

*re*VISION

Action Grant

Application

2020-2021

Ralston Public Schools

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

nebraska department of education



General Information

Please refer to the **reVISION Action Grant Application Guidelines** on our webpage, <https://www.education.ne.gov/nce/revision/action-grant-2020/> for the following details: grant program overview, eligible recipients, priorities and preferences, use of funds, timelines and deadlines, application format, and application evaluation and selection criteria.

Application Elements

The following outline is provided to support applicants as they develop their applications. The questions below are intended to guide the applicant's thinking, but should not be viewed as an exhaustive or prescriptive list for preparing the application. Feel free to include additional information or materials as deemed relevant for your proposed goals, needs, and activities. Page lengths provided after each narrative section are offered as suggestions, not requirements.

Section 1: Application Overview (1/2-1 pages)

Briefly describe what you hope to accomplish within the grant award period, specifically focusing on the ways in which the grant funds would be used to strengthen your career education system and ensure its alignment with the findings from your reVISION process. In what ways will the work you intend to accomplish during this grant period better prepare students for success in postsecondary education and Nebraska's workforce? How will this work improve, modernize, or expand your career education programs to align with Nebraska's economic priorities and workforce labor demands? Include relevant and supporting data and/or labor market information.

In Ralston Public Schools, our goals for the 2020-2021 reVision Action Grant can be divided into three main areas: 1) Aligning CTE programs at Ralston Middle School and Ralston High; 2) Systemic career development in manufacturing program at RHS; 3) Work-based learning opportunities and cross-content collaboration in our culinary arts academy; and 4) ASE Accreditation for the RHS Automotive Academy.

Funds acquired through the reVision Action Grant will strengthen the career education system in Ralston Public Schools in numerous ways. First of all, aligning CTE coursework in grades 7-12 will ensure that teachers are utilizing all available resources to provide students with career awareness and exploration opportunities, while addressing any potential gaps in the curriculum or course sequences. By modernizing our manufacturing and automotive programs, both of which are H3 areas (high skill, high demand, and high wage), we will better prepare our students for work-based learning opportunities, postsecondary education, and workforce employment after high school. By addressing work-based learning and school-based enterprise in our culinary arts program, we will be expanding WBL opportunities for students in multiple programs, while creating cross-collaboration and joint efforts with our community business partners and fellow school districts with similar programming.

Each of our initiatives within reVision will better prepare our students for postsecondary education and the workforce. This will be accomplished by increasing industry-level certifications with ASE in our automotive program. We will also introduce computer-numerical control (CNC) technology in our manufacturing program, which will align with the educational focus of

postsecondary programs. Aligning our CTE programs in grades 7-12 will ensure that career readiness will be embedded into every CTE course, and that students have a clear educational sequence and understanding of major CTE concepts through a concise progression. We will also be expanding our curricular focus and work-based learning opportunities in culinary arts, providing students with knowledge of food science and agriculture, as well as marketing, sales, and management.

Automotive, manufacturing, and agricultural-related career fields are in high labor demand, both in the Omaha metro area and across the state of Nebraska. Automotive service technicians, for example, represent 221 annual openings in Omaha, and over 500 openings across the state of Nebraska. Machinists in manufacturing represent over 1,100 annual openings in Omaha, and nearly 4,000 across the state of Nebraska. The hospitality industry, as well as agriculture, also represent high demand areas. Bakers, as well as plant and soil scientists, each represent over 100 annual job openings in the state of Nebraska (h3.ne.gov). Our educational initiatives with reVision align directly with each of these areas.

Section 2: Key Objectives (1-2 pages)

Describe how your overall goals for this grant period align with at least two of Nebraska CTE's Perkins V strategic priorities. What outcomes do you hope to achieve relative to those identified in your Perkins V local application? If achieved, how would these changes contribute to aligning your CTE system or programs with Nebraska's workforce needs and economic development priorities? Describe how this grant would connect to and build upon existing work already underway that helps prepare students for success in postsecondary education and Nebraska's workforce.

Although a strong case could be made that the initiatives that have been identified in this application directly relate to all eight of the Perkins V Strategic Priorities, those that are most directly connected are: 1) Aligned CTE Programs; 2) Systemic Career Development; 3) Work-Based Learning; and 4) Middle School CTE. One of our primary goals is to align our CTE courses in grades 7-12. In doing so, we will be accomplishing CTE program alignment that will ensure that students have opportunities in career awareness and exploration, as well as enhance their knowledge of programs available at Ralston High School and through our partnerships with Metro CC. Through the modernization of our manufacturing and automotive programs of study, we are accomplishing systemic career development by exposing our students to learning resources, certification, and equipment that align with industry standards. This will also help to ensure that our students are prepared for postsecondary training and work experiences after graduation. Currently, we offer work-based learning through internships in our automotive coursework, as well school-based enterprise in our culinary arts program, although there is room for improvement and expansion in these areas, as well as manufacturing. The initiatives described in this application detail how this will be accomplished through reVision. Finally, we will be focusing on middle school CTE through our curriculum review process in 7th and 8th grade Career Exploration class, as well as Family Consumer Science and Skilled Technical Science coursework.

There is a high level of correlation between the initiatives described in this application and our goals associated with the Perkins V Grant process. For example, in the Career Development section of Perkins, Ralston Public Schools detailed the importance of reviewing middle school offerings in CTE with the vision of creating a PK-12 CTE Framework in the future. The course alignment initiatives in this proposal directly support that work. With regard to Local Workforce Alignment, we recognize the importance of program of study review to align with labor demands.

As part of such, we value opportunities in hospitality and tourism, as well as our manufacturing and automotive programs, but we recognize that there is room for expansion based on student interest, district capacity, and DOL data. Within Perkins, we also identified areas of focus for Implementing Quality CTE Programs. In this area, we have made significant strides, including the acquisition of Work-Based Learning endorsements for all of our high school CTE teachers. We would like to utilize their expertise to develop a concise plan for work-based learning in culinary arts, manufacturing, and business fields.

Our areas of focus for reVision directly align with workforce demands in the Omaha metropolitan area, as well as the state of Nebraska. Agriculture and manufacturing comprise the two highest demand career fields in the state. Our manufacturing program of study at Ralston High School has gained significant popularity in recent years, due in large part to our partnerships with local businesses and increased awareness of employment opportunities. And, although we do not currently offer an agricultural program of study at RHS, our culinary arts program exposes students to food science principles and career possibilities. This exposure, as well as our intentional instruction at the middle school level on agriculture in Nebraska, has led to an increase in student interest for agriculturally related career fields. From 2018-20, career interest surveys through Naviance showed a significant increase of students focused on agriculture in comparison to previous years. Our current freshman class represents over 35 students whose primary interest area is agriculture. By expanding our offerings in culinary arts to incorporate food science and related work-based learning, we will be able to offer our students a more industry-aligned experience. The automotive industry is another booming economic sector of Nebraska, and one in which we have seen significant growth in our programs of study. For the past three years, enrollment in all automotive-related courses at Ralston High School has increased, including program of study completers. From 2019-20 to the present year, the number of students completing Automotive Academy 2 has nearly tripled. By becoming the only ASE-accredited high school program in the Omaha metropolitan area, we will further increase awareness and interest in this high-demand area through our programs.

The goals and initiatives described in this grant proposal connect closely to the work already happening in Ralston Public Schools. Specifically, we already represent programs of study for manufacturing, automotive, and culinary arts, and we offer related Career and Technical Student Organizations (CTSO's) to students through SkillsUSA and FCCLA. Students in culinary arts also complete school-based enterprise projects through the development of foods stands, and they have the option to apply for culinary internships after the completion of Culinary 2. Within our automotive classes, we have taken several steps to improve this program, including the development of an automotive business advisory to help develop our programs with industry-level guidance. Two years ago, we also created an internship framework for our automotive academy completers, allowing them to do internships with our business partners during their senior year. This has led to college sponsorships for every one of our auto academy completers. To develop our manufacturing and construction programs of study, we partnered with the Omaha Carpenters Union to adopt industry-level curriculum, and to create a system of support for our students that extends beyond the walls of Ralston High. Students who complete this program of study have automatic acceptance to the Carpenters Apprenticeship program after high school, should they choose this path. Currently at Ralston High School, we offer Career Explorations and Consumer Finance as graduation requirements, not to mention over 16 programs of study that students can participate in. We also partner with Metro Community College to enable students to take high school academy coursework in over 26 different areas, as well as College Jumpstart courses and dual credit opportunities for those who wish to participate.

At the middle school level, we offer Career Explorations in both 7th and 8th grade, as well as FCS and STS elective courses to prepare students for high school offerings.

Section 3: Project Activities (varies)

Each project activity should be listed in the order of priority of funding requested.

Please number/list each activity individually and provide the following information:

1. Provide a detailed narrative describing the activities to be funded. Include detail for specific expenditure items (i.e. names of conferences to be attended, equipment to be purchased, etc.). In addition, include a detailed justification for the activities and expenditures based on your reVISION process findings and Perkins V local application goals.
2. Describe how you will evaluate whether or not your activities will have contributed to your overall goals using these grant funds. What indicators will be examined? What data will be collected? How will these data and results be used to enhance or refine your goals and your overall CTE system?
3. Describe how the activities will be sustained beyond the grant period. What local contributions will be provided to ensure the efforts made will maintain momentum? Be explicit. If grant funds are not available in future years, how will your goals/activities continue to be addressed.

1) **Aligning CTE programs at Ralston Middle School and Ralston High:** Currently, there is CTE programming at Ralston Middle School in the form of a Career Explorations course, as well as courses in Skilled / Technical Sciences and Family Consumer Sciences. Ralston High School, in addition to offering 16 different programs of study, currently also requires a high school level Career Explorations course, as well as Consumer Finance, both of which are graduation requirements. This progression needs to be examined more closely to ensure alignment. Doing so could eliminate unnecessary graduation requirements and create avenues for students to pursue multiple programs of study including dual credit opportunities.

Success will be measured by evidence of a clear progression of coursework related to Nebraska CTE standards. Data will also be analyzed to determine what effect, if any, the alignment of CTE courses has on student enrollment in programs of study in following years. Students will also be given perceptual surveys on their experiences in Career Explorations and Consumer Finance, which will become Career and Financial Literacy. Data obtained from these sources will be utilized to further develop these courses and address any potential gaps in learning.

Beyond the reVision Grant, these activities will be sustained through district level funds allocated for Career Education and applicable Perkins dollars which align with these initiatives. At RMS and RHS, specific budget lines provide resources to each CTE program, which will help to sustain these activities in the future.

-Collaboration / Work Hours for 10 CTE Teachers x 8 hours: \$2,400

-Middle School CTE Curriculum Adoption for Career Explorations: \$10,000

-Equipment to modernize middle school FCS/STS/CTE programs: \$10,000

Total Allocation: \$22,400

2) **Systemic career development in manufacturing program at RHS**

Currently, there is a manufacturing program of study that exists at Ralston High School, in addition to our Construction program of study and other related programs. Each year since this

program has begun, we have seen a significant increase in demand for these courses. This has occurred through awareness of H3 careers in the manufacturing industry as presented through our Career Explorations courses at Ralston Middle School and Ralston High, as well as our business partnerships with companies like Lozier Manufacturing. Our students in these courses have the opportunity to complete site visits to Lozier and learn more about their products, services, college sponsorships, etc. Through the reVision Grant, these efforts will be enhanced through additional industry-level equipment and continued partnerships with local businesses such as Lozier. This equipment will also offer cross-content collaboration between Skilled and Technical Sciences, Family and Consumer Sciences, and our related CTSO's. Success in this area will be measured by student perceptual data via surveys in our manufacturing courses. We will also be examining enrollment data in this area to determine what effect, if any, modernization to this program will have on student interest and the number of program completers before and after its implementation. In addition, we will be collaborating with members of our blueprint Advisory Board to align our efforts with industry demands. Once the reVision Grant resources have expired, we will be utilizing district CTE dollars, as well as applicable Perkins Grant dollars, to continue improvement of our manufacturing program. We will also continue to develop partnerships with local manufacturing businesses to include opportunities for financial collaboration.

ESAB Rebel Welder (\$3,000) x 4 stations = \$12,000
Technology software for Baleigh Industrial CNC = \$3,000
Staff Training for Baleigh Industrial CNC = \$2,900
Hypotherm 65 Plasma Cutter = \$3,200
Total Allocation: \$21,100

3) Work-based learning opportunities and cross-content collaboration in our culinary arts academy

Our Culinary Arts Academy at Ralston High School has had considerable interest from our student body since its inception. Our students obtain a valuable experience through our instructor, as well as our culinary business partnerships in the Omaha Metro area, such as Applewood HyVee, whose staff will coteach specific concepts to our students and provide industry-level guidance. Our students also have the opportunity to compete through the FCCLA student organization, and all of our academy-level students take advantage of this. This year, we have also begun incorporating school-based enterprise in our culinary classes, where students create and operate their own food stands. This has been a very successful endeavor, just as our culinary academy has been a success. With that in mind, we also see the opportunity to incorporate food science concepts into our instruction, as well as our school-based enterprise. Through a student-centered greenhouse, we would be able to collaborate with industry partners in the culinary and agricultural fields to teach our students about farm to table concepts, hydroponics and soil growth, business ownership / entrepreneurship, as well as career opportunities in related H3 careers. Certainly, with agriculture being the number one industry in the state of Nebraska, this concept is both relevant and meaningful for our students. As a corollary, we have seen a significant increase in the number of students who have indicated a high interest in agriculture, as evidenced by the Naviance Career Interest Inventory taken in 8th grade. The greenhouse would also allow inter-department collaboration between our science and culinary departments, as well as our DECA and FCCLA CTSO's in promoting the greenhouse products for distribution. Success in this area will be measured by examining student perceptual data related to their experiences in the culinary arts program, as well as student involvement in the greenhouse

operation. We will also be gathering feedback from our industry partners on our program implementation. This collaboration will take place through our blueprint Advisory Board, as well as our related business partnerships through the culinary program itself. In addition, we will be tracking program of study completers in this program and gathering evidence on student interest for an agricultural program of study in the future.

The reVision Grant will be used primarily for the acquisition of a mobile greenhouse and its related components. Once the greenhouse is operation, Ralston Public Schools will continue to finance this endeavor through multiple financial modes, including CTE-allocated district dollars, as well as Perkins Grant dollars, when applicable. We will also utilize our industry partnerships to help support financial efforts for future program expansion.

Mobile Greenhouse through Ruff Brothers Construction: \$18,000

Utility installation: \$3,000

Heating / Cooling Elements: \$5,000

Water and Fertilizer Lines: \$5,000

Tables, soil, and related supplies: \$9,000

Total Allocation: \$40,000

4) ASE Accreditation for the RHS Automotive Academy

Ralston Public Schools has invested significantly into the Automotive program at Ralston High School. This academy offers students the ability to take courses in automotive maintenance, small engine repair, and two years of academy-level work, including work-based learning through industry partnerships via our Automotive Advisory Board. As we know, the automotive industry shows a significant demand in the state of Nebraska. Each of our Advisory partners offers students the ability to secure a college sponsorship through employment if they apply and are accepted. At the time this was written, two of our most prominent partners, Baxter and Woodhouse Auto, each had over 20 vacant automotive technician positions available. Through the reVision Grant, we will be able to strengthen this program by aligning with industry standards through ASE program accreditation. ASE is the leading name in automotive certification, allowing students to complete industry-level training while still in high school. These certifications will stay with them as they continue their professional and postsecondary pursuits.

Success in this area will be evidenced by the completion of program accreditation itself, which requires multiple steps, including extensive documentation submission, as well as an internal and external program review of two different teams. Other data collected will include individual student certifications completed as a result of this implementation, as well as tracking of students who choose to pursue related careers after graduation.

Ralston Public Schools has an agreement with our Automotive Advisory to include program partnership costs which include a shared responsibility to sustain and expand our programs. This partnership will be utilized to sustain efforts completed through the reVision Grant. These will include industry donations, district-assigned CTE dollars, and Perkins Grant funds, when applicable.

Fluid Exchange Equipment through BG Products: \$2,500

Roll-On Vehicle Lift: \$11,550

Internal and External ASE Audits: \$1,000

Instructor work hours for program review x 20: \$600

ASE Program initial Membership Fee: \$850

Total Allocation: \$16,500

Section 4: Commitment & Capacity (1 page)

Briefly describe who will be responsible for serving on your leadership team, including school/district/college leadership, fiscal leadership, advisory council members, etc. How will this team ensure that the grant funds will be used to meet the goals outlined and connect the work of your reVISION process findings and your Perkins V local application goals?

If you have been able to secure “matching” funds, which may include cash outlay or in-kind contributions, describe who has pledged to support your efforts. Documentation of these pledges (e.g. pledge letters) should be included as an appendix. Refer to the Action Grant Application Guidelines for more information.

The leadership team responsible for the implementation of the reVision Grant will be our blueprint Leadership Team at the district level, which includes the following individuals and their respective titles: Dr. Josh Wilken (CTE/EL Coordinator), Dr. Mark Adler (Superintendent), Dr. Cecilia Wilken (Director of Teaching and Learning), Mr. Joe Kilzer (AP, Ralston High), Mrs. Stacy Athow (Dean of Students, Ralston High), Mr. Andrew Parizek (Principal, Ralston Middle), Mrs. Melissa Sedlak (Counselor, Ralston High), Mr. Justin Farr (Counselor, Ralston Middle), and Mr. Jim Frederick (Director of Communications, RPS). Other members will include our blueprint Advisory and Automotive Advisory Boards, as well as our CTE department heads. Our blueprint Advisory includes at least one individual representing an organization within each career field, for a total of 16 members. Members include Ms. Brittini Kircher (Omaha Carpenters Union), Mrs. Tammy Rivera (CHI Health), and Mr. Peter Walsh (Metro CC), among others. Our Automotive Advisory includes business leaders from prominent automotive companies in the Omaha metro area, including: Mr. Nick Jensen (Jensen Tire and Auto), Mr. Jake Aufenkamp (Woodhouse Auto), Mr. Randy Jakub (Baxter Auto, and Mr. Jim Walsh (Truck Center Companies). Our blueprint Leadership team meets biweekly. Each meeting, we will review our reVision Action Grant plan, as well as the upcoming expenditures. We will also be cross-referencing this plan, as well as our Perkins Grant plans, to ensure that alignment is consistently taking place. We will also utilize these experts in our data-gathering and tabulation practices to better understand the industry perspective. This practice will also take place within our blueprint Advisory Team and our Automotive Advisory, both of which meet quarterly.

Section 5: Budget Proposal

Using the budget templates in Appendix A, list all direct costs associated with the implementation of the proposed activities that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Budget Templates

Activity Budget Template

Complete an Activity Budget for *each* proposed activity in your application. Be specific when identifying the expenditures. Add/remove rows as needed.

Activity Budget: Activity # 1		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		
Activity 1: Work hours for course align. (CTE Team at RMS/RHS-10 teachers)		2400
<i>Subtotal</i>		\$2400
Employee Benefits – Specified by Position (Object Code 200)		
<i>Subtotal</i>		\$0
Professional & Technical Services – (Object Code 300)		
<i>Subtotal</i>		\$0
Other Purchased Professional Services – (Object Code 400/500)		
<i>Subtotal</i>		\$0
Supplies— including Operational Equipment - (Object Code 600)		
Activity 1: Middle School CTE Curriculum Adoption through Cengage & Naviance		10,000
<i>Subtotal</i>		\$10,000
Capital Assets– (Object Code 700)		
Activity 1: Middle School CTE Equipment for Skilled and Technical Sciences and Family Consumer Sciences courses to ensure course alignment with RHS		\$10,000
<i>Subtotal</i>		\$10,000
TOTAL		\$22400

Activity Budget: Activity # 2		
Expenditure	Unit Cost	Total

Salaries – Specified by Position (Object Code 100)		
<i>Subtotal</i>		\$0
Employee Benefits – Specified by Position (Object Code 200)		
<i>Subtotal</i>		\$0
Professional & Technical Services – (Object Code 300)		
Activity 2: RHS Staff training through Baileigh Industrial for CNC Implementation		2900
<i>Subtotal</i>		\$2900
Other Purchased Professional Services – (Object Code 400/500)		
<i>Subtotal</i>		\$0
Supplies— including Operational Equipment - (Object Code 600)		
<i>Subtotal</i>		\$0
Capital Assets– (Object Code 700)		
Activity 2: ESAB Rebel Welder (\$3,000) x 4 stations		12000
Activity 2: Technology software for Baleigh Industrial CNC		3000
Activity 2: Hypotherm 65 Plasma Cutter		3200
<i>Subtotal</i>		\$18200
TOTAL		\$21100

Activity Budget: Activity # 3		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		

		<i>Subtotal</i>	\$0
Employee Benefits – Specified by Position (Object Code 200)			
		<i>Subtotal</i>	\$0
Professional & Technical Services – (Object Code 300)			
Activity 3: Utility Installation for Mobile Greenhouse			3000
		<i>Subtotal</i>	\$3000
Other Purchased Professional Services – (Object Code 400/500)			
		<i>Subtotal</i>	\$0
Supplies— including Operational Equipment - (Object Code 600)			
Activity 3: Greenhouse tables, soil, seeds, hydroponics, related supplies			9000
		<i>Subtotal</i>	\$9,000
Capital Assets– (Object Code 700)			
Activity 3: Mobile Greenhouse (Ruff Brothers Construction)			\$18000
Activity 3: Heating and Cooling for Mobile Greenhouse			\$5,000
Activity 3: Water and Fertilizer Lines for Mobile Greenhouse			\$5,000
		<i>Subtotal</i>	\$28000
		TOTAL	\$40000

Activity Budget: Activity # 4		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		

Activity 4: Work hours for ASE Accredit. (automotive instructor at RHS)		600
<i>Subtotal</i>		\$600
Employee Benefits – Specified by Position (Object Code 200)		
<i>Subtotal</i>		\$0
Professional & Technical Services – (Object Code 300)		
Activity 4: Internal and External ASE Audit Costs		1000
Activity 4: ASE Program Accreditation Initial Membership Fee		850
<i>Subtotal</i>		\$1850
Other Purchased Professional Services – (Object Code 400/500)		
<i>Subtotal</i>		\$0
Supplies— including Operational Equipment - (Object Code 600)		
<i>Subtotal</i>		\$0
Capital Assets– (Object Code 700)		
Activity 4: Roll On Vehicle Lift through Lift Solutions		\$11,550
Activity 4: Fluid Flush Equipment through BG Products		\$2,500
<i>Subtotal</i>		\$14050
TOTAL		\$16,500

Budget Summary Template

Complete one Budget Summary once all Activity Budgets are complete. Indicate the cost for each associated activity based on the type of expenditure. Add all activity totals for one grand total. This total should represent the full amount being requested in the grant application (not to exceed \$100,000). Add/remove rows as needed.

Budget Summary

Salaries

Activity 1	\$2,400
Activity 2	\$ _____
Activity 3	\$ _____
Activity 4	\$600
<i>Subtotal</i>	\$3,000

Employee Benefits

Activity 1	\$ _____
Activity 2	\$ _____
Activity 3	\$ _____
Activity 4	\$ _____
<i>Subtotal</i>	\$0

Professional & Technical Services

Activity 1	\$ _____
Activity 2	\$2,900
Activity 3	\$3,000
Activity 4	\$1,850
<i>Subtotal</i>	\$7,750

Other Purchased Services

Activity 1	\$ _____
Activity 2	\$ _____
Activity 3	\$ _____
Activity 4	\$ _____
<i>Subtotal</i>	\$0

Supplies & Materials/Operational Equipment

Activity 1	\$10,000
Activity 2	\$ _____
Activity 3	\$9,000
Activity 4	\$ _____
<i>Subtotal</i>	\$19,000

Capital Assets

Activity 1	\$10,000
Activity 2	\$18,200
Activity 3	\$28,000
Activity 4	\$14,050
<i>Subtotal</i>	\$70,250

Grand Total \$100,000

Section 6: Supplemental Documents

Any additional documents that may support your grant proposal may also be submitted (e.g. letters of support from local businesses, career interest data, local and/or regional reVISION summaries, etc.). **Appendix A**

(See Attached)



It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

This project was funded through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.



OMAHA CONSORTIUM REGIONAL NEEDS ASSESSMENT SUMMARY

Participating Districts

Arlington Public Schools	Louisville Public Schools
Ashland-Greenwood Schools	Mead Public Schools
Bellevue Public Schools	Millard Public Schools
Bennington Public Schools	Omaha Public Schools
Blair Community Schools	Papillion La-Vista Public Schools
Cedar Bluffs Public Schools	Plattsmouth Community Schools
Conestoga Public Schools	Ralston Public Schools
Douglas County West Schools	Springfield Platteview Schools
Elkhorn Public Schools	Wahoo Public Schools
Elmwood-Murdock Public	Weeping Water Public Schools
Fort Calhoun Community	Westside Public Schools
Gretna Public Schools	Yutan Public Schools

Participating Community Colleges

Metropolitan Community College
Northeast Community College
Southeast Community College



Conveners:
kenspellman@outlook.com
janchristensen2019@outlook.com



OMAHA CONSORTIUM 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
PARTICIPATING SCHOOLS	
1. Career Advisement & Development	<ol style="list-style-type: none"> 1. Enhance career development, readiness, exploration and engagement relations with the workforce. <ol style="list-style-type: none"> a. Provide workshops and career fairs for both staff and students to highlight workplace opportunities. b. Increase the offering of internships and work-based experiences. c. Use H3 data to understand demands of the local region. 2. Align CTE curriculum for seamless integration into a trade or post-secondary experience. 3. Improve connectivity between teacher, counselor, and parents: counselor and staff; cross collaboration with career alignment and post-secondary student opportunities <ol style="list-style-type: none"> a. Encourage cross collaboration with career alignment and post-secondary student opportunities.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Foster collaborative relationships with both internal and external partners to facilitate the development of responsible career decision-making skills and to provide comprehensive career development. 2. Assist current and potential students in choosing a career path. <ol style="list-style-type: none"> a. Professional development opportunities for staff and stakeholders regarding the Guided Pathways model. b. Support student advising in the secondary and postsecondary environments. 3. Guide all students towards one of 2 classes where the curriculum includes career exploration

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
2. Local Workforce Alignment	<ol style="list-style-type: none"> 1. Offer programs of study that address new/emerging trends and needs. <ol style="list-style-type: none"> a. Develop programs that fit the workforce needs of our community and create relevant coursework. b. Involve 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. Work in concert with existing programs for additional work-based learning experiences (i.e., Intern Omaha, Avenue Scholars, STEM Ecosystem, DIDI) e. Collaborate with surrounding districts on methods/programs being implemented and the challenges/successes addressed. 2. Continuously review local and H3 regional/state data to assist in making strategic decisions for future program/curriculum decisions. <ol style="list-style-type: none"> a. Research emerging programs and match these programs to schools that can incorporate said programs effectively. b. Align curricular programs to match workforce demands. 3. Pursue career experiences for diverse learners that fits with their skill and interest. <ol style="list-style-type: none"> a. Expand use of Nebraska Department of Labor to assist in providing experiences for students with special needs. b. Work with local agencies to maximize the opportunities.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Review existing collaborative efforts with local and regional industry/economic development partners to provide a means to constantly advance our programming to match what industry needs. <ol style="list-style-type: none"> a. Maintain strong advisory boards/committees in overall review of curriculum and program designs. 2. Increase the emphasis on work-based learning and opportunities. 3. Continue to address industries needs and fields of study that may have the employment opportunities for special population students.

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	<ol style="list-style-type: none"> 1. Recommend new equipment and labs that mirror industry standards. 2. Concentrate on post-secondary and industry academic alignment 3. Examine career clusters and pathways to create available industry-specific opportunities for all students.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Update and expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment. <ol style="list-style-type: none"> a. Seek professional development faculty in the use of acquired technology, and certifications. 2. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning. 3. Change advisory committees to be more strategic partnership between employers and Community College <ol style="list-style-type: none"> a. Provide professional development for faculty that is industry based.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
4. Student Performance	<ol style="list-style-type: none"> 1. Focus on equity and access for special populations (race, gender, socio-economic, special needs). <ol style="list-style-type: none"> a. Specific emphasis on gender in non-traditional courses. 2. Improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE. 3. Align academic core and CTE disciplines to contextualize curriculums and improve relevancy.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Improve awareness related to available careers in CTE fields amongst secondary and post-secondary students. <ol style="list-style-type: none"> a. Increase efforts to provide additional opportunities for participants to be introduced to 4-year colleges and universities. 2. Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students. 3. Integrate workforce initiatives as on-ramps for underserved populations.

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
5. Recruitment, Retention and Training of Faculty and Staff	<ol style="list-style-type: none"> 1. Modernize recruitment, retention, and training of career and technical education for teacher and staff. <ol style="list-style-type: none"> a. Increase professional development opportunities b. Continue to reinforce participation in conferences where faculty can advance their knowledge in new equipment and curriculum offerings for the educational setting. c. Work with business partners to provide externship programs or job shadow experiences assisting faculty to better understand the career. 2. Provide enhancement programs to acquire new staff and continue to provide methods of advancement in their career. <ol style="list-style-type: none"> a. Assure that staff advances professionally allowing them the possibility to teach dual credit programs.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Encourage faculty attend professional development that is helpful for teaching and match what the industry utilizes for continuing education. <ol style="list-style-type: none"> b. Seek opportunities to bring advanced training to include emerging trends and general advancement of knowledge. 2. Implement a projects-and-goals-centered professional development and engagement plan. 3. Explore innovative faculty recruitment strategies. <ol style="list-style-type: none"> a. Explore strategies to improve recruitment success of CTE educators.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
6. Work-Based Learning	<ol style="list-style-type: none"> 1. Expand and improve partnerships between educators, business/industry and post-secondary leaders <ol style="list-style-type: none"> a. Increase work-based learning opportunities. b. Develop programs that represent state required work-based learning experience. 2. Develop advisory committees with local business; define curriculum for use in the classroom that is industry specific. 3. Align workforce experiences with classroom instruction: provide experiential learning opportunities to increase real-world connections in the classroom.

COMMUNITY COLLEGES

1. Work that happens in the field needs to be directly connected to what they are learning in the classroom
 - a. Professional development/training for faculty in trades and career-based programs.
2. Explore incentives programs for students who complete high school programs in business areas.
 - a. Possible scholarship opportunities and internships during post-secondary work
 - b. Upon completion of associate degree, those who had interned with the company will be hired
3. Develop opportunities for secondary students to workplace programs and simulations in their field of interest.
 - a. Encourage programs of study that lead to a pathway to college.



Learning that works
for Nebraska

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

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