

# reVISION

## Action Grant

*Application*

2020-2021

South Central Nebraska Unified #5



**Prepared by:**

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**Dr. Stan Essink** - NCAPS Director, SkillsUSA Advisor

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## Section 1: Application Overview

The purpose of this grant application is to build on current CTE programs of skilled and technical sciences (STS), business, video production, and graphic design to develop a student-run business capable of designing and producing products and services such as: CNC laser engraving, t-shirt design, vinyl signage, graphic design, video production, etc. The goal is to provide learning opportunities for students that are complex, work-based experiences focused on community and business engagement along with professional growth toward careers in CTE. The name of the proposed business is *74 Creative*, capitalizing on Highway 74 which runs through our rural district.

The South Central Nebraska Unified District has undergone substantial change over the past four years as it strives to enhance its career and college readiness opportunities available to students. In 2016, the district implemented [NCAPS](#) (Nebraska Center for Advanced Professional Studies), an affiliate of the [CAPS Network](#). The goal of NCAPS is to provide interdisciplinary, real-world learning experiences through enhanced curriculum, career exploration and awareness, and mentorships through its nine career pathways. Students develop a professional network, work one-on-one with industry professionals, and experience profession-based learning. The district has experienced considerable success in implementing this model and was awarded the Nebraska Outstanding Secondary CTE program in 2019. We partner with more than 100 local and regional businesses to provide students with mentorship opportunities. Additionally, our CTE programs are aligned with Central Community College to offer unmatched dual credit offerings and a smooth transition to post-secondary education. The NCAPS Advisory Council consists of 20 business and industry experts who have helped guide the district in its CTE efforts. Their roles are to support the district's CTE programs and ensure offerings meet industry standards. These professionals have a thorough understanding of the economic priorities and labor demands of Nebraska and our local region. There is strong support for this endeavor from NCAPS Advisory Council members as it aligns well with regional CTE occupational demands (Managers, Accountants, Auditors, Software Developers, Carpenters, Electricians) as indicated by Nebraska's [H3](#) data.



The following quote comes from an NCAPS Advisory Council member:

*“NCAPS is a premier career pathway program, not just in the state but in the nation. Considering their location makes the NCAPS program all the more impressive. You will be hard-pressed to find a program at NCAPS's caliber in a large metro area.*

*Being an employer who is always looking for highly skilled talent, it is beneficial to have NCAPS close by, growing a talent pool we can pull from. I am excited to hear about this grant opportunity and believe the benefit to students and employers is evident.”*

**Scott Volk | Vice President / COO**  
**MetalQuest Unlimited, Inc.**

## **Section 2: Key Objectives**

Modeled after the Arnold Public School's program ([School House Graphics](#)), South Central recognizes the benefits of developing a student-run business, leveraging the industry relationships and community support the district currently possesses with new, innovative technology.

The proposed project is to invest in equipment and learning activities that will complement and enhance current CTE programs (manufacturing, business, arts/media) in a collaborative work-based learning approach. It seeks to emulate the complex attributes inherent in entrepreneurial endeavors and customer service applications while engaging the public through technology, design, and product development. Current student interest in these CTE programs is strong (Supplemental Document 1), but the grant seeks to introduce new technology and engage additional students in CTE careers.

As a rural school with a large population of low-income students (50%), NCAPS has provided unmatched opportunities for students through experiences, tuition-free dual credit offerings, and a facility that caters to collaborative learning. We have opened outstanding CTE opportunities to surrounding districts as we believe the success of our students in the region is key to a vibrant economic future. (Supplemental Document 2).

The South Central district covers 720 square miles. This poses challenges we believe this grant could help overcome by providing additional opportunities typically found in larger, more urban settings. The [local and regional reVISION](#) process indicates a need for expanded career awareness, focused career training, and strong partnerships. While the South Central District currently does an outstanding job of this based on the findings, this grant will enhance those offerings and tie in with our FBLA and SkillsUSA student organizations.

Our current CTE offerings provide exceptional opportunities for impacting student learning and enhances their preparedness to make good career decisions. Many of our students earn college credits in high school and excel as they move on to post-secondary settings in those fields. Our

current model has resulted in many great examples of students who have stepped into professional roles as a result of their experiences with NCAPS (Supplemental Document 3). This grant would help us reach the next level of CTE programming and impact students by developing employability skills regardless of the occupation they pursue.

The NCAPS model currently embraces several of the Nebraska CTE Strategic Priorities. This grant specifically focuses on the following four:

1. **Work-Based Learning** - Students will assume occupational roles within the student-run business, work with clients, coordinate materials and processes, and fulfill other functions of the business. Navigating work relationships among students of varying programs will emulate a real-world business setting and give students the opportunity to learn and adapt through authentic work scenarios.
2. **Aligned CTE Programs** - The district currently offers a robust dual-enrollment program with Central Community College and facilities, equipment, and highly qualified personnel atypical of rural districts. This application seeks to provide students the opportunity to engage in emerging technology and explore CTE avenues not currently available.
3. **Systemic Career Development** - Students participating in the student-run business will gain an understanding of the multifaceted aspects associated with running a business and working with students from diverse backgrounds and interests as well as with the public. Career planning and management skills are essential components of the process and achievable through this format.
4. **Student Achievement** - Project-based learning is at the core of the NCAPS model currently utilized by the district. Recognizing the connections between core and technical curriculum has helped engage all students in the learning process. A number of district factors pose challenges to student achievement and the opportunities available to our patrons. We believe this grant can assist in closing the opportunity gap resulting from a large low-income population. Additionally, the geographic expansiveness of our district poses challenges to equal access among our students. We believe this grant could provide opportunities that complement our NCAPS model and several of the Nebraska CTE Strategic Priorities it currently embraces.

South Central is meeting the remaining Nebraska CTE Strategic Priorities on many levels and is expanded upon below:

1. **Middle School CTE** - 74 Creative will activate middle school students and enhance their interest in CTE by involving all Middle School students in current exploratory classes in the production aspects of the business.
2. **Instructor Recruitment and Retention** - SCUSD #5 has recruited several faculty members from higher education and industry. We believe that launching 74 Creative will further assist in recruiting and retaining top talent to our organization.

3. **Sustained Professional Development** - The proposed project will further enhance professional development opportunities of staff and students by allowing them to attend cutting edge conferences and trade shows and inviting industry specialists to train and advise.
4. **Data Use** - Although data has been captured and evaluated, this project would refine data collection and analysis to drill down on student learning and performance. Issues could be more quickly identified and resources could be better allocated toward where there is the most need.

### **Section 3: Project Activities**

*(A large portion of this section was written by SCUSD #5 Students Noah Shackelford & Derek Story)*

The Project Activities are intended to address shortcomings found through the reVISION process. Those findings suggest a strong need to invest in CTE programs both locally and in our region of Nebraska. This could be accomplished by acquiring cutting-edge equipment and training, recruiting CTE teachers, and opening additional opportunities to special populations.

Outcomes from the reVISION process addressed through Project Activities:

**Element 1: Career Development** - The NCAPS facility is available to students throughout our region through an arrangement available to surrounding districts.

**Element 2: Workforce alignment:** - Specialized training for staff and students. Sharing of resources throughout the region.

**Element 3: CTE Programs of Study** - Providing enhanced equipment to meet industry standards. Increased exposure to all students and more females involved in CTE programs.

**Element 6: Work Based Learning** - Build relationships with local communities and businesses. Provide students with experiences that build viable career paths.

#### **Activity 1: Acquiring Boss HP-3655 CNC Laser Engraver, Boss LS-1630 CNC Laser Engraver, cameras, and camera accessories (See Activity 2 for Equipment Use in Business Structure)**

Our key objective is to create a multipronged work-based learning student-run business, tentatively known as 74 Creative. This business is modeled after School House Graphics at Arnold Public Schools. We have visited School House Graphics and worked extensively with sponsors Clay and Julie Mohr about how to utilize our NCAPS program, community contacts, and the need for industry-grade equipment to produce professional services and products. 74 Creative will provide opportunities for students interested in skilled and technical sciences (STS), graphic design, video production, and business to develop work-based skills while fulfilling the needs of the local business community.

## Justification

Although the primary purpose of this equipment is to launch a multipronged work-based learning student-run business, the entirety of our student body would gain learning experience with this equipment at some capacity. This equipment would enable us to enhance our Middle School CTE classes, in turn, this would boost future enrollment at the High School CTE classes. We would also then be able to improve our community engagement by offering services and products with which small businesses in rural Nebraska have limited access. A final benefit of this equipment would be the enhancement of our NCAPS program. Students would move from learning about and observing work environments to actively participating in a work environment.

## Sustainability

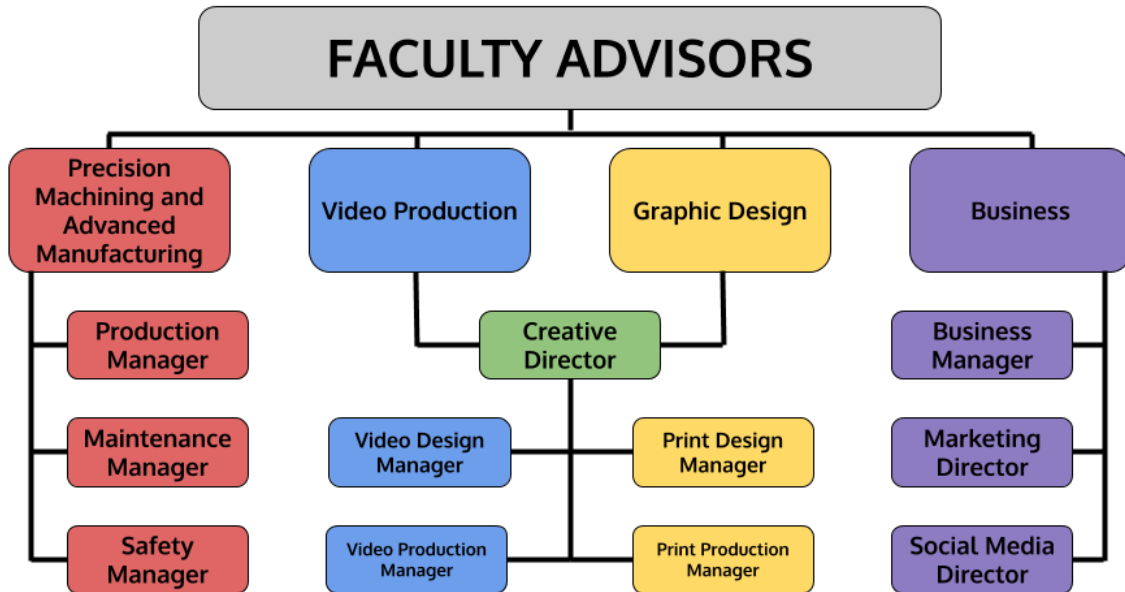
At present, we would be able to start 74 Creative at some capacity. However, it would not be sustainable or profitable for an extended period of time, if ever. The funds from the reVISION Action Grant would enable us to become sustainable almost immediately as we already have several clients interested in the different services and products we would offer. Ultimately we would like to use the profits from this business to adapt to industry changes by purchasing additional equipment, equipment upkeep, and consumables.

## Activity 2: Structuring our work-based learning student-run business, 74 Creative

74 Creative is a cross-curricular student-run multifaceted business comprised of numerous student positions identified below:

- Students involved in **Precision Machining and Advanced Manufacturing** will utilize a Boss HP-3655 CNC Laser Engraver (\$27,203.87) and a Boss LS-1630 CNC Laser Engraver (\$15,814.44) to serve area businesses through the use of these machines, including Computer Hardware Inc. (See Supplemental Document 4), which has already expressed interest in employing our services. ([Watch video for info on what a laser engraver is](#)) The engraving designs used in the majority of the planned projects will be developed by graphic design students.
- Students involved in **Video Production** will use Canon cameras and lenses (R5, R6, and Vixia HF G50 - \$20,600.94), the Adobe Creative Cloud suite of applications (already licensed to use), and other accessories (referenced in the budget - \$15,744.04) to film, edit, and produce professional-quality videos for clients and our own marketing purposes. Presently Brodstone Memorial Hospital in Superior (See Supplemental Document 5) and Cornhusker Toyota-Honda in Grand Island (See Supplemental Document 6) have indicated an interest in utilizing our services to market their businesses.

- Students involved in **Graphic Design** will use the Adobe Creative Cloud suite of applications in addition to the aforementioned camera equipment used in video production to design for all aspects of 74 Creative. Graphic design students will work closely with clients, STS, and marketing departments to develop high-quality designs.
- Students involved in **Business** will be using an industry-grade vinyl cutter, heat press, and a dedicated Lenovo PC to run the operating software for the vinyl cutter (purchased with Perkins funds) to produce custom t-shirts and decals. Business students will also be managing 74 Creative's management and marketing, including its social media presence, using Class Intercom software (already licensed to use).



### Justification

The major justification for this endeavor is to enhance the NCAPS program along with preparing students for real-world work experience in any career. The business structure of 74 Creative will give students the opportunity to develop collaboration, delegation, and communication skills that will benefit them when they enter the workforce. One of our NCAPS Advisory Council members, Taylor Siebert, Founder and CEO of Striv and Co-Founder of Class Intercom, stated “The

*experience these students are able to gain will put them far above others when looking to future employment or starting their own business. I cannot say enough good things about this program and the opportunities it gives students to be set up for success."*

## **Sustainability**

This should be a self-sustaining business because we will activate middle school students' interests, some of whom will later have a management role in 74 Creative. We would also like to use the profits from the business to employ students outside of school hours, which will provide real-world work experience as paid employees. Having management roles within our business would also not only incentivize but require participating students' academic success. We would like to use the NCAPS program to gain student input which we could use to adapt and restructure the business to encompass more fields of interest and better serve our students and community.

## **Activity 3: Professional Growth for Students and Staff**

We plan to take key staff and students to trade shows and professional conferences that will expand their knowledge of industry processes and technologies to stay competitive and offer professional products and services. Due to the pandemic, many trade shows and conferences have been canceled. At present, our school is not allowing students to go out on NCAPS mentor visits or other field trips; but we would be able to bring in industry specialists to train staff and students (for example experts from Striv would train video production staff and students. MetalQuest experts would provide professional development to CNC laser engraver operators) . We would provide these specialists with compensation in the form of contracted services. Key staff and students of 74 Creative also plan to meet with the NCAPS Advisory Council to discuss best practices and expansion opportunities on an annual basis.

We hope to further incentivize student learning and personal growth by offering scholarships from the profits of 74 Creative. These scholarships will go to students who go above and beyond in their respective roles within the business and wish to continue their education beyond high school.

## **Justification**

The funds from the reVISION Action Grant would allow key staff and students to expand their knowledge and expertise in the industries that comprise 74 Creative. Due to the pandemic, the funds would currently be used for bringing experts to the school for instruction rather than for



bringing staff and students to trade shows or conferences. The funds would allow us to provide product samples, marketing material, etc. for the NCAPS Advisory Council meetings as well as other events. The funds would also go towards contracted services compensation for industry specialists who would come to the school to train students and staff. The funding for the equipment and professional development would allow 74 Creative to become profitable much sooner, thus allowing for scholarships for participative members, thus furthering student interest in this endeavor as well.

## **Sustainability**

By gaining up-to-date knowledge and expertise on the developing industries that 74 Creative is a part of through trade shows, conventions, and industry specialist visits, we will be able to maintain sustainability and profitability as a business. Because the NCAPS Advisory Council is made up of local business leaders, they will be able to provide us with input that can help shape 74 Creative so that we can provide superior products and services to the community and modern knowledge and practices to our students. The following is a statement from one of our NCAPS Advisory Council members:

*“The South Central NCAPS students would benefit immensely from the opportunities afforded by receiving the reVISION Action Grant. While the students have gleaned valuable information and work experience from area businesses, participating in the culmination of creativity, technology, sales and marketing, and business via one large project will make them even more desirable to potential employers as they begin their futures beyond high school.”*

**Dawn Caldwell**

**Head of Government Affairs**

**Aurora Cooperative**

## **Section 4: Commitment, Capacity, & Cohesion**

The proposed business entity, 74 Creative, will be led by faculty of the associated CTE programs. Here is a link to the [74 Creative beginning website framework](#) that we will work to finish during the fall semester of 2020. The business will be largely managed by students in varying roles as Manager and Director within each of the programs (see Organizational Chart above). NCAPS Advisory Council members will be consulted and provide guidance on the operation, marketing, and business goals of the business. The fiscal leadership team will consist of Stan Essink as Project Manager, Candice Dooley as grant bookkeeper, and CTE faculty: Spencer Schoof, Nanette Shackelford, and Jeremy Borer.

Student leadership will be involved in every aspect of the business and meet with NCAPS Advisory Council members to ensure business goals and initiatives coincide with local and regional economic needs. The team desires the ability to be flexible to adapt to changing economic or local conditions and would seek input on a regular basis. One of the main findings of the reVISION process was the need to nurture business and community relationships. Our

NCAPS Advisory Council represents the heartbeat of our local and regional economic engine and will be our guide to resource expenditures and initiatives. Their assistance has been imperative in the selection of equipment and goal setting for this grant request.

We have not secured specific matching funds, but we have several businesses (Computer Hardware, Brodstone Memorial Hospital, and Cornhusker Toyota-Honda) that have reached out to us for our services in the event that we secure this grant. Statements from each of these businesses are included in the appendix. We have secured in-kind donations from our school for things such as personnel, facility, and utility usage. The superintendent is supportive of this student-led business and is willing to assist in making it a success.

**Section 5: Budget Proposal**

<b>Activity Budget: Activity # 1-3</b>		
<b>Expenditure</b>	<b>Unit Cost</b>	<b>Total</b>
<b>Salaries</b> – Specified by Position (Object Code 100)		
None	\$0	\$0
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
None	\$0	\$0
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
Contracted Services STS - Estimated	\$2,500	\$2,500
Contracted Services Video Production - Estimated	\$2,500	\$2,500
	<i>Subtotal</i>	\$5,000
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
None	\$0	\$0
	<i>Subtotal</i>	\$0

<b>Supplies</b> — including Operational Equipment - (Object Code 600)		
Product samples, marketing material, etc. - Estimated	\$1,000	\$1,000
	<i>Subtotal</i>	\$1,000
<b>Capital Assets</b> — (Object Code 700)		
Boss HP - 3655 CNC Laser Engraver ( <a href="#">quote attached</a> )	\$27,203.87	\$27,203.87
Boss LS - 1630 CNC Laser Engraver ( <a href="#">quote attached</a> )	\$15,814.44	\$15,814.44
<a href="#">Itemized and Specified List of Equipment for Video Production and Graphic Design</a>		
Amazon - Seagate Nytro XF1230-1A1920 XF1230 1920GB SATA 6Gb/s Enterprise 2.5" SSD (quantity 4)	\$495.00	\$1,980.00
Apple - Mac Mini with 3.2 GHz processor, 64GB RAM, 512GB SSD, Gigabit ethernet (quantity 2); Magic Keyboard (quantity 2); Magic Mouse 2 (quantity 2); Magic Trackpad (quantity 2); USB-C to SD Card Reader (quantity 2)	\$5,290.00	\$5,290.00
Aputure - LS 300x Studio Light; Lantern Modifier	\$1,288.00	\$1,288.00
B&H Photo - Manfrotto MVH500A Fluid Drag Video Head with MVT502AM Tripod and Carry Bag (quantity 2); Matthews Hollywood 20" C-Stand; Rhino Camera Gear RÖV PRO Traveler 16" Motorized Slider; Rode VideoMic Pro (quantity 3); Rode RODELink Filmmaker Kit Digital Camera-Mount Wireless Omni Lavalier Microphone System with Case Kit (quantity 3); SanDisk 128GB Extreme PRO UHS-I SDXC Memory Card (quantity 6); Synology DS918+ Network Attached Storage device	\$4,171.14	\$4,171.14
Canon - RF 85mm F1.2 L USM DS; RF 24-70mm F2.8 L IS USM (quantity 2); RF 70-200mm f/2.8L IS USM Lens; EOS R6 Body (quantity 2); EOS R5 Body; LP-E6NH Lithium Ion Battery (quantity 6); Vixia HF G50; LC E6 Charger (quantity 2)	\$20,600.94	\$20,600.94
Chrome - Niko Backpack	\$200.00	\$200.00
DJI - Ronin-S Standard Kit with Switch Grip Dual Handle (quantity 2)	\$878.00	\$1,756.00

Peak Design - Travel Tripod - Carbon Fiber	\$599.95	\$599.95
Pelican - 1615 Air Case with TrekPak Divider System	\$458.95	\$458.95
	<i>Subtotal</i>	\$79,363.29
<b>ACTIVITY TOTAL</b>		\$85,363.29

### Budget Summary

(Written by SCUSD #5 Students Noah Shackelford & Derek Story)

#### Salaries

None \$0  
*Subtotal* \$0

#### Employee Benefits

None \$0  
*Subtotal* \$0

#### Professional & Technical Services

Activity 1-None \$0  
Activity 2-None \$0  
Activity 3-Contracted Services \$5,000  
*Subtotal* \$5,000

#### Other Purchased Services

None \$0  
*Subtotal* \$0

#### Supplies & Materials/Operational Equipment

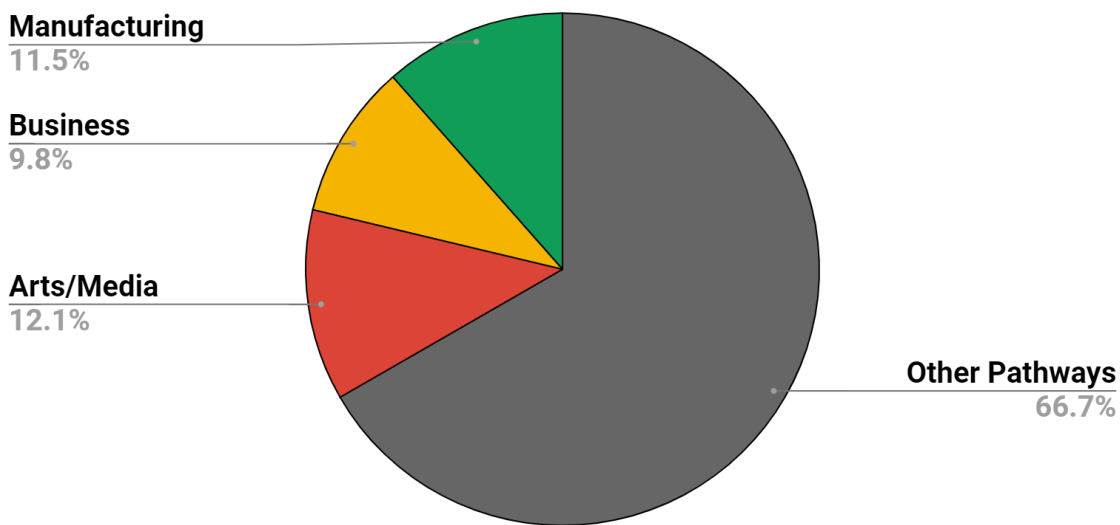
Activity 1 \$0  
Activity 2 \$0  
Activity 3- Product samples, marketing material, etc. \$1,000  
*Subtotal* \$1,000

<b>Capital Assets</b>		
Activity 1- 2 CNC Laser Engravers		\$43,018.31
Video Production Equipment		\$36,344.98
Activity 2		\$0
Activity 3		\$0
<i>Subtotal</i>		\$79,363.29
	<b>Grand Total</b>	<b>\$85,363.29</b>

**Section 6: Supplemental Documents**

**Supplemental Document 1:**

**Student Pathway Interests - 2019-20**



The above graph indicates the percentage of students with a primary interest in Manufacturing, Business, and/or Arts/Media Pathways. This can be misleading as the two students on the writing team for this grant are technically enrolled in the Health Pathway, but have taken classes in each of the three pathways that are highlighted in this project. We believe that most students in our school will be involved in 74 Creative projects in some capacity.

**Supplemental Document 2:**

**Partner Support**

*"Center for Advanced Professional Studies (CAPS) is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs. The Nebraska CAPS*

*program, hosted by South Central Unified School District, is an example of a program that extends these incredible profession-based opportunities to students in rural America. Specifically, the equipment secured through this grant would empower students to develop an entrepreneurial mindset and understand the 'lean startup' model, key to future success as they grow their future opportunities back home in rural Nebraska. When provided the necessary assets, Nebraska CAPS delivers a priceless return on investment to the regional economy and community."*

**Corey E. Mohn**  
**Executive Director**  
**Blue Valley Center for Advanced Professional Studies**

### **Supplemental Document 3:**

#### **Student Success Stories**

*"The NCAPS program benefitted me by allowing me to discover what I wanted for a career before college. I originally wanted to be in the medical field but after taking manufacturing classes through NCAPS I discovered it was a more fitting career for me without enduring the financial burden of college credits I wouldn't use."*

**-Coy Ceder**

*"Being a former student of Sandy Creek High School, I am extremely grateful for the experiences I got from the NCAPS and the Manufacturing Program that is offered at Sandy Creek. The NCAPS program helped me decide what career path I wanted to pursue and which careers weren't for me. The Manufacturing program offered at Sandy Creek gave me a substantial jump-start towards the two Associates Degrees I am pursuing, Advanced Manufacturing Design Technology and Drafting and Design Technology. Because of these two programs, I had an incredible jump-start to my college classes that many of my classmates I attend college with do not have. Without the help from both of these programs, I would not be on the current path of success that I am now and nor would I know which path to pursue."*

**-Jaekob Spitz**

*"I was able to take the things that I learned in my digital media classes and put it towards the start of my career. Working in sports broadcast production for HuskerVision, it is necessary that I understand how to use Adobe Premiere Pro, Audition and After Effects. I started to build those skills in high school, and I have taken that knowledge into my college education and my job."*

**-Ty Schweer**

*"Digital media classes were amazing for me and they opened my eyes to my passion for creating content. These classes have also helped me secure a position with HuskerVision. My*

*knowledge from my high school digital media classes has helped me excel in college and my future career.”*

**-Dylan Schweer**

NCAPS Spotlight Videos

- [Joanie Schultz - Business Pathway](#)
- [NCAPS Overview Video](#)

**Supplemental Document 4:**

**[Computer Hardware Letter of Intent](#)**

**Supplemental Document 5:**

**[Brodstone Memorial Hospital Letter of Support](#)**

**Supplemental Document 6:**

**[Cornhusker Toyota/Honda Invoice](#)**