



**LOCAL PERKINS APPLICATION
2024-2028**

COMMUNITY COLLEGE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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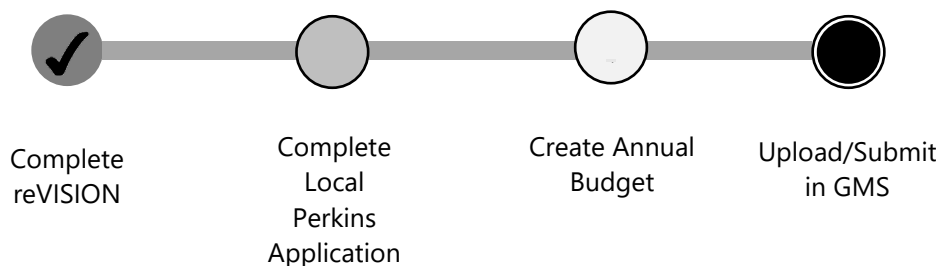
General Information

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.

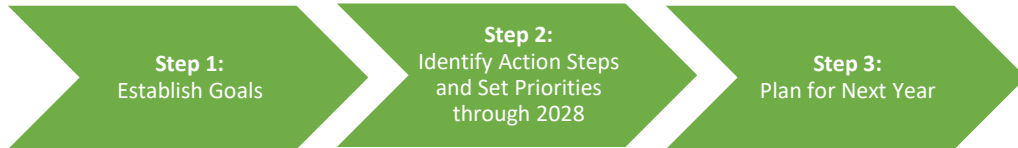
Section 1: reVISION Summary

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>Northeast collaborates with local high schools, other colleges, and industry partners to offer career development to students on the main campus and at its locations. The college expands career exploration beyond agriculture to STAM fields and hosts various career development activities, including workshops, career fairs, industry tours, and program advisory meetings. To enhance career awareness, a Career Education and Outreach Coordinator</p>	<p>Establish clear student lifecycle pathways aligning non-credit, prior learning, credit, and skill-builder curriculum</p>

	<p>was hired, and student goals were integrated into advising conversations and DegreeWorks. Pre-advising for undecided students involves career exploration activities and YouScience assessments. Field of study and transfer pathways were finalized for launch in fall 2024, requiring updates to the college website and institutional systems. Future steps involve aligning non-credit, dual credit, prior learning, and credit to streamline programming.</p>	
<p>Local Workforce Alignment</p>	<p>Northeast demonstrates exceptional success in student job placement, with 89% of CTE graduates working in their field and 90% employed in Nebraska. Employers highly regard Northeast graduates, with 96% rating them as excellent or good and 97% willing to hire them again. The institution actively addresses programmatic gaps through advisory committees and annual reviews, emphasizing Quality Improvement Opportunities (QIO) for enhanced resources and instructional materials. Additionally, the institution prioritizes partnerships to support underserved populations and focuses on guided pathways initiatives to assist students in exploring careers and establishing goals. Through local and regional partnerships, economic analyses, and stakeholder engagement, Northeast ensures alignment between high school programs, CTE offerings, and workforce needs, facilitating student success and addressing workforce gaps effectively.</p>	<p>Establish recommendations from Lightcast Program Demand and Gap Analysis study (to be completed 2024) for program expansion, discontinuation, or startup decisions.</p> <p>Utilize Quality Improvement Opportunity (QIO) Process to identify needs and expand usage of new technology, including diagnostic, automation, simulation, and scenario-based equipment.</p> <p>Seek professional development for Northeast Community College faculty in the use of acquired technology and certifications.</p> <p>Through the College's guided pathways initiative, Northeast will implement meta-majors (collections of academic majors that have similar courses) and design systems to build more pathways and core competencies.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Northeast Community College has made significant investments in expanding and enhancing Career and Technical Education (CTE) program pathways, particularly in applied technology, health, and agriculture. These investments, coupled with partnerships with advisory boards, employers, and K-12 partners, have led to the identification of future program investment needs.</p>	<p>Analyze current and build new CTE pathways for Early College, Non-Degree, and Adult Education</p> <p>Identify opportunities and implement strategies targeting CTE programs with underrepresented populations.</p> <p>Implement more thorough data analysis of student performance at the program level, seeking ways to improve gaps in retention and completion. (This is an</p>

	<p>Northeast is part of the Heartland Robotics Cluster, which received funding to develop a fabrication lab and a two-year robotics/automation curriculum. The institution also participates in programs like the National Association of Community College's Entrepreneurial College of the Future to incorporate entrepreneurial practices into multiple programs.</p> <p>Northeast's CTE programs support various skills such as communication, critical thinking, problem-solving, entrepreneurship, and leadership. The institution integrates industry credentials, certifications, and work-based learning opportunities to enhance academic and technical skills.</p>	<p>activity of guided pathways that Northeast will be incorporating.)</p>
<p>Student Performance Data</p>	<p>The institution regularly reviews CTE fields to address disparities and gaps in student performance, ensuring ongoing improvement through programs like Perkins V. Curriculum mapping has been utilized to align general education goals with program instruction, reducing learning gaps and misalignments. The institution has implemented guided pathways recommendations, including individualized student success plans and the establishment of the Center for Excellence in Teaching and Learning for faculty development.</p> <p>To support student success, Northeast provides various support services such as advising, tutoring, disability services, and TRiO/Student Support Services for low-income, first-generation, and disabled students. The college offers multiple campuses and regional offices to meet the diverse needs of the community. The college is also redesigning foundational English and math and developing multiple measures placement. Additionally, Northeast offers credit ESL classes for students aiming to improve English proficiency, with a dedicated ESL pathway implemented in 2017.</p>	<p>Enhance data analysis in program review processes to provide regular and persistent evaluation of workforce alignment and program graduates.</p> <p>Explore options to increase accessibility to CTE programs with high upfront costs (e.g., Tools, non-disposable supplies, equipment).</p> <p>Seek professional development opportunities for faculty related to careers available and career development in CTE fields, especially as it relates to special populations</p>

Section 2: Narrative Descriptions

<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>professional development days. Annual professional development stipends support faculty attendance at conferences and training sessions, with opportunities identified through the program review process.</p> <p>New faculty undergo comprehensive orientation, connecting with peers, academic leaders, and mentors to ensure support and retention.</p> <p>The college implements targeted recruiting strategies for CTE faculty, including the creation of specialized faculty categories and competitive healthcare benefits. Collaborations with advisory boards and industry partners promote exemplary programs and assist in recruiting quality educators.</p>	<p>Educational services, in collaboration with Student Service will complete the Early College Access Project</p> <p>Northeast will develop new faculty mentorship into a robust program with long-term faculty support.</p> <p>Ensure all adjunct and concurrent faculty members have annual professional development training</p>
<p>Work-Based Learning</p>	<p>Northeast Community College emphasizes the value of integrating on-the-job learning with classroom instruction, noting its positive impact on both student learning experiences and workplace performance. The apprenticeship program has successfully created synergies between these two environments, enhancing students' understanding of theoretical concepts through real-life experiences.</p> <p>The college utilizes various strategies to ensure quality work-based learning opportunities.</p>	<p>Maintain current work-based learning efforts, while increasing qualitative and quantitative data collection and analysis of these experiences.</p> <p>Establish protocol for centralized tracking of work-based learning efforts.</p> <p>Engage regional industries in the use of articulated registered apprenticeships, internships, job shadows, etc.</p> <p>Provide opportunities for students on the secondary level to begin work-based learning opportunities that transition to post-secondary and into the workforce.</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>.

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:

Northeast continues to work with service area high schools’ career academies. The P2T partnership, comprised of eight high schools, Wayne State College (WSC), Northeast, and ESU 2, has five career and technical pathways available at the West Point Extended Campus. In spring 2024, 108 students are participating in the P2T program. Northeast staff is currently partnering with the superintendent of the South Sioux City school district to develop secondary to post-secondary guided pathways.

“Fridays at Northeast” launched in fall 2016, the program allows high school seniors the opportunity to take CTE classes on Fridays at a Northeast campus. During the 2023-2024 academic year, 125 students from 27 different high schools and six homeschooled students participated in the “Fridays at Northeast” program.

Additional programs focused on helping students understand career options and help students select their specific career include the agriculture high school outreach program offering hands-on opportunities for career exploration in the agriculture fields. This program is being expanded to focus beyond agriculture to STAM career exploration.

Career Services staff present workshops in classrooms on job search (employer connection, resume/cover letter, & interviewing) and career exploration topics (career assessments, micro-internships & job shadows). CTE Programs and Career Services host program-specific career fairs in addition to two additional campus-wide career fairs. Northeast participates in industry tours, holds career days, hosts individual program advisory council meetings that feature industry representatives; and works with high school guidance counselors to share CTE information. Future plans include expanding career development activities and efforts at the junior high and high school level.

Based on the student surveys, the guided pathways design team recommended increasing career awareness and exploration as an area of future focus. A review of the Community College Survey of Student Engagement results revealed that 31.5% of respondents indicated they often or very often talked about career plans with an instructor or advisor. A Career Education and Outreach Coordinator was hired in 2022 to advance this work.

Recently, student goals were refined and added to DegreeWorks so that advisors can include student goals in their conversations, ensuring students are on track toward goal completion. Pre-advising around careers has been implemented prior to enrollment for students who are undecided about a career goal and/or major. When prospective students schedule tours and indicate they are undecided, they are invited to connect with Career Services to complete career exploration activities and to learn about graduate outcomes specific to academic programs. Students are given the opportunity to take the YouScience assessment. Once complete, the student receives follow-up from the career education and outreach coordinator to assist the student with additional career exploration. Beginning in 2022, all incoming students are asked to complete a YouScience assessment before registering for classes. If the assessment results indicate a need for further evaluation, those students are contacted to discuss their career and program options prior to new student registration.

In addition, the field of study and transfer pathways were finalized in spring 2024 for launch in fall 2024. Launching the pathways means a complete overhaul of the college website, program materials, and institutional systems. The next steps in the guided pathways work include alignment of non-credit, dual credit, prior learning, and credit to reduce redundancy in programming.

- 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)

Establish clear student lifecycle pathways aligning non-credit, prior learning, credit, and skill-builder curriculum	
Prioritized Action Steps for Career Development:	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	Continue to research and work with stakeholders and partners to identify skill gaps in the continuum of education from primary school through incumbent workforce and map current Northeast programs across departments and curricula
Year 2: 2025-2026	Develop an action plan to support education in identified skills gaps and ensure alignment with all institutional offerings impacting CTE pathways. Collaborate with stakeholders to implement action plans.
Year 3: 2026-2027	Develop a plan and complete the application for stage two to address identified gaps from stakeholder engagement and assessments.
Year 4: 2027-2028	Create a seamless support system for students as they transition from early college high school to college. Complete alignment of student support services between Early College and Student Success Teams.

Element 2: Local Workforce Alignment
<p>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.</p>
<p>3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?</p>
<p>RESPONSE:</p> <p>Northeast students have a high rate of job placement upon graduation, with 89% of CTE graduates working in their field of study. 90% of Northeast graduates are employed in Nebraska. Employers rate Northeast graduates highly, with 96% of them rating Northeast graduates as excellent or good in their career program. Additionally, 97% of employers would consider hiring Northeast graduates in the future.</p> <p>As part of the program assessment, programmatic gaps are identified and addressed through feedback from advisory committees. To ensure continuous improvement, annual program review processes were developed and launched in the fall of 2023. The updated review process places a significant focus on the Annual Program Review Quality Improvement Opportunities (QIO) process, which ensures that current equipment and quality instructional materials are available for CTE students. Through QIO, goals/actions for program improvement are identified based on data and analysis, along with resource needs and fiscal considerations that will benefit the program/academic discipline in the next five years. In addition, the review of H3 occupations and institutional offerings is included in nearly every grant proposal and funding request.</p>

Results of the reVISION work includes addition of internships in all applied technology AAS degree programs, addition of NC3 credentials in Auto Technology (total of 25 now included in the program, incorporation of NOCTI assessment testing in additional programs including Electrical Construction and Control, Utility Line, Building Construction, Plumbing, and Wind Energy.

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

RESPONSE:

The College utilizes local and regional CTE assessment and CTE advisory groups to maintain strong alignment between service area high schools, CTE programs, and workforce partners. This process ensures that we complete the goal of offering non-duplicative and sequential coursework for our students leading to a completion of value.

Periodic economic overview and gap analysis studies are conducted by Northeast's Institutional Research and Analytics department and in the spring of 2024 Northeast contracted Lightcast to perform a 10-year regional analysis to identify current gaps in workforce and projected changes. The study will be reviewed at a Board of Trustees round table with workforce and educational partners in June 2024. The next steps will include assessing current pathways to careers to identify gaps, the development of curriculum around gaps, and investing in equipment and personnel to address gaps.

Focus group sessions with key stakeholders have led to new professional development and career readiness training for faculty and staff including bi-annual high school counselor, principal, and superintendent meetings, and summer adjunct professional development training.

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:

Northeast's four strategic priorities reflect a commitment to empowering employees to deliver programs and services that drive the success of graduates, the workforce, and the economy of the region. The President reaffirmed the purpose of the Quality Initiative through Board updates, in-service sessions, and college-wide communications as the stage was set for enVISION (strategic plan). These communications emphasized an increased focus on equity in identifying and developing pathways for underserved students, data accessibility, and a continuous quality-improvement mindset.

Partnerships with NE Works, Vocational Rehab, local refugee resettlement agencies, formerly incarcerated reentry programs, and employers provide consistent messaging and wrap-around support for underserved populations.

CTE programs work in conjunction with various support groups on campus to ensure that all students have opportunities to follow their career path of interest and have the necessary knowledge of the career itself. Faculty frequently work with individualized plans to accommodate students to ensure student success. In working with students to achieve their educational goals, Northeast aims to improve persistence and completion for all students.

One area of focus for Northeast is the continued work on guided pathways initiatives. In spring 2024, faculty and staff finalized the identification of common core courses to create meta-majors (Northeast calls them fields of study). The launch of meta-majors in conjunction with the individual academic planning processes in place provides additional support to assist students with exploring careers and establishing career goals. These efforts are designed to help students, perhaps especially those in special populations, to be aware of the related opportunities, courses, and fields of study available to them and be successful in pursuing them.

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)

Establish recommendations from Lightcast Program Demand and Gap Analysis study (to be completed 2024) for program expansion, discontinuation, or startup decisions.

Utilize Quality Improvement Opportunity (QIO) Process to identify needs and expand usage of new technology, including diagnostic, automation, simulation, and scenario-based equipment.

Seek professional development for Northeast Community College faculty in the use of acquired technology and certifications.

Through the College’s guided pathways initiative, Northeast will implement meta-majors (collections of academic majors that have similar courses) and design systems to build more pathways and core competencies.

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	<p>Receive, review, and analyze Lightcast report with high school and workforce partners.</p> <p>Programs submit QIO with annual program review tied to Academic Strategic Priorities and Institutional Strategic Plan including an analysis of allocations from the previous year, prioritize of equipment, materials, professional development, and other financial needs.</p> <p>CTE faculty members participate in the highest-priority professional development trainings; evaluate trainings.</p> <p>Launch meta-major pathways (Northeast calls them fields of study).</p>
Year 2: 2025-2026	<p>Create an action plan for the development/expansion of at least two identified program gap opportunities.</p> <p>Create an action plan for shrinkage/discontinuation/redesign of at least one identified over-production program area.</p>

	<p>Programs submit QIO with annual program review tied to Academic Strategic Priorities and Institutional Strategic Plan including an analysis of allocations from the previous year, prioritization of equipment, materials, professional development, and other financial needs.</p> <p>CTE faculty members participate in the highest-priority professional development trainings; evaluate trainings.</p> <p>Evaluate meta-major participation, course inclusion, and design; update as indicated.</p>
<p>Year 3: 2026-2027</p>	<p>Continue to evaluate programs for expansion, development, and shrinkage establishing new programs as identified.</p> <p>Programs submit QIO with annual program review tied to Academic Strategic Priorities and Institutional Strategic Plan including an analysis of allocations from the previous year, prioritization of equipment, materials, professional development, and other financial needs; purchase approved equipment to expand and enhance CTE programs of study.</p> <p>CTE faculty members participate in to highest-priority professional development trainings; evaluate trainings.</p> <p>Identify and establish correct light the fire courses are included in meta-major pathways; evaluate and update pathways based on feedback.</p>
<p>Year 4: 2027-2028</p>	<p>Continue to evaluate programs for expansion, development, and shrinkage, establishing new programs as identified.</p> <p>Programs submit QIO with annual program review tied to Academic Strategic Priorities and Institutional Strategic Plan including an analysis of allocations from the previous year, prioritization of equipment, materials, professional development, and other financial needs.</p> <p>CTE faculty members participate in highest-priority professional development trainings; evaluate trainings.</p> <p>Evaluate meta-major participation, course inclusion, and design; update as indicated.</p>

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:

Northeast has invested in the expansion and enhancement of CTE program pathways in applied technology, health, and agriculture. Those investments and partnerships with advisory boards, employers, and k-12 partners have led to the identification of future program investment needs.

Annual advisory committee meetings provide opportunities for industry leaders and faculty to discuss current needs and validate program recommendations and changes. An example of the current advisory committee and industry influence is demonstrated through changes to the Wind Energy Technology curriculum implemented in Fall 2023. Wind Technology instructors introduced Global Wind Organization (GWO) training to the advisory committee in April 2022 following a recommendation from a representative from Vestas American Wind Technology. The advisory board supported this addition. Faculty mapped the current curriculum with the needed adjustments to meet GWO standards. Northeast will also begin the accreditation process to become a GWO-certified training center requiring specific equipment.

Northeast is one of six partners in the Heartland Robotics Cluster that received funding (\$4.6 million) from the Build Back Better Regional Challenge program to develop a fabrication lab in downtown Norfolk and create a two-year robotics/automation curriculum and technology outreach program. Northeast was also selected to participate in the National Association of Community College's Entrepreneurial College of the Future program to further expand upon incorporating entrepreneurial practices into multiple programs. These efforts are aligned with the growing need for upskilling and retraining the workforce to meet the needs of the industry.

A team of Northeast faculty and staff participated in the Community College Research Center (CCRC) Summer Institute: Using Data to Launch Large-Scale Reform in June 2021. The outcomes of the institute included a deeper understanding of the need to develop processes and systems to support the students who are continuing education, Early College, non-degree seeking Utility Line or enrolled in unstructured (academic transfer/general studies) programs that do not lead to a clear major or path to a four-year institution. In the fall of 2019, 69% of students were in one of these categories.

Exploration and discovery work completed through Perkins 2020-2024, advisory committee meetings, and employer visits has led to increased focus and investment in green energy training,

electromechanical, precision agriculture, plumbing, and health training programs. The College's proposed equipment purchases will bolster and enhance CTE fields of study that will supply people able to fill those high-wage, high-demand, and high-skill positions.

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:

Career and Technical Education (CTE) programs at Northeast Community College prepare individuals for a wide range of careers that reflect the jobs demanded in the workplace. Northeast's CTE programs incorporate rigorous academic and technical standards that equip students with skills necessary for successful transition to a four-year education pathway or work while promoting life-long learning in a global society.

Northeast's CTE programs support skills such as communication, critical thinking, problem-solving, entrepreneurship, and leadership. Through a balance of traditional classroom learning and hands-on applications, program staff build engaging experiences that lead to higher-order thinking. Direct ties to one's community, education, and the workforce are essential to every CTE program and allow learning to take place in multiple settings.

Integration of industry credentials and certifications, paid work-based learning opportunities through cooperative internships, contextualization of general education curriculum, and support of critical partnerships with industry leaders, government entities, economic development officials and others foster improved academic and technical skills. Northeast further supports its faculty and CTE programs through a strong investment in equipment and tooling necessary to remain on the forefront of the knowledge and skills demanded by industry. Examples of this investment include year-long conversations with Nucor on specific curriculum, pathway development, and equipment needed in multiple programs such as electrical, electromechanical, welding, drafting, and machining, development of nursing offerings in Ainsworth, and diesel mechanic programming with another regional employer.

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:

Northeast collaborates with area high schools and Educational Service Units (ESUs) to provide access to college courses through dual credit programming. Courses are offered in high schools and by distance learning technologies. High school students may also register for regular college courses through Northeast's Early College Program.

Fridays@Northeast, launched in the fall of 2016, allows high school seniors the opportunity to spend Fridays at Northeast’s main campus or one of the extended campuses completing college courses in a career and technical education program area. Students earn college credit for the courses, and the student’s high school can elect to give high school credit for the courses as well.

NENCAP is a partnership created to pool resources via Carl Perkins funds to expand career and technical offerings for students across the Northeast service area, making use of Northeast’s extended campus facilities in O’Neill, West Point, and South Sioux City as opportunities arise. A major accomplishment for the NENCAP consortium is the Fridays@Northeast program described above. NENCAP provided funding for textbooks and instructional materials for students enrolled in the courses. Working with the NENCAP Board, Northeast began offering career and technical education classes on Fridays at the Norfolk and South Sioux City locations for high school seniors. The program is in its fourth year and has grown in student participation and expanded course offerings.

Pathways-2-Tomorrow (P2T) at the West Point location is another example of a partnership created to engage students in career and technical pathways that transition to further education or the workplace. In fall 2023, Northeast launched a third section of basic welding as part of the P2T offerings to meet workforce needs in the region. Additional equipment and personnel will be required as the program continues to expand at the West Point campus but also on the Norfolk, South Sioux City, and O’Neill campuses. Future planning includes the addition of additional welding booths at all locations and the addition of advanced welding offerings in O’Neill. In addition, stakeholders will review curricular and pathway offerings beginning in fall 2024 to determine changes needed to either.

Northeast staff is currently working with the superintendent of South Sioux City to develop CTE pathways based on high school pathways currently being developed. Examples of potential pathways include agriculture and manufacturing.

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)

Analyze current and build new CTE pathways for Early College, Non-Degree, and Adult Education

Identify opportunities and implement strategies targeting CTE programs with underrepresented populations.

Implement more thorough data analysis of student performance at the program level, seeking ways to improve gaps in retention and completion. (This is an activity of guided pathways that Northeast will be incorporating.)

**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	Evaluate non-credit, credit, and other pathways across the curriculum. Update Programs utilize Program Review data analysis to analyze data on special population trends in CTE program enrollment. CTE faculty members explore opportunities for collaboration with secondary schools, workforce partners, and student services to determine skill and support gaps
Year 2: 2025-2026	Adjust CTE pathways based on review and develop pathways and supports for Early College, Non-Degree, and Adult Education in collaboration with student services, and secondary and industry partners. Programs establish goals based on program review data analysis of special population performance metrics. Complete alignment of student support services between Early College and Student Success Teams.
Year 3: 2026-2027	Evaluate CTE pathways based on review and develop pathways and supports for Early College, Non-Degree, and Adult Education in collaboration with student services, and secondary and industry partners. Create a seamless support system for students as they transition from early college high school to college to workforce; Implement strategies targeting CTE programs with underrepresented populations. Evaluate and update the alignment of student support services between Early College and Student Success Teams.
Year 4: 2027-2028	Launch and continue to evaluate CTE pathways based on review and develop pathways and supports for Early College, Non-Degree, and Adult Education in collaboration with student services, and secondary and industry partners. Analyze the impact of strategies to target CTE programs with underrepresented populations. Continue development of a seamless support system for students as they transition from early college high school to college to workforce

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:

- Northeast Community College is dedicated to empowering our faculty to deliver exceptional educational experiences that prepare students for success. Through our Center for Excellence in Teaching and Learning (CETL), we offer professional development opportunities that equip instructors with the latest pedagogical strategies and resources. CETL provides workshops, training, and one-on-one coaching focused on innovative teaching practices, including the integration of essential interpersonal skills into coursework and culturally competent instructional methods. By promoting continuous professional growth, our faculty are better prepared to design and implement classroom

activities that not only engage students from diverse backgrounds but also prepare them to be independent and resilient additions to their chosen field.

- b. Northeast Community College supports instructors in preparing students for non-traditional fields through a comprehensive approach that integrates the strengths of our CTL and Career Services departments. CTL offers professional development to enhance pedagogical skills, while Career Services actively engages students in career exploration beginning in 8th grade and continuing through their CTE academic journey. Initiatives such as the YouScience Assessment help Career Services raise awareness of non-traditional career paths, helping students identify their strengths and explore various occupations. This includes activities like job shadowing, personalized career planning sessions, and specialized curricula for both career planning courses and 8th grade workshops. By challenging traditional gender roles and providing continuous support, Northeast ensures that students are well-prepared and confident in pursuing careers in non-traditional fields.
- c. Northeast Community College ensures equal access for special populations through the dedicated support of our Disability Services department. The Disability Services staff collaborate with faculty, staff, and students to identify and implement reasonable accommodations that promote equity and inclusion both inside and outside the classroom. These services encompass a wide range of adjustments tailored to the specific needs of students with learning, emotional, physical, or cognitive disabilities, ensuring they can seamlessly access their academic, social, and residential environments. By offering personalized support and resources, we foster a diverse and inclusive educational community and empower students with disabilities to achieve academic and professional success.
- d. Northeast Community College is steadfast in upholding our nondiscrimination policy to ensure that individuals from special populations are not discriminated against based on their status. All student reports of discrimination are promptly investigated and addressed by Human Resources under the direction of the Vice President of Human Resources. We are committed to providing equitable access and opportunity for all individuals, regardless of their background or circumstances. We accomplish this by fostering an inclusive learning environment through ongoing training. To meet the needs of our diverse student population, we engage in continuous quality improvement. This comprehensive approach guarantees that all students, including those from special populations, receive the necessary support to succeed academically and professionally.

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:

Northeast provides support services to assist a diverse student population in the successful completion of educational and career goals such as advising, tutoring, writing support, disability services, veterans services, financial aid, counseling, testing, career services, and student health services.

Northeast provides support services to low-income students, first-generation students, and students with disabilities through the TRiO/Student Support Services program supported by the U.S. Department of Education.

Northeast has multiple campuses and regional offices throughout its 20-county service area to provide access and meet the diverse needs of our region.

Northeast has created systems and support services to assist students to be successful. For example, successful completion of foundational courses is a challenge for many students who are not academically prepared for college coursework. Northeast has invested significant resources in redesigning foundational English to better meet students' needs. Northeast has also prioritized foundational math, creating multiple pathways that align with each student's specific field of study.

As part of the guided pathways work, Northeast is reviewing placement in foundational courses, the adoption of multiple measures placement, and a potential reorganization of foundational learning curricula. A team began working in the spring of 2024 to establish goals around this work.

Northeast offers a sequence of credit English as a Second Language (ESL) classes for students who want to develop English language proficiency and who are planning to complete additional college coursework. An ESL pathway was created and implemented in the fall of 2017 as part of the foundational English redesign. A full-time ESL/Developmental English instructor was hired to further develop and instruct the new ESL pathway.

Overall, the statistical review of CTE fields to identify disparities and gaps in student performance is the first step Northeast takes – at least annually – for assessment purposes. Once identified, the areas of concern are addressed on a case-by-case basis by administrators, deans, and faculty members – or a broader approach as needed. The effectiveness of the rectifying steps subsequently taken is then reviewed, too. All these efforts will continue through the life of the Perkins V program.

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)

Enhance data analysis in program review processes to provide regular and persistent evaluation of workforce alignment and program graduates.

Explore options to increase accessibility to CTE programs with high upfront costs (e.g. Tools, non-disposable supplies, equipment).

Seek professional development opportunities for faculty related to careers available and career development in CTE fields, especially as it relates to special populations

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2024-2025	<p>Provide professional development for faculty in data analysis.</p> <p>Explore the possibility of developing a program that would loan or provide low-cost CTE-related items needed by students to increase accessibility.</p> <p>Explore current offerings related to available careers in CTE fields among secondary and post-secondary students, especially those in special population groups, across the 20-county service area.</p> <p>Identify professional development opportunities for faculty regarding available careers in CTE fields and career development in CTE fields, especially as it relates to special populations.</p>
Year 2: 2025-2026	<p>Disaggregate data to determine which non-degree-seeking students (both credit and non-credit) could benefit from advising related to guided pathways. Continue to provide professional development for faculty in data analysis and evaluate the application of data in programs review processes.</p> <p>Implement systems to support loaning or providing low-cost equipment acquisition needed by students to increase accessibility; develop possible budget proposals that would allow some CTE program tools to be checked out to students to increase accessibility.</p> <p>Ensure faculty members attend and evaluate professional development opportunities regarding trends and developments in CTE fields to provide students with the best possible educational opportunities.</p>
Year 3: 2026-2027	<p>Continue to provide professional development for faculty in data analysis, evaluate the application of data in programs review processes, and establish metrics for continued evaluation.</p>

	<p>Evaluate and update systems to support loaning or providing low-cost equipment acquisition needed by students to increase accessibility.</p> <p>Ensure faculty members attend and evaluate professional development opportunities regarding trends and developments in CTE fields to provide students with the best possible educational opportunities.</p>
<p>Year 4: 2027-2028</p>	<p>Continue to provide professional development for faculty in data analysis and evaluate the application of data in programs review processes using established metrics.</p> <p>Continue to evaluate and update systems to support loaning or providing low-cost equipment acquisition needed by students to increase accessibility.</p> <p>Ensure faculty members attend and evaluate professional development opportunities regarding trends and developments in CTE fields to provide students with the best possible educational opportunities.</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 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:

Northeast includes dedicated days each academic year for adjunct, concurrent, and full-time faculty professional development. Specific sessions are designed to keep faculty current in matters of pedagogical significance. Northeast has a Center for Excellence in Teaching and Learning (CETL) which works to orchestrate programming for faculty during professional development days and throughout the academic year. Annual professional development stipends are available to faculty to attend conferences and trainings. Faculty can identify and budget for professional development through the Quality Improvement Opportunity identification process in program review.

All new faculty have a week of orientation before the academic year starts. During this week, faculty can connect with peers and academic leadership and are assigned a mentor. Orientation for new faculty continues through the first academic year to provide support and retain faculty.

Northeast uses a variety of recruiting strategies for CTE. In spring 2023, the College completed a compensation study which resulted in the creation of two faculty categories: faculty 1 and faculty 2. The faculty 2 category is specific to more difficult to fill positions such as CTE faculty. Faculty 2 includes a cost differential to match industry pay more closely.

Northeast also implemented a strategy to pay healthcare benefits for all employees. The strategy includes future increases in healthcare benefit costs. Additional strategies include sharing positions via social media, advisory committees, and graduate networks. Trade journals and professional organizations have also been used to promote CTE openings.

Northeast, in collaboration with advisory board members, industry partners, and organizations, presents exemplary programs that assist in the recruitment of quality CTE educators. Those collaborations include using NOCTI assessments in programs and the incorporation of the NC3 curriculum in courses.

Northeast partners with school districts across the region to offer college-level courses. In addition to the main campus in Norfolk, NE, Northeast has three locations spread across the 20-county region to serve our stakeholders. Currently, Northeast has 219 sections of college-level courses taught in partner high schools and 2,389 students enrolled in dual credit.

In fall 2023 Northeast kicked off an Early College Access Project with high school partners from across the region. The project is designed to determine the needs of service area high schools and identify key gaps and personnel needed to provide support for high schools, high school students, and their parents/guardians.

Northeast is currently finalizing the designs for a workforce incubator, fabrication, and design space called the iHub. The groundbreaking for the iHub took place in April 2024 and will provide opportunities to forge stronger relationships between industry partners and faculty allowing the continued support of advanced training and innovation to the communities.

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)

Educational services, in collaboration with Student Services, will complete the Early College Access Project
 Northeast will develop new faculty mentorship into a robust program with long-term faculty support.
 Ensure all adjunct and concurrent faculty members have annual professional development training.

**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	<p>Plan, implement, and conduct a needs/assets assessment with service area high schools.</p> <p>Complete a study of faculty equity to determine pay for new faculty mentorship and conduct a needs/assets assessment with faculty.</p> <p>Develop a communication plan to reach faculty, principles, and other stakeholders about expectations within professions.</p>
Year 2: 2025-2026	<p>Identify gaps in stakeholder engagement and identify an Early College Access plan to address gaps.</p> <p>Update mentoring handbook and logs.</p> <p>Develop a streamlined professional development offering to reduce confusion; develop sessions focused on faculty requirements.</p>

<p>Year 3: 2026-2027</p>	<p>Work with stakeholders and partners to pilot the Early College Access plan.</p> <p>Launch mentoring program.</p> <p>Survey attendees to determine the effectiveness of communication and offerings.</p>
<p>Year 4: 2027-2028</p>	<p>Assess and update the Early College Access plan.</p> <p>Assess and update processes around new faculty mentoring.</p> <p>Continue to assess and update processes around adjunct and concurrent faculty annual professional development.</p>

Element 6: Work-based Learning

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

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

RESPONSE:

As reported through Northeast’s employer evaluation survey in 2023, 97% of employers would consider hiring Northeast students. Further, 89% of CTE graduates are working in their field of study. Anecdotally, programs offering work-based learning opportunities receive positive feedback from employers hosting students.

Through Northeast’s work in the apprenticeship space, we have seen how integrating on-the-job learning with classroom instruction has enhanced the classroom experience as well as the on-the-job experience. Students bring real-life experiences to the classroom and on the job, they have a better understanding of why they do something because of the theory they learned in the classroom. The apprenticeship program has created amazing synergies back and forth.

Additional strategies in this work include:

1. Continued dialogue with employers who have hosted work-based learning opportunities and potential new employers.

2. Common conversations during Advisory Committee (Northeast has 33 Advisory Committees) meetings include updates on current work-based learning and opportunities for new partnerships. Advisory committee members are well-connected throughout our 20-county region and have been a great resource for leads on new partners for work-based learning programs.
3. Regular attendance at Career Fairs has been another valuable resource for connecting with employers who have a workforce need and have an interest in hosting Northeast students in work-based learning opportunities.
4. Students reach out to businesses in their local communities. This also serves as a common way new businesses are recruited to participate in future work-based learning programs.
5. Our apprenticeship staff regularly monitor job postings on our Northeast job board as well as on the web and reach out to businesses to discuss apprenticeship options.
6. For any of our businesses who partner with us on the apprenticeship program, we provide them with free mentor training which we require them to take. This assists those businesses in understanding their roles and responsibilities within the program and gives the mentor professional development. Throughout the life of an apprenticeship program, our apprenticeship staff regularly connect with our employer partners (at least quarterly) to ensure progress is happening on the job and apprentices are meeting competency milestones on the job.

Faculty are intentional about working directly with industry professionals regularly on skills needed in the workplace and trends in the career area. Information shared through advisory committees and work-based learning supervisors is taken back to departments to ensure curriculum, activities, and/or procedures are up to date. In addition, accredited programs are required to include work-based learning opportunities that demonstrate competencies that are relevant to skills in the workplace. Work-based learning experiences are connected directly to classroom instruction and aid in the student's career goals.

Northeast CTE programs also include a required internship component that provides students with on-the-job training and opportunities to network with future employers.

When developing new apprenticeship programs, we spend time looking at the on-the-job learning components as well as the classroom instruction to ensure alignment. As mentioned previously, aligning the classroom learning and the on-the-job experience has enhanced both settings.

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)

Maintain current work-based learning efforts, while increasing qualitative and quantitative data collection and analysis of these experiences.

Engage regional industries in the use of articulated registered apprenticeships, internships, job shadows, etc.

Provide opportunities for students on the secondary level to begin work-based learning opportunities that transition to post-secondary and into the workforce.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2024-2025</p>	<p>Evaluate the need for common assessment metrics of work-based learning.</p> <p>Fully assess Northeast’s work-based learning efforts with the goal of then taking the needed steps to enhance those efforts; Work with secondary institutions in our 20-county area to understand the work-based learning opportunities they offer their students.</p> <p>Engage with the secondary schools as well as the local businesses on how we can continue these work-based learning opportunities through an apprenticeship program.</p>
<p>Year 2: 2025-2026</p>	<p>Adoption of additional metrics or modification of currently used indicators.</p> <p>Develop additional apprenticeship pathways, new internships, etc.</p> <p>Support students and employers as they transition these opportunities from the secondary level to postsecondary and into the workforce. Enroll students in apprenticeship programs and support them along the journey.</p>
<p>Year 3: 2026-2027</p>	<p>Collect, analyze, and use qualitative data from students and employers engaged in work-based learning.</p> <p>Promote those apprenticeship pathways to businesses, secondary students, parents, and adult learners.</p> <p>Implement a plan for enhanced work-based learning efforts; continue discussions with business and industry partners about workforce needs through advisory councils and other meetings.</p>
<p>Year 4: 2027-2028</p>	<p>Evaluate methods for collecting, analyzing, and using qualitative data from students and employers engaged in work-based learning.</p> <p>Evaluate and update apprenticeship pathways, new internships, etc.</p> <p>Explore future possibilities for the position; continue discussions with business and</p>

	industry partners about workforce needs through advisory councils and other meetings.
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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:

In an attachment, please find a copy of the stakeholder verification worksheet that was part of Northeast's reVISION process via its focus group sessions. Attendance at the focus group sessions was considerably broader than past advisory council meetings and was met with enthusiastic participation from those involved. Northeast will reflect that broader scope of participants as it schedules future meetings to update them on efforts underway at Northeast with Perkins funding, as well as continue to gain feedback on work-based learning efforts. This will be particularly valuable as Northeast fully assesses its work-based learning efforts, both in terms of programs and personnel, to enhance them in the years to come.

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 Vice President of Educational Services and education deans make visits annually to partner school districts. We also hold “Coffee and Convo” events at all Northeast extended campus locations that are attended by community members. Our Board of Governors has engagement meetings with industry partners, school districts, community leaders, and Advisory Committee members at the West Point and South Sioux City Extended campuses. We meet regularly with West Point hospital staff, Ainsworth hospital staff and board members, Midtown Health Center leadership, and conduct a DACUM (Develop a Curriculum) with healthcare leadership across the service area. We also participate in college visits to South Dakota State University, UNMC, and Bellevue University.

Stakeholders are also engaged through the Northeast Advisory Committees. The following is a list of each program and its advisory committee members:

Accounting

Lynndsy Beckmann, McMill CPAs and Advisors; Derrick Blum, Sehi and Associates; Karlie Brummels, Associated Wholesale Grocers; Jana Cline, Faith Regional Health Services; Michelle Cruise, Cruise and Associates; Metka Kolm, Nucor Steel; Brad Noel, Norfolk Iron and Metal; Ryan Zwingman, Nucor Cold Finish

Administrative Professional/Business

Jodie Altwine, Rely Real Estate; Pamela Coenen, Great West Casualty; Sarah Dirkschneider, Target; Dan Goeken, Insight Financial Planning; Amy Kakacek, Re/Max; Whitney Kiepke, Norfolk Mutual Insurance; Tanner Lancaster, State Farm; Jason Love, Midwest Bank; Mary Magana, HyVee; Andy Pfeifer, Farm Credit; Tami Pick, Day Companies; Angie Stenger, Growing Together Nebraska; Jordan Suehl, BankFirst; Kelle Tichota, Norfolk Area Chamber of Commerce

Adult Education

Carol Conway, Holt Co. Veterans Services, O’Neill; Tracey Garvey, ELL Teacher, South Sioux City Middle School; Patti Goodier, Head Librarian, Ponca Carnegie Library; Taylor Kester, Antelope Co. Jailer/Dispatcher, Neligh; Ellen Kyser, Retired Teacher, Ainsworth; Cara Snider, Wheeler Co. Clerk, Bartlett; Nick Strehle, Manager, Ridder Feedlot, Beemer; Cindy Weber, ELL Teacher, South Sioux City Middle School; Hayle Yeldon, Wayne HeadStart

Agriculture

David Brunsing, Midwest Bank; Brandon Christiansen, Farmer; Brian Coufal, Beef Feedlot Owner and Farmer; Ivan Lentsch, Precision Planning; Jim Miller, Farmer; Kathy Neidig, Neidig Farms and Lakeside Livestock Equipment; Van Neidig, Neidig Farms and Lakeside Livestock Equipment; Aaron Sauser, Lindsay Manufacturing Co.; Kyle Schmidt, Manzer Equipment; Dennis Smydra, AKRS

Audio and Recording Technology

Werner Althaus, NET; B. Cletus Baker, Studio B, Ltd.; Matt Davis, Midwest Sound and Lighting; Pete Franks, Theatrical Media Services; Jasper Goforth, Audio Visions; Dan Kane, Power Base Studio; Kurt Labenz, Mixing Room Studios; Bill Lohrberg, Midwest Sound and Lighting; Doug VanSloun, Focus Mastering; Tom Ware, Ware House Studios

Auto Body Repair Technology

Jake Aufenkamp, Woodhouse Auto Family; Joe Barg, Renner Auto Body; Jerry Doherty, Wattier’s Auto Body Repair; Matt Hansen, Farm Bureau Insurance; Will Hatterman, Will’s Paint and Body; Scott Hauser, Norfolk Auto Supply, Inc.; Doug Huttman, Renner Auto Body; Dustin Johansen, Ernst; Nick Kenny, Marris Body Shop; Josh Kruger, Norfolk GM; Brett Luethold, Wattier Auto Body Repair; Dennis Mitchell, 3-D Auto Body, Inc.; Al Pfeifer, Pfeifer Auto Body, Inc.; Derek Price, Pfeifer Auto Body; Aaron Reeker, B Street Collision Center; Jeff Regan, Axalta; Gary Waggerman, 402 Collision and Towing

Automotive Technology

Nathan Arens, Pearson Motor Company; Don Bermel, Full Throttle Service; Rick Brandt, Advance Auto; Derek Fenster, Penner's Tire and Auto, Inc.; Michael Guenther, Downtown Auto Service; Troy Krantz, Northtown Automotive; Ron Lingenfelter, Norfolk Transmission; Kevin Olson, Quality Transmission; Blake Otte, Norfolk Public Schools; Rick Pearson, Pearson Motor Co.; Rick Prince, Rick's Auto Repair; Kasey Prochaska, Cornhusker Auto Center; Kris Turk, Creighton Auto

Broadcasting – Radio/TV

Haylie Babl, News Channel Nebraska; Keith Bliven, KTIV-TV; Andy Bottger, KCAU-TV; Mike Drahota, Sparklight; Danielle Feenstra, KCAU-TV; David Kelley, KTCH/KCTY; Scott Posse, KBRX FM; Jeffrey Steffen, WJAG, Inc.; Angela Stenger, Flood Communications; Billy Wolf, WJAG, Inc.

Building Construction

Jon Bolin, Bolin Construction; Scott Carhart, Carhart Lumber; Erica Daake, Whitecliff Development; Chris Daniels, Huff Construction; Chad Gilsdorf, Mead Lumber; Tim Hassenstab, A&H Building and Supply Inc.; Robert Kelberlau, Kelberlau Construction; Kevin Lingenfelter, Lingenfelter Construction; Chuck Pearson, Gerhold Concrete; Troy Petersen, Century Lumber; Don Wisnieski, Wisnieski Construction; Terry Wolfe, Wolfe Custom Homes

Criminal Justice

Mark Benne, Northeast Nebraska Juvenile Services; Dain Hicks, Nebraska State Patrol; Terry Kotrous, Madison County Sheriff's Department; Bob Lowe, State of Nebraska Probation Office; Don Miller, Norfolk Police Division; Matt Otte, O'Neill Police Department; Fred Roskins, BlueLine Security Services; Travis Tjeerdsma, Mike Durfee State Prison

Diesel Technology

Larry Carley, Cornhusker International Trucks, Inc.; Jason Cook, Dinkel Implement; Bryce Dennis, Manzer Equipment, Inc.; Chad Dorcey, Titian Machinery; Jim Eskens, Ziegler CAT; Bill Fehringer, Green Line, Inc.; Nick Folkers, Folkers Brothers Garage; Dale Kavan, Norfolk Truck Center; Bill McKay, RDO; James Wordekemper, Affiliated Carriers, Inc.; Dennis Zimmerer, Peterbuilt of Norfolk

Dietary Manager Training Program

Kristi Anderson, Consulting Dietitian; Christy Heller, Careage of Wayne; Julleen Johnson, Plainview Manor; Renae Kauth, Consulting Dietitian; Christal Skillstad, Good Samaritan – Albion

Drafting

Tim Barber, Kiewit; Kelli Bisson, Interstate; Doug Burkink, Davis Design; Kristopher Burnham, Specialized Engineering Solutions; Kelly Carman, HDR; Roger Compton, RK Steel, Inc.; Robert Eckdahl, Black and Veatch; Anthony Fehringer, Vulcraft; Josh Harrell, PDM Precast; Bryan Hinrichsen, Tyson; Chad Hoepfner, Homestead Homes; Ben Hoffmann, Central Confinement Service LLC; Jake Hunke, Schnacked Engineers, Inc.; Craig Jackson, Heritage Homes; Abby Johnson, Astec; Kim Klute, Klute Inc.; Seth Lange, Olsson Associates; Brett McCarthy, Alvine Engineering; Melanie McManigal, Timerlyne; Rebecca Munson, Norfolk Public High School; Nicole Postello, Empirical Foods, Inc.; Phil Rardon, Nucor Detailing Center; Gwen Reinke, Behlen Mfg. Co.; Leanne Ritter, Advanced Consulting Engineering Services; Les Swanson, Bullseye Fire Sprinkler, Inc.; Shane Stevens, Norfolk Iron and Metal

Early Childhood Education

Kathy Amen, Amen 4 Kids; Leslie Baker, Fits and Giggles Independent Contractor; Kate Bamsey, Sacred Heart Early Learning Center; Sharon Bonner, Fits and Giggles; Tonya Brester, Tonya's Tiny Town; Chad Bryant, Christ

Lutheran Childcare, Preschool, After School Program; Hayly Daudt, Hayly's Happy Hearts; Tammy Day, Daycos; Allison Deck, Head Start; Erika Fink, Goldenrod Hills Head Start; Jean Ganstra, Department of Health and Human Services; Cassie Hall, Our Savior's Kings Kids; Melissa Jantz, Little Panthers Preschool; Molly Kassmeier, Happy Kids Daycare; Shayla Lind, Y-Kids; Sarah Moje, Christ Lutheran Elementary School; Amanda Smith, Early Childhood Community Coordinator; Liz Sudbeck Early Childhood Advocate

Electrical Construction and Control

Mike Abler, Abe Electric; Stuart Bauer, State of Nebraska Electrical Inspector; Jim Claussen, IES; Dick Clements, Alby's Electric; Robert Jenkins, Reliable Electric; Mark Johnson, Johnson Electric; Jeff Jones, Model Electric; William Nelson, City of Norfolk; Randy Noeker, Interstate Electric; Richard Schutz, State of Nebraska Electrical Inspector (retired); Amy Tlam, Muth Electric

Electromechanical Technology

Dustin Anderson, Nucor Steel; Clifford Barnhart, Nucor Steel; Jay Connelly, Continental; Darren Garber, Cardinal Health; Martin Goding, U.S. Corps of Engineers; Cory Hendrickson, CED; Kyle Hotchkin, Nucor Steel; Keith Leader, Nebraska Public Power District; Gene Reed, CED; Matt Shoop, City of Norfolk; Don Skillings, Continental; Michael Welch, U.S. Corps of Engineers; Preston Witt, Nucor Steel

Graphic Design

Candice Alder, City of Norfolk; Meagan Cook, Blissful Images; Donna Froehlich, Digital Dreams Photography; Julie Hermsen, Norfolk Area Shopper; Mark Malmberg, Bid Red Printing, Inc.; Michael Meuret, Midwest School Services; Greg Parr, Custom Sports; Kristy Parr, Custom Sports; Jodi Richey, Richey Design; Bill Settell, Copy Craft Printing; Gene Walters, Big Red Printing, Inc.

Health Information Management Systems (HIMS)

Tracy Benjes, Elkhorn Logan Valley Public Health Department; Marilyn Blunck, Norfolk Veteran's Home BS, RHIT; Kayla Briese, MercyOne RHIT, HSC-D; Courtney Burbach, Atlas MedStaff RHIA; Lisa Fix, RHIT West Holt Memorial Hospital; Gina Glaser, BS Norfolk Medical Group; Julie Hable, Mayo Clinic MBA, RHIA; Cindy Jakubowski, Avera Medical Clinic; Gretchen Jopp, Clarkson College MS, RHIA, CCS, CPC; Brenda Machmueller, Columbus Women's Healthcare RHIT, CPC; Rebekah Mussman, RuralMED; Chelsea Neal, Faith Regional Health Services MBA, AFC; Kathy Nordby, Midtown Health Center; Allison Nozicka, RHIT Faith Regional Health Services/Graduate of Northeast HIMS Program; Lori Richter, CommonSpirit Health, NHIMA MA, RHIA, Board Member Representative CPHIMS, CHPS; Paulina Woehl, Methodist Health System MPA, RHIA

Heating, Ventilation, and Air Conditioning

Curt Brodsky, Kalin's Indoor Comfort; Marty Clausen, Clausen Air; Warren Hoferer, WinAir Supply; Nathan Johnson, Major Refrigeration; Terry King, Trane; James Loutzenhiser, NPPD; Gary Love, Custom Heating and Air Conditioning; Pat Sukup, Energy Control

Horticulture

Kelly Feehan, University of Nebraska Extension; Garrett Fischer, Fischer Tree; Jody Gartner, Master Gardeners; Tom Hammernick, Bluebird Nursery; Rick and Rhonda Johansen, Johansen's Nursery; Aundria Kirchoff, Grow Hope Farms/Tower Gardens; Delray Kumm, Shamrock Nursery; Robert Lewis, Antelope County Country Club; Daniel Moore, Kinghorn Gardens; Brian Munk, Downtown Lincoln Association; Wayne Ohnesorg, University of Nebraska Extension; Nathan Powell, City of Norfolk; Steve Rasmussen, NE Forester; Todd Stewart, Lower Elkhorn NRD; Kim Todd, University of Nebraska; Jeff Wrage, Norfolk Country Club; Richard Wright, The Sprinkler Company;

Information Technology

Ryan DeVall, Duncan Aviation; Trevor Doyle, Midwest Bank; Myron Elg, Solutions, Inc.; Steven Groetken, DayCos; Terry Kahland, Continental ContiTech; Mike Lewis, Werner; Rich Meester, Fareway Food Stores; Tim Miller, West Point Hospital; Ron Pilcher, Crete Carrier; Tim Pinkelman, CharterWest bank

Machining and Manufacturing Automation

Jennifer Blackburn, Nielsen Blackburn Manufacturing; Austin Casselberry, Norfolk Public Schools; Jay Connelly, Continental ContiTech; Machele Hale, Beef Products, Inc; Jose Hernandez, Norfolk Public Schools; Mike King, Vulcraft; Carl Lindahl, Vulcraft; Jim Monk, Norfolk Specialties, Inc.; Derek Nordy, Nucor Cold Finish; Scott Orwig, Norfolk Iron and Metal; Nicole Postello, Beef Products, Inc.; Doug Stevens, Apache Industries

Nursing

Dorothy Bybee, RN Columbus Community Hospital; Ann Crumly, RN Valley Hope; Crystal Dredge, RN Heritage of Bel Air; Betsy Feilmeier, RN Faith Regional Health Services; Nicole Haglund, RN Providence Medical Center; Staci Kolm, RN Faith Regional Health Services; Amy Langan, RN Avera St. Anthony Hospital; Cindy Lesiak, RN Boone County Health Center; Bette Lingenfelter, RN Norfolk Regional Center; Lacey Moeller, RN Norfolk Veterans Home; Kathy Nordby, Midtown Health Center; Heather Persinger, RN St. Joseph's Rehabilitation and Care Center; Katie Peterson, RN Pender Community Hospital; Tiffany Rice, RN Osmond General Hospital; Connie Rupp, RN Faith Regional Health Services; Minnie Sauser, RN CHI Health Plainview; Dara Schlecht, RN Franciscan Healthcare; Carrie Sousek, RN Faith Regional Health Services; Merry Sprout, RN Antelope Memorial Hospital; Melissa Vietor, RN Faith Regional Health Services; Brenda Wells, RN Faith Regional Health Services; Karissa Zwingman, RN Faith Regional Health Services

Paramedic

Adele Anderson, Public Member; Trever O'Brien, Norfolk Fire Division; Karmen Rotherham, Antelope Memorial Hospital; Wendy Snodgrass, Nebraska EMS Educational Compliance Program Manager; Dr. G. Tom Surber, Medical Director; Michael Wanke, Norfolk Ambulance, Inc.; Tim Wragge, Norfolk Fire Division; Dr. Lisa Yosten, Faith Regional Health Services; Don Zeman, LifeNet of the Heartland

Physical Therapist Assistant

Emily Afrank, DPT Family Physical Therapy & Sports Center; Kristi Busch, PTA CHI Health; Bridgette Christensen, Aegis Therapies PTA; Jami Dole, Faith Regional Health Services OTR/L, CHT; Ryan Gallagher, Overland Rehabilitation Services DPT, ATC; Tracy Jacobsen, Jacobsen Physical Therapy OTR/L; Stacey Knutson, PTA Hausmann Physical Therapy; Dawn McKown, Regional West Hospital PT/ATC; Patrick Meuret, Faith Regional Health Services PT, DPT; Katie Nohr, COTA/L Premier Estates/Stanton Health Center; Trisha VanDiest, PTA Live Well Physical Therapy; Marci Woehler, PTA Wayne Country View Care and Rehabilitation; Jennifer Wrenholt, Madonna Rehabilitation PTA Hospital

Plumbing

Jeff Brown, Wood Plumbing and Heating; Mike Doering, Doering Trenching and Plumbing; Larry Dolejsi, Larry's Plumbing Service; Arlen Gall, Gall Plumbing, Inc.; Dan Hofmann, Hofmann Plumbing; Dave Johnson Johnson's, Inc. Plumbing and Heating; Kevin Johnson, Nedrows; Dale Primrose, Pettitt Plumbing, Heating and Air Conditioning; Dave Prochaska, Norfolk Public Schools; Paul Serres, City of Norfolk; Joe Tangeman, Tangeman Plumbing and Sewer Service; Randy Uttecht, Norfolk Winnelson; Aaron Volkman, Volkman Plumbing and Heating, Inc.; Scott Zaruba, Black Hills Energy

Truck Driving

Corey Brader, NIM Transport; Doug Fredrick, Werner Enterprises; Tim Gibbons, Crete Carriers; Mandee Lade, Chief Carriers; Katie Mckie, Vocational Rehab; Mike Olsen, Consumers Supply; Bryan Schafer, Schneider; Kevin Signor, Signor Trucking; Jason Spangler, FCC; Kyle Wiesen, Grand Island Express

Section 3: Annual Budget Worksheets

..., Stanton County Public Power District; Scott Fritz, Nebraska Public Power District; Scott Haber, Cuming County Public Power District; Dan Hellbusch, Loup Power District; Jeremy Kaiser, Dawson Public Power District; Ray Knott, Omaha Public Power District; Todd Knutson, Elkhorn Rural Public Power District; Michael McLaughlin, Nebraska Public Power District; Zach Slagle, Lincoln Electric Systems; Mike Stockwell, Cornhusker Public Power District; Andrew Urkowski, Lincoln Electric System; Todd Zimmerer, North Central Public Power

Veterinary Technology

Jeff Claborn, Twin Rivers Veterinary Clinic; Katie Hostler, LVT Stolley Park Veterinary Hospital; Jennifer Jacobsen, Nebraska Veterinary Services LVT; Shane Pedersen, Willow Creek Veterinary DVM Services; Sharon Schnepf, Veterinary Supply MWI; Dale Stephenson, Companion Animal Clinic DVM; Brittany Swanson, Veterinary Emergency Services LVT; Phil Wurdinger, LVT Hanson Hog West

Welding

Josh Arnst, Mathison Linweld; Erin Baird, Sabre Communications; Tyler Bertsch, Behlen Manufacturing; Larry Bledsoe, ARI; Craig Broyhill, Broyhill Company; Ronnie Derby, Vermeer Corporation; Mark Folkers, Astec; Pat Gubbels, Theisen Construction Inc.; Rob Haake, Weiland Doors; Jen Horken, Beef Products International; Todd Jepson; Reliance Construction; Joe Krajicek, South Sioux City High School; Wayne Krueger, South Sioux City High School; Dan Lee, Port Neal Welding; Jessica Leffers, Superior Industries, Inc.; Paul Morfeld, Dodge Manufacturing; Rita Nelson, Greater Yankton Living; Kevin Potter, Heritage Industries; Mark Prososki, Sentinel Building Systems; Gabe Rohan, Superior Industrial Mechanical, Inc.; Michael Ross, Nucor Vulcraft; Greg Schroeter, Strobel Energy Group; Darrel Shoultz, Industrial Tools and Machine; Jesse Versch, Beef Products International; Marty Winebrenner, Plains Boiler; Angie Wright, Valmont/Newmark; Elliot Zach, Norfolk Specialties; Cindy Zeman, IDFI 3T

Wind Energy

Sam Becker, GE; Blake Carter, Siemens Gamesa; Brett Citrowske, Renew Energy Maintenance; Brian Dozeler, Clearway Energy; Caelen Friedow, Nextera Energy; Luke Hinkle, Invenergy; Mitch Hyde, Bluestem Energy Solutions; James Loutzenhiser, Nebraska Public Power District; Cole Mohnen, Vestas Grande Prairie; Christopher Walnofer, Nebraska Public Power District; Aaron Wyatt, Vestas Elkhorn Ridge/Crofton Bluffs GE

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.