



TO: Roger Breed, Ed.D.  
Commissioner of Education

FROM: Donlynn Rice, Senior Administrator, Rich Katt CTE Director

SUBJECT: Grant to Building Bright Futures, Inc

**Proposed Board Action:**

Grant the Commissioner the authority to provide a continuation grant to Building Bright Futures, Inc. to provide continued funding for the Development of Multiple Pathways to Graduation, CTE Initiative, funded by the federal Carl D. Perkins Career and Technical Education Act of 2006.

**Background Information:**

This is a continuation grant that will help Building Bright Futures, Inc. expand their efforts to provide college and career ready services to at-risk students in Douglas and Sarpy counties. It will target individuals that are idisenagaged or off-track to graduation and assist them in securing the required hours for graduation through innovative career technical course offerings in addition to their regular work required for graduation. An initial grant was awarded in 2011 for a one-year period. This grant will allow Building Bright Futures, Inc. to continue their work for an additional two years.

The attached proposal provides the details of the grant.

SEC. 124. STATE LEADERSHIP ACTIVITIES.

- (a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall conduct State leadership activities.
- (b) REQUIRED USES OF FUNDS.—The State leadership activities described in subsection (a) shall include—
  - (1) an assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;
  - (2) developing, improving, or expanding the use of technology in career and technical education that may include—
    - (A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance learning;
    - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or
    - (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;
  - (3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—
    - (A) provide in-service and preservice training in career and technical education programs—
      - (i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      - (ii) on effective teaching skills based on research that includes promising practices;
      - (iii) on effective practices to improve parental and community involvement; and
      - (iv) on effective use of scientifically based research and data to improve instruction;
    - (B) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and are not 1-day or short-term workshops or conferences;
    - (C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of

performance established under section 113;

(D) will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel—

- (i) stay current with the needs, expectations, and methods of industry;
- (ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;
- (iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and
- (iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student;

and

(E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

(4) supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in—

- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
- (B) career and technical education subjects;

(5) providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations;

(6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);

(7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;

(8) support for programs for special populations that lead to high skill, high wage, or high demand occupations; and

(9) technical assistance for eligible recipients.

(c) PERMISSIBLE USES OF FUNDS.—The leadership activities described in subsection (a) may include—

- (1) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including—
  - (A) encouraging secondary and postsecondary students to graduate with a diploma or degree; and
  - B) exposing students to high skill, high wage occupations and non-traditional fields;
- (2) establishment of agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as tech prep programs;
- (3) support for initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
  - (A) statewide articulation agreements between associate degree granting career and technical postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
  - (B) postsecondary dual and concurrent enrollment programs;
  - (C) academic and financial aid counseling; and
  - (D) other initiatives—
    - (i) to encourage the pursuit of a baccalaureate degree; and
    - (ii) to overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (4) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;
- (5) support for public charter schools operating career and technical education programs;
- (6) support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
- (7) support for family and consumer sciences programs;
- (8) support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;
- (9) support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations;
- (10) awarding incentive grants to eligible recipients—
  - (A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—

- (i) eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;
  - (ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;
  - (iii) the adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;
  - (iv) eligible recipients' progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or
  - (v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or
- (B) if an eligible recipient elects to use funds as permitted under section 135(c)(19);
- (11) providing for activities to support entrepreneurship education and training;
  - (12) providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;
  - (13) providing assistance to individuals, who have participated in services and activities under this title, in continuing the individuals' education or training or finding appropriate jobs, such as through referral to the system established under section 121 of Public Law 105–220;
  - (14) developing valid and reliable assessments of technical skills;
  - (15) developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
  - (16) improving—
    - (A) the recruitment and retention of career and technical education teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
    - (B) the transition to teaching from business and industry, including small business; and
  - (17) support for occupational and employment information resources, such as those described in section 118.

**Estimated Cost:**

The Grant Award would authorize \$45,000 of federal funds.

**Supporting Documentation Included:**

**For Additional Information on this item:**

Donlynn Rice, 402-4713240 Donlynn.rice@nebraska.com  
or  
Richard Katt, 402-471-4804 rich.katt@nebraska.gov

**Building Bright Futures**  
**“Multiple Pathways to Graduation II”**  
**July 1, 2012–June 30, 2013**

Through a collaboration between Building Bright Futures, the Nebraska Department of Education, Omaha metro area school districts and community providers, this project will expand a system of credit-bearing and experiential learning opportunities that can be applied toward high school graduation by students at various grade levels, including disengaged, off-track and out-of-school youth.

***Building Bright Futures***

Building Bright Futures (BBF) is an Omaha non-profit organization, established in 2006, whose long-range mission is to improve academic performance, raise graduation rates, increase civic and community responsibility, and ensure that all students are prepared for postsecondary education. BBF develops partnerships with existing providers and school districts, and creates evidence-based programs to develop a comprehensive, community-based network of services.

Goals of Building Bright Futures

- Improve academic achievement
- Increase the number of students who graduate from high school prepared for work or postsecondary education
- Provide postsecondary educational opportunities to every economically disadvantaged high school graduate in the Douglas and Sarpy County area
- Increase civic participation and community responsibility

BBF has identified the following shared outcomes as a foundation for success in school and life.

- 1) Students will attend school 96% of the time.
- 2) Students will meet or exceed standards in Reading, Math and Writing, measured with annual Nebraska State Accountability Test scores (NeSA) for grades 3-8 and grade 11.
- 3) Students will maintain a cumulative GPA of 2.5 or above annually for grades 7-12.
- 4) Students will graduate from high school.
- 5) Students' behavior will preclude any suspensions or expulsions.
- 6) Students will participate in service learning as a means to demonstrate civic participation and community responsibility.

These additional outcomes will be defined by community stakeholders:

- 7) Kindergarten readiness.
- 8) College and career readiness.

BBF's primary program areas:

- ***Early Childhood*** – Efforts support teen parents in school and those who have dropped out of school, and support early childcare centers in the BBF ECS Network of Excellence.
- ***Health*** – Efforts support youth at risk of being unsuccessful due to a lack of access to quality health care and information by providing health care services and referrals to appropriate health care providers.
- ***Academic Supports & Student Engagement*** – Efforts encompass two ideas at the most basic level: students must be in school to have a chance of demonstrating achievement, and students must have access to supports both in school and when they are not in school. This includes the following:

- ***Student Engagement, Attendance & Service Learning*** - designed to identify and assist students with chronic absenteeism to stay in school by addressing the issues tied to absenteeism.
- ***Mentoring*** - links at-risk youth with a significant adult and builds a pool of diverse mentors to serve a diverse student population through the Midlands Mentoring Partnership.
- ***After School*** - connects at-risk middle school youth with out-of-school activities that support improved academic achievement, enhancing relevancy and engagement, in collaboration with local provider partners.
- ***Academic Supports and Re-Engagement*** - includes various supports and interventions essential for building the academic foundation for nontraditional students to be successful in high school, postsecondary education and in most careers. BBF's re-engagement center – *The D2 Center / Directions Diploma* – serves disengaged and out-of-school youth ages 15-20, providing the opportunity for re-engagement in an educational program.

### ***Project Background***

This project began in October, 2011 as a focused collaboration with school districts and service providers. A Summit on Multiple Pathways to Graduation, to be held on November 15, 2011, will conduct a dialogue among representatives from education, government, business, community agencies and organizations representing diverse populations in the metro area. The Summit was established to emphasize the importance of identifying gaps in opportunities for students, establishing and strengthening relationships, and collaborating to expand credit-bearing opportunities that help youth advance toward high school graduation.

During the 2012-2013 period of performance, the comprehensive and coordinated system of credit-bearing and experiential learning opportunities will be expanded to provide additional learning opportunities that can be applied toward high school graduation by students at various grade levels, with a specific focus on disengaged, off-track and out-of-school youth and enhancing non-traditional career pathways. The focus will be on developing and adding new courses and components to a Portfolio of Options, resulting in the implementation of strategies and additional opportunities for students and out-of-school youth that lead toward high school graduation. A Lead Teacher/Curriculum Coordinator will collaborate with school districts and community partners in the development of these new credit-bearing opportunities. Examples include the following.

- Additional hybrid courses designed around a mix of class attendance, participation in related community-based program activities, and completion of an independent research project will potentially include such subjects as family health, college and career readiness, and personal empowerment;
- Volunteer and Service Learning experiences, developed in collaboration with community and educational professionals, will include a requisite number of volunteer hours, specified learning outcomes that matches an identified community need, written documentation of volunteer experiences with the student's learning outcome, and research on similar volunteer projects at a regional, state, national or international level;
- Internships/work experiences will include specified work hours, written documentation describing work performed and learning outcomes from the work experience, and utilization of Nebraska Career Connections to research other careers in the field in which the student worked or has an interest. This will include a specific focus on non-traditional careers and work experience opportunities;

### ***Project Objectives***

- Partner with school districts and community organizations to develop and expand nontraditional credit-bearing opportunities designed as electives for application toward high school graduation requirements.
- Expand the implementation of a comprehensive and coordinated model in metro area school districts that provides multiple nontraditional credit-bearing opportunities (Portfolio of Options) from which students may elect to participate and apply toward high school graduation.
- Increase the number of students who are on track toward high school graduation by creating and implementing a Portfolio of Options for disengaged, off-track and out-of-school youth that includes nontraditional credit-bearing opportunities and needed community resources, aimed at re-engaging youth on a pathway toward high school graduation.

### ***Multiple Pathways to Graduation***

Multiple Pathways to Graduation exist both within and beyond traditional school settings and provide viable options for disengaged, off-track and out-of-school youth to help them earn their diploma and become college and career ready. These rigorous credit-bearing programs include but are not limited to creative and targeted approaches, community partnerships, innovative use of teaching methods and technology, flexible scheduling, low student/teacher ratios, career and postsecondary opportunities, and connections to community support services.

This project builds on the outcomes realized from a Multiple Pathways to Graduation Summit, scheduled on November 15, 2011. The Summit was established to bring together representatives from education, business, government, nonprofits and organizations representing diverse populations to collaborate on the importance of building relationships and working together. One focus of the Summit was the development of options that create a system of credit-bearing opportunities that are available to students at various grade levels, in addition to disengaged, off-track and out-of-school youth in the metro area.

### ***Project Coordination***

This project will be coordinated through the Building Bright Futures (BBF) re-engagement center: *The D2 Center | Directions Diploma*. The D2 Center serves disengaged and out-of-school youth ages 15-20, providing the opportunity for re-engagement in an educational program. D2 Center staff assess youth to determine academic status as well as discern non-academic factors contributing to disengagement. In partnership with the student, staff then develop an Individual Action Plan to re-engage youth and empower them in a pathway to a diploma. The D2 Center makes connections with a comprehensive system of supports, including multiple pathways to graduation, mental/behavioral health, juvenile justice, social services, career and college readiness, youth advocates and other community-based partners.

When establishing the D2 Center, staff researched re-engagement centers across the country, revealing common characteristics and a variety of best practices from cities like Boston, Philadelphia and Portland (Oregon). The D2 Center incorporates a number of these best practices including methods of identifying and referring students, initial intake/assessment, assignment of youth advocates as caring adults, and provision of non-academic services and academic re-engagement. A unique aspect of the D2 Center is the partnership with school districts and community-based organizations to provide credit-bearing opportunities and supports for disengaged and out-of-school youth. This community collaboration includes the juvenile justice system, mental/behavioral health professionals and social service providers.

By the end of this period of performance, a total of eight courses will be developed to provide additional credit-bearing opportunities for area students and disengaged, off-track and out-of-school youth. Building Bright Futures will collaborate with metro area school districts and community partners to collect data on student outcomes and to track progress made toward increasing the number of youth who are on track toward high school graduation.

### Project Budget

Budget Description	NDE Request	BBF Match	Project Total
<b>Salaries</b>			<b>50,080</b>
Project Coordination In-kind match by BBF D2 Center Directors 12 months @ 10% time commitment		15,500	
Curriculum Development and Course Delivery Lead Teacher/Curriculum Coordinator* 220 hours (4.4 hours/week) @ \$35/hour (\$7,700)	34,580		
Certified instructors @ \$32/hour 4 courses developed @ 30 hrs. ea. (\$3,840) 12 courses delivered @ 60 hrs. ea. (\$23,040)			
<b>Benefits</b>			<b>6,211</b>
Project Coordination @ 23%		3,565	
Lead Teacher/Curriculum Coordinator (\$402)	589		
Curriculum Development @ .0765 (\$294)	294		
Curriculum Delivery @ .0765 (\$2,056)	1,763		
<b>Supplies</b>			<b>3,774</b>
Curriculum materials	3,774		
<b>Travel</b>			<b>2,000</b>
Student travel (as needed) to participate in learning experiences 4 Roundtrips per course/credit-bearing option at \$10/RT 50 individual credit-bearing options @ \$40 each	2,000		
<b>Equipment</b>			<b>2,000</b>
Computer equipment for use by students accessing services at the D2 Center; 2 computer units @ \$1,000 each	2,000		
<b>Other</b>			<b>2,500</b>
Data Collection and Reporting -- In-kind match by BBF		2,500	
<b>Total</b>	<b>\$45,000</b>	<b>\$21,565**</b>	<b>\$66,565</b>

\* The Lead Teacher / Curriculum Coordinator will work with the D2 Center directors to plan and coordinate course development and delivery. In addition to developing curriculum and teaching courses, this individual will play a lead role with other teachers to coordinate & attend curriculum meetings, and address student & community issues.

\*\* Facility, operational and indirect costs for this project will also be supported by the D2 Center and are not reflected in the above budget.