

# reVISION

## Action Grant

2021-2022

*Application*

Submitted by:

*Tri County Public Schools*

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION**

**NEBRASKA DEPARTMENT OF EDUCATION**

500 S. 84<sup>th</sup> Street, Lincoln, NE 68510



## Section 1: Application Overview

Tri County Public Schools has been working hard to expand CTE courses or align current courses with business and industry needs for at least five years now. This grant would help us to continue this work forward. We plan to add four new career paths to our CTE offerings (Plant Systems Plus, and Power, Structural and Technical Systems within the Agriculture, Food and Natural Resources Cluster, Welding within the Manufacturing Cluster and Entrepreneurship in the Business Administration Cluster). This will be completed through a collaborative co-teaching opportunity with our ag and shop teachers as well as integration between our CTE program and core areas in a school-based enterprise.

Our ag and shop teachers will be collaborating on the implementation of a module-based course designed for students to spend time in one module and then rotate to the next module after a period of time. We have chosen the module base programming because there is a need for the additional career exploration opportunities, but we do not yet have enough developed to make a full semester course at this time. The modules allows us to introduce the students to new career areas as we continue to build explorations in that area. There are six modules for students to work through, each representing a different career area or skill within an area. The new career areas include: electrical wiring, concrete and masonry and plumbing. First semester focus will include safety and basic skills for those new areas as well as three other pre-existing career explorations (Plasma Table Design & Operation, CAD, CNC Design and Operation). Second semester students will move into using the skills learned during the first semester to create projects on the CNC Wood Router, CNC Plasma Cutter, and laser cut machine as well as molded concrete downspout drains and concrete benches to sell in a school-based enterprise. This project will also then integrate with other content areas for the full School-based Enterprise. The new Entrepreneurial course within our business program will create the business and marketing plan for the products that are made. Digital Media class will produce the marketing items identified in the plan that are needed to physically advertise in our community and school (large posters, banners, small signs and etc.). They will be utilizing our Perkins Consortium commercial equipment (vinyl cutter and large format printer) to create these items. English classes will write the text for the marketing materials as well as write and produce public service announcements, newsletter articles and contact local news media. Math classes will manage the data associate with the project.

We have also begun to meet with business and industry in our region to create a list of business and industry that are willing to partner with us. Currently we have 29 business and industry partners that span a 4 county region in southeast Nebraska that are willing to provide speakers or lunch and learns with our students, give tours of their jobsites, allow for job shadowing, provide consumable materials to the program, come and provide education to our students on their industry skills, loan equipment for student exploration, donate money for needs and other services upon request. This list is a broader net than just this particular project in this grant, as we are always looking for any partnership with business and industry for all of our CTE programming, but of the current 29 business/industry partners 20 of them will directly impact this project (please see the appendix for a complete list of business/industry partners). These partnerships are important to us because this is how we will be certain that we are aligned with their needs. Interactions and communication with our business and industry is the only way to be certain that we are on the same page with them. Student opportunities to interact directly with business/industry within their career interest area will also help them to understand the expectations within the career field to better know if it is for them or not. If they have a clear understanding of what their career field is, they will be better prepared for college or entry into the work place.

The courses that are being added to our offerings and activities that are being planned were identified through several processes including: an initial reVISION Grant in 2017-18, an action grant in 2018-19, school board strategic planning led by the Nebraska Association of School Boards, our Local CTE Assessment through Perkins V, the Southeast Nebraska Regional Needs Assessment Summary for Perkins V and our local labor needs as identified through H3.ne.gov website (5 of the top 19 H3 occupations are a direct match to this project from our March 2020 data. Looking at current data shows little change has occurred in our region). They represent a continuation of our work to move our program forward. We identified three outcomes from our initial reVISION process: expose students to a wider variety of careers, integrate college and career readiness standards more purposely into our curriculum and an expansion of CTE opportunities that would include engaging students in entrepreneurial opportunities. Through the more current processes we have also added the creation of

business/industry partnerships, utilize workforce data to identify additional programs needed to address workforce needs and to expand work based learning.

## Section 2: Key Objectives

Tri County Public Schools is a rural area located outside of Lincoln/Omaha metropolitan areas. We began to take a close look at our Career and Technical Education (CTE) program during the 2016-17 school year. While we felt that we already had a strong CTE program, we were in a position in which both the industrial tech and the ag teacher were new to the district within the previous couple of years. This gave us an opportunity to look closely at our curriculum and set goals for the future to help us meet the needs of our students and align with the business and industry in our region. In the spring of 2017 we were granted a reVISION initial grant. Powerful meetings regarding Career and Technical Education were held with school employees, students, business representatives, parents, and board members and identified several positives such as: the School to Work and Real Life Opportunities that had begun to be added to Tri County's Curriculum. The meetings also identified weaknesses relating to CTE: lack of graduates returning to the community to work, need more diversity in academics - such as automotive, ag diesel, fabrication, electricity, plumbing, precision farming and expanded agriculture classes. A concern over individual courses rather than courses that build a career path to allow students to explore a career more fully was also identified. Several strategies were identified in this Community Engagement Meeting to help: continue offering more real life opportunities for students, find a way to incorporate soft skills into curriculum, work to improve the stigma associated with CTE careers (less than 4 year college careers, not good wages, job misconceptions - not what they used to be, much more technical now), qualify teachers to be able to teach dual credit CTE courses (our industrial tech teacher is now qualified to teach dual credit welding through Southeast Community College's SENCAP Program), and capitalize on individual students strengths. During this time we also made the investment to update equipment in two CTE areas to industry standards through the purchase of a stop saw, wood lathe and CNC wood router for carpentry and the replacement of welders and a rod oven for our welding program.

During the 2017-18 school year our school board and superintendent took our district through strategic planning that was led by Nebraska Association of School Boards (Marcia Herring). This process also engaged a new group of teachers, administrators, students, parents, community and business/industry stakeholders through multiple sessions throughout the year. A strategic plan for the district that would be current through 2023 and then reviewed emerged from this work. Five goal areas were identified through this year long process including one to review and explore options related to College/Career Readiness.

A review of our Local CTE Assessment through Perkins V, the Southeast Nebraska Regional Needs Assessment Summary for Perkins V included a repeat of the same needs that we had already identified. Copies of those documents are included within the appendix. Several goals from our Local Perkins Application that most closely align with this project include:

- Within the next four years, partnerships will be developed with the local business/industry to provide consistent opportunities for students to explore career interests.
- Within the next four years procedures and protocols will be developed that will require regular use of local workforce and economic data to assist in making deliberate program decisions to address workforce needs.
- Within four years our consortium will focus on developing phase three of the work-based learning continuum.

The Southeast Nebraska Regional Needs Assessment overlapped our findings as well:

- Element 1 – Career Advisement & Development call for an expansion of collaboration with local businesses via partnerships, internships and career exploration as well as a Focus on individual classes and course offerings, including analysis of career clusters.
- Element 2 – Local Workforce Alignment asks for the review of curricular offerings to match workforce demands.
- Element 3 – Size, Scope & Quality Progress Towards Implementing CTE Programs of Study requests access to industry standard equipment, career pathways and dual credit opportunities.

- Element 6 – Work-Based Learning requests the focus on work-based learning partnerships with local business/industry and increased access to career fairs, workshops, guest speakers and fieldtrips focusing on the development of technical skills.

Through this work we can make a case that our project will address all eight of the Nebraska CTE Strategic Priorities. There are three, however, that are addressed more completely than the others.

- Priority #1 Aligned CTE Programs: through our work to create partnerships with business/industry we are able to more readily keep our programs aligned with the ever changing work place. With the changing and emerging of careers it is almost impossible to remain aligned without this connection. Willing partners coming to work with our students or allow our students to come to their workplace is the best way to stay current. These partnerships also give students a clearer view of what life in that career area looks like, making them more prepared to transition into college or the workplace.
- Priority #4 Data Use: we will continue to utilize the H3.ne.gov website to identify workforce needs. This data will be part of what we will utilize to identify additional courses and pathways needed within our programing. We also are aware that we need to utilize our student data to help evaluate our program. We can identify underserved students or determine if there is a performance difference within our student groups.
- Priority #5 Work-Based Learning: This is the most aligned of the priorities within our project. The partnerships with business/industry is one strategy we will use to connect learners with employers. Speakers, tours, job shadows, internships along with an apprenticeship (Malco industries has worked with us and has offered an opportunity for 2 of our students to be in an apprenticeship with them) as another strategy. We will also utilize school based enterprises for a large component of our work-based learning.

The Local CTE Assessment that was done at the start of Perkins V shows that we have a lot already happening at Tri County. A barrier that came out of our work, however, was that our location makes work-based learning difficult, as we are in the country surrounded by fields instead of being in a town close to business and industry. Students must drive to one of the towns to work in business/industry. To do this it requires them to miss an additional period of the day to participate in work-based learning with business and industry. Most of our students are very involved in all aspects of school and do not choose to do work based learning within business and industry as they are unwilling to give up that extra period for travel. We do have a couple kids each year that choose this route and so we do need to continue to offer this type of work-based learning. Our concern, however, is that this is only a very small percentage of our students having a work-based learning opportunity so we also need to create that same type of learning within the walls of Tri County Public schools for the other, much larger population of students. School based enterprise opportunities for students who are not willing to go outside of school is a good strategy to solve this problem. This project will ask for funding to purchase equipment necessary to not only add to our career exploration areas, but also can be utilized to help us build our school-based enterprise system. Equipment requested will be to create projects that can be sold as well as equipment that will help with the finishing of the projects. In the ag area, we have the ability to partner with several businesses with the center pivot tower to learn precision ag. This will allow for a real world application, give students a supervised educational experience and allow for a crop to be marketed and sold for a profit.

We have been concerned that we do not have very many females that participate in our CTE offerings outside of Business and Ag. This is something that we would like to change. It is hard, however to get females to be the first to step up and take what have been previously considered classes for males – how do you change that stereotype that has existed in schools from the beginning? We have identified an “if you build it, they will come” plan. We believe that if we have high interest equipment that can produce products that are appealing to females, we may get some to sign up for those classes due to the high interest. We have already begun to see through the use of our Perkins Consortia equipment that this type of collaboration does work and will bring students that normally do not take shop classes into the shop because they want to utilize this high interest equipment. It has also worked in reverse as shop students who wouldn’t normally take a class such as digital media are going to the digital media class to learn how to run the machines. Procedures on how to access the equipment can promote the movement of students into the unfamiliar area for them. Enrollment in the courses by these special populations will be studied as we move forward. Our strategy to address the special populations (in our case female students) is to first give these students a reason to go to the CTE classrooms (school-based enterprise collaborative opportunities). Once there, they may

build relationships with those teachers and find other interests that encourage them to actually take CTE courses to explore those new found interests into the future.

### **Section 3: Project Activities (Activity #1)**

Tri County will be adding two additional career pathways to the Ag programming. These pathways are within the Agriculture, Food and Natural Resources Cluster – Plant Systems Plus Pathway. This pathway will consist of the Introduction to Agriculture course, Plant Science and either Nursery & Landscaping or Crop Management/Agronomy as the capstone course options. The second pathway is also within the Agriculture, Food and Natural Resources Cluster – Power, Structural and Technical Systems. The courses will be: Intro to Ag, Welding or Power, Structural and Technical Foundations and a capstone of either Metals and Fabrication or Power, Structural and Technical Systems. Professional development funds are included in our consortia's Perkins V budget, so we do not need to include those here.

We will be purchasing equipment/software that will be necessary for the implementation of the courses and give students access to industry based standard equipment. We will be seeking commercial grade computers that will be able to run our current CAD programs (bringing those computers up to industry standard) and an additional CAD Landscaping program. They can also be used for the CNC machines, 3D printers and the Perkins Consortium equipment. For the first pathway our greenhouse was recently completely redone and is once again up to industry standards. We will be able to raise bedding plants within the greenhouse that can be utilized within the CAD landscaping program to design landscapes. We are also seeking to purchase a single tower center pivot. We have identified an area on the school campus that is currently grass where this will go. We have already poured the concrete pad necessary, and connected the area to both electricity and water. All we need is the tower. Under that tower we will have the opportunity to allow students to grow a wide variety of crops. Local seed companies have offered to help students by providing seed and working directly with students on this project. The local Farmer's Cooperative is also willing to provide services for soil testing, spraying and fertilizing. The local irrigation company will provide the tower at a reduced price and will help provide access to app based technology to manage the pivot from a distance. A drone for crop mapping purposes will also be written into this grant and we have a local seed company that is willing to assist with the drone management as well, as they regularly utilize drone technology with their scouting. While our field on campus can and will be mapped, it is small, so we also have farmers willing to allow students to map the fields that are nearby the school. The partnerships within this project just continue to grow! All of these opportunities the equipment will be used for alignment with our goal to increase work-based learning opportunities and develop partnerships that help to align our programming with business/industry standards.

For the second pathway, we will need to purchase equipment that will help us to create the activities within the modules around career exploration areas that are new for us (electrical wiring, plumbing and concrete and masonry) or equipment to help finish products made through our school-based enterprise during the second semester. For electrical wiring, Norris Public Power has a module that they are willing to come and utilize with our students on electricity. We will, however, also need the following equipment to supplement the module:

- 400A Auto-Ranging Digital Clamp Meter GFCI Receptacle Tester,
- Klein Tools, Cl 120VP Electrical Voltage Test Kit with Clamp Meter, Three Testers, Test Leads, Pouch and Batteries

The plumbing module will require the following equipment:

- Rigid 36518 Hydraulic Pipe Bender, Tip-Up Wing Hydraulic Tubing Bender with Single-Circuit Hydraulics,
- IWISS Pex Pipe Crimping Tool Kit for 3/8, 1/2, 3/4, 1-inch Copper Ring with Free Gauges & Pex Pipe Cutter,
- Ridgid 83037 Model 458R Precision Ratcheting Flaring Tool, 1/8 inch to 3/4 inch Pipe Flaring Tool

Concrete and Masonry will require:

- 6 Piece Concrete Hand Tool Set Masonry Hand Tools Mason Set,
- Klein Tools 93LCLS Laser Level, Cross Line Level with Plumb Spot, Leveler Tool with Magnetic Mounting Clamp, Self-Leveling

- Betonex Solid Plastic Bench Leg Mold for Concrete Cement Mold #B02
- Slate Look Downspout Splash Guard Concrete Mold 7047
- Downspout Splash Guard Concrete Mold 7068
- 3.5 cu. Ft 2/3 HP 120-volt Motor Direct Drive Cement Mixer

Items to finish products made with CNC Router, CNC Plasma Cutter or in Concrete and Masonry modules include:

- Delta Woodworking 31-483 Heavy-Duty Oscillating Bench Spindle Sander, ½ HP, 115 volt
- Bluefire Trigger Start Gas Welding Torch Nozzle Head Extend 1.5: Tube Piezo Self Ignition Fuel by MAPP Map Pro Propane 1 lb Cylinder Soldering Brazing Triple-Point Flame
- PB13 Pneumatic 13 Spindle Line Boring Machine
- Mophorn 1100W Magnetic Drill Press with 1-1/2 Inch Boring Diameter MD40 Magnetic Drill Press Machine 2810 LBS Force Magnetic Drilling System 670 RPM with 6 Pcs HSS Annular Cutter Kit
- USA 985 Wide Load Abrasive Blasting Cabinet
- ALC VacBlast Sandblaster
- G0458” 1-1/2 HP Open-End Drum Sander w/ VS Feed
- Bench Paint Booth
- Paint Booth Electric Control Panel

We will evaluate this activity through the use of several data points:

- By the end of the 2021-2022 school year the center pivot will be installed and the first crops will be planted in the spring of 2022
- The number of students enrolled in the class will indicate interest. This number will need to be looked at over time to see if it grows once students understand the real world opportunities they will have
- The business partners will be surveyed to see how they perceived the program went and to collect information on how to improve it for the future
- Baseline assessment information will be gathered and compared to assessment information into the future to see if student learning is increasing
- Students will be surveyed at the end of the course to collect their perceptions of learning. Information on how it can be improved can also be collected from students through this tool
- The ag teacher will keep notes on how the project went throughout the year – what went well, changes needed, adjustments to timelines, more business partners needed and so on
- Data on underserved students will also be utilized to see if we are making a difference with this as well

Sustainability of this activity is simplistic. Once we have the equipment requested in the grant, we have what we need to start and continue this program. The district will include funds for the maintenance of the equipment over time within the district budget. Replacement of smaller equipment can be taken care of through the money that will be earned over time with the school-based enterprise, or worked into the district budget into the future as well. The district has already funded the movement of electricity and water to the pivot pad. The pad has also already been poured through district funds. Our ag community is very excited about this project. There is an abundance of interest in partnering with the school on this. Sustainability into the future will not be a problem.

Activity Budget: Activity # <u>  1  </u>		
Expenditure	Unit Cost	Total
<b>Salaries</b> – Specified by Position (Object Code 100)		
	<i>Subtotal</i>	<b>\$0.00</b>
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
	<i>Subtotal</i>	<b>\$0.00</b>
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
	<i>Subtotal</i>	<b>\$0.00</b>
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
	<i>Subtotal</i>	<b>\$0.00</b>
<b>Supplies</b> — including Operational Equipment - (Object Code 600)		

PRO Landscape CAD Software	\$1,245.00 x 5	\$6,225.00
DGI Mavic 2 Pro NDVI (drone and upgrade)	\$3,598.00	\$3,598.00
Z4 G4 Tower Core HPI Desktop Workstation Computer	\$2,479.00 x 10	\$24,790.00
3.5 LED-LCD Monitor	\$666.45 x 10	\$6,664.50
400A Auto-Ranging Digital Clamp Meter GFCI Receptacle Tester	\$65.00 x 3	\$195.00
Klein Tools C1 120VP Electrical Voltage Test Kit with Clamp Meter, Three Testers, Test Leads, Pouch and Batteries	\$69.99 x 2	\$139.98
Rigid 36518 Hydraulic Pipe Bender, Tip-Up Wing Hydraulic Tubing Bender with Single-Circuit Hydraulics	\$1,147.25	\$1,147.25
IWISS Pex Pipe Crimping Tool Kit for 3/8, 1/2, 3/4, 1-inch Copper Ring with Free Gauges & Pex Pipe Cutter	\$61.99	\$61.99
Ridgid 83037 Model 458R Precision Ratcheting Flaring Tool, 1/8 inch to 3/4 inch Pipe Flaring Tool,	\$168.99	\$168.99
6 Piece Concrete Hand Tool Set Masonry Hand Tools Mason Set,	\$55.99	\$55.99
Klein Tools 93LCLS Laser Level, Cross Line Level with Plumb Spot, Leveler Tool with Magnetic Mounting Clamp, Self-Leveling	\$148.82	\$148.82
Betonex Solid Plastic Bench Leg Mold for Concrete Cement Mold #B02	\$43.00 x 2	\$86.00
Slate Look Downspout Splash Guard Concrete Mold 7047	\$55.00 x 2	\$110.00
Downspout Splash Guard Concrete Mold 7068	\$55.00	\$55.00
3.5 cu. Ft 2/3 HP 120-volt Motor Direct Drive Cement Mixer	\$312.00	\$312.00
Delta Woodworking 31-483 Heavy-Duty Oscillating Bench Spindle Sander, 1/2 HP, 115 volt	\$695.00	\$695.00
Bluefire Trigger Start Gas Welding Torch Nozzle Head Extend 1.5: Tube Piezo Self Ignition Fuel by MAPP Map Pro Propane 1 lb Cylinder Soldering Brazing Triple-Point Flame	\$41.99	\$41.99
PB13 Pneumatic 13 Spindle Line Boring Machine	\$1,645.00	\$1,645.00
Mophorn 1100W Magnetic Drill Press with 1-1/2 Inch Boring Diameter MD40 Magnetic Drill Press Machine 2810 LBS Force Magnetic Drilling System 670 RPM with 6 Pcs HSS Annular Cutter Kit	\$398.98	\$398.98
USA 985 Wide Load Abrasive Blasting Cabinet	\$2,399.00	\$2,399.00
ALC VacBlast Sandblaster	\$639.00	\$639.00
G0458" 1-1/2 HP Open-End Drum Sander w/ VS Feed	\$945.00	\$945.00
Bench Paint Booth	\$2,738.00	\$2,738.00
Paint Booth Electric Control Panel	\$1,249.00	\$1,249.00
	<i>Subtotal</i>	\$54,509.49
<b>Capital Assets-</b> (Object Code 700)		
Zimmatic Center Pivot – single tower and control panel	\$5,000.00	\$5,000.00
South Bend SB1007 – Heavy 1-, 10 x 30 Gearhead Lathe	\$7,900.00	\$7,900.00

<i>Subtotal</i>	\$12,900.00
<b>\$67,409.49</b>	

**Project Activities (Activity #2)**

Tri County will also be adding an additional pathway to the Skilled and Technical Science Field in the Welding Cluster. This pathway will consist of the following classes: Introduction to Skilled and Technical Science or Welding I, Welding II is the second course and ending with Metals and Fabrication as the capstone. We will be requesting funding for equipment that will allow students to explore more deeply into metalwork. This will also fit into our school based enterprises, as the Epilogue laser cutter that is being requested will be able to create a wide variety of products that students will be able to sell, meeting the goal to expand on our work-based learning opportunities. We also continue to work with business partners within this project. We have several businesses that are willing to provide us with consumable metal for students to practice with. There are many methods to the finishing of the metal work. We are looking at spray painting our metal work or powder coating them. We are purchasing a paint booth, sandblasting booth and sandblaster with the funds – but do not have room in our shop to add a powder coating system at this time. We are working on a partnership with Setzer’s to help us with the powder coating of our items. Students will be able to go to the company to learn about and help with the powder coating. This pathway overlaps with activity 1 in many ways. Due to that overlap, much of the equipment from activity #1 will be utilized within this activity as well. The epilogue laser cutter system written into this activity could also be used in activity #1 as well. The only equipment listed within this activity is the Epilogue Fusion Edge 24 Laser Cutter and the needed accessories (filter box compact, Portable exhaust unit, air assist pump and the rotary attachment).

This activity can be evaluated in a very similar manner to activity #1. We will be using surveys of stakeholders, counts of students participating within the course and baseline assessment data that can be compared to continued assessment to show growth. Input from our business partners will be extremely important in our evaluation of success.

Just like activity #1, sustaining this activity will not be a problem once we have the equipment purchased. The district will include replacement and repair into the budget in the future. We can also utilize and money made from our school based enterprise for the same. We have a great deal of support from our area business. Donations of what the business considers scrap metal for students to work with as they are learning, volunteering to share time and expertise with us as well.

Activity Budget: Activity # <u>  2  </u>		
Expenditure	Unit Cost	Total
<b>Salaries</b> – Specified by Position (Object Code 100)		
	<i>Subtotal</i>	\$0.00
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
	<i>Subtotal</i>	\$0.00
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
	<i>Subtotal</i>	\$0.00
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
	<i>Subtotal</i>	\$0.00
<b>Supplies</b> — including Operational Equipment - (Object Code 600)		
Filter Box Compact	\$3,250.00	\$3,250.00
Portable Exhaust Unit	\$200.00	\$200.00
Air Assist Pump	\$300.00	\$300.00
Rotary Attachment	\$1,495.00	\$1,495.00
	<i>Subtotal</i>	\$5,245.00
<b>Capital Assets</b> – (Object Code 700)		
Epilogue Fusion Edge 24 Laser Cutter	\$25,995.00	\$25,995.00
	<i>Subtotal</i>	\$25,995.00

<b>ACTIVITY TOTAL</b>	<b>\$31,240.00</b>
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**Project Activities (Activity #3)**

We have a new business teacher beginning in 2021-22. He is coming from a business background and is very excited about entrepreneurship with students. The last activity is the addition of a career path within the Business Administration Cluster. It will create an Entrepreneurship pathway utilizing these courses: Intro to Business, Accounting I and Entrepreneurship as the capstone. This course does not require any of this grant budget to be spent on it. It will utilize the equipment that is purchased for the other two areas. A large component of the new entrepreneurial course is to integrate within the other pathways. Students in this course will create the business and marketing plan for the school-based enterprise activities that will be occurring. Students will also be able to start their own entrepreneurial opportunities if they choose as well with the equipment available in the school.

This activity can be evaluated in a very similar manner to activity #1. We will be using surveys of stakeholders, counts of students participating within the course and baseline assessment data that can be compared to continued assessment to show growth. Input from our business partners will be extremely important in our evaluation of success.

Just like the other activities – sustainability will not be a problem. We are not purchasing anything at this time. For the project to succeed there will need to be collaboration opportunities for the teachers involved - business, shop, ag, digital media, English and math in order to plan for the activities they will each be doing. There is a lot of interest and people that are willing to help with this project. Planning ahead to be certain to take advantage of those volunteers will be helpful.

Activity Budget: Activity # <u>  3  </u>		
Expenditure	Unit Cost	Total
<b>Salaries – Specified by Position (Object Code 100)</b>		
	<i>Subtotal</i>	\$0.00
<b>Employee Benefits – Specified by Position (Object Code 200)</b>		
	<i>Subtotal</i>	\$0.00
<b>Professional &amp; Technical Services – (Object Code 300)</b>		
	<i>Subtotal</i>	\$0.00
<b>Other Purchased Professional Services – (Object Code 400/500)</b>		
	<i>Subtotal</i>	\$0.00
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
	<i>Subtotal</i>	\$0.00
<b>Capital Assets– (Object Code 700)</b>		
	<i>Subtotal</i>	\$0.00
<b>ACTIVITY TOTAL</b>		<b>\$0.00</b>

**Section 4: Commitment & Capacity**

The leadership team for this reVISION grant will consist of:

- Randy Schlueter, Tri County Superintendent – Fiscal leadership
- Ryan Clark, Tri County Principal

- Justin Sand, Industrial Tech. Instructor
- Dave Barnard, Ag Education Instructor
- Caleb Armstrong, Business Teacher
- Kelly Smith, English Teacher
- Jerod Spahr, Digital Media Teacher
- Molly Reuland, Math Teacher
- Annette Weise, ESU #5 Staff Developer

This team consists of those directly involved within these activities. They will work together and hold each other accountable for completing their activity responsibilities. We are all in agreement on the desire to provide more business partnerships and work-based learning opportunities for our students. Business partners in this project will be invited to participate in our quarterly meetings as well – providing us with invaluable information to help us improve the program. The listing of the 29 business/industry partners is included within the appendix as well as a letter of commitment from the ESU, the H3 Data that we looked at, Tri County’s Strategic Plan Goal that aligns with this project, our current pathways we offer and our reVISION documents (Local, regional, current plan for our consortium).

**Section 5: Budget Proposal**

**Budget Summary**

<b>Salaries</b> (Object Code 100)		
Activity 1		\$ <u>0.00</u>
Activity 2		\$ <u>0.00</u>
Activity 3		\$ <u>0.00</u>
	<i>Subtotal</i>	\$ <u>0.00</u>
<b>Employee Benefits</b> (Object Code 200)		
Activity 1		\$ <u>0.00</u>
Activity 2		\$ <u>0.00</u>
Activity 3		\$ <u>0.00</u>
	<i>Subtotal</i>	\$ <u>0.00</u>
<b>Professional &amp; Technical Services</b> (Object Code 300)		
Activity 1		\$ <u>0.00</u>
Activity 2		\$ <u>0.00</u>
Activity 3		\$ <u>0.00</u>
	<i>Subtotal</i>	\$ <u>0.00</u>
<b>Other Purchased Professional Services</b> (Object Code 400/500)		
Activity 1		\$ <u>0.00</u>
Activity 2		\$ <u>0.00</u>
Activity 3		\$ <u>0.00</u>
	<i>Subtotal</i>	\$ <u>0.00</u>
<b>Supplies &amp; Materials/Operational Equipment</b> (Object Code 600)		
Activity 1		\$ <u>54,509.49</u>
Activity 2		\$ <u>5,345.00</u>
Activity 3		\$ <u>0.00</u>
	<i>Subtotal</i>	\$ <u>59,854.49</u>
<b>Capital Assets</b> (Object Code 700)		
Activity 1		\$ <u>12,900.00</u>
Activity 2		\$ <u>25,995.00</u>
Activity 3		\$ <u>0.00</u>
	<i>Subtotal</i>	\$ <u>38,895.00</u>
	<b>Grand Total</b>	\$ <u>98,749.49</u>

## **Section 6: Supplemental Documents**

- **Business/Industry Partnerships**
- **Letter of Commitment from ESU 5**
- **H3 Data Reviewed**
- **Tri County Strategic Plan Goal Related to CTE**
- **Current Pathways Offered**
- **Southeast Regional Needs Assessment Summary**
- **Local CTE Assessment**
- **Our Consortia's Local Perkins Application 2020-2024**



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The business/industry listed in this document have agreed to partner with our school for the benefit of: aligned CTE programs and work-based learning opportunities to better prepare our students for college and career. Their hope by partnering with us is to gain a workforce that stays in our region and is better prepared for their workplace. All have agreed to provide speakers, tours and job shadow opportunities. Some have agreed to provide additional donations as listed within the table below.

<b>Business Name</b>	<b>Contact Person</b>	<b>Phone or email</b>	<b>Donations</b>
Endicott Clay	Judie Brahm	729-4125	Clay tiles or bricks
FAST Global Solutions, INC		634-5886	
Reinke Manufacturing	Chris Roth	365-7251	Grants, equipment, Welding instructors, Curriculum
Gage Area Growth Enterprise		228-5869	
Continental Carbonic		228-1554	Dry ice
Exmark Manufacturing		209-3181	Internships, Apprenticeships
NEAPCO	Chief Davidson	228-8400	Cash Donations
Landmark Snacks		230-3594	
QS Controls		806-3402	
Rare Earth Salts		202-2642	
Blackburn Technologies		228-8822	
Pioneer Seed	Mike Holtmeier	947-1440	Use of drone, Help with drone technology
Spilker Ag Services LLC	Jack Spilker	520-7705	Seed, Help with crop under pivot or in greenhouse
Bayer Crop Science	Kyle Spilker	520-7705	Help with Crops

Farmer's Cooperative	Alan Zumpfe	azumpfe@farmersco-operative.com	Soil testing, seed, app based irrigation management
Department of Labor	Kayla Stege	326-4839	
Capital Business Systems, Inc	Lisa Loseke	314-4154	Large format printer help
Metal Quest	Scott Volk	768-3806	Internships, curriculum
Norris Public Power	Julie DeBoer	643-2951	Electricity Module, Internships
MH Paint and Body INC	Mike Horky	729-6331	
Schmidt Machine	Russell Schmidt	729-5450	
Peterson Plumbing	Kristi Graff	729-5565	
PVI	Michelle Swett	729-4055	Build stainless carts
Goebel Construction	Rhonda Drewes	424-2055	Metal consumables
Inmotion Autocare	Sherri Stock	486-9880	
Agee's Lincoln Auto Repair	Kyle Arnold	475-2252	
Trade Center Automotive	James Waltke	421-6281	
Plymouth Electric	Brian Scheele	656-4505	Electrical consumables (wire, switches, etc)
Plymouth Irrigation	Brian Scheele	656-4505	Reduced price on center pivot
Auto Repair Plus	Dave Schmidt	656-5155	
Custom Automotive	Justin Calhoun	467-3307	
Southwest Auto	James Waltke	421-6281	
TCA Outdoor Power	James Waltke	421-6281	
SCC - SENCAP	Erin May	437-2859 Ext:2859	

# *Educational Service Unit No. 5*

Gage, Jefferson, Thayer Counties - Nebraska

*Dr. Brenda McNiff, Administrator*

900 West Court  
Beatrice, NE 68310

Office: 402-223-5277  
Fax: 402-223-5279

May 1, 2021

Randy Schlueter  
Superintendent, Tri County Public Schools  
72520 Hwy #103  
DeWitt, NE 68341

Dear reVISION Selection Team:

I am pleased to write this letter of commitment for the Tri County Public Schools reVISION grant. Tri County has spent several year working hard on improving their CTE program. They have received an initial reVISION grant and an Action Grant through the Perkins IV iteration. They have also committed significant budget dollars to this project as well, upgrading their greenhouse, purchasing welders, CNC wood router and rod oven and a stop saw and wood lathe. Through this reVISION work, they will be looking to continue progressing their CTE program by adding multiple pathways for the 2021-2022 school year. These programs include: Plant Systems Plus, Power, Structural and Technical Systems, Welding and Entrepreneurship.

The Educational Service Unit #5 (ESU #5) is excited about this opportunity with Tri County Schools. This grant will help to provide the industry standard equipment necessary to make these new pathways feasible. That, in itself, is a difference maker for their students, but they also have made and continue to make a number of strong partnerships with local business and industry to provide more work-based learning opportunities for their students. ESU #5 has spoken with them about their lofty goals and are confident that they have the ability to implement them for the 2021-22 school year.

Preparing students for successful futures is important in all educational settings. By adding these pathways they will be able to more purposefully connect students with a much broader range of career opportunities. The ESU #5 will be available to Tri County Public Schools to help them with this implementation through: curriculum development, equipment training and expansion and assistance in connections with the business and industry sector for work-based learning opportunities. We are very excited about this opportunity for Tri County students!

Sincerely,



Dr. Brenda McNiff  
Administrator, ESU #5

### H3: HIGH WAGE, HIGH DEMAND, HIGH SKILL

Wages from Occupational Employment Statistics, 4th Quarter 2017. Annual openings from 2016-2026 Long-term Occupational Projections. Produced by the Nebraska Department of Labor, Office of Labor Market Information.

Southeast Region						
Occupation	Percent Change	Annual Openings	Avg. Hourly Wage	Avg. Annual Wage	Entry Wage	Experienced Wage
Heavy and Tractor-Trailer Truck Drivers	13.86%	127	\$18.77	\$39,038	\$28,385	\$44,364
* Plumbers, Pipefitters, and Steamfitters	0.94%	89	\$20.78	\$43,229	\$30,290	\$49,700
Elementary School Teachers, Except Special Education	7.73%	55	N/A	\$53,709	\$40,950	\$60,088
Registered Nurses	6.03%	54	\$27.60	\$57,412	\$45,827	\$63,206
General and Operations Managers	5.62%	50	\$45.36	\$94,355	\$44,230	\$119,417
Secondary School Teachers, Except Special and Career/Technical Education	7.58%	44	N/A	\$55,053	\$41,808	\$61,676
Licensed Practical and Licensed Vocational Nurses	2.74%	41	\$19.73	\$41,037	\$35,248	\$43,931
Industrial Machinery Mechanics	13.79%	40	\$28.43	\$59,123	\$39,506	\$68,932
Automotive Service Technicians and Mechanics	3.12%	31	\$18.29	\$38,054	\$26,455	\$43,854
Farm Equipment Mechanics and Service Technicians	1.06%	27	\$17.97	\$37,368	\$28,163	\$41,969
* Machinists	5.41%	27	\$20.87	\$43,404	\$33,757	\$48,227
Middle School Teachers, Except Special and Career/Technical Education	6.71%	27	N/A	\$53,754	\$41,427	\$59,917
* Business Operations Specialists, All Other	13.72%	25	\$38.16	\$79,380	\$55,185	\$91,477
Accountants and Auditors	6.41%	23	\$24.86	\$51,704	\$33,032	\$61,040
* Soil and Plant Scientists	5.12%	23	N/A	N/A	N/A	N/A
* Electricians	5.81%	20	\$23.21	\$48,277	\$33,682	\$55,574
Gas Plant Operators	-4.19%	20	\$31.93	\$66,418	\$46,457	\$76,398
Securities, Commodities, and Financial Services Sales Agents	10.00%	19	\$35.70	\$74,253	\$28,565	\$97,096
Dental Assistants	0.68%	16	\$19.71	\$40,983	\$33,930	\$44,509

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\*\*N/A: data is not available due to confidentiality

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# TRI COUNTY PUBLIC SCHOOLS

## STRATEGIC PLAN 2018-2023

		Performance Goal: Review and explore options related to College/Career Readiness	Measurement	Timeline
Specific Action Related to Goal	Person(s) Responsible	Measurement	Timeline	
Job Shadowing - Sophomores-Seniors shadow a professional in a career area of their choice for a day through their English course.	Mrs. Smith, Mrs. Thimm, Mrs. Spilker		Yearly in E/LA classes	
College Visits - Juniors & Seniors have opportunity to visit college during the school day	Mrs. Spilker		Yearly for juniors and seniors	
Interest Inventories - 8th - 12th graders take interest inventories in various classes	Various teachers		Yearly in the fall	
Dual Enrollment Courses - Students are offered college courses in English, Math, and Industrial Arts.	Mrs. Smith, Mr. Spahr, Mr. Sand		Yearly through Peru State College and Southeast Community College	
Apply-To-College Day - Seniors all apply to at least one college	Mrs. Spilker/Mr. Krejci		Yearly in the fall	
ACT Prep/Administer - Students are provided ACT test prep and are administered an ACT test.	Math, English/Language Arts, Science, Social Science		Spring of their sophomore and junior year prior to taking the ACT	
School-To-Work - Seniors have opportunity to work during the school day	Mrs. Spilker		Yearly to seniors who qualify	
SENCAP Classes - Dual enrollment classes for juniors and seniors who take classes specific to a career path they have selected	Mrs. Spilker, Mr. Sand, Mr. Waller		Yearly to students 16 and over through Southeast Community College	

Guest Speakers	All staff members	As need to support student college and career readiness
Elementary		
Interest Inventories - Discussing the different career opportunities	Rachel Chapman, Jesse Gromemeyer, Classroom teachers	Part of the priority standards for the elementary students are lessons related to career interests
All Stars (6th grade only) - A small piece is dedicated to career choices	Rachel Chapman	Each year in the sixth grade during career readiness planning in the classroom

## **TRI COUNTY JR-SR HIGH SCHOOL (48-0300-001)**

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### **Career Field: Agriculture, Food and Natural Resources**

Cluster: Agriculture, Food and Natural Resources

Pathway: Animal Systems

Cluster: Agriculture, Food and Natural Resources

Pathway: Plant Systems

Cluster: Agriculture, Food and Natural Resources

Pathway: Diversified Agriculture Systems

### **Career Field: Skilled and Technical Sciences**

Cluster: Manufacturing

Pathway: Manufacturing



## SOUTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

### Participating Districts

Auburn Public Schools	Johnson County Central Public Schools
Beatrice Public Schools	Johnson-Brock Public
Bruning-Davenport Unified	Mc Cool Junction Public
Crete Public Schools	Meridian Public Schools
Deshler Public Schools	Nebraska City Public Schools
Diller-Odell Public	Palmyra District Schools
Dorchester Public School	Pawnee City Public Schools
Exeter-Milligan Public	Shickley Public Schools
Fairbury Public Schools	Southern School Schools
Falls City Public Schools	Sterling Public Schools
Fillmore Central Public	Syracuse-Dunbar-Avoca Schools
Freeman Public Schools	Thayer Central Community Schools
Friend Public Schools	Tri County Public Schools
Heartland Community	Wilber-Clatonia Public Schools
Humboldt Table Rock Steinauer	York Public Schools

### Participating Community Colleges

Southeast Community College



Learning that works  
for Nebraska

#### Conveners:

[kenspellman@outlook.com](mailto:kenspellman@outlook.com)  
[janchristensen2019@outlook.com](mailto:janchristensen2019@outlook.com)



# SOUTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

Identify the priority strategies to be addressed based on the consolidation of local strategies at the regional level. No more than three prioritized strategies per element may be carried forward to this worksheet.

## Element

### Action Steps Listed in Priority Order

1. Career Advisement & Development
  1. Expand collaboration with local businesses via partnerships, internships and career exploration.
    - a. Request businesses provide speakers, tours, and hands-on experiences.
  2. Increase professional development opportunities.
    - a. Provide training, expand knowledge and develop expertise: extend these practices to all teachers, whether CTE or not.
  3. Focus on individual classes and course offerings, including analysis of career clusters.

## COMMUNITY COLLEGES

## Element

### Action Steps Listed in Priority Order

2. Local Workforce Alignment
  1. Provide programs of study that address new/emerging needs.
    - a. Develop programs that fit the workforce needs of our community and create relevant coursework.
    - b. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.
    - c. Request business/industry partner's assistance to provide work-based learning experiences: industry speakers, business tours, job shadowing, mentoring, internships, and apprenticeships.
    - d. Focus on providing career opportunities for those students who go directly into the workforce following graduation.
  2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs.
    - a. Review curricular offerings to match workforce demands.
    - b. Continue to look for alternative for smaller community to enhance their programs.

3. Pursue career experiences for our diverse learners that fits with their skill and interest.
  - a. Expand use of NDOL to assist in providing experiences for students with special needs.
  - b. Work with local agencies to maximize the opportunities.

### Element

### Action Steps Listed in Priority Order

3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study
  1. Access to and development of industry standard equipment to replace or augment aging commercial grade facilities.
  2. Create career pathways, enhance career readiness and expand business partnerships focusing on classroom curriculum.
  3. Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.

### COMMUNITY COLLEGES

1. Purchase industry-grade equipment for CTE programs.
2. Improve recruitment, retention, and completion of gender non-traditional students.
3. Use new advising model to improve retention/completion of special populations students.

### Element

### Action Steps Listed in Priority Order

4. Student Performance
  1. Promote and maintain equal opportunities to special populations.
    - a. Accommodate, modify, support, and address existing gaps including female engagement in non-traditional CTE courses.
  2. Expand experiences for students in local work-based learning opportunities including internships, workshops, tours and job fairs.
    - a. Evaluate special populations including statistical observations of the success of subgroups.
  3. Process data and understand how to interpret relevant statistics.

### COMMUNITY COLLEGES

1. Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.

### Element

### Action Steps Listed in Priority Order

5. Recruitment, Retention and Training of Faculty and Staff
  1. Recruit, retain, and train highly qualified instructors.
    - a. Utilize facilities, teacher autonomy and teacher certification to attract highly qualified instructors.

- b. Provide resources and increase salary/benefits consistent with surrounding districts.
  - c. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest; “grow your own programs.”
2. Encourage professional development geared toward CTE aligned with district CTE needs.
  3. Adopt, examine, and expand curriculum to career clusters.
    - a. Promote CTE students to low participation career cluster.

## COMMUNITY COLLEGES

### Element

#### 6. Work-Based Learning

1. Explore strategies to improve recruitment success of CTE educators.
2. Implement New Faculty Institute to expand professional development opportunities.
3. Implement a projects-and-goals-centered professional development and engagement plan.

### Action Steps Listed in Priority Order

1. Develop and implement CTE curriculum and align schedules to students’ needs.
2. Focus on work-based learning and partnerships with local business/industry.
  - a. Understand what qualifies for work-based learning experiences
  - b. Research and develop procedures for involvement in the workforce.
3. Increase accessibility to career fairs, workshops, guest speakers and fieldtrips focusing on the development of technical skills.
  - a. Recognize the transportation needs of students to provide equitable opportunities for all students.

## COMMUNITY COLLEGES

1. Expand work-based learning opportunities in appropriate CTE programs.
2. Expand networks with employers to increase work-based learning opportunities for SCC CTE students.



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# **LOCAL CTE ASSESSMENT WORKSHEETS**

**The following worksheets are to be completed by each local district and community college prior to the regional meeting. The results will then be utilized during the Regional CTE Assessment meeting.**

Use this template to identify stakeholders to assist in the Local CTE Assessment process. All listed are required in Perkins V unless noted with an asterisk(\*) who will be present and represented at your Regional CTE Assessment meeting.

Role	Name	Organization	Email/Contact Info	Evidence of Engagement
Middle, Secondary CTE/Core teachers	Justin Sand	Tri County Schools	justin.sand@tricityschools.org	Attended
	Dave Barnard	Tri County Schools	dave.barnard@tricityschools.org	Attended
	Dennis Krejci	Tri County Schools	dennis.krejci@tricityschools.org	Attended
Secondary school counselors, special education and advisement professionals, academic counselors	Betsy Spilker	Tri County Schools	betsy.spilker@tricityschools.org	Attended
Secondary principal(s)	Matthew Uher	Tri County Schools	matt.uher@tricityschools.org	Attended
Secondary Instructional support, paraprofessionals	Haley Smiley	Tri County Schools	haley.smiley@tricityschools.org	Consultative
Parents and Students				
Representatives of Special Populations <i>Gender, race, ethnicity,</i>				

<i>migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, *corrections</i> Other Relevant Stakeholders							
*Postsecondary CTE faculty							
*Postsecondary Administrators							
*Local Workforce Development board member	Kari Janssen	Nebraska Workforce	Kari.Janssen@nebraska.gov	Consultative			
*Regional Economic Development Organization Member							

*Local Business & Industry Representative				
*Representatives of Indian Tribes and Tribal Organizations				
*Youth corrections education representative				
*Postsecondary career guidance and advising professionals				

## Element 1 Worksheet: Career Development

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

### Primary Data Source(s):

- Self-Assessment found at: <https://www.education.ne.gov/nce/program-plan-ning/>
- Observations
- Notes from interviews, focus groups, or other methodologies

### Other Potential Data Sources:

- Local student information system
- Personal Learning Plans

Questions to Consider	Current State	Desired State
1. To what extent are CTE instructors and other faculty trained to be career coaches or have meaningful conversations with learners about their skill sets and career choices?	<ul style="list-style-type: none"> <li>-Attend NCE in Kearney</li> <li>-Training in AG Ed conferences</li> <li>-ESU training</li> <li>-Career Student Organizations</li> <li>-SENCAP training through Community college</li> <li>-Attend NBEA conference</li> <li>-Industry Inservice (Lone Star training)</li> <li>-All CTE teachers are 100% certified in their field</li> </ul>	Funding to provide opportunities for career readiness. Ex. visiting new industries, touring local colleges and universities.
2. To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical colleges, apprenticeships, military, and direct employment?	<ul style="list-style-type: none"> <li>-Military Recruiters</li> <li>-FBLA &amp; FFA Organizations</li> <li>-CTE Conferences &amp; Conventions on College Campuses</li> <li>-College Visits</li> <li>-Industry Tours</li> <li>-Job Shadowing</li> </ul>	

-Student Development Day

-ASVAB

-Dual Credit

-Invite Alumni to Speak With Current Students About Post Secondary

-Construction Career Day

-JH Exploratory Courses

-Connect the Dot

-Vocational Rehab

-Apply to College Day

-Daily contact with counselor

-Department Meetings in Fall

-Guest Speakers

-Industry Tours

-FFA Alumni Meetings

-AG ED SAE Projects

3. To what extent are CTE instructors collaborating with counseling/career advisement professionals?

Continue to invite and promote the development of professional communities in collaboration with counselor and CTE teachers.

## Element 1: Career Development

Ratings:

- 1 = Significant gaps and/or multiple gaps exist
- 2 = Some gaps exist and/or we do not have a concrete plan to address them
- 3 = Very few gaps exist and we have processes in place to close the remaining gaps
- 4 = No gaps exist

### Rationale and Potential Action Steps (in priority order):

*It is important to capture your thinking clearly here in order to avoid repeating work later in the process.*

**We have access to professionals in the career fields, properly trained faculty, and we are given opportunities for professional development. Students are given opportunities to experience career exploration.**

**Maintain and improve funding for areas in CTE.**

<b>Rating (circle one)</b>	
<b>1</b>	<b>2</b>
	<b>3</b>
	<b>4</b>

### Element 2 Worksheet: Evaluation of Workforce Alignment

This element will be assessed throughout your Regional CTE Assessment meeting.

### Element 3 Worksheet: Evaluation of Program Size, Scope, and Quality and Progress toward Implementing CTE Programs of Study

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

#### Primary Data Source(s):

- Program of Study offerings (ADVISER report)
- CTE Report Card by Cluster (ADVISER report)
- Notes from interviews, focus groups, or other methodologies
- Observations

#### Other Potential Data Sources:

- Course Descriptions
  - Student course/program retention data
  - Personal Learning Plans
  - CTSO Chapter Information
  - Dual-Credit Offerings/Articulation Agreements
- Credential information

#### Questions to Consider

1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program?

#### Current State

- FFA Alumni
- Instructor visitations to businesses
- District patrons
- Dual Credit
- CTE Conference & Competitions
- ESU workshops for staff and students
- Connect the Dots

#### Desired State

	-Nebraska Career Connections	
<p>2. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials?</p>	<p>-Woods Manufacturing Program          -Welding Program          -Greenhouse          -AET for AG Program          -Microsoft Office for Business Program          -CAD Program</p>	
<p>3. Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas?</p>	<p>-Special populations students are well represented in our CTE programs.          -All students are in 7 &amp; 8 exploratory classes          -All students take personal finance as seniors</p>	<p>Increasing enrolment and interest in all aspects of CTE courses.</p>

### Deep-Dive Questions

- How fully are our programs aligned and articulated across secondary and postsecondary education?
- Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every learner level?
- Do we have credit transfer agreements to help students earn and articulate credit?
- Are students being retained in the same program of study?
- Are students in our programs earning recognized postsecondary credentials? Which credentials?
- What accommodations, modifications and supportive services do we currently provide? Which are most effective? Which ones are underutilized?
- Are there new programs that need to be developed to ensure access in our region?
- Are we offering programs in which students are choosing to enroll?
- Are we offering a sufficient number of courses, and course sections, within programs?



## Element 4 Worksheet: Evaluation of Student Performance

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

**\*\*NOTE:** The Nebraska Department of Education is creating specific data reports to assist in the assessment of this particular element. These reports will be available in January. It is recommended all other elements be addressed first, and once the data reports are available, come back and work on this element.

### Primary Data Source(s):

- Secondary - Perkins Verification Form (available on ADVISER) –
- Postsecondary – Perkins Verification Form (available on the CDC)
- Three-year trend data – *report available in January*

### Other Potential Data Sources:

- Local student information system
- Nebraska Education Profile
- Notes from interviews, focus groups, or other methodologies.

Questions to Consider

Current State

Desired State

1. Where do the biggest gaps in Perkins performance indicators exist between subgroups of students and programs areas?

-Observational trends shows that there needs to be continued support and guidance for our Low Income students

-Observational trends shows an increase in females enrolled in shop classes with sustaining growth in business and ag

### Deep-Dive Questions Questions to Consider:

- How are students in each CTE program and career cluster performing on the performance indicators? In comparison to other career clusters?
- How are students from special populations performing in each CTE career cluster?
- How are students from different genders, races, and ethnicities performing in each CTE career cluster?
- Which groups of students are struggling most?
- Which CTE programs overall have the highest outcomes and which have the lowest?
- Are there certain CTE programs where students from special populations are performing above average? Below average?
- Is there a trend across all CTE career clusters?
- What are the potential root causes of any inequities in performance across career clusters?

### Element 4: Student Performance

#### Ratings:

- 1 = Significant gaps and/or multiple gaps exist
- 2 = Some gaps exist and/or we do not have a concrete plan to address them
- 3 = Very few gaps exist and we have processes in place to close the remaining gaps
- 4 = No gaps exist

### Rationale and Potential Action Steps (in priority order):

*It is important to capture your thinking clearly here in order to avoid repeating work later in the process.*

**Attendance creates a struggle for all areas.**

**Concerns with low Income level students in project based classes.**

Rating (circle one)	
1	3
2	
4	

### Element 5 Worksheet: Evaluation of Recruiting, Retaining, and Training CTE Educators

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating and rationale for this part of the Local CTE Assessment.

#### Primary Data Source(s):

- Staff Reports
- Observations
- Teacher Vacancy Reports

#### Other Potential Data Sources:

- Notes from interviews, focus groups, or other methodologies

Questions to Consider	Current State	Desired State
1. What processes are in place to recruit new CTE educators? In what content areas do we need to develop or recruit more educators?	-At National Conventions there are active recruiters for AG ED -We need to develop an FCS program	Draw more CTE student teachers or observation students into our regional area.

-Offer and expand areas in computer technology Have local colleges offer areas of certification.

-To fill teaching vacancies, early notification (retirement announcements)

-We can request/accept student teachers in areas of upcoming needs.

2. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?

-NCE conference

-District and State contests

- Professional Business Conference

-Ag Ed Conference

3. What strategies are we using to retain CTE educators?

-Flexibility to create curriculum changes

-Facility improvements

-Equipment improvements

### Deep-Dive Questions

- How diverse is our staff? Does it reflect the demographic makeup of the student body?
- What onboarding processes are in place to bring new professionals into the system?
- Are these processes efficient and effective, especially for educators coming from industry?
- Are all educators teaching in our programs adequately credentialed?
- What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
- What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
- Is there a process to develop or recruit CTE instructors from existing staff?
- What strategies are in place to utilize instructors/educators across the region? For example, to what extent do districts share instructors to create full-time positions, where applicable

**Element 5: Recruitment, Retention, and Training of CTE Educators**

**Rating (circle one)**

- 1
- 2
- 3**
- 4

**Rationale and Potential Action Steps (in priority order):**

*It is important to capture your thinking clearly here in order to avoid repeating work later in the process.*

**Rationale:**

Our current CTE years of experience is over 85 years of experience  
Our CTE program promotes and provides opportunities to college student, high school students to observe and train for future opportunities.  
Concerns with finding funds to maintain high level CTE opportunities for our students.

**Action Plan:**

Work with current CTE educators to build a plan for the future of our program. Covering issues such as retirement and possible moves from the district.

Build a relationship with area colleges to create a connection to our school as a potential job opportunities arise.

Work to maintain and research ways to find funding to continue the strength and growth of our programs.

## Element 6 Worksheet: Work-Based Learning

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating and rationale for this part of the Local CTE Assessment.

### Primary Data Source(s):

- Course enrollment information
- Notes from interviews, focus groups, or other methodologies.
- Observation

### Other Potential Data Sources:

- Local student information system

### Questions to Consider

How successful are current work-based learning experiences in enhancing technical and career readiness skills for all learners?

### Current State

Non Existent  
Offer students job shadowing opportunities in their sophomore year, and also encourage students to job shadow as the student(s) find a career interest

### Desired State

Malco Tools Apprenticeship program: Two individuals will have the opportunity take CTE courses at Tri County and then work at the factory to develop skills and when graduated have a job with Malco.

Provide Voc Rehab to students who qualify through identified services

Promote seniors in CTE to find career related work-based learning experiences

Annual fall Ag/Industrial Tech industry tour

Annual fall Business tour of local businesses to learn about the

<p>2. What strategies are used to recruit and retain employers to participate in work-based learning programs? What should be added?</p>	<p>make-up of a successful business model</p> <p>Implemented a workplace experience for our students with special needs</p> <p>Community/Patron involvement through the reVision process</p>	<p>Malco Internship program beginning in 2020-21.</p> <p>Continue to build connections and relationships with local employers</p>
<p>3. To what extent are work-based learning experiences intentionally connected to classroom instruction and activities and the student's career plan?</p>	<p>Not applicable at this time</p>	<p>Updated the Tri County Public Schools Curriculum Guide to meet the needs with the Malco Internship</p>

### Deep-Dive Questions

- How are we evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences?
- How are school/campus-based enterprises or afterschool learning opportunities used as a vehicle to provide work-based learning experiences?

## Element 6: Work-Based Learning

Ratings:  
1 = Significant gaps and/or multiple gaps exist

### Rationale and Potential Action Steps (in priority order):

*It is important to capture your thinking clearly here in order to avoid repeating work later in the process.*

#### Rationale:

**Currently, we do not have a work-based learning program.**





# LOCAL CTE ASSESSMENT

## SUMMARY

The following summary document is to be completed at the local school/district and postsecondary level after the Local CTE Assessment has been completed. The Local CTE Assessment Summary will be sent to the convener to be used at the Regional CTE Assessment meeting. The convener uses the summary data of local assessment needs to evaluate priority action steps for discussion at the regional meeting. The needs of the economic development regional are based upon like priorities of each local CTE assessment.

## Local Needs Assessment Summary

Identify your rating relative to the gaps that may or may not exist for each element. Then, list the priority strategies to be addressed. No more than three prioritized strategies per element may be carried forward to this worksheet.

Element	Local Rating (1-4)	Action Steps Listed in Priority Order
1. Career Advisement & Development	3	<p><b>Maintain and improve funding for areas in CTE.</b></p> <p><b>We have access to professionals in the career fields, properly trained faculty, and we are given opportunities for professional development. Students are given opportunities to experience career exploration.</b></p>
<b>Action Steps Listed in Priority Order</b>		
2. Local Workforce Alignment	N/A	<p><i>Will be addressed at the Regional CTE Assessment Meeting</i></p>
<b>Action Steps Listed in Priority Order</b>		
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	2	<p><b>Tri County has high quality CTE instructors.</b></p> <p><b>We need to promote CTE as a top choice instead of a backup choice.</b></p> <p><b>Becoming aware of our special populations.</b></p>
<b>Action Steps Listed in Priority Order</b>		

<p>4. Student Performance</p>	<p>3</p>	<p>Attendance creates a struggle for all areas. Concerns with low Income level students in project based classes.</p>
<p style="text-align: center;"><b>Action Steps Listed in Priority Order</b></p>		
<p>5. Recruitment, Retention and Training of Faculty and Staff</p>	<p>3</p>	<p><b>Rationale:</b> Our current CTE years of experience is over 85 years of experience Our CTE program promotes and provides opportunities to college student, high school students to observe and train for future opportunities. Concerns with finding funds to maintain high level CTE opportunities for our students.</p> <p><b>Action Plan:</b> Work with current CTE educators to build a plan for the future of our program. Covering issues such as retirement and possible moves from the district.</p> <p>Build a relationship with area colleges to create a connection to our school as a potential job opportunities arise.</p> <p>Work to maintain and research ways to find funding to continue the strength and growth of our programs.</p>
<p style="text-align: center;"><b>Action Steps Listed in Priority Order</b></p>		
<p style="text-align: center;">Element</p>		

6. Work-Based Learning

1

**Rationale:**

**Currently, we do not have a work-based learning program. Our location is a real concern in the area of work based learning.**

**Involved students at our school find it hard to be involved in a work based learning program.**

**We do provide career fairs, guest speakers, career exploration courses, curriculum and equipment, and job shadowing are just some of the opportunities used to provide some work-based learning experiences.**

**Potential Action Steps:**

**Facilitate and promote the new Malco Internship program and use this as a possible model for future work-based learning experiences.**

**Work to explore other areas of work-based learning experiences in our CTE programs to provide experiences for our students**

  


# PERKINS V

## LOCAL PERKINS APPLICATION 2020-2024

### CONSORTIA

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION  
NEBRASKA DEPARTMENT OF EDUCATION  
301 Centennial Mall South, Lincoln, NE

Nebraska has a vibrant economic  
citizens. To take full advantage  
of the occupations that exist



Information  
career opportunities for its  
occupations, students must be aware  
of secondary and postsecondary

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 on the Perkins Grants Management website: <https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to Grants Management Systems (GMS) Perkins

## Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

**Consortium reVISION Summary.** Considering each district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts 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	Consortia’s Current State	Consortia’s Overarching Goal(s)
<p><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></p>	<p><i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium 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 consortium.</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 consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
Career Development	<p><b>All programs have a number of career development opportunities available for students such as: career assessments (ASVAB), interest inventories, speakers, business/industry tours, job shadows, college visits (2 year and 4</b></p>	<p><b>1. Within the next four years, partnerships will be developed with the local business/industry to provide consistent opportunities for students to explore career interests, including: speakers,</b></p>

	<p>year), military recruiter visits, students organizations (FFA, FCCLA), career ready courses, career fair opportunities, dual credit opportunities, SENCAP classes, mock interviews, resume' creation, voc rehab, middle school exploration classes and regular professional development opportunities for their staff. Bruning-Davenport and Deshler offer courses that provide certification for students as well. Many of these opportunities, however, are random in nature and not developed into their curriculum or even into a coherent plan to be certain that all students have opportunities to participate. In most cases, if the CTE teacher leaves the district, these opportunities will leave with them.</p>	<p>tours, job shadows and Work-Based Learning opportunities. These partnerships will also be utilized to gain information regarding business/industry needs for workforce development. These needs can help to drive career pathway development.</p> <ol style="list-style-type: none"> <li>2. Within the next four years, a consistent program of professional development will be utilized that will increase all staff knowledge and expertise (not just CTE staff). This includes expertise in the Career Development Standards and increasing the ability to provide career coaching for students with the potential of developing career plans for each student beginning at 8<sup>th</sup> grade. This professional development will be utilized to help districts put into place a purposeful program for career development.</li> </ol>
<p><b>Local Workforce Alignment</b></p>	<p>Several of the districts have gone through the former ReVision process (Southern, Thayer Central, Tri County, Freeman, Fairbury). Through this process they have learned about utilizing the H3 Website to determine local workforce needs and have worked on their programming to add curriculum to address the needs that exist. Those districts have utilized advisory boards through the process to help guide their decisions. The remaining districts (Diller-Odell, Meridian, Bruning-Davenport and Deshler) have not utilized local workforce data at this time. All of the districts have developed some partnerships with business/industry within their region, but each would like to create more. While there have been improvements to this area due to the Revision process from before, there is still a lack of</p>	<ol style="list-style-type: none"> <li>1. Within the next 4 years procedures and protocols will be developed that will require regular use of local workforce and economic data to assist in making deliberate program decisions to address workforce needs.</li> <li>2. Within the next 4 years the consortium will create and engage an advisory board that consists of community stakeholders, business/industry professionals, educators, counselors, Department of Labor and post-secondary representatives in the decision making process and for the creation of work-based learning experiences.</li> </ol>

	<p>consistently utilizing workforce data to develop programming. The focus is still more heavily weighted to 4 year college careers.</p>	
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>In the past several years several of our districts have worked to update their equipment so that students have access to industry standard equipment (Tri County, Fairbury, Thayer Central, Deshler, Southern, Freeman). Several schools have the opportunity of providing dual credit courses (Tri County, Fairbury, Deshler) through their faculty. The Educational Service Unit has purchased 3 different pieces of industrial standard equipment (vinyl cutter and heat press, large format printer and laser cutter) that is checked out to districts and rotated through them. This equipment is to help the districts provide access to this equipment for their students through entrepreneurial opportunities.</p>	<p>1. Within the next four years, programs will be evaluated to determine expansion needs.</p>
<p><b>Student Performance Data</b></p>	<p>Schools utilize student data regularly, including disaggregated data. They know that non-traditional students are underrepresented within their CTE programs. Steps have not been taken to change this situation at this time. All districts feel that they do a good job of accommodating, modifying and</p>	<p>1. In four years schools will investigate and determine why non-traditional students, in particular the female students, are not participating in CTE classes outside of FCS and Business. They will utilize this information to develop a plan to encourage these students</p>

	<p>supporting students with special needs, allowing their participation. The lack of participation by the female population in CTE courses outside of Business or FCS is of concern. Work-based learning exists in each of the schools. All offer some tours, speakers, job/career fairs for students. They would, however, like to build more opportunities for internships, apprentice opportunities, school to work opportunities and more.</p>	<p>to participate.</p>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Schools in our region offer a salary/benefit package that is comparable to surrounding districts. They either have updated CTE equipment, or are in the process of doing so. Faculty tend to be lost to larger communities with more social opportunities to offer. Development and recruitment of our own students to come back into these programs seems to be a viable opportunity for schools. Creation of strong model CTE programs is a recruitment opportunity for schools as well.</p>	<ol style="list-style-type: none"> <li>1. Within four years our consortium will create a program of professional development that will help to align CTE programs with workforce needs, including the expansion of the curriculum to additional career clusters as necessary.</li> <li>2. Within four years our consortium will help the schools identify strengths and needs of their CTE programs. They will then establish a plan to take care of the needs and utilize their strengths to create their own CTE footprint that can be used to recruit and retain staff.</li> </ol>
<p><b>Work-Based Learning</b></p>	<p>Presently our districts all provide work-based learning within the Awareness and Exploration Phases of the Nebraska Continuum. They all offer interest inventories, career related speakers, tours, and job shadows. They would all like to offer more work-based learning within the Work-Based Learning Strategies Phase. Some offer school to work (Tri County, Freeman, Thayer Central). Tri County has just established an apprenticeship program with an industry within their district that will provide 2 apprentice positions for students into the future. Most of the districts have had students</p>	<p>Within four years our consortium will focus on developing phase three of the work-based learning continuum. We will do this through:</p> <ol style="list-style-type: none"> <li>1. Participating in professional development so that staff understand what qualifies as work-based learning.</li> <li>2. Identify a plan to be purposeful and deliberate about when and how work-based learning is being offered.</li> <li>3. Develop partnerships with business/industry in the region to create more work-based learning opportunities, especially</li> </ol>

	<p>participate in CNA classes. All of the districts, however, would say that their opportunities in this phase are limited and they would like to grow them through more apprenticeships, internships, school based enterprises etc. At present, it is felt that work-based learning in the 3<sup>rd</sup> phase is extremely limited. What exists in the first two phases is not as deliberate and purposeful as it could be.</p>	<p>within phase three of the continuum.</p> <p>4. Utilize the industry grade equipment that is accessible to set up school based enterprises to give students an opportunity to experience entrepreneurship.</p>
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**Helpful Tip**

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

**Section 2: Narrative Descriptions**

**Instructions:** For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the consortium’s overall goals. You’ll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

## 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 consortium will support districts in ensuring 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 middle school, high school, and 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:** *Schools within the consortium have taken steps forward with career development in the past several years. They have a number of important components already in place: they do interest inventories with students in 8<sup>th</sup> or 9<sup>th</sup> grade, provide exploratory classes in middle school, offer career fairs, business/industry tours, speakers from business/industry, job shadowing, school to work opportunities, mock interview, resume and portfolio creation and so on. They have also begun to create some partnerships with business/industry in their districts to help provide opportunities. Unfortunately, much of this work is random in nature at this time. There is not a developed and purposeful plan showing how, when or why they will provide these opportunities to students. The partnerships that exist are mostly surface level at this point. They are not utilizing business/industry to help drive the programming that they offer to students. They know that they should be providing career coaching with students, but they don't know how to do that in a meaningful way, so they move forward with ideas that they "give a try" in random fashion. They know where they want to go with career development, but don't know how to get there. They are in desperate need of professional development to help them get there. The consortium will provide that professional development to them. We will set up long term, ongoing professional development that helps them to build on previous knowledge and move forward with the creation of a purposeful career development plan in their districts one step at a time. This professional development will be instrumental in helping them to take the good components that already exist, fill in missing components and help them to develop a consistent career development program that will help students become self-aware, identify*

**career areas to explore and make a plan for their future. Career coaching will be a needed component to this process. Our staff (all staff, not just CTE staff) don't know how to effectively do that at this time. Professional development will have to build that capacity within all staff as well. This professional development is not a "one and done" session. This is long term and ongoing. It will not be complete within this Perkins V cycle. This is something that must continue on well into the future. The consortium will also help them to develop the business/industry partnerships that will be more than surface level to benefit their career development programs. These partnerships can help to identify career paths and programs that are needed for workforce development within the region as well.**

**2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

- 1. Within the next four years, partnerships will be developed with the local business/industry to provide consistent opportunities for students to explore career interests, including: speakers, tours, job shadows and Work-Based Learning opportunities. These partnerships will also be utilized to gain information regarding business/industry needs for workforce development. These needs can help to drive career pathway development.**
- 2. Within the next four years, a consistent program of professional development will be utilized that will increase all staff knowledge and expertise (not just CTE staff). This includes expertise in the Career Development Standards and increasing the ability to provide career coaching for students with the potential of developing career plans for each student beginning at 8<sup>th</sup> grade. This professional development will be utilized to help districts put into place a purposeful program for career development.**

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ol style="list-style-type: none"> <li>1. Increase professional development opportunities to expand knowledge and develop expertises in all staff               <ol style="list-style-type: none"> <li>a. define or identify what already exists</li> <li>b. Identify additional career development needs</li> </ol> </li> </ol>
<b>Year 2: 2021-2022</b>	<ol style="list-style-type: none"> <li>1. Utilize the expertise and information gained in year 1 to:               <ol style="list-style-type: none"> <li>a. make adjustments to current program to be more purposeful with the career development opportunities that exist</li> </ol> </li> </ol>
<b>Year 3: 2022-2023</b>	<ol style="list-style-type: none"> <li>1. Expand collaboration with local businesses, building partnerships, that address the needs identified in year 1</li> <li>2. Continue professional development to develop skills to provide career coaching to students</li> </ol>
<b>Year 4: 2023-2024</b>	<ol style="list-style-type: none"> <li>1. Focus on individual classes and course offerings, including analysis of career clusters.</li> <li>2. Continue professional development on career coaching to develop and pilot a career coaching model approach to career development</li> </ol>

## 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 each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

### 3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

**RESPONSE:** *In reviewing the Local and Regional CTE Assessment results, we found that there was a definite pattern of need within the schools in our region. Professional Development will be prioritized for this grant. Our schools found that they have much in place that is good and moving in the right direction, but it is not purposeful in its implementation. It is more random in nature. All of the schools identified that they need professional development on the Career Readiness Standards and Career Coaching to help them move their programs forward. With professional development they will be able to identify a purposeful plan of implementation for the CTE programs. Also identified by all of the consortia schools as low areas was Local Workforce Alignment. They are beginning to develop partnerships and giving students opportunities to explore careers other than 4 year college careers, but again, it is random in nature and not purposeful. They know of the H3 website and several have used it through the former Revision, but they do not have a process in place that utilizes the workforce data consistently to make decisions about programming. The final area that showed up across all consortia schools was a need to improve Work-Based Learning opportunities. They have a number of opportunities in the Awareness and Explore phases of the continuum, but not as much within the Work-Based Learning Strategies phase. Again, much of this is more random and not purposely planned. In looking at the overwhelming need in those three elements, they will be prioritized for this cycle. Professional Development will drive our work. They need to improve their expertise and skills in order to be able to create purposeful plans that will be utilized for informing their programs. Our goals came directly from the Local and Regional CTE Assessments. They were very helpful in identifying our needs and goals.*

### 4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

**RESPONSE:** *We will be exploring and possibly developing programs of study in Human Services & Education (Education and Training, Human Growth and Development), Health Sciences (Health Science 1, 2 and 3) and Skilled Technical Science (Construction - Electricity, Plumbing and possibly HVAC). These are all areas that show up in our region's H3 workforce needs and are programs that don't exist in our schools at this time. We are looking at ways in which students can have an opportunity to explore careers in these areas through simulations. These can be added into courses that either already exist as an area of exploration in that career cluster, or could be included into a new course that allows for the creation of a new career pathway.*

### 5. How will students, including those from special populations, learn about their school's 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:** *We have a lot of work to do in this area. Right now, students find out through the guidance counselors and the curriculum course description booklets that all of the districts have. This method is not as successful as it needs to be. This is a process that will need to be changed as we participate in professional development and learn better methods. We need to conduct a study to find out why the non-traditional students (females in our case) do not participate in CTE courses outside of FCS and Business. We will need to utilize that information and the professional development to develop a new method for students to access the CTE course offerings. Programs of study are already identified within the course booklets, but we need to be certain to add programs of study to the listings as they are developed. We know that females are not participating in our CTE courses, but at this point, we don't know why. We can't identify how the advertisement of the CTE courses will change until we have more information, but it definitely needs to be more than handing students their course manuals. The career coaching model will need to play a part in this process as well - but we need professional development before that can be developed and implemented. Besides the course booklet, our schools do have the opportunity to check out commercial equipment from several career clusters to utilize in any content area class. Higher exposure to equipment such as 3D printers and CAD software for projects may stir interest in students that would not normally take the CTE courses as well. These procedures and protocols for students is a big part of what we need to work on and develop this cycle. We don't have this now - not in a good format.*

6. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**Consortium Goal(s) for Local Workforce Alignment:**  
*(Copy and paste from the reVISION Summary)*

1. Within the next 4 years procedures and protocols will be developed that will require regular use of local workforce and economic data to assist in making deliberate program decisions to address workforce needs.
2. Within the next 4 years the consortium will create and engage an advisory board that consists of community stakeholders, business/industry professionals, educators, counselors, Department of Labor and post-secondary representatives in the decision making process and for the creation of work-based learning experiences.

**Prioritized Action Steps for Local Workforce Alignment:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ol style="list-style-type: none"> <li>1. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs.               <ol style="list-style-type: none"> <li>a. Review curricular offerings to match workforce demands.</li> </ol> </li> </ol>
<b>Year 2: 2021-2022</b>	<ol style="list-style-type: none"> <li>1. Provide programs of study that address new/emerging needs.</li> </ol>

	<ul style="list-style-type: none"> <li>a. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.</li> <li>b. Develop programs that fit the workforce needs of our community and create relevant coursework.</li> </ul> <ul style="list-style-type: none"> <li>2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ul style="list-style-type: none"> <li>a. Review curricular offerings to match workforce demands.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>1. Provide programs of study that address new/emerging needs. <ul style="list-style-type: none"> <li>a. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.</li> <li>b. Develop programs that fit the workforce needs of our community and create relevant coursework.</li> </ul> </li> <li>2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ul style="list-style-type: none"> <li>a. Review curricular offerings to match workforce demands.</li> <li>b. Continue to look for alternatives for smaller communities to enhance their programs.</li> </ul> </li> <li>3. Pursue career experiences for our diverse learners that fits with their skill and interest. <ul style="list-style-type: none"> <li>a. Expand use of NDOL to assist in providing experiences for students with special needs.</li> <li>b. Work with local agencies to maximize the opportunities.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>1. Provide programs of study that address new/emerging needs. <ul style="list-style-type: none"> <li>a. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.</li> <li>b. Develop programs that fit the workforce needs of our community and create relevant coursework.</li> </ul> </li> <li>2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ul style="list-style-type: none"> <li>a. Review curricular offerings to match workforce demands.</li> <li>b. Continue to look for alternatives for smaller communities to enhance their programs.</li> </ul> </li> <li>3. Pursue career experiences for our diverse learners that fits with their skill and interest. <ul style="list-style-type: none"> <li>a. Expand use of NDOL to assist in providing experiences for students with special needs.</li> <li>b. Work with local agencies to maximize the opportunities.</li> </ul> </li> </ul>

### 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 [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.

**RESPONSE:** When looking at the Local and Regional CTE assessment results we find that many of the action steps listed by districts are already in process for them and do not require assistance through Perkins to complete - for example, purchase of commercial welders, use of industrial standard equipment from ESU with existing course offerings. What comes out as a need is the identification of FCS program of study courses for students. This could be through two different approved programs of study options: Health Sciences - Allied/Public Health (Health Science 1, Health Science 2 and Personal & Community Medical Issues/Public Health) or Health Science (Health Science 1, Health Science 2, Health Science 3). It could also be within the Child Youth and Family Studies (Human Growth and Development, Child Development and Life and Career Readiness).

8. How will your consortium 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:** This needs to start with the coherent and rigorous content that is aligned with the standards. To be able to do this, our staff will need to participate in professional development so that they know what that looks like. When more expertise is built through the staff, they then are better prepared to teach and assess the skills with the students.

9. Describe how districts within the consortium will 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: We have a number of ways in which postsecondary credit can be received already in place. Our schools offer dual credit courses, college credit courses and certification programs to students. They are always looking for ways to provide these opportunities to students. We can look at ways in which students can attend nearby districts to take this type of course when it doesn't exist in their own district.***

**10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**Consortium Goal(s) for  
Size, Scope, and Quality and Implementing CTE Programs of Study  
(Copy and paste from the reVISION Summary)**

1. Within the next four years, programs will be evaluated to determine expansion needs.

**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>
<b>Year 1: 2020-2021</b>	<ol style="list-style-type: none"> <li>1. Develop and pilot a FCS course/program of study</li> <li>2. Continue to inventory curricula to determine additional programs needed</li> </ol>
<b>Year 2: 2021-2022</b>	<ol style="list-style-type: none"> <li>1. Provide FCS course/program broadly to consortium</li> <li>2. Develop and pilot an additional course/program of study - based on inventory</li> </ol>
<b>Year 3: 2022-2023</b>	<ol style="list-style-type: none"> <li>1. Develop and pilot an additional course/program of study - based on inventory</li> </ol>
<b>Year 4: 2023-2024</b>	<ol style="list-style-type: none"> <li>1. Develop and pilot an additional course/program of study - based on inventory</li> </ol>

## 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 Local and Regional CTE Assessments, each district 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;

11. Describe how the consortium will provide support to teachers so they will:
- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
  - Prepare CTE participants for non-traditional fields
  - Provide equal access for special populations to CTE courses, programs, and POS; and
  - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

**RESPONSE:** *Many of the special population categories do not exist in our region. We have individuals with disabilities, economically disadvantaged students, individuals preparing for non-traditional fields and sometimes English learners. We will monitor all special population data yearly for participation and achievement in CTE. The students preparing for non-traditional fields are the ones that show up as participating less in our CTE classes. For us, this is our female students. We will need to prepare a study to find out why they are not participating to be able to find a way to provide support to them and to the teachers. We have many activities in place that provide access to H3 sectors or occupations – but our problem is that they are not purposeful at this point. They are random activities. In order to do a good job for all of our students, including the special populations, we must utilize professional development to identify what our program should look like. We must also create a purposeful plan and protocols for when and how the current activities fit within the curriculum and courses to provide the most meaning to the students. Continuing to function in a random nature is not what we want. We want to utilize professional development to create a plan for the program. If we have a purposeful, well laid out plan, it will consider the non-traditional students and have in place ways in which to provide equity and access to them. We are not there yet – we need to work on that these next four years.*

12. How will the consortium 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 target individual schools to develop strategies to eliminate those disparities or gaps.

**RESPONSE:** *With our work to create a purposeful CTE program, one of the considerations needs to be the data that we are collecting locally along the way, how are we looking at that data and what happens because of what the data says. As we participate in professional development, one of the strategies that will be most helpful in eliminating disparities and gaps would be the*

***coaching model that we wish to put into place. This model can help us to use our data and intercept those disparities.***

**13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

**1. In four years schools will investigate and determine why non-traditional students, in particular the female students, are not participating in CTE classes outside of FCS and Business. They will utilize this information to develop a plan to encourage these students to participate.**

**Prioritized Action Steps for Student Performance Data:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	1. Create a study to identify why females are not participating in CTE courses outside of FCS and Business courses.
<b>Year 2: 2021-2022</b>	1. Analyze study results from potential non-traditional students to help understand why they are not participating in CTE courses outside of FCS and Business
<b>Year 3: 2022-2023</b>	1. Develop a plan to address the reasons identified through the study
<b>Year 4: 2023-2024</b>	1. Continue to implement plan to target the non-traditional students

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

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

**14. Describe how your consortium will coordinate with the NDE and institutions of higher education 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: We will be coordinating/partnering with NDE and post-secondary institutions to provide needed professional development for our staff and additional opportunities for our***

students. Professional development is limited for CTE staff at this point. We will make that be an area of focus for our region during this grant cycle. We have already started an annual CTE conference where we partner with SCC and ESU 4. NDE CTE specialists played a large role in the success of that conference in its inaugural year. We will continue to utilize the expertise at NDE for breakout sessions at the conference. SCC staff also played a large role in the breakout sessions as well – this will also continue. We have quarterly meetings with the SCC SENCAP program to be certain that we are aware of the current standing of that program. SENCAP is utilized regularly by our schools to provide additional career exploration opportunities for students, as well as the capstone classes for several career pathways. We plan on building a program where we are able to recruit our students into the CTE field, with the hope that we can bring them back into the districts as teachers. We also plan to extend the footprint of our CTE programs – what are we doing well, what opportunities are students getting there, how does our current program connect with workforce needs? Part of this plan will also be built during the course of these 4 years. We have not done a good job of using our data. We need to develop a system to do that. This system may identify more ways to recruit and retain quality staff. This has not been an issue in our region up to this point. We have CTE staff that come to our schools and stay in them. Within the nine schools in our consortium, two of them have females in the non-traditional roles. We need to develop a plan to support them in their work. That model could potentially recruit more non-traditional staff as well.

**Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**

*(Copy and paste from the reVISION Summary)*

1. Within four years our consortium will create a program of professional development that will help to align CTE programs with workforce needs, including the expansion of the curriculum to additional career clusters as necessary.
2. Within four years our consortium will help the schools identify strengths and needs of their CTE programs. They will then establish a plan to take care of the needs and utilize their strengths to create their own CTE footprint that can be used to recruit and retain staff.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Recruit, Retain and train highly qualified instructors.

	<ul style="list-style-type: none"> <li>a. Develop a method to increase the “footprint” of our CTE programs. We need to promote what is great about CTE to recruit quality staff</li> <li>2. Encourage professional development geared toward CTE aligned with district CTE needs.</li> </ul>
<p><b>Year 2: 2021-2022</b></p>	<ul style="list-style-type: none"> <li>1. Recruit, Retain and train highly qualified instructors. <ul style="list-style-type: none"> <li>a. Develop a method to increase the “footprint” of our CTE programs. We need to promote what is great about CTE to recruit quality staff</li> <li>b. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest, “grow your own programs.”</li> </ul> </li> <li>2. Encourage professional development geared toward CTE aligned with district CTE needs.</li> <li>3. Adopt, examine, and expand curriculum to additional career clusters/pathways.</li> </ul>
<p><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>1. Recruit, Retain and train highly qualified instructors. <ul style="list-style-type: none"> <li>a. Develop a method to increase the “footprint” of our CTE programs. We need to promote what is great about CTE to recruit quality staff</li> <li>b. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest, “grow your own programs.”</li> </ul> </li> <li>2. Encourage professional development geared toward CTE aligned with district CTE needs.</li> <li>3. Adopt, examine, and expand curriculum to additional career clusters/pathways.</li> </ul>
<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>1. Recruit, Retain and train highly qualified instructors. <ul style="list-style-type: none"> <li>a. Develop a method to increase the “footprint” of our CTE programs. We need to promote what is great about CTE to recruit quality staff</li> <li>b. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest, “grow your own programs.”</li> </ul> </li> <li>2. Encourage professional development geared toward CTE aligned with district CTE needs.</li> <li>3. Adopt, examine, and expand curriculum to additional career clusters/pathways.</li> </ul>
<p><b>Element 6: Work-based Learning</b></p>	

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. 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/>.

**15. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

*RESPONSE: We have a good start with work-based learning opportunities in our consortium. All of our schools offer opportunities in the Explore and Awareness phases of the continuum. These activities include, but are not limited to: speakers, research projects, tours of business/industry, career fairs, job shadowing, mock interviews and creation of a resume and portfolio. Many of the districts have created good partnerships with business/industry in their region (Freeman, Deshler, Thayer Central, Tri County, Fairbury) but would like to expand those opportunities. Tri County will have a youth apprenticeship opportunity for up to two students beginning the 20-21 school year with an industry (Malco Product) in their district. We have two additional industries (Metal Quest and Exmark) that are currently in the process of developing apprenticeship opportunities as well. We have lots of opportunities, but these are not planned to be certain that they are meaningful opportunities for students. We need to develop a system to purposely look at each student and identify high-quality work-based learning opportunities for them. This system is not in place at this point and so opportunities are random, disjointed or not aligned with the student's chosen interest area. Through our career exploration program at the ESU (EKCO - Exposing Kids to Career Opportunities) we have created some very strong partnerships with business/industry. We need to leverage that program to utilize those relationships to create work-based opportunities for students. While we have a number of good partners already, we also need to continue to build more partnerships. Our business/industry is willing and excited to work with the schools. We need to find a purposeful way to tap into that opportunity.*

**16. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Work-based Learning:**  
*(Copy and paste from the reVISION Summary)*

- 1. Within four years our consortium will focus on developing phase three of the work-based learning continuum. We will do this through:**
  - a. Participating in professional development so that staff understand what qualifies as work-based learning and can think purposefully about how to offer these opportunities to students within their curriculum.**

- b. Identify a plan to be purposeful and deliberate about when and how work-based learning is being offered, being certain that it is aligned with workforce needs and student's career interests.
  - c. Develop partnerships with business/industry in the region to create more work-based learning opportunities, especially within phase three of the continuum.
2. Utilize the industry grade equipment that is accessible to set up school based enterprises to give students an opportunity to experience entrepreneurship.

**Prioritized Action Steps for Work-based Learning:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> <li>a. Utilize professional development to understand what qualifies for work-based learning experiences.</li> <li>b. Identify the work-based learning that currently exists</li> </ul>
<b>Year 2: 2020-2021</b>	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> <li>a. Utilize professional development to understand work-based learning</li> <li>b. Identify needs for work-based learning in our programs</li> </ul>
<b>Year 3: 2022-2023</b>	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> <li>a. Develop a plan to build partnerships with local business/industry to fill the work-based needs identified</li> </ul>
<b>Year 4: 2023-2024</b>	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> <li>a. implement the work-based learning plan</li> </ul>

**Ensuring Equitable Access**

**17. 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: We utilized provided NDE reports to see if we had any special populations that were unbalanced in their participation. We found that in our region non-traditional students (for us females) was the only place that our data showed the participation as lower. As we set our goals we were very aware that we had to explore why that is? Professional development will be necessary to help us build a purposeful program that routinely considers all students and their participation in the CTE program. Our goals are written around the professional development that will be required. Through the development of expertise in our staff, we will be able to better identify methods to be purposeful with our programs, including how we provide access to all students.***

## 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 Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); 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 (2020-2024). 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 consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

**It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.**

***RESPONSE: We will utilize an Advisory Committee that will meet two times each year (once in the Fall and again in the Spring) each year throughout the duration of the application. The membership of the Advisory Committee was the following people during our first consortium year (2019-2020):***

- Thomas Dux CTE Teacher**
- Sarah Wollenburg CTE Teacher**
- Justin Sand CTE Teacher**
- Michelle Dubbert General Education Teacher**
- JD Dalrymple General Education Teacher**
- Damen Kugel Administration**
- Chris Prosocki Administration**
- Kathy Brzon Guidance Counselor**
- Rita Becker Guidance Counselor**
- Jackson McNiff Student**
- Brenda McNiff Special Education Parent**
- Dr. Randy Nelson Southeast Community College**

- **Erin Chadwick Workforce/Economic Development (nGage)**
- **Kari Jannsen Department of Labor**
- **Chief Davidson NEAPCO – Business/Industry**
- **Doug Wilkinson Reinke Manufacturing – Business/Industry**
- **Judy Brahm Endicott Clay – Business/Industry**
- **Anthony Drewes Gobel Construction – Business/Industry**
- **Annette Weise – ESU 5 Perkins Grant Administrator**

**We will need to look at this Advisory Committee to see if all are still willing to participate as a member. These people represent all of our districts and all of the required stakeholders - with the exception of an instructional support person. We will need to add someone in that role. As additional career pathways are determined for development, we may consider adding staff in that area if not already represented. The Advisory Committee will serve three roles: They will advise the consortium as to the skills, knowledge, tools, technology and tasks that are needed in today's careers. They will assist in the carrying out of the grant activities, such as providing tours for students. They will also be called on to advocate, promoting the importance of CTE programing,**

An example Agenda:

Call to order

Welcome and Introductions as necessary

Approval of previous minutes

Setting of Norms for meeting

Setting of Role of the Advisory Committee

Overview of Current State of the Consortium CTE Program

Unfinished Business

- Report of Response to Previous Committee's Recommendations
- Update on Program of Work for Year

New Business

- Discussion of a Program of Work
- Assess Equipment and Facilities

Scheduling of Next Meeting

Adjourn