



**LOCAL PERKINS APPLICATION
2024-2028**

COMMUNITY COLLEGE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



Learning that works
for Nebraska



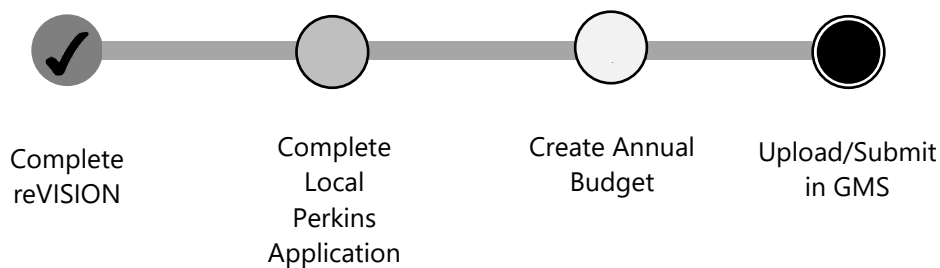
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 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.

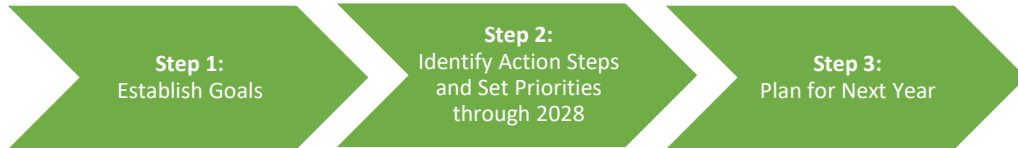
Section 1: reVISION Summary

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>***Cross training of Recruiting/Admissions/Career Pathways and CTE instructors has proven beneficial. Fresh staff in Recruiting/Admissions have been added since cross training began.</p> <p>***Images on CTE marketing materials include representation of more special population than previously. Display of diversity needs to continue.</p>	<p>***Continue and expand breadth of cross training to include TRIO/Veteran's Affairs/Adult Education/Workforce Development in addition to Recruiting/Admissions/Career Pathways staff rotating through all CTE programs over the next four years.</p> <p>***Develop and offer training workshops for regional high school counselors and CTE instructors to participate in these sessions presented by WNCC CTE</p>

		<p>instructors and Workforce Development Trainers.</p> <p>***Summer CTE Program exploratory camps will be offered to middle school aged students.</p> <p>***Continue review of marketing materials for use of inclusive images and verbiage.</p>
<p>Local Workforce Alignment</p>	<p>***Commercial Drivers Licensing (CDL), non-credit Workforce Development training, launched in the 2020-24 Perkins cycle continues to thrive.</p> <p>***The Diesel, Truck, and Heavy Equipment Technology credit program continue to increase enrollment year over year. Equipment, second only to current lab space, is the most restrictive factor.</p> <p>***Construction Trades Training, non-credit Workforce Development training, has run several topical trainings ex: electrical, plumbing, with good enrollment. Alternative training space is being sought in Scottsbluff and Alliance. Space has been secured in Sidney.</p> <p>***Employer demand for employees combined with labor demand reports ex: Lightcast, H3, are monitored to identify new and/or emerging employee training.</p> <p>***WNCC policies for program review and assessment, and program closure have been updated.</p> <p>***Significant potential exists for Aviation Maintenance program expansion.</p> <p>***Workforce Development currently utilizes an Advisory Board for Construction Trades Training.</p>	<p>***Create an Advisory Board(s) for Workforce Development with Panhandle-wide representation.</p> <p>***Develop a stronger relationship with the regional Department of Labor, Twin Cities Development, regional economic development groups and high schools for development of CTE non-credit and credit programming.</p> <p>***Enhance collaborations with industry partners for the Diesel, Truck, and Heavy Equipment Technology Program and Aviation Maintenance for funding and internship sites.</p>
	<p>***Relationships with regional employers and high schools continue to strengthen.</p>	<p>***Develop and formalize CTE program pathways.</p>

<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>***Health Science Division CTE programs have sufficient quantity and type of major equipment. All programs are now accredited.</p> <p>***Non-credit Workforce Development Training paces acquisition of equipment with expanded construction trades training.</p> <p>***Aviation Maintenance Program continues to struggle acquiring equipment to remain aligned with Federal Aviation Administration skills training requirements. This is due to extended order-to-delivery time being 15 – 20 months out and is further burdened with excessive costs of aviation equipment.</p>	<p>***Develop additional financial and in-kind resources for CTE programs and Workforce Development Training.</p> <p>*** Continuing work with IR begun in the 2020-24 Perkins V cycle. Expand reporting on tracked special population groups.</p>
<p>Student Performance Data</p>	<p>***Staffing in Institutional Research (IR) has stabilized. Both IR Directors are highly knowledgeable, receptive to and understanding of data requests with the ability to clarify then develop appropriate queries.</p> <p>***Progress is being made in data reporting overall but still a considerable way from having widely available specific data reporting for special populations, concentrators, and reporting of awards earned. Data Dashboards have been developed making information timely and readily available.</p>	<p>***Continue to collaborate with Institutional Research and the Registrar for methods of querying data to document student success, concentrators, and special populations.</p> <p>***Identify performance gaps of special populations when compared with overall program-specific populations.</p> <p>***Continue to review and update recruiting materials for/with inclusion of images and verbiage applicable to special populations.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>***It continues to be difficult for the College to compete with current industry wages to lure instructors from industry. The College’s exemplary benefits do not carry the intrinsic value they once did.</p>	<p>***Work with HR to reduce the wage gap between instructor and industry pay either by temporary incentive or change in policy.</p>

	<p>***Sufficient general budget funding continues to be available for CTE conferences.</p> <p>***Financial assistance continues to remain available for instructors to attain advanced degrees as required by accreditors.</p>	<p>***Continue to offer sufficient funding to allow instructors to attend industry conferences.</p>
<p>Work-Based Learning</p>	<p>***Competition for Health Science Division clinical and practicum sites continues to increase. Numerous clinical and practicum sites have limited staff available to serve as preceptors and is further restricted as there is considerable reliance on traveling staff in the region.</p> <p>***Colorado requires the student to carry workers compensation insurance leading to programs inability to place students.</p> <p>***Career Pathways and Advising is a main conduit to internship sites.</p>	<p>***Increase collaboration of Career Pathways and Advising with Applied Technology Programs to identify and recruit needed internship sites.</p> <p>***Utilize CTE, predominantly Applied Technology Program, Advisory Boards to determine interest in, and roadblocks, to development of additional internship sites.</p> <p>***Investigate the feasibility of incorporating internships into all Applied Technology programs.</p>



Helpful Tip

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

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the 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:

- Being a postsecondary institution WNCC will focus on expanding programmatic knowledge base of Recruiting, Admissions, and Career Pathways & Advising staff. In doing so these staff members will be better equipped to provide a greater depth of knowledge for potential students considering WNCC for their postsecondary career, answering student questions and advising newly matriculated students during the admissions process, and provide more complete support to students as they progress through, and as they complete, their chosen CTE program.
- Training like that described above will be offered to high school high school counselors, CTE program instructors, and administrators. This collaboration will increase the potential for better programs and career advisement at the high school level.

- CTE Program Advisory Board members and external program-specific employers will continue to be used within programs to provide first-hand knowledge and experience to students.
- Marketing materials will utilize appropriate wording and images as a reinforcing method to emphasize opportunities in CTE professions for members of special populations.

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

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

Over the next four years:

- To increase depth and breadth of knowledge intra-college cross-training workshops for Recruiting/Admissions/CP&A/TRIO/Veterans Affairs/Adult Education/Workforce Development/CTE Instructors will be offered on a revolving basis. (Will utilize Perkins funding.)
- CTE Program workshops will be offered to high school counselors, CTE instructors, and administrators. (Will utilize Perkins funding.)
- Summer CTE Program exploratory camps will be offered to middle school aged students. (Will not utilize Perkins funding.)
- Continue review of marketing materials for use of inclusive images and verbiage

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	<p>Annually groups of four to six CTE and Workforce Development trainers and/or program instructors will create and offer one 4-hour explorative workshop for their program area. Intended participants are WNCC Recruiting/Admissions/CP&A/TRIO/Veterans Affairs/Adult Education/Workforce Development Trainers/CTE instructors; high school counselors, CTE instructors, and administrators.</p> <p>Participants will complete a brief survey about the workshop and for future potential workshop topics. Results will be used to determine needed modification in workshop format and identification of future topics.</p> <p>Perkins funds will be utilized to pay instructors for off-contract work, and as stipends for participants.</p>

Year 2: 2025-2026	Activity described in Year 1 Action Step will be repeated annually until all CTE programs have hosted a workshop. Workshops will be modified as determined by survey feedback.
Year 3: 2026-2027	Activity described in Year 2 Action Step will repeat.
Year 4: 2027-2028	Activity described in Year 2 Action Step will repeat

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: 3-4

- Diesel, Truck, and Heavy Equipment Technology has been identified as a strongly needed program by employers and has strong interest and increasing enrollment from students. As program enrollment continues to increase additional major pieces of equipment will be needed to provide quality hands-on skills training. (Perkins funds will be utilized.)
- The Aviation Maintenance program has considerable opportunities to grow enrollment, expand to new geographic locations to serve additional employers. As the state’s only two-year FAA Part-147 school collaborative efforts with employers across the state will be developed. Distance learning will be incorporated combined with local skills training will be used. Training of adjuncts for sites remote from the program’s home base of Sidney will be necessary. (Perkins funds will be utilized.)
- Use of the following sources will continue to be used to inform CTE program needs and content:
 - Program Advisory Boards
 - Lightcast reports
 - Department of Labor reports
 - Regional employers
 - Department of Economic Development staff
 - Regional Economic Development Boards
 - Regional Chambers of Commerce
 - Ad hoc panels to explore viability of offering new CTE Programs
 - Regional high school instructors, counselors, and administrators
 - Perkins funds may be utilized in future years to support new Workforce Development Training and/or credit programs if documented needs are identified.

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

RESPONSE:
 No innovative programs and/or Workforce Development training topics have been identified at this time. In the future any innovative programs and/or Workforce Development training topics identified will be addressed in future annual reports.

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:

- Special Population groups will be made aware of these current, established, and/or new CTE programs because of interactions with WNCC staff and instructors who have been through cross training as described in Element 1.

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)

- Support acquisition of needed new program equipment for Diesel, Truck, and Heavy Equipment Technology concurrent with expanded enrollment. (Perkins funds will be utilized.)
- Support acquisition of equipment to support modern technology and FAA skills requirements for the Aviation Maintenance Program. (Perkins funds will be utilized.)
- Support training of new adjuncts for the Aviation Maintenance program for remote sites. (Perkins funds will be utilized.)
- Create a/an Advisory Board(s) for Workforce Development with Panhandle-wide representation.
- Develop a stronger relationship with the regional Department of Labor, Twin Cities Development, regional economic development groups and high schools for development of CTE non-credit and credit programming.
- ***Enhance collaborations with industry partners for the Diesel, Truck, and Heavy Equipment Technology Program and Aviation Maintenance for funding and internship sites.

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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<p>Year 1: 2024-2025</p>	<p>Acquire needed industry standard equipment to support new program growth in Diesel, Truck, and Heavy Equipment Technology, and new technology equipment for Aviation Maintenance. (Perkins fund will be utilized.)</p> <p>Enhance collaborations with industry partners for the Diesel, Truck, and Heavy Equipment Technology Program and Aviation Maintenance for funding and internship sites. (Perkins funds will not be utilized.)</p>
<p>Year 2: 2025-2026</p>	<p>Acquire needed equipment for Workforce Development Construction Trades training. (Perkins funds will be utilized.)</p> <p>Train adjuncts for Aviation Maintenance program remote sites. (Perkins funds will be utilized.)</p> <p>Create Workforce Development program specific Advisory Boards as needed. (Perkins funds will not be utilized.)</p> <p>Develop a stronger relationship with the regional Department of Labor, Twin Cities Development, regional economic development groups and high schools for development of CTE non-credit and credit programming. (Perkins funds will not be utilized.)</p>
<p>Year 3: 2026-2027</p>	<p>Repeat Action Steps from years one and two as needed to further goal attainment.</p>
<p>Year 4: 2027-2028</p>	<p>Repeat Action Steps from years one and two as needed to further goal attainment.</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:

- Application of Perkins funds will be based on current and emerging demand by regional employers across all CTE programs. Decisions will be based on a combination of increasing enrollment, sufficiency of equipment supporting modern technology in the program, and guidance from program Advisory Boards.

- Workforce Development Training in construction, establishment of the Construction Trades credit program, and Aviation Maintenance will be specifically targeted over the next two to three years.

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:

- Academic knowledge, application of critical thinking and analysis are incorporated into CTE program coursework that culminate in program awards. Application of knowledge from general education courses required for diploma and degree awards are integrated into program specific core classes.

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

RESPONSE:

- WNCC currently partners with regional high schools to offer dual credit courses. Providing familiarity with WNCC CTE programs is accomplished through workshops offered to staff at those high schools.
- Program pathways are being developed to create opportunities for smooth transition from high school to postsecondary CTE programs. WNCC continues to collaborate with high school faculty to qualify as college adjuncts concurrent to getting WNCC faculty appropriately certified through the Nebraska Department of Education.

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)

- Develop and formalize CTE pathways to enhance transition of high school students to WNCC and potentially further to four-year postsecondary institutions.

- Develop additional financial and in-kind resources for CTE programs and Workforce Development Training.

**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	<p>Convene meetings of high school instructors, counselors, and WNCC instructors to develop and formalize program pathways. Related programs will be grouped and meetings spread across each of the four years. Meetings will occur during off-contract time i.e. summer. (Perkins funds will be utilized.)</p> <p>At least annually CTE program instructors will visit regional employers related to their specific program area to establish, maintain and enhance collaboration. (Perkins funds will not be utilized.)</p>
Year 2: 2025-2026	Repeat of Year 1 Action Step until all program pathways have been completed, and employers met.
Year 3: 2026-2027	Repeat of Year 1 Action Step until all program pathways have been completed and employers met.
Year 4: 2027-2028	Repeat of Year 1 Action Step until all program pathways have been completed and employers met.

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:

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

RESPONSE:

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

and in-service training, specifically related to serving and preparing special populations students to be self-sufficient.

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

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

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

11.d: Western Nebraska Community College Equal Access Policy Is not to discriminate against special populations. Western Nebraska Community College adheres to all federal and state civil rights laws banning discrimination in public institutions of high education and will not discriminate against any employee, applicant for employment student or applicant for admission on the basis of race, religion, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, creed, ethnicity, national origin, citizenship status , physical or mental disability, age marital status, family responsibilities, sexual orientation, gender, gender identity or expression, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristic information and testing, domestic violence victim status, Family Medical Leave or any other protected category under applicable local, state and federal law, including protection for those opposing discrimination or participating in any grievance process on campus or with in the Equal Employment Opportunity Commission or other human rights agencies. WNCC seeks to make all programs and services, including electronic, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), WNCC provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the college. For assistance or further information, students with disabilities should contact the Counseling Director at (308)-635-6090. Additional information is available in the *Transition Guide for Students with Disabilities* on the WNCC Web site under Disability Services.

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

RESPONSE:

Through annual monitoring of Performance Indicators data, current and future gaps in performance WNCC's will work to identify special population students prior to registration and course enrollment through self-disclosed information. WNCC's continued committed movement toward expanding the number of Guided Pathways will prove to be one resource effective in reducing those gaps. Additional resources include WNCC's Career Pathways and Advising Center and a recently implemented "Retention Alert" system. WNCC will offer additional career exploration activities for identified student populations and provide informational resources and educational support to assist students in accessing education programs and opportunities. If needed, Perkins V funding will be used to purchase CTE equipment to enhance programs of study and aid in delivery of course content and supplemental course materials via non-English instruction, recorded content, and/or remote delivery.

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

13. 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)

- Continuing working with IR begun in the 2020-24 Perkins V cycle. Expand reporting on tracked special population groups.
- Continue to collaborate with Institutional Research and the Registrar for methods of querying data to document student success, concentrators, and special populations.
- Identify performance gaps of special populations when compared with overall program-specific populations.

- Continue to review and update recruiting materials for/with inclusion of images and verbiage applicable 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	<ol style="list-style-type: none"> 1. CTE Program Directors/Program Coordinators/Faculty will collaborate with Institutional Effectiveness to identify program specific data to be gathered. 2. Gather initial data, perform the first review. 3. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include Association for Career & Technical Education, and National Alliance for Partnerships in Equity.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Design and implement training specifically for categories where the most significant gaps in special population's performance exist. 2. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include Association for Career & Technical Education, and National Alliance for Partnerships in Equity. 3. Gather and review data from the first cycle after training has occurred.
Year 3: 2026-2027	<ol style="list-style-type: none"> 1. Modify training as needed and implement changes for categories where the most significant gaps in a special population's performance exist. 2. Gather and review data from the second cycle after training has occurred. 3. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include Association for Career & Technical Education, and National Alliance for Partnerships in Equity.
Year 4: 2027-2028	<ol style="list-style-type: none"> 1. Continue to modify training as needed and implement changes for categories where the most significant gaps in a special population's performance exist. 2. Continue to gather and review data from successive cycles after training has occurred. 3. Based on review of the previous year's data, identify opportunities for internal and/or external training. Examples of external training could include conferences having sessions on equity include Association for Career & Technical Education, and National Alliance for Partnerships in Equity.

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

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your college's approaches towards recruiting a knowledgeable and diverse workforce, support services offered 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:

Preparation, Retention and Training

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

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

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

Recruitment

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

Western Nebraska Community College seeks to make all programs and services, including electronic and information technology, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act

(ADA), WNCC provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the College.

15. 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)

- Work with HR to reduce the wage gap between instructor and industry pay either by temporary incentive or change in policy.
- Continue to offer sufficient funding to allow instructors to attend industry conferences.

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	Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member’s level of experience in the teaching profession with those having the least experience having the highest priority. (Perkins funds will be utilized.)
Year 2: 2025-2026	Utilize WNCC Shared Governance processes advocate for necessary policy change to effect enhanced wages more closely aligned with current industry wages. (Perkins funds will not be utilized.) Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member’s level of experience in the teaching profession with those having the least experience having the highest priority. (Perkins funds will be utilized.)
Year 3: 2026-2027	Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member’s level of experience in the

	teaching profession with those having the least experience having the highest priority. (Perkins funds will be utilized.)
Year 4: 2027-2028	<p>Repeat if needed - Utilize WNCC Shared Governance processes advocate for necessary policy change to effect enhanced wages more closely aligned with current industry wages. (Perkins funds will not be utilized.)</p> <p>Provide annual funding (conference registration, travel, off-contract stipends) for pedagogical/andragogical and/or technical training through attendance at Perkins-qualified conferences and/or workshops for new and current full time and adjunct CTE faculty members coming from industry and entering the teaching profession. Priority of funding will be based on a faculty member's level of experience in the teaching profession with those having the least experience having the highest priority. (Perkins funds will be utilized.)</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 enables 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:

- Programs in the Health Science Division have practicum and clinical sites located in the Panhandle. Some students choose to participate in sites away from the Panhandle. In those situations, program faculty work to establish access to those more distant sites.
- Competition for clinical and practicum sites has resulted in expanded simulation lab training. Currently simulation lab training is limited to twenty percent of required clinical and practicum time although accreditors commonly allow a higher percentage.
- Applied Technology Programs generally have sufficient sites for internships. Students in the Powerline Construction and Maintenance Program have a required internship resulting in some sites being more distant.

- As the Aviation Maintenance Program expands to locations in the eastern part of Nebraska most students at those locations will be placed at local or regional Maintenance, Repair, and Overhaul (MRO) employers.

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)

- Increase collaboration of Career Pathways and Advising (CP&A) with Applied Technology Programs to identify and recruit needed internship sites.
- Utilize CTE, predominantly Applied Technology Program, Advisory Boards to determine interest in, and roadblocks, to development of additional internship sites.
- Investigate the feasibility of incorporating internships into all Applied Technology programs.

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	Meet with Applied Technology program instructors to discuss integration of a required internship. (Perkins funds will not be utilized.)
Year 2: 2025-2026	Convene an off-campus retreat of CP&A, Applied Technology programs, and respective college administrators to develop strategies and tactics to identify and recruit additional internship sites. This will be done during the summer when a full day meeting will not negatively impact student instruction. (Perkins funds will be utilized.)
Year 3: 2026-2027	Hold meeting of CTE program instructors, directors, and coordinators with their respective Advisory Boards to investigate then eliminate roadblocks to accessing additional internship sites.
Year 4: 2027-2028	(Repeat) Hold meeting of CTE program instructors, directors, and coordinators with their respective Advisory Boards to investigate then eliminate roadblocks to accessing additional internship sites

Ensuring Equitable Access

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

RESPONSE:

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

Stakeholder Engagement and Consultation

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

Evidence of this can be provided in several ways:

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

Input was derived from CTE Advisory Boards and Board Members; members of local, regional, and state economic development groups; WNCC Admissions and Recruiting, and Career Pathways and Advising Department; WNCC CollegeNow! Director; local and regional high school instructors,

counselors, and administrators; WNCC's Perkins Advisory Board members; representatives of regional business and industry.

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

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

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.

Section 3: Annual Budget Worksheets

[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.