow our own". By utilizing Perkins funds for these purposes is critical to addressing the overall need for finding, training and keeping good CTE faculty.

WNCC also works closely with regional high schools to identify and train qualified adjunct CTE instructors and trainers. As these individuals have been trained on curriculum development and instructional methods, training for this group is highly focused on their training relative to the specific college courses they will be instructing so that the college can duly qualify them as instructors per both institutional policy and guidelines, as well as per Higher Learning Commission guidelines. This training is provided by the college's full time CTE instructors in their respective areas and is most commonly completed when the college and high school faculty members are off contract.

Recruitment
- Western Nebraska Community College does not discriminate on the basis of race, color, religion, national origin, sex or gender, age, disability, marital status, military veteran status, sexual orientation, gender expression/identity, or political affiliation, in its policies, practices, and activities related to employment, admissions, educational services/programming, student services/activities, or financial aid; as expressly prescribed by Institutional policy, state and federal laws, regulations and executive orders. Inquiries concerning the application of these policies, laws, and/or regulations to the College may be directed to the College's Compliance Officer for the Civil Rights Act(s), Title IX of the Education Amendments of 1972, Americans with Disabilities Act(s), and Section 504 of the Rehabilitation Act of 1973.

- Western Nebraska Community College seeks to make all programs and services, including electronic and information technology, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), WNCC provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the College.

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)

Utilize Perkins funding to provide:
1.   Pedagogical/andragogical training for CTE instructors through attendance at qualified conferences and workshops.
2.   Technical training in the faculty member's area of CTE program assignment through attendance at qualified conferences and workshops.

NOTE: Goals and action steps may need to be adjusted due to the impact of external and unforeseen events such as was the situation Spring 2020 and COVID-19.

Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member's level of experience in the teaching profession with those having the least experience having the highest priority.
Year 2: 2021-2022	1. Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member's level of experience in the teaching profession with those having the least experience having the highest priority.
Year 3: 2022-2023	1. Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member's level of experience in the teaching profession with those having the least experience having the highest priority.
Year 4: 2023-2024	1. Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member's level of experience in the teaching profession with those having the least experience having the highest priority.

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:
WNCC recently expanded its Career Pathways and Advising (CP&A) office through a combination of internal and external funding to provide a robust and integrated set of services for all students. CP&A coordinates WNCC program student internships for CTE programs. Some internships are a required as part of a student's formal program while for other programs internships are optional.

Factors for work based learning are most limiting in health science division programs. As a rural area there is considerable competition for sufficient quantity of clinical/practicum sites in both number of available slots and time allotment. As a result WNCC has had, and continues, to rely on simulation training to offset limited clinical/practicum availability.

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)

Identify areas of program skills where access to clinical/practicum training is most restrictive. Continue to build on initial efforts to expand simulation and scenario based training for those areas where allowable per program guidelines and/or accreditation.

NOTE: Goals and action steps may need to be adjusted due to the impact of external and unforeseen events such as was the situation Spring 2020 and COVID-19.

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*	1. Program Directors/Program Coordinators/Division Chairs will identify program skills where the highest competition for clinical/practicum/internship sites and time exist. Simulation and scenario based training will be identified and developed to supplant clinical/practicum time, and where simulation and scenario based training is allowable under program accreditation guidelines. 2. Identify then acquire equipment necessary for delivery of simulation/scenarios.
Year 2: *2021-2022*	1. Evaluate need for continued or modified simulation/scenarios based on availability of clinical/practicum sites as described in year 1, step 1, and as needed based on the previous year's positive/negative experience. 2. Adjust scenarios based on need and gained experience, and implement.

Year 3: *2022-2023*	1. Evaluate need for continued or modified simulation/scenarios based on availability of clinical/practicum sites as described in year 1, step 1, and as needed based on the previous year's positive/negative experience. 2. Adjust scenarios based on need and gained experience, and implement.
Year 4: *2023-2024*	1. Evaluate need for continued or modified simulation/scenarios based on availability of clinical/practicum sites as described in year 1, step 1, and as needed based on the previous year's positive/negative experience. 2. Adjust scenarios based on need and gained experience, and implement.

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:
- Information was gathered through formal and informal conversations with CTE advisory board members from across CTE program areas.
- Formal meetings with various departments and divisions within WNCC.
- Current data sources and reports on special populations were provided by WNCC Institutional Effectiveness.
- Information and statement of need were provided by program faculty.
- Cross-program informal problem-solving discussions provided insight on a variety of potential solutions to address special population's performance gaps.

Stakeholder Engagement and Consultation

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

Evidence of this can be provided in several ways:
1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or
2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the

engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or

3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your college will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

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

RESPONSE:

Input was derived from CTE Advisory Boards and Board Members; members of local, regional and state economic development groups; WNCC Admissions and Recruiting, and, Career Pathways and Advising Department; WNCC CollegeNow! Director; local and regional high school instructors, counselors and administrators; WNCC's Perkins Advisory Board members; representatives of regional business and industry.

These same individuals and groups will continue to be sources and special population's advocates to inform the future direction of Perkins activities at WNCC. Most CTE advisory boards meet semi-annually. A variety of meeting schedules are used by groups external to WNCC but in which WNCC personnel actively participate e.g. regional economic development groups.

Advisory Board Example Agenda and Minutes in response to items 2 and 3 immediately above showing membership and the organization/agency represented, agenda and minutes. See uploaded document: "EMSP Advisory Board Agenda – Minutes"

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.