



**LOCAL PERKINS APPLICATION
2024-2028**

SOUTHEAST COMMUNITY COLLEGE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



Information

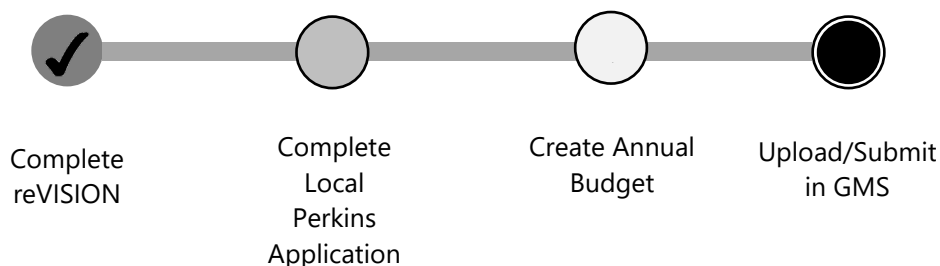


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region’s workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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.

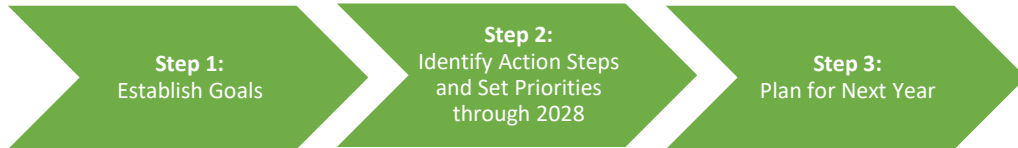
Application Elements

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>	<ul style="list-style-type: none"> All faculty are trained to work with students in their programs. SCC has implemented a new faculty student advising model within all programs of study. This includes a change to the organization structure to add more career advising to work with students on career opportunities as well as creating a faculty advisor training course 	<ul style="list-style-type: none"> Hire SENCAP faculty liaison. Hire SENCAP academic coach. Increase regularly scheduled faculty advisor training in CTE divisions. Improve standardization of faculty advisor training. Improve measurability of trainings. Create an assessment process of the impact of advising on student persistence and completion and

	<p>and organizing twice-semester training events for faculty. A Notes feature has recently been added to the online advising platform that is viewable by the student, financial aid, and advising to make advising function more transparently and seamlessly.</p> <ul style="list-style-type: none"> • The college makes all individuals aware of additional post-secondary opportunities including marketing these options to SENCAP and TCA students that are working on dual-credit classes. We partner with K-12 to inform students about 2-year post-secondary opportunities. Many programs provide either internships, clinicals, or coops that take place in actual work environments. • We have a new student advising program in place which requires additional collaboration among students, advisers, and instructors. All faculty are trained to work with students in their programs. 	<p>determine staffing needs, including understanding the data collection needs and more effectively leveraging technology.</p>
<p>Local Workforce Alignment</p>	<ul style="list-style-type: none"> • SCC utilizes Workforce Leadership Teams (WLTs), which meet twice a year for each program in support of the sector partnership statewide initiative. These teams are composed of business and industry representatives, former students, parents, governmental agencies, community organizations, and nonprofit entities. They meet with faculty, program chairs, 	<ul style="list-style-type: none"> • Increase program capacity/construction. • Redesign DACUM process. • Develop new and expanded programs.

	<p>and deans to examine college CTE programming, suggest curriculum changes that coincide with industry practices and trends, and assist with selection of laboratory equipment. Their input acts as guide for future development as well as a spotlight for program improvement. Many employers on these teams also employ graduates and/or provide opportunities for co-op or internship experiences. College administrators participate in groups, committees, teams, organizations, etc. on a regular basis, to ensure that the College stays in touch with community needs, goals, and expectations.</p> <ul style="list-style-type: none">• DACUM (Developing A Curriculum) workshops analyze and update CTE programs using a panel of 6-10 active workers in their field(s) documenting the duties and tasks performed on the job by a typical worker in the industry. In addition, Enabler Lists will also be compiled, identifying Competencies a worker needs in order to be successful in the occupation; for example, Academic Competencies (e.g. written communication), Personal Competencies (or Soft Skills), and Industry-specific Competencies (industry knowledge and skills such as blueprint reading). Finally, the panel provides information on the tools used to perform the work, future trends and concerns of the industry, and	
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	<p>acronyms typically used on-the-job. The result of the workshop is a DACUM chart, which is then presented to faculty and administrators for review and analysis. The information in the DACUM chart will enable programs to complete a curriculum map, which links duties, tasks, and competencies to core courses in the program, analyzes the level of proficiency that duties and tasks are taught in the program, and identifies curriculum gaps for the program to address.</p> <ul style="list-style-type: none"> • SCC has departments that work directly with each of the following student groups: students with disabilities, English language learners, and special population. These department serve to connect these students within advising and career staff to ensure work-based opportunities and employment after graduation. 	
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> • In the past, the Perkins Workforce Leadership Team (PWLT) was responsible for reaching out at least once per year to designated stakeholders. Because of the pandemic (and similar to what happen to the college’s DACUM process), attendance became more difficult to ensure a high-quality process. • All programs have access to industry standard equipment, classroom/laboratory space, 	<ul style="list-style-type: none"> • Continue construction and capacity-building across CTE programs. • Pursue programs that increase exposure of CTE careers to secondary students in an inclusive manner. • Purchase industry-grade equipment for instruction purposes, including:

	<p>and quality instructional materials.</p> <ul style="list-style-type: none"> • Groups identified as underrepresented in CTE programs over all include: economically disadvantaged, males in gender non-traditional fields, Asians, Hispanic, multiple races, Pacific Islanders, and Whites. Within Ag industries 	<p>KIP 7170 (2 Roll MFP) 4 D Size PPM (Large format plotter)</p> <hr/> <p>Mobile VALT AV System</p> <hr/> <p>Selmi One Professional Chocolate Tempering Machine</p> <hr/> <p>Semi Tractor</p> <hr/> <p>Henkelman Model no Jumbo42 Vacuum Packaging Machine</p> <hr/> <p>Comet 160 KVp XRay Tube</p> <hr/> <p>Dell EMC S5212F-ON TOR Switch</p> <hr/> <p>Hydraulic Flow-rater OTC 4278</p> <hr/> <p>Dell PowerStore 500T</p> <hr/> <p>Flambe Trolley. https://www.webstaurantstore.com/bon-chef-50010-traditional-35-1-2-x-19-1-2-x-32-mahogany-flambe-trolley/20150010.html</p>
<p>Student Performance Data</p>	<ul style="list-style-type: none"> • The groups struggling the most with completion are Blacks and Multiracial in the following program areas: transportation, agriculture, architecture/construction, business admin, energy/engineering, hospitality, human services, and information technology. • Over the past three years, the college has used considerable Perkins funding for marketing to increase recruitment of genders in gender nontraditional fields, with little success. 	<ul style="list-style-type: none"> • Understand why SCC struggles to attract and retain underrepresented racial groups in identified programs. • Use this new knowledge to develop and implement strategies around attracting and retaining genders in gender nontraditional fields.
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> • SCC is continuously looking for adjunct instructors in CTE areas that can assist us if needed but also build the pool of potential candidates for an open position. Currently with a tight workforce we advise and promote our positions locally and nationally to try to get a 	<ul style="list-style-type: none"> • Explore new ways to recruit instructor applicants. • Explore new benefits to attract and retain CTE instructors. • Explore new professional development strategies to retain CTE instructors.

	<p>good pool of candidates, which the numbers can vary depending on the time of the year. SCC also partners with high schools in its 15-county service area, through the Southeast Nebraska Career Academic Partnership (SENCAP) program, in providing dual-credit CTE instruction to high school students. This same program provides professional development opportunities for CTE instructors to earn certification in CTE areas, such as welding. The welding certification, along with teaching experiences, then allows the high school instructor to also teach college-level welding courses. Currently, the college struggles to find and retain instructors in nursing, diesel truck technology, and truck driving.</p> <ul style="list-style-type: none"> • Annual professional development is required for all instructors, which varies within individual programs. SCC also offers a competitive and generous benefits packages. The college also has transitioned from quarters to semesters, which it anticipates will make SCC more competitive as an employer. • SCC partners with employers to explore and assist recruitment efforts for CTE instructors. SCC does allow for instructors to be shared across the service area. 	<ul style="list-style-type: none"> • Study reasons for challenges in recruiting instructors in identified programs.

<p>Work-Based Learning</p>	<ul style="list-style-type: none"> • Most CTE programs have work-based learning experiences such as clinicals, practicums, internships, and coops, to enhance career readiness in the student’s chosen field. This has been so successful that students are often recruited before they graduate. • SCC uses its Workforce Leadership Teams to recruit employers as part of its partnership program. It also partners with hospital associations and businesses directly to create work-based learning opportunities for students. In addition, the Office of Work-Based Learning was created in 2022 and is leveraging this new presence to make new connections with employers. • Work-based learning experiences are evaluated each term along with employer and student surveys to ensure the work-based activities are tied to classroom and lab instruction, along with student performance and satisfaction. 	<ul style="list-style-type: none"> • Increase the number of CTE programs that have a required work-based learning component to them. • Increase the number of employers willing to provide work-based learning opportunities to CTE students.
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Helpful Tip

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

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

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

RESPONSE:

- a) College advisors work to connect students to much needed resources, establish a sense of belonging for CTE students, and create programming for emotional intelligence and resilience. Advising is developmental and holistic in nature and designed to support a student's life in and out of the classroom.
- b) A new, mixed model of advising includes total intake and program advising. College Advisors work within academic pathways and with the same students throughout their time at SCC, providing comprehensive onboarding and career clarification, while staying affiliated with their student cohort as a success coach and retention specialist.

- c) Program Advisors advise students within their program, work with students on academic advising and career preparation, and provide career mentoring as students prepare to graduate, including connecting them to career advising and development.
- d) SCC's new CTE advising model, funded in part by Perkins allocations in past years, creates a streamlined and centralized model for advising. This program ensures that each student is matched with a College Advisor, resulting in an ongoing, collaborative partnership lasting throughout a student's college career.

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)

1. Hire SENCAP faculty liaison.
2. Hire SENCAP academic coach.
3. Increase regularly scheduled faculty advisor training in CTE divisions.
4. Improve standardization of faculty advisor training. Improve measurability of trainings.
5. Create an assessment process of the impact of advising on student persistence and completion and determine staffing needs, including understanding the data collection needs and more effectively leveraging technology.

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	<ul style="list-style-type: none"> • Hire SENCAP faculty liaison position • Re-classify three part-time SENCAP coordinators to full-time
Year 2: 2025-2026	<ul style="list-style-type: none"> • Hire a dual-credit advisor • Develop consistency in CTE instruction integrity within the high schools
Year 3: 2026-2027	<ul style="list-style-type: none"> • Create connections between high school CTE instructors with SCC faculty and program chairs • Measure matriculation of high school students to SCC • Re-classify addition two part-time SENCAP coordinators to full-time
Year 4: 2027-2028	<ul style="list-style-type: none"> • SCC staff begin conducting regular observations of high-school CTE/dual-credit instructors

- Measure matriculation of students advised by dual-credit advisor from high school to SCC

Element 2: Local Workforce Alignment

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

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

RESPONSE:

The revision process along with SCC's Workforce Leadership Teams and the Perkins Workforce Leadership Team (WLT) resulted in a number of outcomes that informed SCC's Perkins plan. SCC continues to partner with Gray and Associates, an economic development and research firm, to create a priority list of employment needs in the region. This has resulted in a number of new and expanded programs that are currently in development. In addition, the assessment process validated current efforts to improve and enhance career advising at SCC. It has also reinforced efforts to strengthen connections with employers, develop work-based learning opportunities, and increase the pool of qualified instructors. The Sector Partnership initiative and Workforce Leadership Team model will continue over the next three years. The mission, membership, and action plans of WLTs will continue to develop and evolve in response to the needs of business and industry, the college, and other partners. SCC now plans and conducts at least one WLT meetings for each CTE program, depending on program and/or accreditation needs.

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

RESPONSE:

The following new and expanded programs will be developed and submitted based on the results of reVISION:

New

- Integrated Technologies AAS
- Operations & Service Management AAS
- Utility Worker AAS
- Dental Hygiene AAS

Expanded

- Diesel Tech-Truck

- Electronic Systems Tech
- Robotics and Automation
- Fundamentals of Ag
- Early Childhood Ed
- Web Design & Development
- Paramedic
- Dental Assisting
- Medical Assisting

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:

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

6. 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)

1. Increase capacity via construction projects.
2. Redesign DACUM process.
3. Develop new and expanded programs.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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Year 1: 2024-2025	<ul style="list-style-type: none"> • Open Sandhills Global building in Fall 2024 • Open Beatrice Welding Lab in Fall 2024 • Develop Utility Worker Program • Fall City Learning Center high school Career Academy • Research, develop, and pilot either a new approach to DACUM or a revised version of the DACUM model
Year 2: 2025-2026	<ul style="list-style-type: none"> • Open Welding Technology Center in Fall 2025 • Launch Lineman Program • Fine tune the new or revised DACUM model and begin implementation
Year 3: 2026-2027	<ul style="list-style-type: none"> • Begin utilization and expansion of flexible spaces for industry • Full implementation of new/revised DACUM model
Year 4: 2027-2028	<ul style="list-style-type: none"> • Evaluate effectiveness of DACUM curriculum review process

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

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska’s CTE programs at both the secondary and postsecondary levels should be based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Postsecondary program approval is coordinated through the Coordinating Commission for Postsecondary Education.

7. Describe the CTE course and program offerings that will be provided with Perkins funds. Justify these offerings with the reVISION outcomes.

RESPONSE:
The development of dental hygiene and utility line programs will occur in the 2024-2025 academic year with a targeted start date of Fall 2025 for both programs.

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:

- DACUM (Developing A Curriculum) workshops analyze and update CTE programs using a panel of 6-10 active workers in their field(s) documenting the duties and tasks performed on the job by a typical worker in the industry. In addition, Enabler Lists will also be compiled,

identifying Competencies a worker needs in order to be successful in the occupation; for example, Academic Competencies (e.g. written communication), Personal Competencies (or Soft Skills), and Industry-specific Competencies (industry knowledge and skills such as blueprint reading). Finally, the panel provides information on the tools used to perform the work, future trends and concerns of the industry, and acronyms typically used on-the-job.

The result of the workshop is a DACUM chart, which is then presented to faculty and administrators for review and analysis. The information in the DACUM chart will enable programs to complete a curriculum map, which links duties, tasks, and competencies to core courses in the program, analyzes the level of proficiency that duties and tasks are taught in the program, and identifies curriculum gaps for the program to address. SCC’s Perkins grant has an advisory group called the Perkins Workforce Leadership Team that provides guidance, advice, and assistance in developing an annual Perkins plan and reviewing outcomes of the previous year’s projects. The committee includes academic and CTE faculty, administrators, and business and industry representatives. The college will also use funds to purchase industry-grade equipment to ensure students are learning on equipment that they will use in the workplace. Equipment purchased with Perkins funds ensures a quality CTE education and strengthens CTE skills by providing equipment that is currently being used in the field and successfully integrates CTE and academics. Perkins equipment also contributes to local plan goals by furthering credentials earned by students, such as certifications and associate degrees.

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

RESPONSE:

SCC partners with high schools in its 15-county service area, through the Southeast Nebraska Career Academic Partnership (SENCAP) program and Lincoln Public Schools via The Career Academy (TCA), in providing dual-credit CTE instruction to high school students. This year SCC will use funds to increase the number of high-school instructors who are certified to teach CTE dual-credit courses.

10. Through your college’s 19reVISION 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 19reVISION Summary)

1. Acquire current, industry-grade technology and equipment across CTE programs.
2. Continue construction and capacity-building across CTE programs.
3. Pursue programs that increase exposure of CTE careers to secondary students in an inclusive manner.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Hire SENCAP faculty liaison position • Re-classify part-time SENCAP coordinator to full-time • Purchase industry-grade technology and equipment across CTE programs • Open Sandhills Global building in Fall 2024 • Open Beatrice Welding Lab in Fall 2024
Year 2: 2025-2026	<ul style="list-style-type: none"> • Hire a dual-credit advisor • Develop consistency in CTE instruction integrity within the high schools • Purchase industry-grade technology and equipment across CTE programs • Open Welding Technology Center in Fall 2025
Year 3: 2026-2027	<ul style="list-style-type: none"> • Create connections between high school CTE instructors with SCC faculty and program chairs • Measure matriculation of high school students to SCC • Re-classify additional part-time SENCAP coordinators to full-time • Purchase industry-grade technology and equipment across CTE programs
Year 4: 2027-2028	<ul style="list-style-type: none"> • SCC staff begin conducting regular observations of high-school CTE/dual-credit instructors • Measure matriculation of students advised by dual-credit advisor from high school to SCC • Purchase industry-grade technology and equipment across CTE programs

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:

- The college offers a number of professional development opportunities, including H3 work-based experiences, that ensure CTE instructors are teaching skills that are currently needed in the field and that lead CTE special populations to self-sufficiency.
- SCC also promotes gender non-traditional CTE careers. It has developed outreach materials both in and outside of the college that features photographs of gender-nontraditional students

participating in course activities at SCC. This is also promoted by academic advisors as they work with students to explore potential career paths.

- c.** The new career advising model also will be a resource to instructors to address these expectations by being an advocate for special population students and for being a point of contact for instructors if students are in need of additional support.
- d.** Regarding discrimination and access, it is the policy of Southeast Community College to provide equal opportunity and non-discrimination in admission and attendance for all qualified persons, attending or seeking admission to the College, without regard to race, color, ethnicity, religion, sex, age, marital status, national origin, veteran status, sexual orientation, disability, or other factors prohibited by law. This policy applies to every aspect of recruitment, admission, attendance, advancement, financial assistance, and other terms and conditions of participation in all College-administered programs and activities. The College and its employees shall take no action which is inconsistent with state or federal anti-discrimination laws governing any aspect of admission to, or participation in, College programs or activities.

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:

SCC's career advising model identifies special populations CTE students both as a way of ensuring they have adequate resources and support, and as a way of tracking their progress. This centralized career advising model ensures each student is matched with a College Advisor, resulting in an ongoing, collaborative partnership lasting throughout a student's college career. Advising is developmental and holistic in nature and designed to support a student's life in and out of the classroom, including connecting them to supplemental advising and development. This mixed model of advising includes total intake and program advising. College Advisors work within academic pathways and with the same students throughout their time at SCC, providing comprehensive onboarding and career clarification, while staying affiliated with their student cohort as a success coach and retention specialist.

By performing a success-coach role and building a relationship with individual students, the college advisor is able to identify supports for challenges that CTE students are experiencing. This special advisor-student connection plays a crucial role in creating a safe space for students to speak about and identify barriers that can lead to achievement gaps. Once barriers are identified, College Advisors work to connect students to much needed resources, establish a sense of belonging for CTE students, and create programming for emotional intelligence and resilience. Program Advisors will advise students within their program, work with students on academic advising and career preparation, and provide career mentoring as students prepare to graduate. Resource and Support Professionals will provide logistical resources for success, assist with enrollment and academic processes, and guide SCC on compliance with regulations. Program impact includes an increase in student success and completion through the development of comprehensive, equitable, and holistic student advising services.

SCC will use Perkins funds to improve the quality of tutoring by offering training to all tutors and by providing bi-lingual tutors in selected CTE programs. SCC will also send three CTE staff/faculty members to National Academic Advising Association (NACADA) annual conference for professional development. This conference provides new student success strategies and best practices supported by research to implement at SCC in order to increase retention, class success, and graduation rates for CTE students. This professional development opportunity also supports the career advising model, a mixed model of advising consisting of total intake and program advising.

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)

1. Understand why SCC struggles to attract and retain underrepresented groups in identified programs.

2. Use this new knowledge to develop and implement strategies around attracting and retaining students from underrepresented groups and genders in gender nontraditional fields.

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	<ul style="list-style-type: none"> • Assemble a team to study challenges associated with attracting and retaining students from underrepresented populations, including genders in gender non-traditional fields. • Continue to build CTE programming for SCC's Prison Education Program (PEP).
Year 2: 2025-2026	<ul style="list-style-type: none"> • Conduct study of challenges associated with attracting and retaining students from underrepresented populations, including genders in gender non-traditional fields. • Evaluate progress of PEP to determine challenges and successes.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Design recruiting and retention processes around findings of study of underrepresented populations, including genders in gender non-traditional fields. • Develop reentry processes and services for recently released students re-entering their communities and preparing to attend SCC in person.
Year 4: 2027-2028	<ul style="list-style-type: none"> • Evaluate success of recruiting and retention processes for underrepresented groups, including genders in gender non-traditional fields. • Implement reentry processes and services for PEP students.

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

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

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

RESPONSE:

Our Associate Deans have been working on developing a two-year onboarding process that includes exposing new faculty to engaged learning, classroom management, lesson planning and proper rubric creation. Each division has slightly different onboarding expectations, but for example in the CEMC division all new faculty in the CTE areas are required to attend two days of Jumpstart Training put on by Eric Knoll, an STS educator in UNL's four-year STS program. The first day deals with the 7 Laws of Teaching and classroom management. The second day deals with lesson planning and backwards mapping. Last year SCC had this as a two-day session in the fall. This coming year it will be one day in the fall and one day in the spring.

In addition to the Jumpstart Training, SCC also requires new hires to attend the half-day Engaged Learning Experience (ELE) training in their first year. This helps develop strategies of how to engage students not just in the labs but within the classroom environment, which was an area SCC identified as an opportunity as originally when discussing engaged learning our CTE instructors thought engaged learning only pertained to the labs and the classroom time was still all lecture-based. SCC courses are still probably heavier in the lecture amount in the classroom than desired, but the college has started to see progress with new instructors adopting technology and strategies to engage students in the classroom more. SCC began requiring the ELE training two years ago.

SCC's long-term goal is to work with the Arts and Science Division to build and develop a Department of Teaching and Learning that would then take over as the resource for faculty development and training, not just for the initial two-year probationary timeframe, but for their entire time with SCC. The trainings would be faculty-developed and -led, and would focus not only on the topics covered in the existing training, but also dive into the pedagogical realm, how to become proficient in advising, how to develop inviting syllabi/CIDs, etc. SCC has also discussed bringing in new faculty for an extra week of orientation to assist with some of the training that needs to be done initially and give new instructors more time to adjust and settle in. This would also be partnered with a new faculty evaluation process, where faculty are asked to put together a portfolio of what they have worked on and what trainings they have attended through the 1-, 2-, and 3-year appraisal timeframe. SCC is still waiting on approvals to move to that type of appraisal process.

The college has worked with HR and other programs within the college, where some existing SCC employees with desired backgrounds have expressed interest in becoming instructors. The college

has allowed us to hire them as adjuncts and invest in some of the training pieces for them while they are part-time and this has been very helpful. There are several barriers that make that type of arrangement difficult to replicate across the board. First, not everyone is in a position with their existing schedule where they can adjunct for us and keep up with their full-time position. Secondly, the ACA hourly reporting process that SCC uses makes it difficult to have adjuncts teach some SCC courses due to the lab-hour calculation. One idea that has been discussed, is to consider one CTE program each year and fund an expanded 2- or 3-year full-time temporary (FTT) position in that area. That would help with overload for that year and also allow some release time within the program to do some targeted recruiting. This would allow the instructor to test out whether or not teaching is what they wanted, it allows the college to do some additional recruiting to hopefully grow the program, and then at the end of the FTT term if the enrollment justifies it, a full-time permanent position may be created.

SCC also is in the early stages of exploring whether high schools in the surrounding rural communities would be open to setting up CTE focus areas in their buildings that would be open to other area high schools, similar to a model being deployed by Lincoln Public Schools. The example would be to have four high schools in an ESU area that would collaborate to select the CTE pathway they would like to offer in their high school, and they would pick four different programs, one for each high school. Then, Juniors and Seniors would be allowed to attend the trade program they prefer. For example, in Seward, Milford, Crete, and Centennial, Seward might be automotive, Milford construction, Crete manufacturing and Centennial would be welding. Students from all four schools that wanted welding would attend Centennial, those wanting construction would attend Milford and so on. This would boost enrollment numbers in those courses, cut down on the need for repetitive equipment in four different schools, and allow STS instructors to focus in on a trade area and become proficient in that area rather than teaching across multiple disciplines. In this model, SCC would be partnering with the high schools and/or ESUs to provide SENCAP endorsement training so those CTE courses could be taken for dual credit, and possibly assist with providing equipment needed to complete labs if funding would allow. This would also potentially allow schools that were unable to attract an STS instructor to still offer CTE courses to their students if they were within an ESU district that was participating in this model. Finally, if there was a school that was focused on construction or manufacturing only, and there wasn't an STS instructor to teach those courses, SCC could then go back to its industry partners and show that the space, the equipment, and the demand are all in place, as well as the curriculum, and all that is needed an expert to come in and be the instructor. SCC has considered looking at SCC Milford as the hub for these STS courses, for example opening up each Friday so high schools could bus students to the Milford campus for the day once a week for courses. This would fill some of the demand for STS instructors and reduce the inefficiency of having multiple rural high schools trying to purchase and support heavy capital equipment costs in multiple CTE areas where the enrollment numbers may make it difficult for schools to justify that.

Lastly, SCC has begun discussions with industry partners around having one of their employees come in and provide a lesson to students on a particular concept or technology as the experts in that area. This would give them a chance to become more familiar with the educational setting and perhaps increase their interest in doing more, whether it is teaching a particular concept or being an adjunct, or maybe even considering being a full-time instructor down the line as their priorities for

their career evolve. This fall, SCC is coordinating a site walkthrough with DLR Group and the City of Lincoln to provide SCC's construction trades program staff the opportunity to do a walkthrough of an existing city building and be part of the review and energy efficiency process for that facility. The next step will be to invite the DLR group to different classrooms in those construction areas (CNST, HVAC, PLMB, ELEC, DDRT) and have them present a concept related to that efficiency topic and then have a homework assignment/activity for the students related to that topic. Our faculty will collaborate with DLR Group on potential ongoing topics/assignments that might make sense to add to existing courses.

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)

1. Explore new ways to recruit instructor applicants.
2. Explore new benefits to attract and retain CTE instructors.
3. Explore new professional development strategies to retain CTE instructors.
4. Study reasons for challenges in recruiting/retaining instructors in identified programs.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p align="center">Year 1: 2024-2025</p>	<ul style="list-style-type: none"> • Assemble a team to study challenges associated with recruiting and training CTE instructors, particularly in selected programs. • Conduct Jumpstart Training for STS educators. • New hires to attend the half-day Engaged Learning Experience (ELE) training in their first year. • Explore if high schools in surrounding rural locations would be open to setting up CTE focus areas in their buildings.
<p align="center">Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Design and conduct study to identify programs that experience disproportionate challenges in recruiting and retaining CTE faculty and to explore new recruiting methods, potential benefits, and professional development to attract, recruit, and retain CTE instructors. • Conduct Jumpstart Training for STS educators. • New hires to attend the half-day Engaged Learning Experience (ELE) training in their first year.

<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Implement recruiting and retention processes and strategies based on findings of study. • Conduct Jumpstart Training for STS educators. • New hires to attend the half-day Engaged Learning Experience (ELE) training in their first year.
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Evaluate recruiting and retention processes and strategies implemented in Year 3. • Conduct Jumpstart Training for STS educators. • New hires to attend the half-day Engaged Learning Experience (ELE) training in their first year.

Element 6: Work-based Learning

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

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

RESPONSE:

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

The college is also exploring Credit for Prior Learning (CPL), which is the evaluation of life and work experiences so students have the opportunity to decrease tuition costs and shorten the time to graduation. CPL may be awarded by waiver, such as verifiable job experience, industry certification, non-credit coursework, and military transcript assessment, and credit by exam, including nationally recognized exams such as Advanced Placement (AP), College-Level Examination Program (CLEP), and other exams approved by division dean, as well as Program-specific challenge exams.

Work-Based Learning opportunities at SCC include: the Apprenticeship Program (established and expanding apprenticeship pathways that provide an opportunity to upskill adult learners and especially for underserved individuals (Perkins ‘specialty populations’)); Pre-Apprenticeships (Introduced this year; State-Wide Youth Apprenticeship Conference November 19 in Kearney); SCC Extended Learning Division (established goals that include establishing pre-apprenticeships for high school students); and, Pre-apprenticeships (an objective in the planning grant application SCC participated in with NECC referenced in the micro-credentialing section).

SCC Extended Learning Division has also established goals that include collaboration with the Office of Work-Based Learning (OWBL) to establish digital badges and micro-credentials. Micro-credentials are an important part of the Counties for Career Success collaboration (noted in Workforce Alignment below) for justice-involved youth to provide on-ramps to CTE education and further. The City of Lincoln has expressed its desire to work with SCC to build and support CTE career ladders to green energy occupations as part of its Comprehensive Climate Action Plans. In addition, OWBL participated in a planning grant application led by Northeast Community College that seeks to collaborate in building out workforce development and expansion options for CTE Advanced Manufacturing and Green Energy including pre-apprenticeships, micro-credentials, upskilling, and reskilling. Micro-credentials are an important tool for achieving the CCPE statewide goal for 70% of Nebraskans between the ages of 25-34 to have a credential of value by 2030. SCC is currently at 55.8%. The Higher Learning Commission recently established Credential Lab in recognition that learners need high-quality credentials that build skills, stack toward degrees, and provide on-ramps and off-ramps to further education and employment. A large number of learners leave college without a degree. A recent study reported by Inside Higher Ed reports that micro-credentials and credit for prior learning can be instrumental in bringing them back to college.

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)

1. Increase the number of CTE programs that have a required work-based learning component to them.
2. Increase the number of employers willing to provide work-based learning opportunities to CTE students.

Prioritized Action Steps for Work-based Learning:	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> Recruit a core team of SCC faculty, staff, and administrators to define micro-credentials, identify initial career pathways, and develop a pilot project involving SCC programs, industry partners, marketing, and other internal and external stakeholders.
Year 2: 2025-2026	<ul style="list-style-type: none"> Based on the results of the pilot projects, the goal is to increase the implementation of micro-credentials and digital badges across the college, identify additional resources needed (including staffing), and research funding sources.
Year 3: 2026-2027	<ul style="list-style-type: none"> The goal will be full implementation of micro-credentials and digital badges.
Year 4: 2027-2028	<ul style="list-style-type: none"> The goal is full implementation of micro-credentials and digital badges and continuous evaluation of their impact on student outcomes such as workforce readiness and success.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

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

Stakeholder Engagement and Consultation

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

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION 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:

See below.

**Appendix A
reVISION Stakeholder Verification Worksheet**

Use this template to identify stakeholders to assist in the reVISION process. All listed are required under Perkins V, as applicable.

Role	Name(s)	Organization(s)	Email/Contact Info	Evidence of Engagement
Secondary CTE and core academic teachers/faculty				
Secondary school counselors, special education and advisement professionals, academic counselors				
Secondary principal(s)				
Secondary instructional support and paraprofessionals				
Parents and Students				
Representatives of special populations Gender, race, ethnicity, migrant status, disability, economically	Amanda Baron	SCC-Assoc Dean	abarons@southeast.edu	Perkins Workforce Leadership Team

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disadvantaged, non-traditional, single parent, pregnant women, out-of-work individuals, English learners, homeless, foster care, active-duty military parents, *corrections	Amy Doty	SCC-Dean of Prison Education Program	adoty@southeast.edu	Perkins Workforce Leadership Team
Postsecondary CTE faculty	Maryjan Fiala	SCC-Business Instructor	mfiala@southeast.edu	Perkins Workforce Leadership Team
Postsecondary administrators	Brian Stark Cinda Konken	SCC-Assoc Dean of Extended Learning SCC-Dean of Extended Learning	bstark@southeast.edu ckonken@southeast.edu	Perkins Workforce Leadership Team
Postsecondary career guidance and advising professionals	Shelley Stoltenberg	SCC-Career Advisor	sstoltenberg@southeast.edu	Perkins Workforce Leadership Team
Local workforce development board	Dylan Wren	City of Lincoln	dwren@lincoln.ne.gov	Perkins Workforce Leadership Team
Local business and industry representatives	Paul Latimer	Employer: Willmar Electric Service	402.464.1877	Perkins Workforce Leadership Team

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Section 3: Annual Budget Worksheets

			of Labor	Jody.easter@nebraska.gov	Perkins Workforce Leadership Team
Representatives of Indian Tribes and Tribal organizations	Ted Hibbler	UNL		thibbler@unl.edu	Perkins Workforce Leadership Team
Youth corrections education representative					
Other relevant stakeholders					

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.