



**LOCAL PERKINS APPLICATION  
2024-2028**

**CONSORTIA**

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. 84th Street, 2nd Floor Lincoln NE, 68510-2611



Learning that works  
for Nebraska



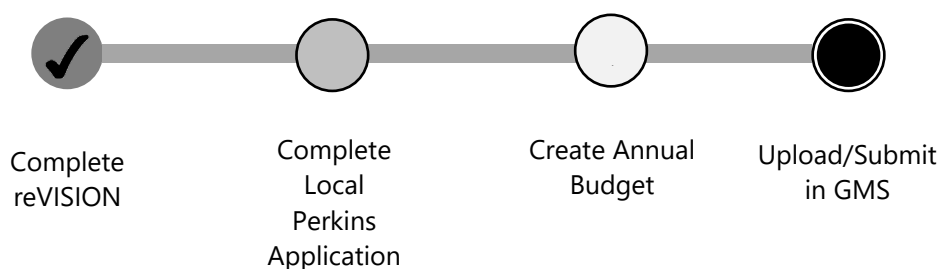
## General Information

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 21<sup>st</sup> Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

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

The Local Perkins Application asks you to describe how your consortia will use federal funds to support schools in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2024-2028 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 [www.education.ne.gov/nce/perkins-administration/](http://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 (e.g., monitoring visits, risk analysis, annual reports).

## **Use of Funds**

Under Perkins V, the allocation of resources must 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 application):

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.*

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

## Timeline and Deadlines

- Annual Intent to Participate Due: March 1
- Local Perkins Applications Due (2024-2028): May 15, (*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 [www.education.ne.gov/nce/perkins-administration/](http://www.education.ne.gov/nce/perkins-administration/) for most current information.*

## Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 15.

## Application Elements

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

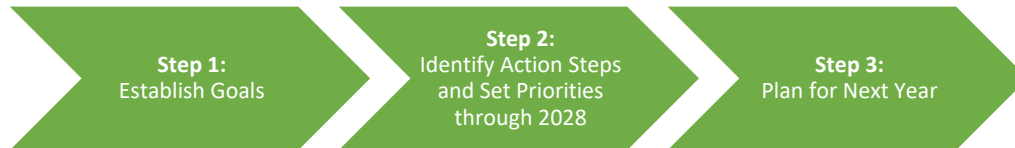
Section 1: reVISION Summary

Section 2: Narrative Responses

Section 3: Annual Budget Worksheet

# Going from reVISION to the Local Perkins Application

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



## Step 1: Establish Goals

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

## Step 2: Identify Action Steps & Set Priorities

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

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2024-2025)?

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



### Helpful Tip

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

## Section 1: reVISION Summary

### Step 3: Plan for Next Year

After identifying the prioritized action steps your consortia will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found within the Perkins Grant Management guide, located on the Perkins Grants Management website: [www.education.ne.gov/nce/perkins-administration/](http://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.

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

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

## reVISION SUMMARY

Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
<b>Career Development</b>	<p>CTE instructors at MPCC and NCTA are highly credentialed and possess expertise in their respective programs of study, rather than in career coaching. However, faculty at both institutions actively engage with students to discuss individual skill sets and assist them in exploring transfer and employment opportunities. Additionally, MPCC and NCTA CTE students have access to institutional transfer fairs and job fairs held annually and semi-annually, facilitating connections with employers in their fields of study. Furthermore, NCTA instructors deliver presentations related to relevant CTE occupations and participate in annual summer conferences alongside area guidance counselors.</p>	<p>A) Offer chances for faculty, staff, and students to visit local high schools and employers, fostering new partnerships and strengthening existing ones to create a seamless transition from high school to post-secondary education and onward to employment after graduation.</p> <p>B) Facilitate opportunities for counseling and career advisement professionals to gain insight into the wide range of career options available through CTE education, ensuring they can effectively guide students in their career exploration and decision-making processes.</p> <p>C) Implement incentives for local, state, and national employers to participate in post-secondary job fairs and arrange regular visits with CTE students enrolled in relevant programs of study, promoting direct engagement between students and potential employers to enhance employment opportunities post-graduation.</p>
<b>Local Workforce Alignment</b>	<p>The CTE and customized training programs at MPCC and NCTA consistently align with high wage, high demand, high skill (H3) occupations within their respective service areas. Many of these programs are guided by advisory committees comprising local industry leaders, who assess course and program objectives to ensure alignment with industry needs. However, attendance at most advisory committee meetings is minimal, and while attending members provide feedback, little assistance is provided to drive significant programmatic</p>	<p>A) Establish and integrate a structured process to enhance connections and solicit feedback from a diverse range of new and established business owners and industry leaders associated with each CTE program of study. Utilize this feedback to inform adjustments to existing CTE programs and explore opportunities for developing new programs.</p>

	<p>changes. Additionally, both colleges offer services to assist students with disabilities, English learners, and other special populations in developing labor market skills for employment.</p>	<p>B) Integrate employability skills into the curricula of CTE and customized training programs, ensuring that program graduates possess the necessary skills to secure and retain employment in the local workforce as valuable contributors.</p> <p>C) Strengthen partnerships with special population groups and facilitate their access to available employment opportunities, fostering inclusive practices and enhancing their participation in the workforce.</p>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>MPCC and NCTA CTE programs benefit from the guidance of established advisory committees and regular visits by administration and faculty to area high schools, employers, and industry leaders. These advisory committees play a pivotal role in providing feedback and direction on learning objectives, curriculum development, and the functionality of equipment in various CTE programs. Both consortium colleges are committed to ensuring that the equipment used in applicable CTE programs remains up to date and aligns with the latest industry standards. Programs such as:</p> <ul style="list-style-type: none"> <li>- Agronomy</li> <li>- Building Construction</li> <li>- Electrical Technology</li> <li>- Automotive Technology</li> <li>- Diesel Technology</li> <li>- Welding</li> <li>- Heating, Ventilation, and Air Conditioning</li> <li>- Information Technology</li> <li>- Business Technology</li> <li>- Nursing</li> <li>- Medical Lab Technology</li> <li>- Dental Assisting</li> <li>- Emergency Medical Services</li> <li>- Veterinary Technology</li> </ul> <p>These programs are maintained to meet industry requirements. Additionally, students enrolled in CTE programs at MPCC and NCTA</p>	<p>A) Foster greater engagement with area employers and industry leaders by implementing faculty visits and strengthening advisory committees, encouraging increased interaction and contributions from committee members.</p> <p>B) Improve assessments of CTE program graduates by enhancing industry feedback mechanisms, ensuring alignment with industry expectations, and enhancing the relevance of program outcomes.</p> <p>C) Upgrade and modernize equipment in Precision Agriculture, Welding, and Automotive Technology programs to meet evolving industry demands and accommodate the growing number of students enrolled in these programs.</p> <p>D) Implement incentives to encourage enrollment and completion of non-traditional programs of study, particularly targeting underrepresented populations such as female students in technical trade programs and</p>



	<p>reflect standard populations for their respective fields of study.</p>	<p>male students in health occupation programs.</p>
<p><b>Student Performance Data</b></p>	<p>While there have been challenges, we see immense potential for improvement in our Skilled and Technical Trade programs. Currently, these programs are not fully aligned with area secondary school CTE course offerings and may not completely meet the needs of employers in our service area. However, by implementing streamlined processes and enhancing program support, we can boost student concentrator numbers and overall completion rates, fostering a more robust workforce. Additionally, by enhancing collaboration with internal resources and partnering with area agencies and organizations that support special population groups, we can increase special population concentrator numbers and improve overall completion rates, ensuring inclusivity and diversity within our programs.</p>	<p>To address these issues, we will implement the following strategies:</p> <p>A) Enhance collaboration with area secondary schools, industry leaders, and local employers to align our programs with industry needs and create smoother pathways to employment.</p> <p>B) Identify and implement strategies and acquire necessary equipment to better support the educational needs of both incoming and enrolled students, ensuring they have the resources required for success.</p> <p>C) Strengthen partnerships with institutional services and area agencies/organizations to improve recruitment efforts and provide targeted support for special population groups, thereby promoting inclusivity and diversity within our programs.</p>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Community colleges face challenges regarding credentialing issues, which can hinder the recruitment and hiring of qualified CTE instructors. Recruitment efforts and sharing instructors with area high schools are often hindered due to several obstacles:</p> <ol style="list-style-type: none"> <li>1) Rural and geographically isolated service area limits the pool of qualified candidates.</li> <li>2) Discrepancies between CTE faculty wages and standard industry wages.</li> <li>3) Hiring guidelines by the Higher Learning Commission (HLC) restrict internal faculty hiring.</li> </ol>	<p>A) Establish requirements to facilitate partnerships between post-secondary and secondary institutions, promoting cooperative learning opportunities and facilitating the sharing of CTE instructors.</p> <p>B) Implement a structured process for CTE faculty to plan professional development opportunities, including attending conferences and training focused on innovative</p>

	<p>4) Differences in recruitment and hiring standards between community colleges and secondary schools.</p> <p>MPCC has responded to difficulties in attracting qualified CTE instructors by focusing on retaining current faculty. Providing support for professional development opportunities has proven effective in retaining hired CTE instructors.</p> <p>NCTA faculty are actively encouraged and financially supported to pursue professional development opportunities.</p>	<p>teaching pedagogies relevant to their program of study. This process may also involve participation in continuing education events attended by industry professionals.</p> <p>C) Develop a systematic approach for implementing professional development activities and evaluating their effectiveness. This includes assessing the impact of implemented activities on faculty development and student learning outcomes.</p>
<p><b>Work-Based Learning</b></p>	<p>MPCC CTE faculty are tasked with fostering partnerships with local employers to offer hands-on, experiential learning experiences for enrolled students. These partnerships aim to align classroom instruction with industry-required work experiences, which are offered as required or optional opportunities for students. However, there is a limited number of employers willing to provide these opportunities, leading to over-reliance on a small pool of participating employers. Additionally, some trade programs have discontinued internship opportunities to prevent premature hiring by employers, ensuring students complete their programs and obtain certificates, degrees, and/or diplomas before entering the workforce.</p>	<p>A) Provide classroom instruction with diverse onsite and virtual work-based learning opportunities, ensuring students gain practical industry experiences alongside state-of-the-art equipment integration in CTE programs for real-world readiness.</p> <p>B) Offer educational programs and training sessions for employers to comprehend student challenges better, facilitating more beneficial work-based learning encounters.</p> <p>C) Strengthen encouragement methods for students to complete CTE programs before seeking employment opportunities.</p> <p>D) Enhance the structure of Work-Based Learning (WBL) programs and devise assessment</p>

		<p>strategies to link experiences with career readiness effectively.</p> <p>E) Establish an institutional Career Center at NCTA to facilitate student-employer connections and facilitate placement in established Work-Based Learning (WBL) opportunities.</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 consortium's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application.

### Element 1: Career Development

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

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

#### **RESPONSE:**

- a) MPCC employs a dedicated Career and Technical Education (CTE) advisor to recruit, guide, and retain students in Applied Technology programs to educate and guide students along their career pathway and attainment of a degree, diploma, or certificate. MPCC offers a pathway to 4-year transfer should the student desire to move forward and continue their education. Additionally, Applied Technology instructors collaborate with the CTE advisor to ensure that their curriculum aligns with career pathways and industry standards. This collaboration ensures that students are receiving relevant and up-to-date training that prepares them for future career opportunities. CTE instructors often work closely with the advisor to provide students with opportunities for career exploration. This may include organizing career fairs, guest speaker events, or job shadowing opportunities. CTE instructors can collaborate with advising to identify students who may benefit from additional support and facilitate connections and resources.

NCTA guides CTE students through a dedicated program advisor for each area. Each program faculty work closely with industry groups to build relationships preparing students for future employment. NCTA also sponsors an annual career fair, guest speakers, internships and several field trip opportunities to prepare students with academic standards and technical skills to be successful in the work place. NCTA also offer pathways for 4-year transfer should students decide to transfer.

- b) Local high school students have the option to participate in the CTE exploratory program, Fridays at the College, which allows those students to visit MPCC and attend CTE program and workshops to gain a jumpstart on their interests prior to high school graduation. The college also offers a new mode of instruction called “hyflex.” This term can be defined by the flexibility of students attending the class in person, watching the lecture/lab recordings later, or completing all eligible course work online. MPCC has implemented a noncredit CDL program through our Business and Community Education Department within the last two years. Additionally, a new Electrical Technology Building is in the planning stages to provide more state-of-the art learning spaces and technology. Currently, MPCC hosts community input sessions and employs a dedicated Program Development staff who report to the Vice-President of Academic Affairs. MPCC is 68% aligned with Top 25 H3 Occupations in the region. We do offer a CTE program that is not aligned to the demand: HVAC. We offer Welding, which is applicable to several H3 Occupations. The gaps fall in General and Operations Managers; Farm Equipment Mechanics and Service Technicians (NCTA is in our consortium), Industrial Machinery Mechanics; Plumbers, Pipefitters, and Steamfitters; Medical and Health Services Managers. NCTA visits many high schools and career fairs each year to give high school students the opportunity to learn more about CTE options and trainings. They have also include mobile labs in some of these experience to give students exposure to real-world training through animal models, agronomy labs, and 4-wheel and atv safety in the workplace.
- c) Both the faculty members and advisors meet to discuss work-based learning experiences, such as internships, co-ops, or apprenticeships for the students. The advisor assists CTE students with career planning, job search strategies, resume writing, and interview preparation. MPCC instructors incorporate career readiness activities into their curriculum and provide students with the skills and resources they need to successfully transition into the workforce provided to them by the advising staff. Students are advised on which CTE program scholarships they can apply for to receive financial assistance to reach their educational goals. NCTA uses faculty advisors who work industry groups to annual evaluate skills needed to be successful in each industry. This is compounded to an annual statewide advisory and other community advisory events to prepare students for workforce.
- d) Mid Plains Community College provides comprehensive career counseling services through our dedicated Career Coordinator, who offers personalized advising tailored to the Applied Technical trades. Our advisor collaborates closely with faculty to establish robust partnerships and create opportunities for students to enter the workforce seamlessly. Moreover, our alumni actively advocate for graduates to secure employment opportunities within their respective workplaces. Additionally, MPCC hosts two annual job fairs, attracting over 100 area employers specifically focused on trade fields, further enhancing career prospects for our students. Academic advising begins at NCTA the summer before classes start during New Student Enrollment. At this event, students meet with their academic advisor, who is also faculty in their

program, and work to establish a successful route for NCTA students from beginning to graduation and beyond!

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

**Consortium Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

1. Implement Daily Language-of-the-Discipline Conversations: Ensure daily integration of discipline-specific conversations and language in both traditional academic and CTE courses.
2. Monthly Discussions for Student Support: Expand monthly discussions to identify and support not only special population students but also those at risk of falling behind.
3. Establish Support Referral Network: Create a referral network to streamline access to support services for students.
4. Strengthen Institutional Capacity for Continuous Improvement

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ol style="list-style-type: none"> <li>1. Utilize academic advisors specializing in CTE areas to provide professional advising and career services, relieving faculty of this responsibility.</li> <li>2. Promote the broad application of advising and career services in all courses to foster purposeful learning.</li> </ol>
<b>Year 2: 2025-2026</b>	<ol style="list-style-type: none"> <li>1. Engage CTE instructors, advising, and staff in discussions to identify students in need of additional assistance or resources.</li> <li>2. Develop individualized support plans for identified students, outlining specific goals, strategies, and resources tailored to their unique needs.</li> </ol> <p>MPCC Career Services will collaborate with local guidance counselors to create personalized learning plans using Nebraska Career Connections or similar platforms. A professional development event will be hosted to align efforts between counselors and CTE instructors. These plans will integrate seamlessly with other institutional services for smoother registration and transition from high school to post-secondary CTE programs.</p> <p>MPCC will form a CTE Advisory Task Force to organize outreach events like Program Enhancement Days, connecting instructors and services with area employers.</p>

	<p>NCTA will continue to work with their industry advisory groups, faculty and staff to develop these plans for student success.</p> <p>Instructors and services will join forces to establish partnerships with the Nebraska Department of Education, Nebraska Department of Labor, local employment agencies, and industry leaders for each CTE program.</p>
<p><i>Year 3: 2026-2027</i></p>	<ol style="list-style-type: none"> <li>1. Locate counseling and career advisement professionals within CTE programs, establish centralized support hubs, and develop online platforms for easy access to resources.</li> <li>2. Collaborate with CTE instructors and advising to create and implement support plans, ensuring early identification of students in need through the Early Alert system. <ul style="list-style-type: none"> <li>• MPCC will host at minimum two CTE job fairs at identified campus locations; and two virtual job fairs. JobFest will also continue to occur at MPCC and program-specific events will be formulated. Additionally, at least one time per month, specific CTE programs will be featured for discussion at regularly scheduled job panels and mini-job fairs.</li> <li>• MPCC will utilize the Nebraska Career Information System and Labor Market Information to assist CTE students with career exploration and development during college tours and school visits.</li> <li>• NCTA will collaborate with industry leaders to host open houses at key irrigation/agronomy dealerships and will invite local Future Farmers of America (FFA) chapters to attend the open houses.</li> </ul> </li> </ol>
<p><i>Year 4: 2027-2028</i></p>	<ol style="list-style-type: none"> <li>1. Conduct a comprehensive evaluation of the effectiveness of the implemented strategies and initiatives from the previous three years.</li> <li>2. Develop and implement plans to address any identified areas for improvement, ensuring ongoing enhancement of institutional capacity.</li> </ol> <p>NCTA will leverage industry collaborations to create scholarships and short-term learning opportunities for CTE students.</p> <p>MPCC Career Services will collaborate with guidance counselors from local secondary schools to implement personalized learning plans through Nebraska Career Connections or similar platforms. These plans will integrate with other institutional services to streamline registration and transition students from secondary to post-secondary CTE programs. Ongoing support and adjustments to secondary partnerships will be made in Years 2 and 3 based on student needs.</p>

## Element 2: Local Workforce Alignment

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district's reVISION outcomes to support districts in improving the alignment between educational programming and labor market needs.

### **3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?**

MPCC's LMI Worksheet illustrates that MPCC offers all Programs of Study—either as a degree, diploma, certificate, or transfer option—in the Mid-Plains region's Top 25 H3 Occupations, except for a career pathway in Farm Equipment Mechanics and Service Technicians. The Mid-Plains region has two substantial industry partners joining the economic development area: Sustainable Beef, LLC in North Platte; and the Inland Port Authority in Hershey (both in Lincoln County). Labor Market Information shows that within these two sizeable industries, there will be a need for the following Standard Occupational Classification (SOC) H3 positions in the Mid-Plains Economic Development Region by rank: (1) Heavy and Tractor-Trailer Truck Drivers; (2) Bookkeeping, Accounting, and Auditing Clerks; (4) Registered Nurses; (5) Farm Equipment Mechanics and Service Technicians; and (10) Bus and Truck Mechanics and Diesel Engine Specialists. Hence, the specific CTE programs and activities that will be funded.

NCTA's mission focuses on agriculture and veterinary technology programs. An analysis of industry workforce needs leads the discuss for what CTE programs and activities will be funded.

### **4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of reVISION.**

MPCC is considering the development and submission of a program for Farm Equipment Mechanics and Service Technicians, a field identified through consultation and community input sessions. With the implementation of a new Dean structure in the 2024-2025 academic year, MPCC aims to gather input from its program development team, industry leaders, instructors, and administration to determine the best course of action based on the outcomes of reVISION. Alongside this structural change, MPCC will also explore expanding its current programs, including potential options such as offering summer, night, and shortened certification opportunities.

At this time, NCTA is not considering new programs, but instead adding additional resources to our current programs. The need for an online Vet Tech program is one of these in consideration, to meet the changing needs of today's student.

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

Ensuring that all students, including those in special populations, are well-informed about CTE course offerings and program alignments requires establishing effective communication channels. This means sharing information through various platforms like school websites, targeted information sessions, and



distributing materials through both school and community networks. We need to tailor outreach efforts specifically for special population groups identified through the reVISION process, organizing focused campaigns and personalized information sessions. It's crucial to offer personalized guidance and counseling services to help students make informed decisions about their education and career paths. Additionally, integrating CTE components into the academic curriculum and forming strategic partnerships with community stakeholders, such as employers and industry associations, will greatly enhance students' awareness of CTE opportunities and prepare them for high-skill, high-wage, and high-demand occupations.

MPCC and NCTA will also promote CTE courses to special population groups through internal and external channels. CTE exploratory opportunities will be available for each program, offering information sessions and tours. Efforts include:

1. Integrating career exploration activities into campus tours and visits to secondary schools to help students identify programs of interest.
2. Inviting special population students interested in Skilled and Technical Science to additional career exploration activities and program-specific sessions.
3. Collaborating with high schools to integrate career exploration opportunities into guidance counseling and software platforms.
4. Generating personalized learning plans and connecting special population students with program-specific tours and resources.
5. Marketing CTE activities and sessions through collaborative efforts with guidance counselors, special education departments, and relevant organizations.

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

**Consortium Goal(s) for Local Workforce Alignment:**

*(Copy and paste from the reVISION Summary)*

**Year 1 Goal:** Enhance the Diesel Technology program through the acquisition of Kubota Equipment and Technology, enabling students to pursue NC3 certification in eight essential categories and increasing their attractiveness to potential employers.

**Year 2 Goal:** Strengthen the CDL program by acquiring a new crew cab truck, facilitating more hands-on, one-on-one training opportunities for students, peer learning, and exposure to the latest vehicle technologies and safety features.

**Year 3 Goal:** Update the Welding Program with a Powder Cover Welding Machine to improve welding capabilities, prepare students for modern welding practices, and ensure alignment with industry standards.

**Year 4 Goal:** Enhance and expand equipment and resources for the Applied Health Sciences program to address critical program gaps and elevate training capabilities.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
---------------------	--

<p><b>Year 1: 2024-2025</b></p>	<ol style="list-style-type: none"> <li>1. Research and select appropriate Kubota Equipment and Technology options for NC3 certification in eight essential categories, ensuring alignment with industry standards and program objectives.</li> <li>2. Develop a plan to integrate the acquired Kubota Equipment and Technology into the Diesel Technology program curriculum, emphasizing hands-on training and practical application to enhance student learning experiences.</li> <li>3. Implement the Kubota Equipment and Technology in the Diesel Technology program, providing training for instructors and students on its use and emphasizing the potential for new certifications and increased employability</li> </ol>
<p><b>Year 2: 2025-2026</b></p>	<ol style="list-style-type: none"> <li>1. Research and identify suitable crew cab truck options for the CDL program, focusing on features that enhance hands-on training opportunities and accommodate larger class sizes.</li> <li>2. Develop a plan to incorporate the new crew cab truck into the CDL program curriculum, emphasizing its role in providing practical driving experience and peer learning opportunities for students.</li> <li>3. Integrate the crew cab truck into the CDL program, highlighting its potential to attract new students, improve enrollment numbers, and offer additional certifications or endorsements.</li> </ol>
<p><b>Year 3: 2026-2027</b></p>	<ol style="list-style-type: none"> <li>1. Research and evaluate Powder Cover Welding Machine options for the Welding Program, prioritizing features that enhance welding capabilities and align with industry standards.</li> <li>2. Develop a plan to integrate the Powder Cover Welding Machine into the Welding Program curriculum, emphasizing its role in providing hands-on training and preparing students for modern welding practices.</li> <li>3. Implement the Powder Cover Welding Machine in the Welding Program, highlighting its potential to attract new students, expand enrollment, and offer certifications in advanced welding techniques.</li> </ol>
<p><b>Year 4: 2027-2028</b></p>	<ol style="list-style-type: none"> <li>1. Integrate the selected equipment and resources into the Applied Health Sciences program's facilities and curriculum to enrich hands-on learning experiences and provide students with practical skills applicable to real-world scenarios.</li> <li>2. Develop comprehensive training programs and materials to familiarize instructors and students with the new equipment and resources, ensuring effective utilization and maximizing learning outcomes.</li> <li>3. Monitor the impact of the equipment enhancements on student performance and program outcomes, tracking indicators such as enrollment rates, certification achievements, and student satisfaction to assess the effectiveness of the improvements.</li> <li>4. Continuously evaluate and adjust the use of equipment and resources based on student feedback and evolving industry demands, ensuring that the Applied Health Sciences program remains at the forefront of CTE education and training.</li> </ol>

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

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

**7. Describe the CTE course and program offerings provided with Perkins funds, including at least one state-approved program of study in each participating district. Justify these offerings with reVISION outcomes.**

**RESPONSE:**

CTE courses and programs to be funded by Perkins include:

- Heavy and Tractor-Trailer Truck Driver courses for a Transportation, Distribution, and Logistics program, offering a certificate and Commercial Driver's License, addressing the high demand for H3 careers in the region.
- Support for Bus and Truck mechanics and Diesel Engine Specialists.
- Enhancement of EMT/RN/CNA programs.

These selections were made by aligning program offerings and feedback from secondary schools, H3 reports, and advisory committees. The goal is to ensure consistent access to post-secondary CTE education across the region, particularly in rural areas. Identified programs include Healthcare, Agronomy, Agribusiness Management, Animal Science, Automotive Technology, Diesel Technology, Equipment, HVAC Technology, Building Construction, Veterinary Technology, and Welding.

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

**RESPONSE:**

- MPCC and NCTA offer degree, diploma, and certificate programs tailored to individual student needs and local industries.
- To enhance students' academic and technical skills in CTE programs, our consortium will ensure the implementation of state model programs of study with fidelity. These programs will incorporate industry standards, offer hands-on work experiences, and provide rigorous academic content aligned with relevant CTE pathways. Additionally, we will encourage the development of local programs tailored to community needs, fostering alignment with both

academic standards and industry demands to provide students with a comprehensive and well-rounded education.

- The improvement of students' academic and technical skills in CTE programs will be achieved through collaborative efforts. This includes incorporating feedback from employer discussions and advisory meetings to align CTE programs with industry needs, continuously upgrading program equipment to enhance education quality, facilitating student-employer interaction via field trips and guest activities, encouraging joint attendance of professional development opportunities by high school instructors, post-secondary faculty, and industry leaders, and developing a unified curriculum to create a seamless transition for students from secondary to post-secondary programs and into the workforce.

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

***RESPONSE:***

Districts within the consortium will facilitate opportunities for CTE students to earn postsecondary credit while in high school through various avenues, including dual or concurrent enrollment programs and early college high school initiatives. By aligning CTE coursework with college-level standards and requirements, students can enroll in college courses while still attending high school, allowing them to earn both high school and college credits simultaneously. Also, MPCC offers programs in Welding, Building Construction, Phlebotomy, and CNA for high school students to participate in. Districts will collaborate with MPCC and other local colleges and universities to establish articulation agreements that recognize, and transfer credits earned in high school CTE programs to postsecondary institutions. These initiatives ensure that students receive a seamless transition from high school to college, empowering them to pursue advanced education and career pathways more efficiently.

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

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

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

1. Launch targeted campaigns to raise awareness about CTE programs among underrepresented groups, highlighting the career opportunities, flexibility, and financial stability they offer.
2. Direct women, single parents, and low-income students, to financial aid programs and scholarships, providing guidance on accessing federal aid and other resources to ease financial barriers.
3. Improve personalized advising and support services throughout the enrollment process, offering academic, career, and financial aid counseling, and referrals to community resources.
4. Build partnerships with community organizations, employers, and workforce development agencies to create apprenticeships, internships, and job placements suited to the needs of target groups, opening pathways to success in the workforce.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal? **Each Goal number aligns with the year. EX: Goal 1= Year 1 **</i>
<b>Year 1: 2024-2025</b>	<ol style="list-style-type: none"> <li>1. Conduct research to identify key underrepresented groups in the community.</li> <li>2. Develop tailored marketing materials and messaging to resonate with each identified group.</li> <li>3. Partner with local schools, community centers, and youth organizations to disseminate information about CTE programs.</li> <li>4. Organize informational sessions and workshops to provide insights into the benefits of CTE education and career paths.</li> <li>5. Utilize social media platforms and digital advertising to reach target audiences effectively</li> </ol> <p>Consortium institutions will purchase new technology and equipment to enhance program curriculum, adequately support the educational experiences of diverse populations of students served, efficiently align CTE programs with workforce need and, effectively train students using current/state-of-the art technology and equipment.</p> <p>Preference will be given to female students enrolled in technical trade programs and male students enrolled in health science programs who exhibit a need beyond other financial resources offered through the college.</p>

	<p>Public Information and Marketing Departments at consortium institutions will feature a series of stories to highlight students enrolled in technical trade programs and students in health science programs. Featured stories will include information about offered CTE programs of study, resources for enrolling in CTE programs of study, and additional services to assist students in accessing CTE programs of study.</p>
<p><b>Year 2: 2025-2026</b></p>	<ol style="list-style-type: none"> <li>1. Assess the current financial aid landscape and identify gaps in support for target groups.</li> <li>2. Collaborate with financial aid offices to streamline the application process and increase awareness of available aid programs.</li> <li>3. Create dedicated workshops and online resources to educate target groups on financial aid options and application procedures.</li> <li>4. Establish partnerships with local businesses and organizations to fund scholarships specifically for women, single parents, and low-income students.</li> <li>5. Offer one-on-one financial counseling sessions to help students navigate the financial aid process and address individual concerns.</li> </ol>
<p><b>Year 3: 2026-2027</b></p>	<ol style="list-style-type: none"> <li>1. Enhance training for academic advisors to better understand the unique needs of underrepresented students.</li> <li>2. Implement a comprehensive advising framework that includes academic, career, and financial aid counseling components.</li> <li>3. Develop a system for tracking student progress and providing proactive support interventions as needed.</li> <li>4. Establish partnerships with local social service agencies to connect students with additional support resources outside of the college.</li> <li>5. Offer workshops and seminars on study skills, time management, and other essential academic success strategies.</li> </ol>
<p><b>Year 4: 2027-2028</b></p>	<ol style="list-style-type: none"> <li>1. Identify potential employers and industry partners interested in collaborating on workforce development initiatives.</li> <li>2. Develop internship and apprenticeship programs tailored to the skills and interests of underrepresented students.</li> <li>3. Facilitate networking events and job fairs to connect students with potential employers and career opportunities.</li> <li>4. Provide training and support to employers on creating inclusive work environments and supporting diverse talent.</li> <li>5. Establish mechanisms for ongoing feedback and evaluation to ensure the effectiveness and relevance of workforce development programs.</li> </ol>

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

**The term “special populations” means-**

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

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

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- Prepare CTE participants for non-traditional fields**
- Provide equal access for special populations to CTE courses, programs, and programs of study; and**
- Ensure that members of special populations will not be discriminated against because of their status as members of special populations**

**RESPONSE:**

Mid-Plains Community College will offer specialized Career and Technical Education programs tailored to meet the unique needs of special populations, such as individuals with disabilities, economically disadvantaged individuals, and English language learners. These programs will focus on developing the skills and knowledge required for high-skill, high-wage, and high-demand (H3) occupations, empowering participants to attain self-sufficiency through rewarding careers. Comprehensive support services, including academic tutoring, job placement assistance, and accommodations for disabilities, will be provided to ensure the success of these special populations. Mid-Plains Community College will implement targeted outreach and recruitment efforts to encourage CTE participants from underrepresented populations to pursue training in non-traditional fields. The college will offer

comprehensive support services, such as mentoring, job shadowing, and career counseling, to help these participants build confidence and develop the necessary skills to succeed in fields where their gender or background is underrepresented. By breaking down barriers and providing a supportive environment, the college aims to empower CTE participants to explore rewarding career paths in non-traditional occupations that can lead to economic self-sufficiency. MPCC honors Title IX and Title VI, as well as Section 504, Age Discrimination Act, Nebraska Fair Employment Practice Act, and the Nebraska Equal Opportunity in Education Act, to ensure access for all students.

Consortium colleges adhere to all federal and state civil rights laws banning discrimination in public institutions of higher education and will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, religion, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity or expression, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristic information and testing, domestic violence victim status, Family Medical Leave or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.



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

**RESPONSE:**

MPCC Career Services will work with area guidance counselors to develop a system of establishing personal learning plans through an identified software platform. MPCC will also work with guidance counselors from at least ten area high schools to train and implement a systemized use of personal learning plans.

Consortium institutions will collaborate with area high schools and community organizations to identify special population students before registration and enrollment through self-disclosure. Professional development opportunities will be tailored for CTE faculty and other services to effectively engage and support these students. Faculty will implement strategies learned from training sessions to enhance student engagement and support. MPCC will expand career exploration activities and informational sessions to support identified student populations in accessing educational opportunities. CTE instructors will collaborate with IELCE program staff to provide ESL support alongside course instruction if needed. Perkins V funding will be allocated to procure CTE equipment to improve programs of study and facilitate course delivery, including non-English instruction, recorded content, and remote learning. Additionally, MPCC will establish a workgroup that includes educators, counseling professionals, data stewards, and representatives of special populations to examine data and identify gaps or areas of concern. NCTA is also working towards identifying these populations and use professional development to train faculty and staff to effectively work with these students, and support their educational journeys. This group will also examine data in their specific area, review board policies, processes for developing student schedules, and graduation guidelines for systemic barriers to CTE enrollment by special populations.

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

**Consortium Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

1. Increase Participation of Underrepresented Populations: Develop targeted recruitment strategies to attract nontraditional students to all programs, addressing the biggest gaps in underrepresented populations.
2. Promote Gender Diversity in Tech Programs: Highlight success stories of female students in technical programs through MPCC News and media outlets, encouraging greater female enrollment in traditionally male-dominated fields.
3. Enhance Student Retention Support: Strengthen retention efforts by providing personalized support to current students, including regular check-ins with student ambassadors and leveraging the resources of student success advocates in Learning Commons.

**Prioritized Action Steps for Student Performance Data:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<p align="center"><b>Year 1: 2024-2025</b></p>	<p>1. Conduct Outreach Campaigns: Develop targeted outreach campaigns, including workshops, school visits, and community events, to engage nontraditional students and promote awareness of CTE program opportunities. Consortium colleges will actively engage with institutional resources and local organizations to forge partnerships aimed at supporting underrepresented student groups. These collaborations will focus on expanding meaningful activities to enhance enrollment, retention, and completion rates. MPCC Career Services will establish an internal protocol to identify underrepresented students interested in CTE programs during campus tours and career exploration sessions. Identified students will receive additional opportunities for career exploration and information on available student services and support.</p> <p>2. Expand Access to Information: Enhance access to information about CTE programs by providing resources and materials in multiple languages and ensuring visibility on digital platforms and social media channels.</p>
<p align="center"><b>Year 2: 2025-2026</b></p>	<p>1. Showcase Success Stories: Highlight success stories of female students in technical programs through video testimonials, written interviews, and social media posts to inspire and attract more female enrollment.</p> <p>2. Organize Gender Diversity Workshops: Host workshops and panel discussions focused on promoting gender diversity in tech programs, inviting industry professionals and alumni to share insights and experiences with prospective students.</p>
<p align="center"><b>Year 3: 2026-2027</b></p>	<p>1. Implement Peer Mentorship Programs: Establish peer mentorship programs where current students can provide guidance and support to their peers, fostering a sense of community and belonging.</p> <p>2. Offer Regular Check-ins: Schedule regular check-in sessions with student ambassadors and student success advocates to assess individual needs, provide academic and emotional support, and address any challenges hindering student retention.</p>
<p align="center"><b>Year 4: 2027-2028</b></p>	<p>1. Start of each term: Instructors can be made aware of special circumstances through the Learning Common and Early Alert System</p> <p>2. MPCC’s Recruiting and Admissions and Advising Departments can be made aware of these students so that they may be engaged more personally, creating a network focusing on challenges, retention, and success.</p> <p>3. Place new CTE programs in the Nebraska Department of Labor Workforce Development, North Platte, on Nebraska’s Eligible Training Provider List (ETPL) so that Title 1 funds can be used to provide tuition and fees to the students who qualify.</p>

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

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

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

**RESPONSE:**

MPCC will provide continuous opportunity for professional development through Coordinated Services Training, which invites area guidance counselors, secondary administrators, and CTE instructors to a featured presenter/trainer to help establish coordinated efforts in developing and utilizing personal learning plans at the secondary and post-secondary levels. Recruiting talented individuals to join MPCC presents unique challenges, largely influenced by our geographical location. In education, particularly in rural areas, ensuring competitive salaries is vital to attract and retain top talent. While rural communities offer unique advantages, they often face challenges in competing with urban areas in terms of salary offerings—an integral part of recruitment and retention of instructors. MPCC will strive to fill the gap with providing the best in preparation, training, and professional development for current and incoming instructors, particularly those individuals from groups underrepresented in the teaching profession.

NCTA also coordinates with other institutions and offers an annual Ag Teacher Bootcamp. This event is designed to offer ag ed instructors instructional aid and hands-on experience in the areas of Ag Mechanics, Animal Science, Agronomy and Ag Education to teach skills to take back into the classroom. NCTA also strives to increase retention of instructors by offering many professional development opportunities.

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

**Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**

*(Copy and paste from the reVISION Summary)*

1. Enhance Recruitment of CTE instructors
2. Flexibility in work structures and policies
3. Provide Professional Development Opportunities for CTE Educators

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

Program Year	Action Steps
--------------	--------------

	<i>(What are you going to do to achieve your goal?)</i>
<p><b>Year 1: 2024-2025</b></p>	<ol style="list-style-type: none"> <li>1. Identify High-Demand Fields: Assess labor market data and industry trends to identify high-demand fields in CTE, focusing on areas such as ag-business, nursing, and early childhood development.</li> <li>2. Establish deeper partnerships with educational institutions, professional organizations, and industry stakeholders to expand the recruitment network and access a broader pool of qualified candidates.</li> <li>3. Develop Targeted Recruitment Strategies: Tailor recruitment strategies to specific CTE disciplines based on identified workforce shortages and industry demands, ensuring alignment with current and projected needs.</li> <li>4. Enhance Outreach Efforts: Increase outreach efforts to attract potential candidates through targeted advertising, job fairs, professional conferences, and online platforms, highlighting the benefits of working at MPCC and the opportunities for professional growth.</li> <li>5. Evaluate and Adjust: Continuously evaluate the effectiveness of recruitment processes, monitor market conditions, and solicit feedback from stakeholders to make necessary adjustments and improvements to the recruitment strategies</li> </ol>
<p><b>Year 2: 2025-2026</b></p>	<ol style="list-style-type: none"> <li>1. Survey employees to understand views on traditional work hours and identify areas for flexibility and how they would benefit students and community members.</li> <li>2. Test flexible arrangements in select departments, gathering feedback for improvement.</li> <li>3. Utilize enrollment data to support new time offerings for courses.</li> <li>4. Continuously evaluate policies, making necessary tweaks for effectiveness.</li> </ol>
<p><b>Year 3: 2026-2027</b></p>	<p><b>Regional Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. Partner with nearby colleges or educational organizations to host regional workshops or seminars tailored to CTE educators.</li> <li>2. Invite local businesses or industry experts to conduct training sessions on relevant topics in CTE fields.</li> <li>3. Create forums or online communities where CTE educators from neighboring districts can share resources and best practices.</li> </ol> <p><b>Local Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. Organize regular professional development sessions led by experienced faculty or staff members, focusing on specific teaching techniques or curriculum enhancements.</li> <li>2. Facilitate small-group discussions among local CTE educators to exchange ideas, troubleshoot challenges, and provide mutual support.</li> <li>3. Arrange opportunities for educators to observe each other's classes, fostering cross-pollination of teaching methods and strategies.</li> </ol> <p><b>National Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. Provide funding or support for CTE educators to attend national conferences or conventions focused on their respective fields, where they can gain insights into the latest trends and innovations.</li> <li>2. Subscribe to reputable online platforms offering professional development courses specifically designed for CTE educators, allowing access to a wide range of topics from anywhere.</li> </ol>

	3. Encourage participation in national CTE associations or organizations, offering networking opportunities, resources, and professional development materials tailored to educators' needs.
<b>Year 4: 2027-2028</b>	<ol style="list-style-type: none"> <li>1. Enhance technological infrastructure to support faculty in delivering seamless hyflex, online, and distance learning experiences.</li> <li>2. Offer continuous training sessions to empower instructors with effective remote teaching methods.</li> <li>3. Incorporate accessibility features into virtual classrooms to support faculty in creating inclusive learning environments.</li> <li>4. Expand student support services to address the academic and emotional needs of faculty and students in online</li> </ol>

## Element 6: Work-based Learning

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

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

**RESPONSE:**

MPCC and NCTA will confer with incoming industry leaders (i.e., Sustainable Beef, LLC; Inland Port Authority, Reinke) to determine technical needs and those needs specific to their employee community and enhance or develop Career and Technical Education programs accordingly. These partnerships will allow current programs to direct their current WBL opportunities toward meeting the needs of these new industry partners and invite new partnerships and program development. Mentorships, job shadows, and simulations, will be developed, leading to planned Work-Based Learning Strategies, such as pre-apprenticeships, and internships. Our Health Occupations nursing program is successfully engaged with our local healthcare agencies, allowing health science clinical experiences for their students. These students benefit from these partnerships with simulation training, job shadowing, engagement with nurse precepts, and hands-on experiences. Our Electrical Technology program is involved with local builders, often supplying educational Work-Based Learning opportunities, often leading to employment upon course completion. Our Building Trades department works to meet local housing needs by completing an annual “auction house.” The students are trained in industry-standard conditions, producing a home for their own community.

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

**Consortium Goal(s) for Work-based Learning:**

*(Copy and paste from the reVISION Summary)*

1. Strengthen Partnerships with the Business Community
2. Foster Collaboration Between Program Leaders, Businesses, and Students
3. Implement Mentor Programs with Local Schools
4. Integrate Job Fairs into Instructional Time

**Prioritized Action Steps for Work-based Learning:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Hold regular community input sessions involving instructors, program development personnel, and local business leaders to identify opportunities for collaboration.  Establish a structured feedback mechanism to gather input from both community and college stakeholders on enhancing work-based learning experiences.  Develop a strategy to incentivize businesses to participate in partnership initiatives, such as offering tax incentives or recognition programs for active involvement.
<b>Year 2: 2025-2026</b>	Facilitate regular meetings between program leaders, vendors, and students to identify industry needs and align curriculum accordingly.  Implement a mentorship program where students shadow professionals in their chosen field to gain real-world insights and skills

	Provide resources and support for students to engage in industry-related projects and internships, fostering hands-on learning experiences.
<b>Year 3: 2026-2027</b>	<p>Reach out to local schools to establish mentorship programs, focusing on industries relevant to MPCC's CTE programs.</p> <p>Train mentors to provide guidance and support to MPCC students, offering insights into career pathways and industry expectations.</p> <p>Collaborate with school administrators to integrate mentorship activities into existing career readiness programs and curriculum</p>
<b>Year 4: 2027-2028</b>	<p>Schedule regular job fairs as part of the curriculum, providing students with opportunities to interact with potential employers</p> <p>Offer workshops on resume writing, interview skills, and networking to prepare students for job fair participation.</p> <p>Partner with local businesses and industry associations to host job fairs both on campus and virtually, maximizing student exposure to employment opportunities.</p>

## 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:**

Improving access and success in CTE programs for all students, especially those in special populations, was central to our goal-setting process across all elements. We made sure programs catered to diverse needs, collaborated with secondary and postsecondary partners for seamless transitions, and prioritized inclusive work-based learning opportunities. Monitoring progress, promoting non-discrimination, and ensuring equal access were key pillars in our approach, guaranteeing every student has the chance to excel in our CTE programs.

## 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 completed copies of your stakeholder verification worksheet(s) provided in the reVISION Guidebook and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2024-2028); 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 (2024-2028). Membership should include representation from the above-mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2024-2028).**

**It is recommended existing structures and means for engaging stakeholders that local districts no doubt already has in place are utilized as a starting point.**

**RESPONSE:**

1. Attached Stakeholders Verification Worksheet 2024-2028
2. Committee Members:
  - \*Kayla Thurman
  - \*Kristin Borman
    - Documented involvement in grant-planning sessions
    - Conducted formal collaboration meetings where insights were sought and incorporated into the planning process
    - Utilized and documented committee input into the Local Perkins Application
  - \*Amy Sabatka
    - Aligned CTE programs with industry needs and job market trends
    - Plans for continued collaboration on career services integration and industry partnerships



\*Gail Knott

- Spearheaded Outreach activities related to CTE programs
- Continually fostered partnerships with industry stakeholders
- Proposed strategies for continued outreach and engagement to support program growth, inclusion, and sustainability

\*Josh Young

\*Steve Kramer

- Provided input on curriculum development and program enhancement needs
- Contributed their expertise influencing program design and alignment with industry standards
- Proposed strategies for ongoing collaboration to improve CDL and Diesel Mechanic programs

\*Kelley Cole

\*Jake Elmshouser

- Contributed to Diesel Mechanic and Electrical Technology curriculum design and development
- Align program with industry certifications and standards
- Plan for continued collaboration to ensure program relevance and effectiveness

3. MPCC is dedicated to fostering meaningful engagement with the Perkins Advisory Committee in the future. This will involve regular meetings to gather input, insights, and recommendations on CTE program development, improvement, and alignment with industry needs. We will actively seek feedback on curriculum updates, equipment enhancements, and emerging trends to ensure our programs remain relevant and effective. Additionally, we will collaborate closely with committee members to identify funding priorities and opportunities for maximizing Perkins grant resources to support student success in CTE.

**The next step will be completed each year through 2028 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2024-2028, 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 the Perkins Management Guide [Perkins Management Guide](#) 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](#)

Scroll down the webpage to find the Perkins Annual Budget 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.