

*re*VISION

Action Grant Seward Public Schools

Application
2020-2021

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South, Lincoln, NE 68508



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

Seward Public Schools participated in the reVISION cycle during the 19-20 school year. Powerful meetings regarding Career and Technical Education were held with school employees, business representatives, parents, and board members. Every one of these meetings reached the consensus that we could do more to engage our students in opportunities to learn more about the industries that are available in our local community. Our reVISION team came to the conclusion that we could strengthen our CTE programs and create stronger partnerships with industry by hiring a Career Liaison in partnership with our local Chamber of Commerce as well as reinventing our CTE curriculum by adding Project Lead the Way courses and adding iCEV courses to bridge the gap between education and industry testing.

The actions stated above have the potential to help us scale our efforts with local industry to get our students into industry and get industry into our buildings. We have created great partnerships with our business community but we need to go to the next level by creating internships, shadowing opportunities, industry certificates, etc. The addition of the iCEV course license allows us to offer quality CTE experiences in any environment. Covid-19 has not only changed schools it has changed industry, having the resources of quality online learning as well as industry testing can help us prepare students for work while also keeping students and industry safe. The online resources also help us tackle the challenges of being in a rural environment while also recognizing that students need industry experience and industry certificates. The Project Lead the Way courses were identified specifically for the areas of robotics, engineering, and computer science. Our reVISION team found these areas as opportunities for growth as we examined our current curricular offerings as well as examined the H3 Careers and what our industrial groups were sharing with us. Finally, this grant request allows us to continue our partnership with the Seward County Chamber and Development Partnership to collaborate regarding a career liaison employee who is well-networked to industry and schools to provide a multitude of experiences for our students in CTE.

Section 2: Key Objectives (1-2 pages)

Overall Goal #1 We will promote students in industry and industry in our schools.

Overall Goal's connection with Perkins V Strategic Priorities- (Systemic Career Development, Work- Based Learning)

While we have provided our students multiple opportunities to engage with industry we have not been very systemic. Having a career liaison available for our students will ensure students have the opportunity to learn about a wide swath of careers and have an experience tailored toward their interest areas. Through internships, shadowing, certifications we will develop work-based learning opportunities for our students facilitated by the career liaison.

Outcomes we hope to achieve:

We will create an advisory group for the CTE areas of agriculture, FCS, STS, and Engineering sciences.

We will create a liaison position at Seward High School who will facilitate Career Awareness strategies, exploration strategies, and work-based learning strategies.

We will create externships for teachers to learn about the various opportunities for students in industry.

We will explicitly create opportunities for students to learn about various professions within the school day.

When we achieve these outcomes how will this impact CTE in Seward, workforce needs, and economic development?

We believe that reaching the outcomes above will bring our CTE classrooms to life. By creating partnerships with industry, students will get the opportunity to practice learned skills in the work environment as well as learn from industry professionals about various aspects of the work force. As students are more familiar with industries that are part of our local community, we would anticipate a growing interest to look at these industries at a post-secondary level. Seward County has had a traditionally low unemployment

rate and to spark economic development, we are in need of more employees who stay in our community and have fulfilling careers.

How will this grant build on already existing work related to post-secondary success and Nebraska work force initiatives?

Our superintendent, and High School staff have been involved with numerous collaborative efforts including the Agronomy Academy which engage our area seed businesses with our school community. The work of this grant will allow us to branch into other areas of industry and expand on previously successful initiatives.

Overall Goal #2 We will explore, create, revise and purchase courses and equipment to prepare our students for H3 careers and other careers in our community.

Overall Goal's connection with Perkins V Strategic Priorities (Aligned CTE Programs, Student Achievement)

Our work to make our courses more rigorous, relevant and aligned has led us to consider several avenues to provide our CTE curriculum. We believe that we need curriculum that can be used in any environment- Covid 19 has highlighted the need for quality resource accessible from anywhere. Our reVISION team identified the need to make our courses more rigorous and aligned, a solution recommended by NDE CTE staff was to investigate the Project Lead the Way curriculum. The reVISION team also wanted to provide students more opportunities to achieve industry certificates and this was available use the iCEV curriculum.

Outcomes we hope to achieve:

Revise and purchase curriculum that makes courses more rigorous and career-driven.

Explore Summer Work Internships for High School Credit.

Explore our course offerings in conjunction with Southeast Community College.

Add Career Readiness Skills to Curriculum Review Process.

Work with partners to create a Farm Lab for hands on learning and opportunities for career exploration.

Update STS/Engineering/Robotics equipment to meet industry standard needs based on advisory committee recommendations.

When we achieve these outcomes how will this impact CTE in Seward, workforce needs, and economic development?

When we achieve these outcomes we will have a curriculum/course offerings in the CTE area that are rigorous and focused on current needs from the workforce based on H3 data in our area. Our industry leaders who served on our reVISION planning team indicated a need to ensure a match between our current course offerings and what industry is asking of employees. One member of our team said that he needs people who can code, problem solve, and program computers rather than do repetitive tasks in his industry.

How will this grant build on already existing work related to post-secondary success and Nebraska work force initiatives?

Every seven years the Seward Public School District embarks on a curriculum review cycle, this year the area that we are investigating is CTE. The reVISION planning team would like to go beyond the typical curriculum cycle and invest in courses that are at the cutting edge of their field and can be made available in any learning environment we may find ourselves in due to Covid-19. We have had great success with our Agronomy Academy, dual credit agronomy classes, etc. This initiative will help us grow our other areas within CTE.

Section 3: Project Activities (varies)

Activity #1

1.1 Hire a career Liaison in partnership with Seward County Chamber and Development Partnership.

Salary- \$25,000. This position will be a part-time position within our school district. Ideally, this employee will also work with our Chamber or a local industry. The purpose of this position is to create meaningful relationships with industry in our community, create and organize internships, shadowing opportunities, and apprenticeships for our students. This liaison will also ensure that each CTE class has a presenter from each area of our CTE curriculum in our classrooms at least every quarter. Our reVISION team felt that in order to make this area a priority, we needed to hire a leader who could make this their daily work instead of using counselors who are pulled in a multitude of directions. Our Perkins grant also emphasizes the need for a staff member who can make the duties shared above a priority in their day, the additional funding will allow this person to work additional days to bring our work-school opportunities to reality.

Evaluation- We will be able to evaluate the effectiveness of this position by analyzing the number of internships, apprenticeships, shadow opportunities, and classroom visits that our students receive on a yearly basis. If we do this well, students will get to see numerous professions and select professions in their local community.

Sustainability- As with all things in education, this will be part of the evaluation. When we are able to achieve more internships, apprenticeships, shadowing, and classroom visits, we will be able to show the value in this position. In the future we will use general funds as well as apply for local foundation grants to support our efforts.

1. 2 Provide Externships for teachers to familiarize them with industry goals/initiatives/processes.

Salary - \$2,500. Teachers will be provided a stipend for attending the externship over the summer. We will engage CTE and Core teachers to learn about various industries including equipment, technology, workforce, etc. Our reVISION business partners shared with us that they believe if teachers could see the equipment, technology, etc. that is used it would change their mind regarding what industry looks like and the skills of the employees that they need.

Evaluation- We will be able to evaluate the effectiveness of the externships through teacher and industry surveys. We will also be able to measure teacher's implementation of the new learning through the teacher evaluation process.

Sustainability- We believe that we will be able to sustain this program through Perkins fund, General Fund, and local donations.

Activity #2

2.1 Purchase Project Lead the Way Curriculum

PLTW Engineering (9-12) \$16,924.96

Civil Engineering and Architecture

Equipment and Supplies

\$4,418.48

Professional Development Registration

\$2,400.00

Engineering Design and Development

Equipment and Supplies

\$4,506.48

Professional Development Registration

\$2,400.00

Annual Participation Fee

\$3,200.00

Our reVISION team felt it was critical to raise the rigor of our courses in the area of engineering as well as create better alignment with current workforce needs. This level

of curriculum is beyond current capacity to purchase, however, aligns best with our reVISION team’s vision.

Evaluation: Every instructional program is evaluated in the SPS system. We have annual evaluations as well as the 7-year curriculum cycle. We will also be able to use student enrollment in these courses as a measure of effectiveness.

Sustainability: The district will continue to match the annual participation fee in order to sustain this curriculum over time.

2.2 Purchase iCEV Curriculum

\$825 Instructor License X 5 teachers

\$10 for each additional student 300 students- \$3,000

Justification: Our reVISION team felt it was necessary to be able to provide industry certificates as well as online learning available in any environment. iCEV will provide resources that complement our existing courses and provide versatility to offer them anywhere.

Evaluation: We will have teacher and student survey data available regarding the resources. We will also share the resource with our industry partners to evaluate. We will be able to measure the number of industry certificates that are achieved yearly.

Sustainability: We will work with our Perkins grant as well as general fund dollars to support this program in the future.

Section 4: Commitment & Capacity (1 page)

Many of the same members of our reVISION action team will work to ensure that grant funds are expended according to the grant description and in a way that strengthens our current programs and provide students for success in the workforce.

Lead on the project: Dr. Matt Dominy, Curriculum Director

Finances: Heidi Covert, Business Mgr.

Administrative support: Scott Axt, High School Principal

Registration/Course information: Noelle Baker, Kevin Fields, HS Counselors

Curriculum implementation: CTE teachers

Section 5: Budget Proposal

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)		
Career Liaison	25,000	25,000
Teacher externship Stipend	2,500	2,500
	<i>Subtotal</i>	27,500
Employee Benefits – Specified by Position (Object Code 200)		
Career Liaison FICA	1912.50	1912.50
	<i>Subtotal</i>	1912.50
Professional & Technical Services – (Object Code 300)		
	<i>Subtotal</i>	
Other Purchased Professional Services – (Object Code 400/500)		
	<i>Subtotal</i>	
Supplies — including Operational Equipment - (Object Code 600)		
	<i>Subtotal</i>	
Capital Assets – (Object Code 700)		
	<i>Subtotal</i>	
ACTIVITY TOTAL		29412.50

Activity Budget: Activity # <u> 2 </u>		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		
	<i>Subtotal</i>	

Employee Benefits – Specified by Position (Object Code 200)		
	<i>Subtotal</i>	
Professional & Technical Services – (Object Code 300)		
	<i>Subtotal</i>	
Other Purchased Professional Services – (Object Code 400/500)		
PLTW Course Professional Development	4800	4800
PLTW Annual Participation Fee	3200	3200
iCEV Teacher Subscription (5)	825	4125
iCEV Student license (300)	10	3000
	<i>Subtotal</i>	
		15125.00
Supplies — including Operational Equipment - (Object Code 600)		
Equipment and Supplies for PLTW courses- as directed by PLTW	8924.96	8924.96
	<i>Subtotal</i>	
		8924.96
Capital Assets – (Object Code 700)		
	<i>Subtotal</i>	
	ACTIVITY TOTAL	
		24,049.96

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	\$__27500
Activity 2	\$_____
Activity 3	\$_____
<i>Subtotal</i>	\$_____

Employee Benefits

Activity 1	\$__1912.50
Activity 2	\$_____
Activity 3	\$_____
<i>Subtotal</i>	\$_____

Professional & Technical Services

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

Other Purchased Services

Activity 1	\$_____
Activity 2	\$__15125.00
Activity 3	\$_____
<i>Subtotal</i>	\$_____

Supplies & Materials/Operational Equipment

Activity 1	\$_____
Activity 2	\$__8924.96_
Activity 3	\$_____
<i>Subtotal</i>	\$_____

Capital Assets

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

Grand Total \$__53,462.46

Section 6: Supplemental Documents

Element 2 Worksheet: Workforce Alignment

Review data collected and discussed at Regional reVISION meetings. 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):

- H3 Reports
- Program of Study and course information
- Notes from interviews, focus groups, or other methodologies
- Observations

Other Potential Data Sources:

- Local student information system

Questions to Consider	Current State	Desired State
1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic development needs?	After examining our course offerings during the ReVISION process our community felt that the district was doing very well in offering courses that would prepare students for success in current and future H3 workforce needs. More specifically, our community felt that we were preparing students well for any field related to agriculture and through our CTE offerings and SENCAP offerings students had multiple opportunities to take courses related to workforce and economic development needs.	While our community felt strongly that we are offering courses that will prepare our students well, our community asked us to review courses in Robotics, Computer Science, and Engineering.
2. Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact on program	We do not typically review this information yearly, however, because of our involvement with ReVISION, we have spent a great deal of time reviewing this information and analyzing to determine our effectiveness	In the future, we will make this analysis part of our yearly review of CTE programs to ensure that we have alignment between

offerings on a regular basis.	and impact on program offerings.	our courses and the careers of the future.
3. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?	<p>We are preparing all of our students, regardless of disability to pursue a position that they will love and we strive to provide each student the necessary tools to be successful. We believe that all of our students can access H3 positions with necessary supports and accommodations.</p> <p>For example: The number one H3 position available- Heavy and tractor -trailer truck drivers- is a position that many students may be able to access. Our teaching of career readiness skills, and literacy development can help students access this position.</p>	<p>We will continue to prepare all of our students, regardless of disability, to pursue a position that they will love and we strive to provide each student the necessary tools to be successful. We believe that all of our students can access H3 positions with necessary supports and accommodations.</p> <p>We believe that by completing some of our goals in the ReVISION process we will get more students from exceptional backgrounds involved in CTE programs.</p>



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