



**LOCAL PERKINS APPLICATION
2024-2028**

METROPOLITAN COMMUNITY COLLEGE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



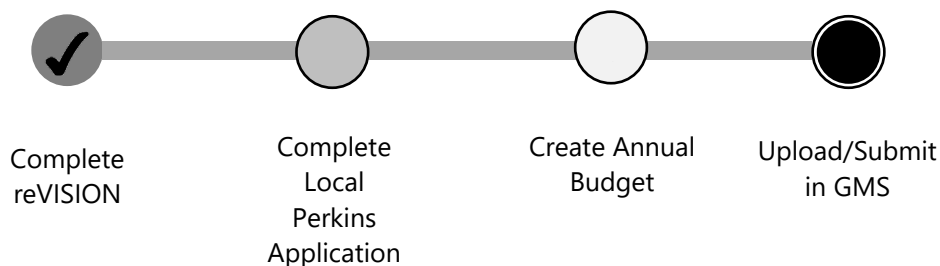
General Information

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 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/

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.*

Visit 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 <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 15.

Application Elements

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

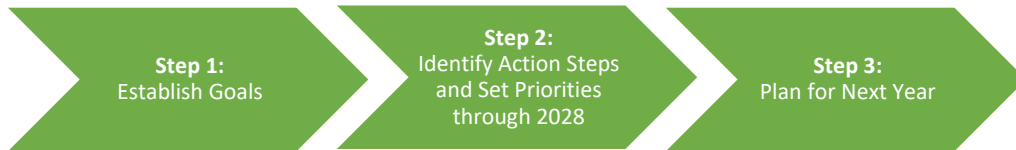
Section 1: reVISION Summary

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 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 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, colleges, districts, and education partners reviewed a number of different data elements (e.g., school faculty demographics, nontraditional 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 college might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

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

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

Section 1: reVISION Summary

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 within the Perkins Grants Management guide located on the Perkins Grant Management website: 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.

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

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

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>The mission of MCC’s Career Experiences department is to bridge the education to employment gap through career development and provide experiential employment opportunities to students through interactive engagement, networking, and job readiness activities. Quarterly high impact career experiential learning opportunities are established in all Academic Focus Areas, following a working definition of: structured and</p>	<p>Over the next 4 years, collaborate with MCC’s Career Experience department, Academic Focus Area Success Teams which include MCC Career Experience Coordinators, Enrollment Navigators, College Success Navigators, Academic Advisors, CTE faculty and industry partners on MCC’s Program Advisory Committees to facilitate meaningful career development experiences for students. Staff and CTE faculty will receive training regarding career</p>

	<p>specific events and sessions where students directly engage with alumni, corporate partners, as well as business and industry community members in ways that enhance their chosen careers.</p>	<p>conversations and use the career tools when working with MCC students which can be utilized for career discussions. A menu of high impact career experiential learning opportunities is created, scheduled, and facilitated, with items such as:</p> <ol style="list-style-type: none"> 1) industry open house/meet and greet 2) Demonstrations by decided students for peer-to-peer engagement 3) industry site tours
<p>Local Workforce Alignment</p>	<p>Our connection with industry is vital at MCC, our various career and technical education programs are building and maintaining advisory committees made up of the industry partners we serve in the four- county service area. Their guidance and support are vital to the success of our programs at a variety of levels. In addition to MCC's accreditation by the Higher Learning Commission, the accrediting bodies of various professional associations approve many MCC educational programs and offerings.</p>	<p>A major strategy/initiative for is to implement Credential College. MCC Credential College is a series of hands-on, boot camp-style, quick-to-obtain micro-credentials designed for students who choose not to attend traditional college after high school. These micro-credentials offer students direction and a clear path to entering high-demand, sustainable wage employment opportunities. to support this effort will be to work with industry partners, identify needs in H3 areas, and develop short term micro credentials</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Metropolitan Community College delivers relevant, student-centered education to a diverse community of learners. In support of this mission, MCC faculty have established and refined our course design standards during more than 20 years of delivering high-quality distance education. The Curriculum and Instruction Team serves as an ongoing resource for faculty who are engaged in the processes of teaching, curriculum design and development, and assessing student learning. The Curriculum and Instruction department assists and empowers faculty in all phases of teaching and to support learning throughout the college.</p>	<p>MCC is committed to the delivery of robust learning experiences that match the needs of our community. Learning practices will be adaptive and responsive to ensure student success. Student learners at MCC will have the skills to help them build successful careers and successful communities. Guiding Principles to help MCC achieve our goals include:</p> <ol style="list-style-type: none"> 1. Focus Learning on Student Success 2. Smooth Student Pathways 3. Proactively Plan our Future 4. Increase Participation Across the Four County Service Area. <p>-Update and expand the use of new technology to support MCC's evolving CTE programs.</p>
<p>Student Performance Data</p>	<p>MCC is committed to transforming student support systems that focus on personalized barrier-free onboarding, well-defined career pathway plans, and responsive touch points to ensure academic success. Nearing pathway</p>	<p>Over the next 4 years, MCC will improve awareness related to available careers in CTE fields amongst secondary and post-secondary students by:</p> <ol style="list-style-type: none"> 1. Increase efforts to provide additional opportunities for participants to be

	completion, students will have access to relevant job opportunities and seamless transfer.	introduced to 4-year colleges and universities. 2. enhance recruiting efforts to increase retention and completion of gender non-traditional students. 3. Integrate workforce initiatives as on-ramps for underserved populations. 4. create efficient and flexible pathways 5. strengthen new student onboarding 6. create an intentional culture of student engagement and belonging
Recruitment, Retention, and Training of Faculty and Staff	Metropolitan Community College is very active recruiting adjunct faculty from business and industry. Metropolitan Community College continually recruits and employs professionals from a variety of career fields to teach our classes, which serves to infuse the MCC curriculum with current, workforce relevant information.	Faculty Development supports instructors in improving student learning through ongoing development of instructional strategies and awareness of instructional issues and resources. Faculty Development programming at MCC is guided by the IFEX Model for Creating Excellent Learning Experiences. Our programs and resources promote: <ul style="list-style-type: none"> • Inclusive teaching practices • Drawing from the scholarship of teaching and learning and learning sciences • Learning from the experiences of others • Innovation and a diversity of approaches • Partnerships across the college in support of teaching and learning
Work-Based Learning	MCC CTE programs offer a significant number of work-based learning experiences in course/degree offerings. Currently, CTE programs provide students the WBL opportunities ranging from Workplace tours to Apprenticeships	MCC will increase the number of work-based learning experience offerings. The work-based learning offerings in MCC's CTE programs will focus on: <ol style="list-style-type: none"> 1. Alignment between classroom and the workplace 2. Application of academic, technical, and employability skills 3. Support from classroom and workplace mentors



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

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:

- a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills.**

MCC's Career Experiences Coordinators, Enrollment Navigators, College Success Navigators and Academic Advisors at MCC receive yearly training regarding career conversations. MCC career tools for CTE students include navigating the MCC career experiences website, Handshake, Career Coach, Holland handouts, and Gallup strengths codes. The Smarter Measures assessment is also used for students to gain an understanding of their own strengths which can be utilized for career discussions. MCC Career Experience Coordinators, often present Career Information to classes within MCC.

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;

MCC has integrated Career Coach CTE faculty are collaborating with counseling/career advisement professionals in the following ways:

1. Conduct regular classroom presentations to students in career and technical education programs. In addition to classroom presentations
2. Career fairs for the college's career and technical education programs
3. Industry meet and greets with students-Meet and greets are informal gatherings between students and business representatives. The meet and greet partners visit campus, gain an understanding of programs of study and provide realistic job previews to students

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.;

MCC CTE students collaborate with MCC's Career Experience staff to facilitate the development of responsible career decision-making skills, and to provide comprehensive career development. MCC's Career Experience staff assist all students in creating a Career and Major Action plan, develop cover letters and resumes, help students build their network, assist with applying for job opportunities, practice interviewing skills, attend job/career fairs, meet with industry professionals, and make new connections.

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).

The mission of MCC's Career Experiences department is to bridge the education to employment gap through career development and provide experiential employment opportunities to students through interactive engagement, networking, and job readiness activities. Quarterly high impact career experiential learning opportunities are established in all Academic Focus Areas, following a working definition of: structured and specific events and sessions where students directly engage with alumni, corporate partners, as well as business and industry community members in ways that enhance their chosen careers.

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

Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

Over the next 4 years, collaborate with MCC's Career Experience department, Academic Focus Area Success Teams which include MCC Career Experience Coordinators, Enrollment Navigators, College

Success Navigators, Academic Advisors, CTE faculty and industry partners on MCC's Program Advisory Committees to facilitate meaningful career development experiences for students. Staff and CTE faculty will receive training regarding career conversations and use the career tools when working with MCC students which can be utilized for career discussions. A menu of high impact career experiential learning opportunities is created, scheduled, and facilitated, with items such as: 1) industry open house/meet and greet 2) Demonstrations by decided students for peer-to-peer engagement 3) industry site tours

- Expand Handshake to all MCC students
- Expand Meet and Greet events to include all MCC CTE programs
- Conduct regular classroom presentations to students in career and technical education programs.
- Career fairs for the college's career and technical education programs
- Expand Career Exploration events and camps
- Industry meet and greets with students-Meet and greets are informal gatherings between students and business representatives. The meet and greet partners visit campus, gain an understanding of programs of study and provide realistic job previews to students
- Support and collaborate with MCC's Career Experience department
- Integrate Academic Focus Area personnel into program events, activities, meetings
- Continue partnership with General Education faculty and offer more contextualized general education courses, more specifically, EXPL 1000, HRML 1010, FINA 1000, and ENGL 1225

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2024-2025</p>	<ul style="list-style-type: none"> • Provide workshops for college and high school CTE teachers/counselors to attend MCC's on campus CTE program exploration workshops. The career exploration workshops are designed to educate locate high school CTE teachers about career educational available to their students. • Manufacturing Meet & Greet • Construction Career Exploration Day • Diesel, CDL, & Utility Line Career Exploration Day • Manufacturing Career Exploration Day • Construction Meet & Greet • Provide workshops for college and high school CTE teachers/counselors to attend MCC's on campus CTE program exploration workshops. The career exploration workshops are designed to educate locate high school CTE teachers about career educational available to their students. • Women in Manufacturing Lunch N' Learn • Diesel and CDL Meet & Greet • Automotive Career Exploration Day • Automotive Meet & Greet • Summer Career Exploration Camps in Automotive Technology, Auto Collision Repair Technology, Diesel Technology, and Powersports Technology • Metro Omaha Trades Invitational (MOTI)

	<ul style="list-style-type: none"> • Career Exploration Panel • Career Fair - Information Technology • Continue partnership with General Education faculty and offer more contextualized general education courses, more specifically, EXPL 1000, HRML 1010, FINA 1000, and ENGL 1225
Year 2: 2025-2026	<ul style="list-style-type: none"> • Continue and Expand Career Development Activities • Provide workshops for college and high school CTE teachers/counselors to attend MCC's on campus CTE program exploration workshops. The career exploration workshops are designed to educate locate high school CTE teachers about career educational available to their students. • Manufacturing Meet & Greet • Construction Career Exploration Day • Diesel, CDL, & Utility Line Career Exploration Day • Manufacturing Career Exploration Day • Construction Meet & Greet • Women in Manufacturing Lunch N' Learn • Diesel and CDL Meet & Greet • Automotive Career Exploration Day • Automotive Meet & Greet • Summer Career Exploration Camps in Automotive Technology, Auto Collision Repair Technology, Diesel Technology, and Powersports Technology • Metro Omaha Trades Invitational (MOTI) • Career Exploration Panel • Career Fair - Information Technology • Continue partnership with General Education faculty and offer more contextualized general education courses, more specifically, EXPL 1000, HRML 1010, FINA 1000, and ENGL 1225
Year 3: 2026-2027	<ul style="list-style-type: none"> • Continue and Expand Career Development Activities • Support Career Services initiatives for CTE students at MCC • Participate in Welding, Manufacturing, Construction, Transportation Industry Meet and Greets
Year 4: 2027-2028	<ul style="list-style-type: none"> • Continue and Expand Career Development Activities • Support Career Services initiatives for CTE students at MCC • Participate in Welding, Manufacturing, Construction, Transportation Industry Meet and Greets

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 reVISION outcomes to improve 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?

RESPONSE:

The Local and Regional CTE Assessment results identified priority strategies and activities to be included in the college's local application. A collaborative committee provided input and feedback to specific actions steps. This input came from college deans, campus student services directors, career services personnel, industry representative from Program Advisory Committees, CTE faculty, and Secondary – Postsecondary personnel. The committee communicated by email, person to person meetings, Zoom meetings, and phone. The results confirmed that due to a shortage of workforce, finding students interested in CTE programming earlier, connecting them to a career pathway, and introducing students to industry opportunities should be a focus. Increasing industry partnerships and strategies that connected students to industry partners also was a common theme amongst the group. We also discussed strategies that resulted in students being career ready earlier. There was strong support for MCC's Credential College initiative.

A major strategy/initiative for the upcoming year will be MCC implement Credential College. MCC Credential College is a series of hands-on, boot camp-style, quick-to-obtain micro-credentials designed for students who choose not to attend traditional college after high school. These micro-credentials offer students direction and a clear path to entering high-demand, sustainable wage employment opportunities. to support this effort will be to work with industry partners, identify needs in H3 areas, and develop short term micro credentials

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

RESPONSE:

A major strategy/initiative for the upcoming year will be MCC implement Credential College. MCC Credential College is a series of hands-on, boot camp-style, quick-to-obtain micro-credentials designed for students who choose not to attend traditional college after high school. These micro-credentials offer students direction and a clear path to entering high-demand, sustainable wage employment opportunities. to support this effort will be to work with industry partners, identify needs in H3 areas, and develop short term micro credentials.

Credential College seeks to develop concise and intentional programs to upskill students quickly through attainment of industry certifications, licensures, and non-credit workforce micro-credentials, that move students toward high skill, high demand, high wage (H3) careers. These stackable short-term credentialing pathways create avenues with multiple off-ramps: (a) directly into the workforce, (b) to additional credentialing opportunities, and/or (c) to higher-level degree completion. This aligns with

our local CTE assessment results and our action step of advancing our programming and equipment to match what industry needs gathered from our Program Advisory Board meetings on curriculum and equipment. Based upon industry feedback and employment demand, MCC anticipates 125 overall participants enrolled in the following Credential Short Term tracks, **Welding, Robot Operator, Forklift Operator, Automotive Technology, Health, CNA, Phlebotomy Technician, Manufacturing Production Technician, and Machine Operator**

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:

Students have a single point of contact for questions and concerns, and that person reaches out to the student regularly, providing personalized and holistic case management. A team of inter-departmental colleagues supports the single point of contact with information. The single point of contact introduces students to colleagues as necessary with a warm hand off and follows up to ensure support was received and student issues are resolved.

At MCC the Student Success Teams model approach means:

- Success Navigators and Academic Advisors serve as primary points of contact for most students
- A networked team of staff is engaged in the background
- Students are identified by cohorts (e.g. Academic Focus Areas)
- Students are assigned to a team based on their cohorts
- Students receive cohort-based case management to meet needs in and out of the classroom in proactive and personalized ways.

MCC's Credential College's support staff include Credential College Navigators which will serve as the first point of contact for students, MCC Disability Services Counselors which will assist students needing accommodations, and each student will be assigned a Career Coach. Many classes will offer an Integrated Education Teacher (IET) who will provide immediate support to ensure success in the class. Additional support to students will include Job placement support and Tutoring support.

6. Through your college'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 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)

Our connection with industry is vital at MCC, our various career and technical education programs are building and maintaining advisory committees made up of the industries we serve in the four-country service area. MCC's Program Advisory Committees review our curriculum (including course objectives) and provide a means to constantly advance MCC's CTE programming and equipment to match what industry needs. This includes updating curriculum, program offerings, and program training equipment based upon Program Advisory Committee recommendations. The implementation of Credential College at MCC will also support Local Workforce Alignment, by identify, aligning, and launching short term programming that offer students a direction and a clear path to entering high-demand, sustainable wage employment opportunities. MCC will launch micro credentials in the following career clusters/pathways, Skilled Trades and Technical Sciences, Business, Health, Information Technology, and Community and Human Services.

Priorities and Potential Action Steps consider adding and supporting the following Micro-credentials:

- Micro-credential Heavy and Tractor-Trailer Truck Drivers
- Micro-credential Automotive Service
- Micro-credential CNC Machine Operator
- Micro-credential Industrial Maintenance - Manufacturing
- Micro-credential Pharmacy Technician
- Micro-credential Mobile Device Repair
- Micro-credential Front Line Customer Service
- Micro-credential in IT
- Micro-credential Welding
- Micro-credential Building Maintenance and Repair
- Micro-credential Press Brake Operator

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment in Welding Technology, Civil Engineering, Automotive Collision Repair Technology, Health Professions, and Fire Sciences. • Focus on CTE program cluster areas; Health Sciences, Skilled Trades and Technical Sciences, Fire Sciences, and Business, Marketing, and Management. • Expand Career Academies and dual credit in Welding Technology, Automotive Technology, Robotics, Manufacturing and Automotive Collision Repair Technology. • Launch micro credentials in CTE related programming. Automotive Technology, Welding, Phlebotomy, and Information Technology will be offered during 2024-25.
Year 2: 2025-2026	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment • Expand Credential College offerings in other CTE related pathways.

	<ul style="list-style-type: none"> • Develop strategies and resources to meet workforce needs in the four-county area.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment • Develop strategies and resources to meet workforce needs in the four-county area.
Year 4: 2027-2028	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training 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 reVISION outcomes.

RESPONSE:

The CTE course and program offerings supported by Perkins funding in some way will include all of MCC’s CTE programs over the next four academic years. MCC’s allocation will be earmarked for one of the 6 areas in which Perkins funding must be spent. These areas include;

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.

Throughout MCC’s 4-year plan, each of the 6 CTE program cluster areas will be highlighted and an emphasized. During academic years 2024-2028, Perkins funds will be allocated to Skilled and

Technical Sciences, Health Sciences, and Communication and Information System. Each additional year of MCC's Perkins application will focus on additional CTE career clusters. Due to program and enrollment growth Skilled and Technical Sciences will be highlighted each year. Feedback from MCC's CTE local and regional assessment confirm the need to invest in the Skilled and Technical Sciences each year.

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:

MCC offers training and development through a variety of venues, including sessions, workshops, group activities, Faculty Learning Communities (FLC's), New Faculty Institute (NFI), Adjunct Faculty Institute (AFI), PETS (Practicing Excellent Teaching Strategies) series of courses, Instructional Faculty Development Days, and online resources. MCC provides these development opportunities to full-time faculty as one of the benefits of included in being a Metro faculty. Also, Metro strongly encourages adjunct faculty to participate in development, and pays adjunct faculty a stipend to attend development activities.

Faculty development is offered throughout the year, with two entire days (one in fall and one in spring) devoted to providing training and development for faculty. These activities with the support of Perkins grant dollars will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects.

Annually, MCC CTE Faculty Teams participate in a Curriculum Academy. The Curriculum Academy provides time and extra compensation to full-time faculty teams for work on curriculum projects. Projects should be designed to improve a program's or a department's curriculum and must show a clear connection/application to specific courses, to stated goals for a sequence of courses, or to program outcomes. Curriculum projects might include

- Follow-up briefing, planning, and/or partial implementation of Assessment Academy work
- Universal Design or ADA compliance improvements and adjustments
- Creation or revision of
 - course outlines, master syllabi and/or core assignments
 - modules (objectives, materials, assessments)
 - collaborative learning activities to better engage students
 - rubrics or other assignment criteria
- Alignment of curriculum with competencies or standards (Nebraska Career Readiness, Quality Matters, General Education, or other program, industry, or certification competencies or standards)
- Case-based, team-based, problem-based, or project-based learning materials and activities
- Other

Lastly MCC has recently expanded in scope and responsibilities for the Academic Success Division that will enhance coordination and provide additional support to all faculty and staff throughout Academic Affairs. The Academic Success Division now includes a new department and expanded responsibilities related to Curriculum Design and Development, Faculty Development, and Curriculum and Processes Management, three activities vital to all of Academic Affairs.

To increase capacity in these areas, the following positions have been created:

- Director of Faculty Development
- Director of Curriculum & Instruction -- Programs and Gen Ed Instruction
- Director of Curriculum & Instruction -- Quality Assurance and Technology
- Director of Curriculum & Instruction -- Programs and Integrated Instruction

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:

Secondary Partnerships department at MCC supports early college experiences for high school students, providing them the opportunity to earn college credit while in high school by taking advantage of one of the following programs:

Career Academy

High school students (16-plus years of age) have the opportunity to attend a sequence of career classes with a cohort of their peers at a Metropolitan Community College campus. Career Academy programs culminate in a career certificate or specialist diploma.

CollegeNOW!

CollegeNOW! is a program specifically designed for high school students to offer a jumpstart on their college education with half-price tuition.

CONCURRENT Enrollment

Students earn both high school credit and college credit simultaneously while attending their scheduled course in the high school classroom.

Gateway to College

High school students who have disengaged from a traditional high school setting have an opportunity to complete high school requirements in a college environment.

Early Career Coordinators

MCC employs Early Career Coordinators and embed them in local high schools throughout the college's 4-county service area. **The Early Career Coordinator** is embedded in high school construction, manufacturing, and/or wheeled trade programs to enhance enrollment in MCC degree programs and Career Academies, and help meet ongoing workforce needs. ECC's partner with MCC

Enrollment Services, K-12 faculty and staff, and MCC faculty to enhance early career awareness and work-based learning experiences for middle school and high school students.

ECCs are assigned to 17 area high schools in all four counties of MCC’s service area, listed below.

Active ECC School			
Blair	Arlington	Fremont	DC West
Bellevue East	Fort Calhoun	OPS Career Center	Millard North
Bellevue West	Platteview	Westside	Millard South
Gretna	Ralston	Papillion-LaVista	Millard West
		Papillion-LaVista South	

10. Through your college’s reVISION process, 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)

Metropolitan Community College delivers relevant, student-centered education to a diverse community of learners. In support of this mission, MCC faculty have established and refined our course design standards during more than 20 years of delivering high-quality distance education. The Curriculum and Instruction Team serves as an ongoing resource for faculty who are engaged in the processes of teaching, curriculum design and development, and assessing student learning. The Curriculum and Instruction department assists and empowers faculty in all phases of teaching and to support learning throughout the college.

The Mission Statement of MCC’s Curriculum and Instruction Team is to partner with faculty to support teaching and learning at MCC through: Faculty Development, Curriculum Design and Development, Outcomes Assessment, and Integrated Instructional Support

MCC is committed to the delivery of robust learning experiences that match the needs of our community. Learning practices will be adaptive and responsive to ensure student success. Student learners at MCC will have the skills to help them build successful careers and successful communities. Guiding Principles to help MCC achieve our goals include:

1. Focus Learning on Student Success
2. Smooth Student Pathways

3. Proactively Plan our Future
4. Increase Participation Across the Four County Service Area
5. Update and expand the use of new technology to support MCC's evolving CTE programs

As standard of practice, MCC also conduct Internal Program Reviews for each CTE program of study. MCC will continuously monitor the relevancy of program offerings and learning environments through MCC's Internal Program Review process to ensure delivery of educational services that are aligned with employment and other needs/opportunities in our four-county service area.

Based upon feedback from industry partners and members of program advisory boards, MCC will consider new degree offerings in:

- Automation and Advanced Manufacturing
- Additive Manufacturing
- Biotechnology
- Biomedical Equipment Repair Technology
- DIMA and VACA will also need to upgrade for digital production
- Upgrade and modernize Interior design to include digital design and drafting
- Upgrade and modernize PHAAS (Professional Health Studies) Associate Degree
- Launch and expand MCC's Credential College offerings

Expand course offerings in Nebraska corrections system

Expand high school partnerships locally and throughout MCC's 4 county service area (on campus career academies and dual credit opportunities with high school partners)

As MCC grows and during the next Perkins 4-year plan covering 2024-2028, MCC will also be engaged in Long Range planning process. The planning themes include:

- Learning, Program Development, and Delivery
- Student Support
- Campus Identity and Sense of Place
- Inclusivity and Accessibility
- Stewardship and Sustainability of Resources
- Community Engagement and Connection

Perkins funding for the implementation of CTE programming at the Sarpy campus will be a priority of the next 3 years.

Prioritized Action Steps for Size, Scope, and Quality and Implementing CTE Programs of Study:	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment in the following areas: Automotive Technology,

	<p>Electrical Mechanical Technology, Diesel Technology, Health Professions programming, and Precision Machine Technology</p> <ul style="list-style-type: none"> • Expand dual credit offerings in Powersports Technology and Welding Technology and equip new labs at Fremont High School, Dodge County • Expand course offerings in MCC Re-Entry program and purchase new equipment trainers to offer Manufacturing and Electrical related credit courses • Build capacity to plan, implement and evaluate new programs to respond to emerging community needs related to MCC’s Sarpy campus • Expand dual credit offerings in Automotive Collision Repair Technology in at Blair High School, serving students in Washington County NE. • Launch and expand MCC’s Credential College offerings
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment in the following • Expand dual credit offerings • Upgrade and modernize PHAAS (Professional Health Studies) Associate Degree • Complete new course(s) development for Automation, Biomedical Technology • Build capacity to plan, implement and evaluate new programs to respond to emerging community needs related to MCC’s Sarpy campus • Explore new degree offerings related to Additive Manufacturing
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment in the following • Provide accessible, seamless and comprehensive academic and pathway support for students. • Build capacity to plan, implement and evaluate new programs to respond to emerging community needs related to MCC’s CDL, Utility Line, and Diesel Technology program
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Based upon Program Advisory Committee feedback and recommendations, MCC will allocate Perkins funding the purchasing of the industry standard training equipment in the following • Provide accessible, seamless and comprehensive academic and pathway support for students. • Build capacity to plan, implement and evaluate new programs to respond to emerging community needs

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, 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:

- 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 on the basis of their status as members of special populations**

RESPONSE:

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**

MCC’s departments of Single Parent Homemaker, Student Advocacy, and Disability Support Services departmental missions are to facilitate student learning, self-sufficiency, and personal and

career development that includes an implementation of education plans, which are compatible with the life and career goals of our students.

Amongst other services to students in Special Populations the following services are provided in an effort to lead to degree completion and self-sufficiency:

Individual Student Needs Evaluation:

- Educational
- Financial
- Personal/Family

Examine Students:

- Educational Opportunities
- Career Choices
- Financial Aid Eligibility

b. Prepare CTE participants for non-traditional fields

In addition to MCC's Single Parent Services, Student Advocacy, and Disability Support Services departments, MCC has implemented positions that focus on career exploration and non-traditional careers. MCC's Industry Coordinator position, the Manufacturing and Automotive Pathway Facilitator and the Outreach Specialist positions for the Construction and Trades Education programs provide student recruitment into nontraditional career opportunities. Each position takes a targeted approach to provide workshops, industry tours, and other career exploration opportunities to potential students.

c. Provide equal access for special populations to CTE courses, programs, and POS; and

Student Support Services is a program that provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward successful completion of their educational goals. The goal of Student Support Services is to increase the retention and graduation rates of its participants and facilitate the process of transfer to a four-year institution.

d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

Students are not identified or labeled as special populations students. Students are matriculated in to our college courses like any other college student. Additionally, multiple professional development workshops are conducted at the college to help educate faculty, college personnel, and students on creating an inclusive, supportive campus environment.

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:

Upon evaluation of the MCC's Performance Data, MCC has identified a performance gap related to Performance Indicator 2P1 Credential, Certificate, or Degree.

Metropolitan Community College does not have an automated system to identify each student earned industry recognized credential or even an MCC career certificate credential, which is MCC's earliest credential awarded. Therefore, currently, MCC cannot report completers to NDE. As a result, MCC has failed to meet at least 90% of the performance target. Over the next academic year, MCC will form a committee to identify strategies to more accurately capture and report CTE students earning a recognized credential.

MCC has invested a significant amount of resources in enhancing the efficiency and effectiveness of MCC operations. As part of this transformative journey, Workday was selected as the new Enterprise Resource Planning (ERP) and Student Information System (SIS) and has partnered with Avaap for the implementation process. This is a multiple year implementation process that began in August of 2023 and will span the next 27 months.

This system will allow MCC to implement an automated process that will include awarded students Career Certificate credentials upon successful complete. All indications are that this will accurately identify CTE completers and report data accordingly which will allow MCC to report an increase in 2P1 Earned Recognized Postsecondary Credential.

MCC will continue and expand imbedded General Education course within selected CTE programs removing barriers associated with degree completion.

As standard of practice, MCC also conduct Internal Program Reviews for each CTE program of study. MCC will continuously monitor the relevancy of program offerings and learning environments through MCC's Internal Program Review process to ensure delivery of educational services that are aligned with employment and other needs/opportunities in our four-county service area. Actions that will be taken to develop strategies to eliminate disparities or gaps will be measurable and specific to disparities in performance.

13. Through your college's reVISION process, 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)

Within the next 4 years, MCC will improve awareness related to available careers in CTE fields amongst secondary and post-secondary students by:

1. Increase efforts to provide additional opportunities for participants to be introduced to 4-year colleges and universities.
2. enhance recruiting efforts to increase retention and completion of gender non-traditional students.
3. Integrate workforce initiatives as on-ramps for underserved populations.
4. create efficient and flexible pathways
5. strengthen new student onboarding
6. create an intentional culture of student engagement and belonging

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p align="center">Year 1: 2024-2025</p>	<ul style="list-style-type: none"> • Modernize and upgrade Diesel Technology Hydraulic and Advanced Hydraulic credit courses by purchasing new Advanced Hydraulic Trainers for student use. • Improve Student Performance by purchasing a Patient Extriction Simulator for student use in MCC's EMS/Paramedicine credit courses. • Expand CTE credit offerings to Re-Entry Corrections population • Career Exploration Panel • College Transfer Week • Transfer Tour – UNO • Transfer Tour -Bellevue University • Women in Manufacturing Lunch n Learn • MCC's Industry Coordinator position, Career Experience Coordinators, and the Manufacturing and Automotive Pathway Facilitator position provide student recruitment events, provide workshops, industry tours, and other career exploration opportunities to potential students. • Women in Construction Workshops
<p align="center">Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Expand CTE credit offerings to Re-Entry Corrections populations • MCC's Industry Coordinator position, Career Experience Coordinators, and the Manufacturing and Automotive Pathway Facilitator position provide student recruitment events, provide workshops, industry tours, and other career exploration opportunities to potential students. • Career Exploration Panel • College Transfer Week • Women in Manufacturing Lunch n Learn • Women in Construction Workshops
<p align="center">Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Expand CTE credit offerings to Re-Entry Corrections population • MCC's Industry Coordinator position, Career Experience Coordinators, and the Manufacturing and Automotive Pathway Facilitator position provide student recruitment events, provide workshops, industry tours, and other career exploration opportunities to potential students.

	<ul style="list-style-type: none">• Career Exploration Panel• College Transfer Week• Women in Tech Lunch n Learn• Women in Manufacturing Lunch n Learn• Women in Construction Workshops
<i>Year 4: 2027-2028</i>	<ul style="list-style-type: none">• MCC's Industry Coordinator position, Career Experience Coordinators, and the Manufacturing and Automotive Pathway Facilitator position provide student recruitment events, provide workshops, industry tours, and other career exploration opportunities to potential students.

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 to retain staff, and professional development provided to improve their skillsets. In this section, use the results of your college's reVISION outcomes 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:

Metropolitan Community College will stay actively involved to improve recruitment and retention of NCE teachers and to improve transition to teaching from business and industry. First, each summer, Metropolitan Community College will facilitate CTE Teacher and Counselor hands on workshops. At the post-secondary level, Metropolitan Community College is very active recruiting adjunct faculty from business and industry. Metropolitan Community College continually recruits and employs professionals from a variety of career fields to teach our classes, which serves to infuse the MCC curriculum with current, workforce relevant information.

15. Through your college's reVISION process, action steps were identified to address CTE educator recruitment, retention, and training and what your college hopes to address the next four years. First, write the college's overarching goal(s) for this element in the space below. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your college will address 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)

MCC will offer training and development to faculty through a variety of venues, including: workshops, group activities, Faculty Learning Communities (FLC's), New Faculty Institute (NFI), Adjunct Faculty Institute (AFI), PETS (Practicing Excellent Teaching Strategies) series of courses, Instructional Faculty Development Days, and online resources. Additionally, MCC will develop events with high school partners to broaden understanding, knowledge, and relationships.

Faculty Development supports instructors in improving student learning through ongoing development of instructional strategies and awareness of instructional issues and resources.

Faculty Development programming at MCC is guided by the [IFEX Model for Creating Excellent Learning Experiences](#).

Our programs and resources promote:

- Inclusive teaching practices
- Drawing from the scholarship of teaching and learning and learning sciences
- Learning from the experiences of others

- Innovation and a diversity of approaches
- Partnerships across the college in support of teaching and learning

**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>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Hands on CTE workshops for High Schools Guidance Counselors in Manufacturing Trades and Automotive Trades • Training and Certification for MCC Business Faculty in the ACUE's Effective Teaching Practice Framework • Quarterly Professional Workshops for CTE Faculty established through MCC's Faculty Development department • CTE faculty to participate in MCC's New Faculty Institute
Year 2: 2025-2026	<ul style="list-style-type: none"> • Hands on CTE workshops for High Schools Guidance Counselors in Construction Trades and Information Technology • Quarterly Professional Workshops for CTE Faculty • CTE faculty to participate in MCC's New Faculty Institute • Faculty Development Conferences-CTE faculty attend professional development conference to apply best practices to maximize learner motivation, engagement, and success. Faculty will incorporate student-centered teaching practices in the design of courses, materials, assessments, and activities that promote diversity, equity, and inclusion in the learning process.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Hands on CTE workshops for High Schools Guidance Counselors in Health Professions • Quarterly Professional Workshops for CTE Faculty established through MCC's Faculty Development department • CTE faculty to participate in MCC's New Faculty Institute • Faculty Development Conferences-CTE faculty attend professional development conference to apply best practices to maximize learner motivation, engagement, and success. Faculty will incorporate student-centered teaching practices in the design of courses, materials, assessments, and activities that promote diversity, equity, and inclusion in the learning process.
Year 4: 2027-2028	<ul style="list-style-type: none"> • CTE faculty to participate in MCC's New Faculty Institute • Focus on professional development for faculty in CTE program cluster areas; Skilled and Technical Sciences, Agriculture, Food, and Natural Sciences, and Communication and Information Systems and activities that promote diversity, equity, and inclusion in the learning process.

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:

Although currently, MCC CTE programs offer a significant number of work-based learning experiences in course/degree offerings, MCC will increase the number of work-based learning experience offerings. The work-based learning offerings in MCC's CTE programs will focus on:

1. Alignment between classroom and the workplace
2. Application of academic, technical, and employability skills
3. Support from classroom and workplace mentors

The WBL experiences can include:

- Workplace tours
- Work-related field trips
- Guest speakers
- Employer presentations
- Career fairs
- Business mentorships
- Job shadowing
- Volunteering
- Service learning
- Student run enterprises e.g., Bistro
- Work-study programs
- Paid and unpaid internships
- Apprenticeships
- Paid employment
- Career & Technical Education course projects
- competitions such as MOTI and Skills USA

17. Through your college’s reVISION process, 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)

MCC CTE programs offer a significant number of work-based learning experiences in course/degree offerings, MCC will increase the number of work-based learning experience offerings. The work-based learning offerings in MCC’s CTE programs will focus on:

1. Alignment between classroom and the workplace
2. Application of academic, technical, and employability skills
3. Support from classroom and workplace mentors

MCC’s Pathway Facilitators will Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students.

Lastly, MCC aligns work-based learning experiences to classroom instruction for a more authentic learning experience. During cooperative work experiences and internships faculty meet with MCC students as well as industry mentors. Objectives of the work-based learning activity are discussed and progress is evaluated throughout the quarter.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • MCC’s Pathway Facilitator oversees the coordination and recruitment of industry relationships for programming within MCC’s Center for Advanced Manufacturing to improve enrollment, retention and completion rates. This position works directly with industry and CTE students to increase the number of students involved in work-based learning opportunities. • MCC Career Experience Coordinators will work with CTE students to provide experiential employment opportunities through interactive engagement, networking, and job readiness activities • Increase number of industry sponsorships for students in Manufacturing, Construction, and Transportation related pathways. • Increase industry registered apprenticeships in Electrical Mechanical and Manufacturing pathways
Year 2: 2025-2026	<ul style="list-style-type: none"> • MCC’s Pathway Facilitator oversees the coordination and recruitment of industry relationships for programming within MCC’s Construction Education and Applied Technology Center to improve enrollment, retention and completion rates. This position works directly with industry and CTE students to increase the number of students involved in work-based learning opportunities. • Explore accelerated Diesel Technician track with industry sponsorships for students.

	<ul style="list-style-type: none"> • MCC Career Experience Coordinators will work with CTE students to provide experiential employment opportunities through interactive engagement, networking, and job readiness activities • Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Expand Industry Registered Apprenticeships • Recruit and increase the number of industry student sponsorships which include paid tuition, books, and employment opportunities for CTE students • Partner with community stakeholders to establish relevant, dynamic connections for students, faculty, staff and community members.
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Partner with community stakeholders to establish relevant, dynamic connections for students, faculty, staff and community members. • MCC Career Experience Coordinators will work with CTE students to provide experiential employment opportunities through interactive engagement, networking, and job readiness activities

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:

Ensuring student access to and success in CTE programs for each student is a priority at MCC. Student Advocacy at MCC encourages student success by:

- Assisting students experiencing life events and circumstances that can impact their academic pursuits.
- Providing additional support and guidance to students in complex academic or personal situations.
- Promoting wellness and a healthy school-life balance.
- Supporting faculty and staff with concerning students.

Advocacy services aim to support the personal and academic development of students and assist faculty and staff in the creation of a welcoming and effective learning environment at MCC. Services require no documentation and there is no threshold or criteria students, faculty or staff must meet to access services.

Students are matriculated in to our college courses like any other college student. Additionally, Metropolitan Community Colleges policy related to discrimination includes Metropolitan Community College does not discriminate on the basis of race, color, national origin, religion, sex, marital status, age, disability or sexual orientation in admission or access to its programs and activities or in its treatment or hiring of employees. The College complies with Title VI of the Civil Rights Act of 1964, the Civil Rights Act of 1990, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, the Age Discrimination Act of 1975, related Executive Orders 11246 and 11375 and all civil rights laws of the State of Nebraska and the City of Omaha.

MCC uses a number of different strategies to promote preparation for non-traditional fields. MCC staff and faculty are engaged with local community agencies and conduct many presentations throughout the year explaining the opportunities. Additionally, MCC partner with non-traditional agencies such as National Women in Construction Association and Step Forward (Women in Manufacturing). MCC's Single Parent Homemaker works with students in special populations to education them about non-traditional careers as well as conducts workshops, tours, and presentations.

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 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 college 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 colleges no doubt already have in place are utilized as a starting point.

RESPONSE:

The Post-secondary Grant Advisory Committee continues to offer more global input on the direction of the Perkins grant, grant priorities and progress on MCC enhancements, each Action Council offers a more specialized focus on one area, such as the architectural design curriculum or apprenticeship programs. Action Councils typically meet monthly and advisors are generally much more directly involved in grant activities, such as offering apprenticeships and internships, reviewing curricula, or supervising practice tests for students. Each program area is responsible for the activities of the Action Councils/Program Advisory Boards and keeps formal records of meeting times, agendas and meeting notes. Currently, MCC has approximately 600 advisory board members serving among the following

MCC CTE Programs that have Advisory Committees:

Accounting	Applied Finance	Auto Collision
Automotive	Civil Engineering	Chemical Dependency Counseling
Construction	Criminal Justice	Dental Assisting
Diesel / CDL	Early Childhood Education	Electrical
Emergency Medical Services	Human Services	Health Information Mgmt. Systems
Health Data Mgmt.	HVAC	Horticulture
Information Technology	Culinary	Interior Design
Manufacturing	Mechanical Design	Medical Assisting
Nursing	Office Technology	Respiratory Care Technology
Utility Line	Welding	

The Post-secondary Grant Advisory committee (MCC's Perkins Planning Team) is made up of an interdisciplinary team of faculty, deans, student services personnel, career center personnel, disability support counselors, and administrators. MCC's Perkins Administrator works closely with each member throughout the year to review and discuss a wide range of data related to local economic and workforce development priorities, Chamber of Commerce targeted industry data, NCE and MCC career education components and outcomes, and labor market information. Additionally, this includes discussing activities necessary to offer students the optimum career pathway in keeping with Perkins IV guiding assumptions. This process leads to developing a plan that purposefully builds career pathway components to ensure secondary-post-secondary alignment, connects students from Special Populations to pathway opportunities, focuses on student achievement, and builds in innovative delivery systems and academic integration

Sample Program Advisory Committee Meeting:

Automotive Collision Repair Technology

Advisory Committee Meeting

Wed, January 23, 2024

11:30 AM – 1:00 PM

Conducted at The Automotive Training Center

2909 Edward babe Gomez Ave

Omaha, NE 68107

AGENDA

- Introductions -Bob Keith
- Review and Approve Minutes -Bob Keith
- Program Update
 - New Grants -Joe Baker
 - CREF (Collision Repair Education Foundation)
 - Enterprise Holdings
 - Handshake Job Postings -Tyler Cannon
 - Non-Credit Classes -Pat Mckibbin
 - Paintless Dent Repair
 - March 11-April 9 6-10pm
 - Automotive Custom Sheet Metal Fabrication
 - March 8-May 10 6-10pm
 - Automotive Hobbyist
 - Jan 13-March 7 Saturday Mornings
- Current Enrollment -Bob Ulfers
 - Nights
 - Accelerated Day
 - Cohort/Collision Engineering
- MOTI -Chris Cogan
 - Student Participation
 - Thank Volunteers
 - Collision Damage Appraisal
 - Collision Repair

- Refinishing
 - Open Discussion/Recommendations
- Skills USA Nebraska -Tim Sievers
 - Student Participation
 - Collision Damage Appraisal
 - Collision Repair Technology
 - Automotive Refinishing
 - April 11-13 at State Fair Grounds in Grand Island NE
 - Open Discussion and Questions
- Collision Engineering Program -Joe Baker
 - Current Students and Shop Partnerships
 - Future Innovation
 - The Ideal Student
 - Next Opportunity for Enrollment!
 - Fall 2024 (September)
 - Current Prospective Student Enrollment
 - Open Discussion
- 24-25 Auto Collision Budget (Open Discussion/Recommendations) -Chris Cogan
 - 3 inch D's
 - Parts Carts
 - Truck Bed Dolly
 - Truck Box Remover
 - Welding Clamps
 - Air Saws
 - **Squeeze Type Resistance Spot Welder**
 - Mobile Estimating Carts
 - Paint Panel Stands
 - I-Pads
- Upcoming Important Dates -Joe Baker
 - Jan 26
 - Plattsmouth Career Fair
 - Bellevue Career Fair
 - Feb 14-15
 - Axalta Color-Net Cloud Class
 - March 8-10
 - World of Wheels
 - April 11-13, 2024- Nebraska Skills USA
 - June 24-28, 2024- National Skills USA
- General Open Discussion -Bob Keith
- Next Meeting – April 24, 2024

Section 3: Annual Budget Worksheets

AUTO COLLISION ADVISORY COMMITTEE		
Member Name		Business/Association
Jake	Aufenkamp	Woodhouse Auto Family
Kurt	Beckstrom	LKQ Corporation
AJ	Bernhardt	Auto Body Concepts
Mike	Bernhardt	Auto Body Concepts
Mike	Boehmer	Crash Champions
Eric	Dawson	Shadow Lake Collision
Andy	Dingman	Dingman's Collision Center
Robin	Ferguson	ASE
Bob	Gallant	Best Finish
Jacob	Hall	Finished Edge
Denise	Harries	Ford Motor Company
Steve	Jaros	Tracy's Body Shop
RB	Keith	Keith's Consulting
Margaret	Keith	Keith's Consulting
Jarrod	Krumwiede	WreckAMended
Mark	Krzemien	Don and Rons Carstar Collision
Michael	Kucera	Truck Center Companies
Tony	Larry	Levander's Body Shop
Brian	Levander	Levander's Body Shop
Dana	Liddick	Best Finish Auto Body
Brandon	McNew	B Street Collision Center
Jeremy	Nielsen	Omaha Public Schools
Cheryl	Phalen	Crash Champions
Kyle	Ray	Rebellion Forge Racing
Jay	Rebensdorf	Omaha Public Schools
Jeff	Regan	Axalta
James	Rodis	Woodhouse Auto Family
Matt	Sain	Central Body Company Inc.
April	Sain	Central Body Company Inc.
Phillip	Schnepp	Ford Motor Company
Steve	Schworer	Snap-On Tools
Michael	Smith	Auto Body Concepts
Bill	Tamisiea	Central Body Company Inc.

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 review the [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 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.