

# FUTUREFORCE<sup>®</sup> NEBRASKA

PLANNING AND DESIGN SESSION  
DECEMBER 12-13, 2007



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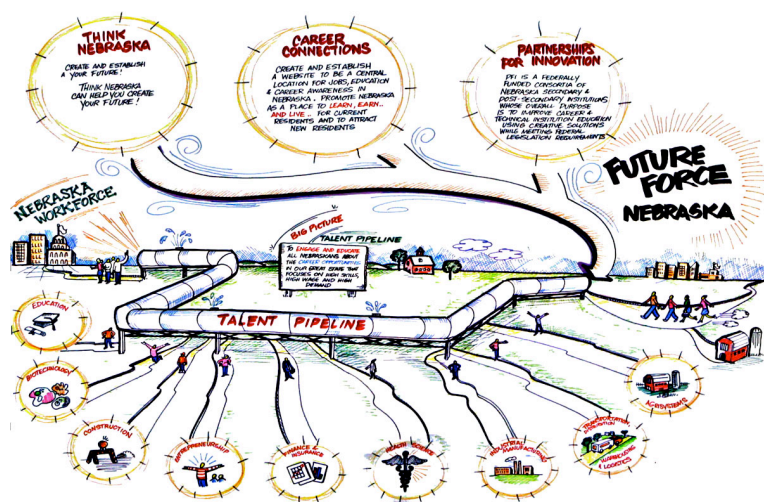
The Planning and Design Session was designed, facilitated, and documented by InnovationLabs LLC  
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# Introduction

On December 12 and 13, 2007 47 people representing a second broad group of stakeholders in the future of the economy and workforce in Nebraska gathered in Lincoln for the second FutureForce Forum. Since the previous Forum one year ago there has been significant work developing four specific streams of work to operationalize the vision established a year ago - a vision in which state agencies, educational institutions and employers from throughout the state would collaborate to address the significant workforce shortages in Nebraska. Participants in this years planning process included State and local workforce development, the Department of Labor, economic development, the Department of Education, k-12 educators, higher education as well as representatives from a cross section of employers around the state.



## Day One

The first day of this planning session focused on broadening the understanding of the value of the FutureForce streams of work (Think Nebraska!, Career Connections, The Talent Pipeline, and Partnerships for Innovation) while also challenging the participants to develop specific goals, milestones and success measures for each. We also focused on strengthening the interconnectivity between the four streams of work and not allowing them to exist as “stand alone pillars” of work.

## Day Two

On the morning of the second day an additional 30 participants joined the group. The morning was spent in a dialog about the FutureForce initiatives - the big picture, the goals and the major milestones. After hearing about the initiatives the group was challenged to articulate some key enabling factors to support these work streams as well as to clearly spell out any obstacles

that might need to be overcome in order to achieve the goals articulated by the group. In the afternoon of the second day the group that worked on the first day developed action steps to achieve the milestones for each stream of work.

This document reflects the work of the participants in the planning and design session. Our sincere thanks to all of the participants, whose creativity and hard work are documented in this report!

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**For additional information you may also view these websites:**

<http://www.futureforcenebraska.org>  
<http://www.innovationlabs.com/futureforce/index.html>



# Day One Participants

Name	Company
Bob Lungrin	ESU 10
Bruce Dowse	North Platte Community College
Bruce Reiker	Nebraska Hospital Association
Caleb Pollard	Department of Economic Dev
Craig Schroeder	Center for Rural Entrepreneurship
Daphne Hall	Education Quest
Dean Folkers	Nebraska Department of Education
Dena Stevenson	TierOne Bank
Dennis Baack	Nebraska Community College Association
Dennis Ellis	Nebraska Health & Human Services
Dennis Headrick	Southeast Community College
Donna Vrbka	Nebraska Department of Education
Dr. Roberta Jackson	Omaha Westside
Elizabeth Mulkerrin	Omaha Zoo
Erika Volker	Omaha Chamber of Commerce
Frank Comisar	Schemmer
Greg Christensen	Nebraska Department of Education
Greg Smith	Central Community College
Jean Brown	Papillion-LaVista Schools
Jeff Cole	Nebraska Children & Families Foundation
Jim Linderholm	HWS, Consulting
Jim Walsh	Omaha Truck Center

Name	Company
Joe Rowson	University of Nebraska
Karen Severson	Northeast Community College
KC Belitz	Columbus Chamber
Korinne Tandy	Nebraska State College System
Larry Johnson	Nebraska Trucking Association
LeeAnn Vaughn	Omaha Public Schools
Linda Lichtenberg	Lincoln Machine
Marshall Hill	CCPE
Marty Mahler	P-16
Mary Hawkins	Bellevue University
Norm Ronell	ESU 7
Pat Nauroth	South Sioux City Schools
Paulette Cook	Mutual of Omaha
Pete Kotsiopolus	University of Nebraska
Randy Nelson	ESU 6
Randy Vlasin	FutureForce Nebraska
Richard Schenck	Wells Fargo
Ron Hanson	Papillion La-Vista
Tawanna Black	Cox
Ted DeTurk	West Point Public Schools
Tim Erickson	AIM
Tim O'Brien	Department of Economic Development
Tom McGlasson	Omaha Truck Center
Traci Hancock	BioNebraska
Trish Souliere	FutureForce Nebraska
Wendy Boyer	Omaha Chamber of Commerce

# Additional Day Two Participants

Name	Company
Angie Overton	Kuder
Bill Hitesman	Central Community College
Brad Schroeder	Blue Cross Blue Shield
Corky Forbes	Kuder
Craig Frederick	Nebraska Department of Education
Dan Rice	Prairieland Dairy
Daryl Hansen	Metro Community College
Deb Brennan	Central Community College
Dell Gines	Omaha AHEC
Dennis Headrick	Southeast Community College
Dick Johnson	Associated Builders & Contractors
Dr. Don Lee	University of Nebraska
Dr. Weldon Sleight	NE College of Technical Agriculture
Dwayne Probyn	Nebraska Advanced Manufacturing Coalition
Ed Woepfel	Nebraska Cooperative Council
Heather Nelson	Metro Community College
Jan Brandt	Nebraska Department of Education
Jason Sokolewicz	Nebraska Public Power
Jean Petsch	Association of General Contractors

Name	Company
Jill Brown	CASNR Career Development
Jim Townsend	Kawasaki
Joan Modrell	Department of Labor
Jody Tomanek	Metro Community College
Kelly Christensen	Central Community College
Linda Miller	Metro Community College
Lindsey Hastings	UNL
Lyle Kathol	Northeast Community College
Mark Glaubius	Blue Ox
Matt Fisher	Chase County Schools
Pamela Mowinkle	Educator, Elkhorn Public Schools
Pat Madsen	Kuder
Rozanne Murphy	Bryan Senior High
Steven Frayser	University of Nebraska Technology Park
Steven Rector	South Sioux City Schools
Tim Mittan	Southeast Community College
Tom Hermance	Farmers Cooperative
Valerie Lefler	University of Nebraska

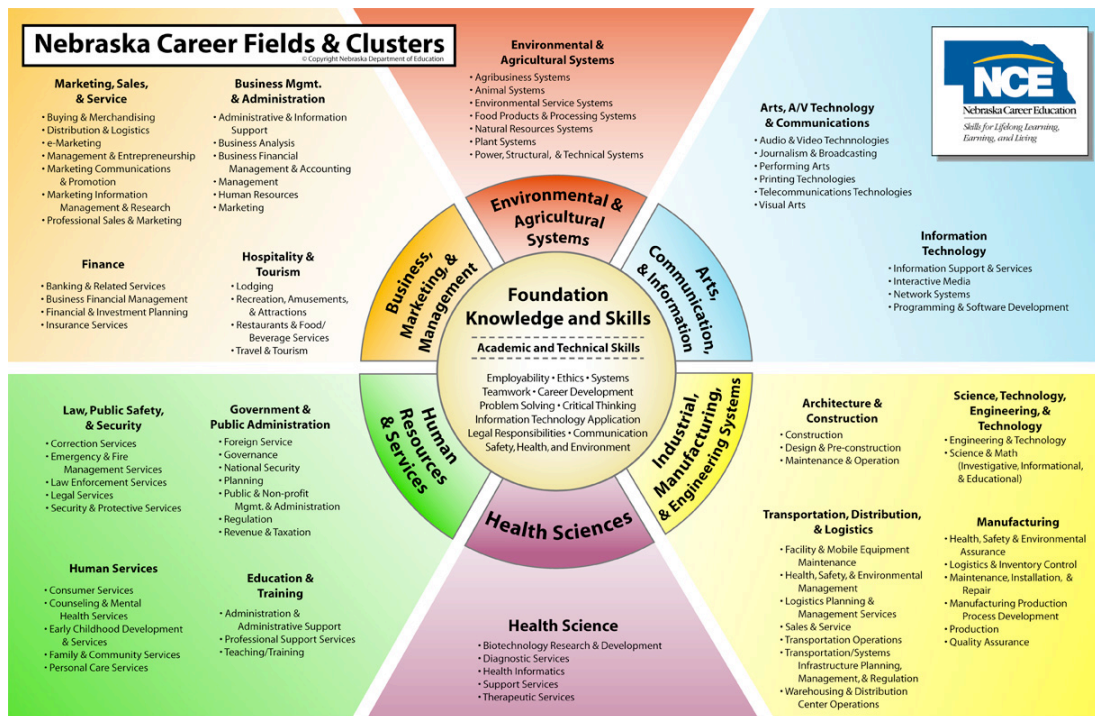
# Career Clusters Model

FutureForce Nebraska gives young people and adults concrete information on how to seek and prepare for careers with dynamic futures: career opportunities and selection, career preparation and readiness, and training for advancement or transition to new careers. FutureForce Nebraska is in motion.

The following list identifies current FutureForce Nebraska career pathway projects:

- Agricultural Systems
- Biotechnology/BioSciences
- Construction
- Education & Training
- Entrepreneurship
- Finance
- Health Science
- Manufacturing / Engineering
- Transportation, Distribution, Warehousing, and Logistics

To be kept apprised of FutureForce Nebraska projects, see [www.FutureForceNebraska.org](http://www.FutureForceNebraska.org).



The Career Fields and Clusters Model was developed by Nebraska Career Education to show students, parents, educators, and employers how educational choices relate to career opportunities. Developed originally in 2004, it is now being used throughout the USA and in other nations as well.



# FutureForce Nebraska

## ● GOALS

- Engage stakeholders to collaborate
- Create template and toolkit for new pathways in conjunction with pathway partners
- Identify and promote promising practices and successes across the state
- Address barriers to success for each of the four pillars
- Create marketing/communication plan
- Educator Forum
- Sustainability plan

## ● MILESTONES

- Completion of template and toolkit by June 08
- Best practices and successes on website by Nov 08
- Sustainability plan in place by July 08
- Mar-com plan by March 08
- Conduct focus groups with pillar sub-committees by April 08

## ● THE BIG PICTURE

**To be the one reliable source for the identification of high wage, high demand careers for Nebraska's talent pipelines. To facilitate collaboration between business and educational communities in Nebraska.**

## ● HEADLINES

- FutureForce Nebraska Education Business partnership increases workforce in XX (target industry)
- New Degree Programs created by FFN partnerships
- Increased Worker Retention

## ● THE STORY

- FFN raises awareness of talent pipelines

## ● SUCCESS MEASURES

80% participation in focus groups by sub-committees

Execute Mar-com in every HS in NE by 12/08

2 toolkits distributed by 12/08

Have in place 3 non-grant sources of funding by 7/08

Increase web site hits by 20% every 6 months

## FutureForce Nebraska

We wanted to look at FutureForce the umbrella and not just look at the pillars. We said our big picture is that we will be the one reliable resource for identifying high-wage, high demand careers in Nebraska. We also facilitate collaboration between education, business, workforce and economic development resources.

What is the sustainability model? Funding is derived each year for the next year. Currently the staff spends a lot of energy securing funding for the following year. We want to move beyond grants and develop a more sustainable financial model. We will create a template and toolkit to help bring some consistency and alignment to the pathways. This will also be something any new pathways can use. We will address the barriers to success of each of the four focus areas of work.

One of the signs of success for us is an increase in workforce retention. We would also see new degree programs being developed based on partnerships we've helped facilitate. We'd want to see an increase in the workforce in high demand industries. We want to have a website that has user generated content. We need to develop a Marketing and Communication plan. What is going on across the pillars? What are the measures of success for all of this? What is the core focus? We need to identify successful outcomes. This will include reporting on processes and activities.

What headline would hit home with people and make them say, "we couldn't live without FutureForce in the state of Nebraska?" What is our responsibility to create new career paths? Can things be aligned so that there aren't multiple organizations doing strategic planning, etc. around these same issues? Should FutureForce be focused on the future and work to identify things that haven't emerged yet? When does a pipeline end? What is the sunset clause? When does the program end? Can the conversation move from territoriality to ultimate goals? Less talk about funding and staffing. More about goals and outcomes.

Is there a component missing? We're focusing on replenishing the talent pool and looking at why people are leaving? Do we know that the jobs that are being created match what people want? There are lots of jobs available but people are leaving because of personal choices. They want to go overseas or to bigger cities. People do come back after about 5 years. What can we do to make sure that people come back after 5 years or don't leave in the first place? Leaving is good too as it brings diversity into the group. Of the people that leave, do they know that there are new jobs available in Nebraska now? What are we doing to reach them? Alumni groups aren't helping out much yet to communicate with former residents. The big stories in the paper help families pass the news on to family and friends. We're seeing that there are not a lot of positive attitudes about Nebraska, especially in the rural areas.

We need something like a campaign to get people to go back to "Nebraska: The Good Life". This effort is cyclical. It was experienced 15 years ago. What is not sustainable about the programs in the past? Universities in other states start recruiting as soon as alumni have kids. College isn't for everybody. High school kids can learn a trade and then apply it right out of high school. We also need to redefine what a high wage job is: is it \$100k per year? Kids are looking at how much they'll make in the occupation and that is some of the motivation for a career. Career Connections presents an end state and not the ladder to get to that end state. Students don't see where the start is, they see the end. Some of the CEOs of railroads started in entry level positions and worked their way up to be the CEO. Teachers start at \$32k per year. The total including benefits is around \$45k per year.



# Talent Pipeline

## GOALS

- Curriculum built on strengths & interests that engage / excite learners to achieve innovation and creativity
- Expand the talent pool
- Enhance relevance and real-world experiences in education
- Develop dual-credit course and promote statewide utilization
- Improved collaboration and understanding between education and business
- Retool skills

## MILESTONES

- Establish statewide programs that places teachers at a job in a career pathway during summer (summer 09)
- Integration of career cluster curriculum in every NE school system (2010)
- Establish business mentorships for teachers and students (2010)
- Establish database of existing school programs
  - Catalog employers that pay for continuing education in any of the pathways
  - Increase the number of students enrolled in dual-credit courses

## THE BIG PICTURE

**To engage and educate all Nebraskans about the Career opportunities in our great state that focus on high skills, high wage, and high demand.**

## HEADLINES

- Nebraska Chambers of Commerce report significant increase in skilled workforce

## THE STORY

- RDE is pleased to announce a 25% increase in the number of student enrolling in NE post-secondary institutions

## SUCCESS MEASURES

10% increase in schools offering mentorships for each career path

Increase retention in NE Schools and Workforce

Growth in talent pool

Number of students enrolled in dual credit courses increases by 20%

Increased use of NE Career Connections web site

# Talent Pipeline

Our big picture is to engage and educate all Nebraskans about the career opportunities in our great state that focus on high skills, high wage and high demand.

We want to expand the talent pool because of the labor and workforce shortages, we want to focus on non-traditional workers and immigrants. Somewhat tied to this is how to apply what you learn to real world contexts. We also need to engage teachers to know what real world is in this way.

We want to have collaboration between education and business. There is a fear factor here. A challenge of this is to think about retooling skills. As new careers pop up, we need to know how to help skill our workers.

The milestones we considered establishing a statewide program of teachers at a variety of levels at jobs or internships on a career pathway as part of their professional development. We want to establish business mentorships, enhanced partnerships both for teachers and students. We want to establish a statewide database of programs that offer the various resources. We want also a capability to share best practices through the website. We want to also increase the number of students enrolled in dual credit courses. We want all of these things done by 2010.

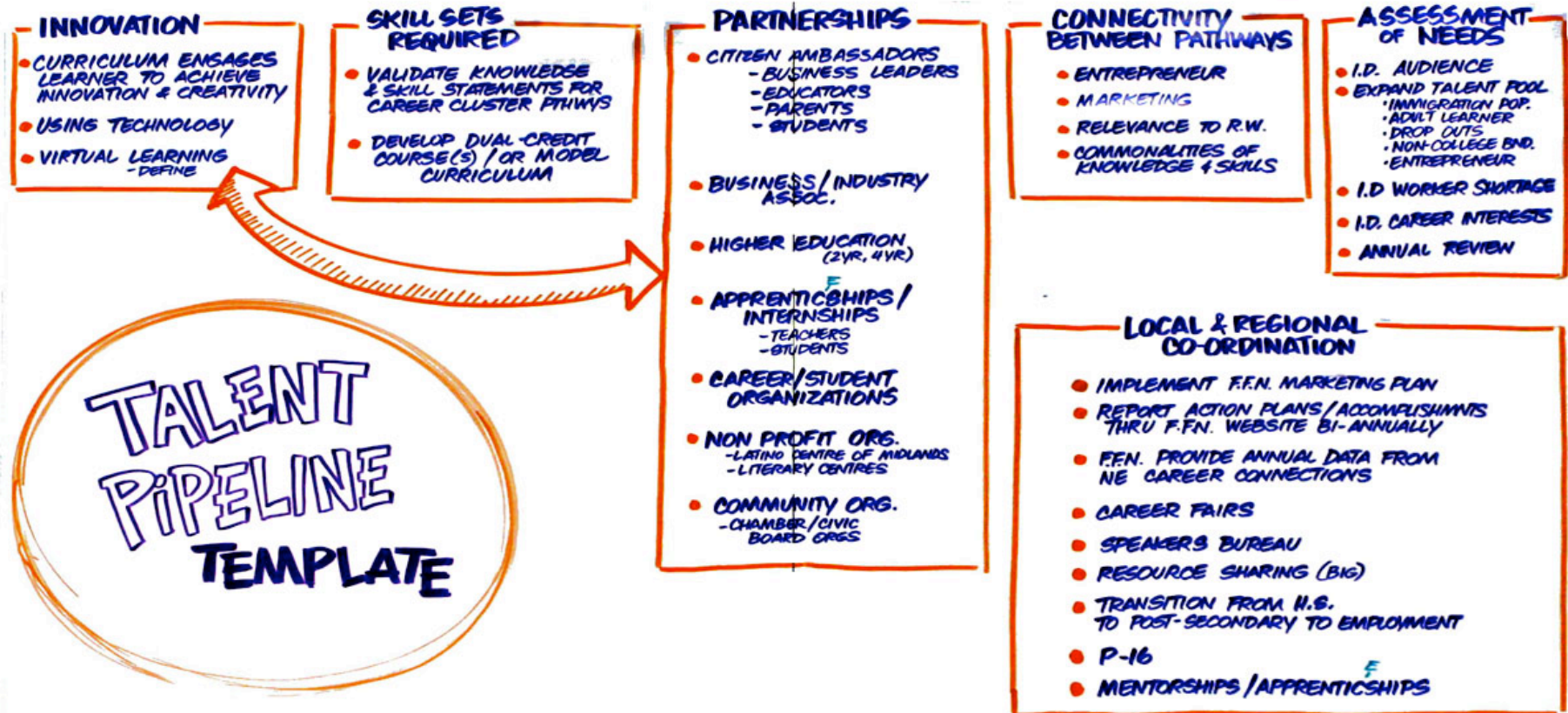
We have a list of metrics to so that we know whether we've been successful or not. If we were to imagine headlines for the paper we though see these couple of things would be wonderful.

We also took a cut at a template that all the pathway groups could use to help them organize their area. We would include areas for innovation and creativity, using technology that is leading edge and appropriate for the career pathway. We would have a list of skill sets required. Most of the pathways have done this. We also want them to develop dual credit courses. Another area is partnerships, such as citizen partnerships, high education, business and industry associations, apprenticeships and internships, career student organizations, non-profit organizations and community service organizations.

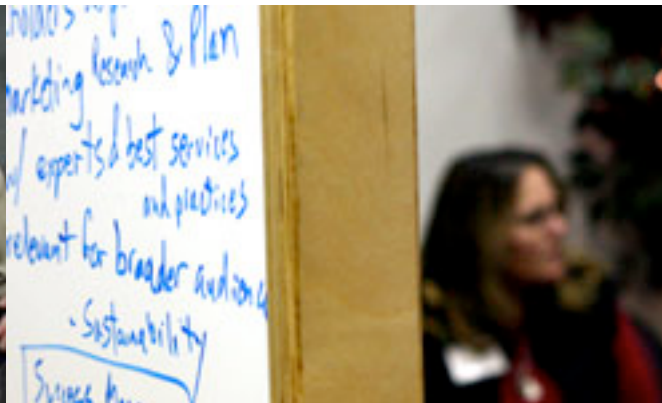
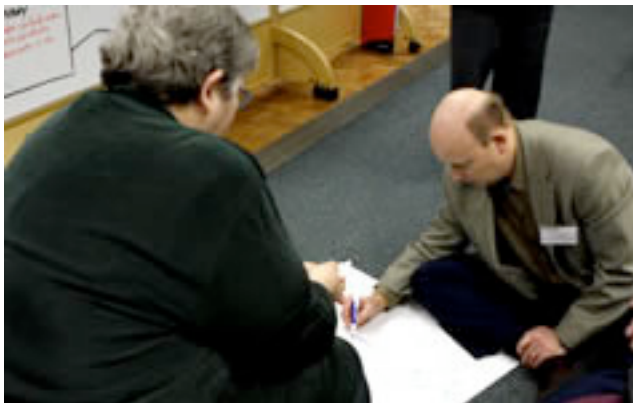
In order to connect all the pathway groups they should think of introducing the idea of entrepreneurship in students. They should collaboratively market what they're doing so that they know each others' work. We want to have relevance to real world experience. We want to focus on the common knowledge and skills. To assess the needs is an important way to identify who is our target audience. We want to identify where the shortages currently exist and where they shortages will be in the future. We want to have local and regional coordination. We want to provide data review and to transition more effectively between high school and post secondary to employment.



# Talent Pipeline Template



- Engage Small Rural Communities
- High Impact / High Satisfaction



# Nebraska Career Connections

## GOALS

- Create awareness - marketing research and marketing plan
- Engage all stakeholders
- Continue development and enhancement of site
- Establish partnerships & endorsement
  - Partner with experts and best services and practices already established
- Expand tools in web site to make it relevant to broader audience

## MILESTONES

- Formal launch of site
- Development of marketing plan
- Endorsements by key partners
- Connect opportunities
- Implement tools

## THE BIG PICTURE

Create and establish a web site to be a central location for jobs, education and career awareness in Nebraska. Promote Nebraska as a place to learn, earn, and live... for current residents and to attract new residents

## HEADLINES

- Nebraska open for business, education advances, economy booms, and opportunities abound

## THE STORY

- Nebraska Career Connections significantly improves the rate of retention and attraction of critical career workers to the state

## SUCCESS MEASURES

Talent development numbers = unfilled worker vacancies

Labor market information

X # of partners attend events

Buy-in from key entities

Website metrics

## Nebraska Career Connections

The big picture for us is to create a website to be a central location for jobs, career and education awareness in Nebraska. We also want to promote Nebraska as a place to learn, earn and live both for current residents and to attract new residents.

One of the tools we have started to develop is the [nebraskacareerconnections.org](http://nebraskacareerconnections.org). Right now our website is not complete. Partnerships endorsements are essential. Has anyone ever tracked a career pathway? It's part of the conversation we have to have. I've never done this.

If you look at how young people are today, you see that they stay in a job for one year. How do you fit that reality into the career pathway model?

We wanted to focus on the milestones to accomplish. We want to have a formal launch with a celebration. We want to increase the visibility and implement these new tools. Social networking is where young people are today. We would do a disservice to not include this for anything that we want to create connectivity.

Our success measures are what we need to be able to say that this is a success. We included talent development numbers. If you look at the new reports you'll see an increase of 12,000 unfilled jobs a year. If you look at the 78 to 55 ratio, which is 78 million people who are retiring and only 55 million people who will take their jobs.

To me, economic development is how we fill these jobs. Anything that helps us with that is included here. The website metrics will help us track where people are going on the site and what they're using. With metrics you can find out exactly how many people are going to which tabs and how long they're staying there.

# Think Nebraska!

## ● GOALS

- **Facilitate**
  - Personal learning plan
  - Clearinghouse for best practices
  - Partnerships
  - Rigor / relevance
- **Implement**
  - Financial incentives
  - Professional development
- **Coordinate**
  - Transition school/work/college
  - Align initiatives

## ● MILESTONES

- Identify the players
- Redefine State Scholars
- Define purpose/benefits
- Define measurable outcomes
- Sustainability

## ● THE BIG PICTURE

**Think Nebraska!  
can help you  
create your  
future!**

## ● HEADLINES

- FutureForce recognized nationally

## ● THE STORY

- Unprecedented surge in post-secondary enrollment, graduation rates...

## ● SUCCESS MEASURES

Increase in  
Personal  
Learning Plans

Increase  
Partnerships

Increase Post-  
secondary  
enrollment

Increase  
graduation  
rates

increase new  
opportunities

Increase rigor  
and relevance

# Think Nebraska!

The current federal design of the State Scholars Initiative doesn't fit into Nebraska very well, so we need to look at a re-design of the Think! Nebraska Scholars program. Think! Nebraska is focused on middle-school and high school students. We need to continue to build partnerships with parents, educators and business as well as facilitate rigor and relevance for each student. However, the prescribed set of courses for state scholars put out by the Federal Government may not be relevant for every student. We see Think! Nebraska as becoming a clearing house for best practices relating to student engagement, incentives to participate in the scholars program and effective teaching strategies. We also see the need for implementing personal learning plans for every student and providing a structure that all students can find a path to post-secondary education and the world of work.

We were thinking about incentives. We were looking at scholarships or other financial incentives. We could possibly consider reimbursements for college loans or have businesses pay the loans back? As well, we could tie the loan payback terms to the young people staying in Nebraska. The longer they stay in the state, the more of the loan gets reimbursed. The longer they stay in the state after graduation, the more likely it is they will stay and settle.

Professional development is really important in all of this. Teachers need professional development to see how the education merges into the real world. Another one of the biggest things to consider is to align these initiatives with the other programs like P-16, for example. Lots of programs are doing something like this, but might be calling it something different. Once the players are identified, we have to define what a state scholar is. It's not just a prescribed set of classes. What are the purposes and benefits of being a state scholar? Why will colleges appreciate it if we identify a student as a state scholar? Why will businesses care? Economic sustainability is one of the biggest potential obstacles we have. If we are successful we will see increased graduation rates and increased enrollment in post-secondary institutions.



A quick story from Jim Walsh: When I went to talk to a high school class, I asked students to tell me how much they would get paid to drive a truck 1000 miles if they made 35 cents per mile. It took awhile for even a few people to try to answer. Some people said \$3500, some said \$35. One even said \$35,000.

Industry needs people who are thinkers. We have found that a person needs to learn 4 years of English in order to extract the relevant materials out of technical manuals. Diesel technicians are going to school at night to become engineers. Industry needs people to go to all kinds of post-secondary education. Teachers don't often know what goes on in the business world. They need to get out of the 4 walls a little bit more.

Comment: An important point to remember is that this program could take 4 years to find some efficiency, just because of the length of time that it will take for a student to move through the entire secondary school system. We have to be prepared to take the long view on this program.

# Partnerships for Innovation

## GOALS

- Successful secondary to post-secondary transitions for students
- Student technical skill assessment
- Professional development for secondary and post-secondary educators
- Development of curriculum in emerging areas
- Improved data and reporting systems

## MILESTONES

- Statewide system of transition for all students
- A statewide system of support to meet the needs of technical skill attainment
- Support incubation and development of curriculum resources and tools in emerging economic development areas

## THE BIG PICTURE

**PFI is a federally funded consortium of Nebraska Secondary and Post-Secondary institutions whose overall purpose is to improve career and technical education using creative solutions while meeting federal legislative requirements**

## HEADLINES

- 256 public school districts and 7 colleges and business collaborate!
- Connecting the education and workforce pieces

## THE STORY

- PFI brings schools together to meet federal legislation
- Statewide articulation and data systems established

## SUCCESS MEASURES

Increasing number of dual credit classes available and course completion rates

Increasing number of academic teachers using business integration

Increasing professional development options and enrollment of educators with improved impact

Secondary and Post-secondary are collaboratively sharing data

Students have access to innovative and progressive curriculum

## Partnerships for Innovation

I'd like to give you an overview. This is the only pillar that is federally funded by the Carl Perkins fund. It has been reauthorized and states were given the flexibility to form statewide consortia to meet certain obligations. The state of Nebraska has decided to withhold 10% to meet the needs of the consortia. We will have a 5 year plan submitted which gives a good problem of how to spend the \$3-4 million dollars.

Our big picture is to improve career and technical education using creative solutions while meeting federal legislative requirements. Our goals for PFI are pretty well specified by the federal grant requirements. We need better technical skill assessment. We want to link data, possibly based on social security numbers. We don't have the ability to provide feedback to individual high schools for how their students are performing. They'd have to get information from every post secondary institution in the state. I'm not saying it will happen but it does give us the opportunity to start the dialogue.

For example, professional development will start with needs assessment. We need to have emerging technologies, so that when teachers say we need 'this' in our classrooms, the administrators understand and have those things.

In terms of implementing this, the PFI has only been established for the last couple of months. We've made some decisions but the consensus is that we'll have enough projects and sub-projects that we'll need a staff member to oversee the sub-components of the partnership.



# Milestone Timeline

Jan 08

Jun 08

Jan 09

## FutureForce

- Complete Templates / Toolkit →
- Best Practices / Website →
- Sustainability Plan →
- MarCom Plan →
- Focus (Pillars) define who what →

## Talent Pipeline

- Establish educator & student internships →
- Implement Talent Pipeline Template →
- Diversify Pipeline Committee Make-up →
- Develop Guidelines for Mentorships →
- Establish partnerships with career student organizations →
- Provide educator professional development with B&I →
- FFN presence at career fairs →
- Pipeline champions meet quarterly →

## Think Nebraska!

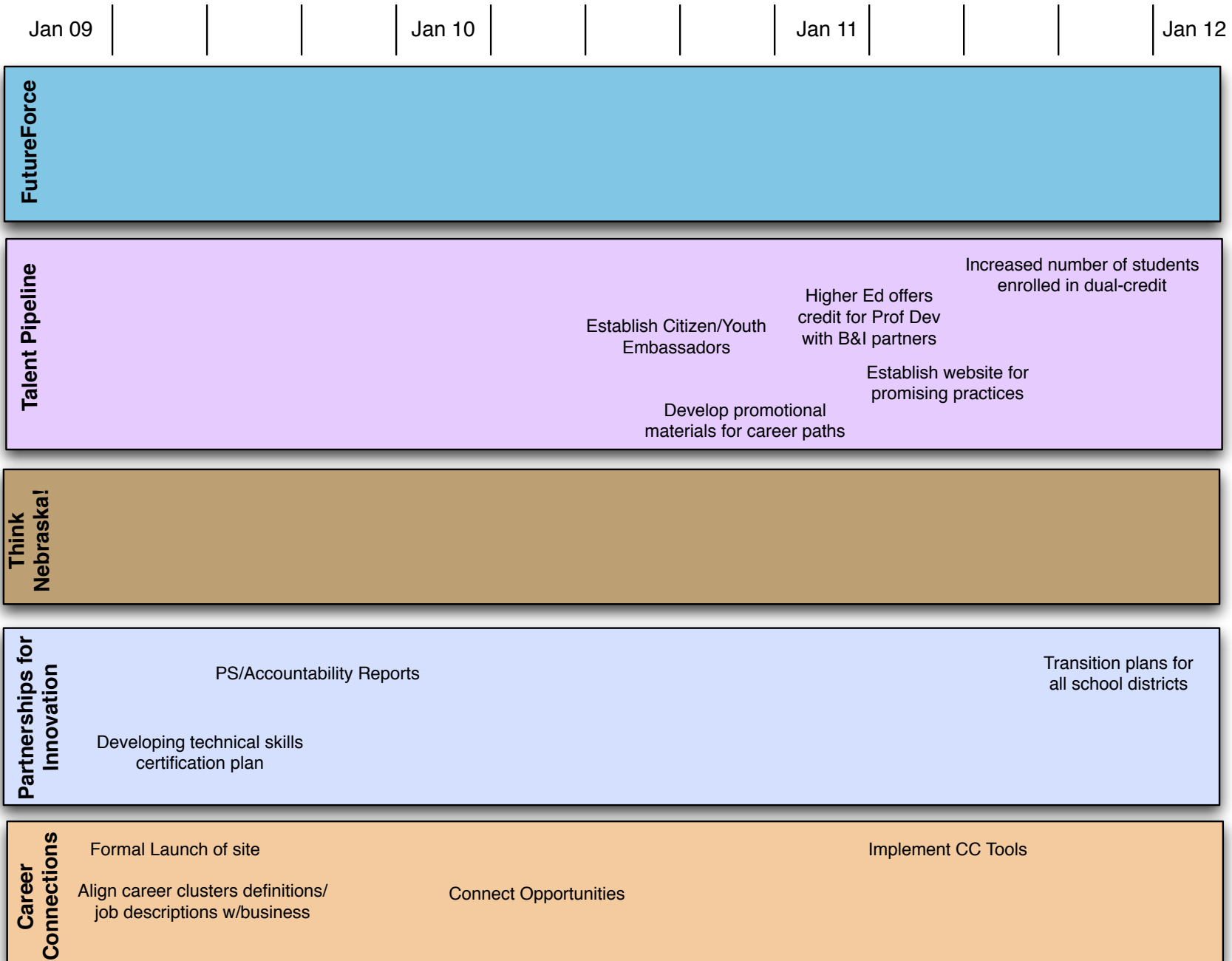
- Identify Players →
- Redefine state scholar →
- Define Measurable Outcomes →
- Sustainability →

## Partnerships for Innovation

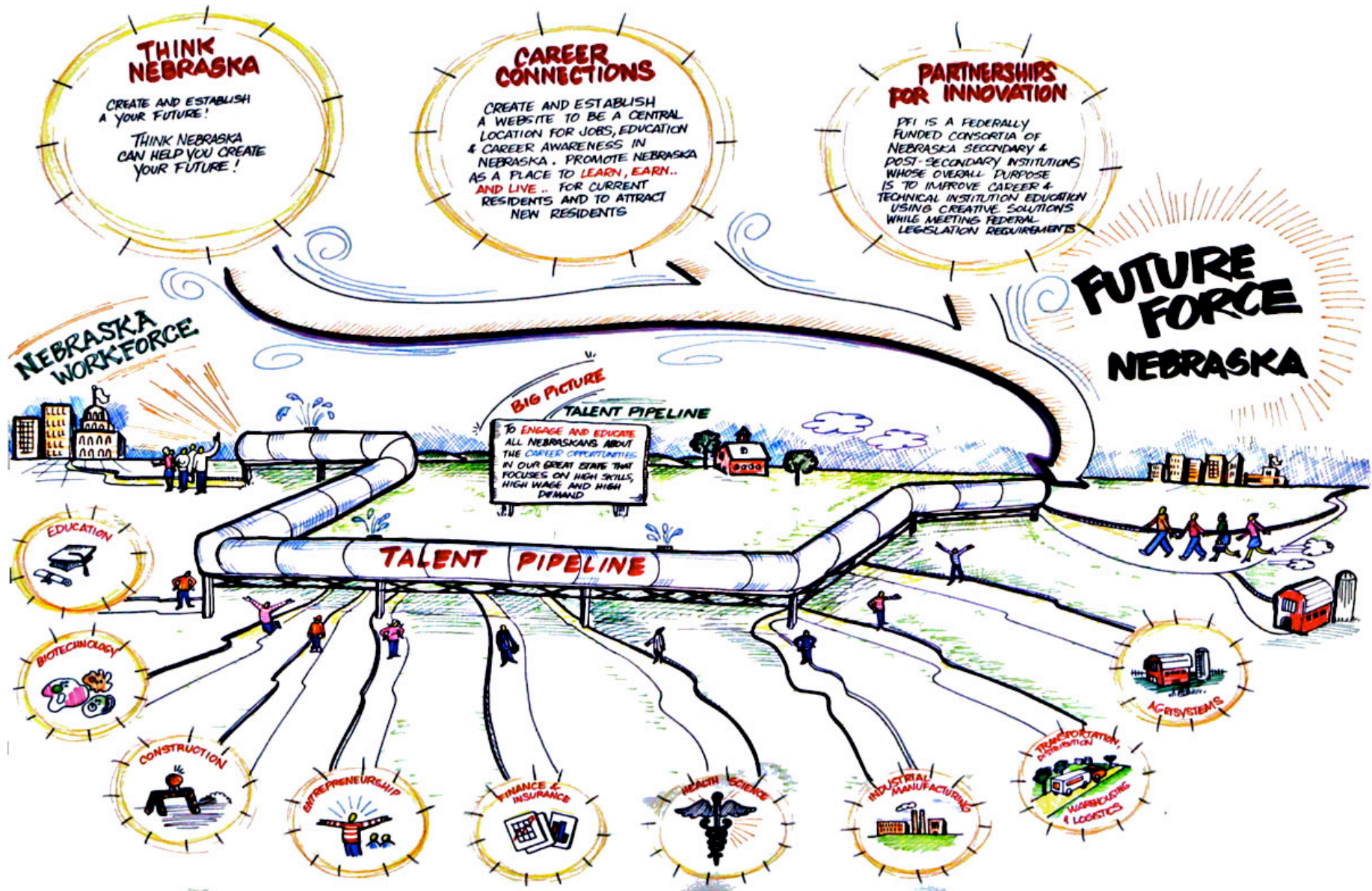
- Hire Program Coordinator
- Needs Assessment
- Commission White Papers
- MarCom Efforts
- Develop Program of Work
- Revise Priority List →
- NSSRS Accountability Report
- Assessment Programs/Projects →

## Career Connections

- Endorsement of Key Partners
- Form Task Force
- Kuder - increased / available data
- Marketing SECC and Beyond
- Development of Marketing Plan →



# Summary Model



# Next Steps

The FutureForce Executive Board will review the contents of this document and will refine this work into a strategic action plan. This plan will guide our work and focus our work to enable partnerships and facilitate collaboration among all interested parties. The plan developed at the Planning and Design Session will provide the foundation for our work throughout 2008. We will be communicating further refinements as they become available.

We sincerely appreciate the contributions of everyone that participated in this important planning session. Combining the wisdom and experience of many amazing minds produced a series of great thoughts as we move forward to create the future of our state.

The plans discussed in this document will also be reviewed by the Nebraska Department of Education, Career Education staff as they continue their work implementing the State Plan for the Perkins Career and Technical Education Act funds.

**The Journey Continues...**