

# reVISION

## **Action Grant**

*Sutherland 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

Sutherland is a progressive community of approximately 1,200 people located in the Mid-Plains economic development region in western Nebraska. Sutherland Public School has a PK-12 student population of 330 students in a public school district that encompasses 257 square miles of mostly agricultural land. Sutherland Public School is seeking a grant through the reVISION process to improve and advance the technical skills of our students. The two main areas of focus are strengthening our **Business/Information Technology** and **Skilled & Technical Sciences/Agriculture** program areas. Our goal is to graduate students that are more prepared to advance in jobs that are high-skilled, in high-demand, and are high-wage in our local workforce and our region.

Students enrolled at Sutherland Public Schools also show a high aptitude/interest in these areas. The student data from the YouScience and the Nebraska Career Connections assessments showed that **62%** of 7-12 students have high interest/aptitude for careers in business, marketing, and information technology and **32%** have high interest/aptitude in Skilled & Technical Sciences/Agriculture occupations (with a major emphasis on welding). This helps to solidify the need for more training and opportunities to provide students. We are fully aware that not every student will follow the traditional college path and we want to give all students the training and experiences to make quality decisions on their career path. All 7-12 students enrolled at Sutherland Public Schools will be provided with an opportunity to increase their technology and computational-thinking skills to close the industry-standard skills gap in the field of **Business/Information Technology** and **Skilled & Technical Sciences/Agriculture** (with an emphasis in welding).

According to the Nebraska Department of Economic Development<sup>1</sup> in the Mid-Plains region, three of the top ten occupations for the Mid-Plains Region are in business & information technology (#3 General & Operations Managers, #4 Bookkeeping, Accounting, and Auditing Clerks, #9 All Other Managers). By 2026 in the Mid-Plains region, it is forecasted that there will be **780** job openings for general and operations managers, **731** job openings for bookkeepers/accountants/auditors, and **406** job openings for all other managerial positions. All other managerial positions have a **7.41%** increase in demand from the previous year. After analyzing this data, Sutherland Public Schools knew that changes to current Career and Technical Education programming was necessary, not only for the future success of our students but for the future success of the Mid-Plains economic development region.

Skilled & Technical Sciences/Agriculture (with an emphasis in welding) is another area of emphasis for the Mid-Plains economic development region. Two of the top ten occupations for the Mid-Plains Region are our focus for skilled & technical sciences/agriculture (#6 Farm Equipment Mechanics and Service Technicians and #8 Bus and Truck Mechanics and Diesel Engine Specialists). By 2026 in the Mid-Plains region, it is forecasted that there will be **398** job openings for Farm Equipment Mechanics and Service Technicians and **305** job openings for Bus and Truck Mechanics and Diesel Engine Specialists. The educators and

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<sup>1</sup> Office of Labor Market Information, Nebraska Department of Labor. Online: <http://h3.ne.gov/> - Mid-Plains region is selected (visited August 31, 2020)

administrators at Sutherland Public Schools understand the linkage between welding and mechanics. Nationally, the Department of Labor Statistics reported that the need for welders grew 26 percent by 2020<sup>2</sup>. By 2026 in the Mid-Plains region, it is forecasted that there will be **177** job openings for welders/cutters/solderers/brazers. Based on data taken from the Nebraska Economic Development site (H3), occupations that use skills found in our Skilled & Technical Sciences/Agriculture curriculum have greatly increased. For example, machinery maintenance workers have increased **31%**, Aircraft Mechanics and Service Technicians have increased **21%**, and Industrial Machinery Mechanics has increased almost **20%**. Our goal is to provide students with the skills and experiences needed to make quality choices in training, education, and occupations.

Results from the ESU 16 regional community engagement night showed that employers need employees who can create resumés/cover letters, are equipped with 21st century work skills (i.e. emotional intelligence, team player attitude, growth mindset, openness to feedback, adaptability, active listening, work ethic, communication skills, problem-solving, time management, demonstrate grit, etc...), operate Microsoft Office (especially Microsoft Excel), and have industry-standard certifications. Also, community stakeholders expressed the need for students to have exposure to job shadowing and/or interning. In addition, there is a huge need for students to work in areas of trade (welding, electrical, plumbing, etc...).

Our justification for the reVISION Action Grant request is based on student data (YouScience and Nebraska Career Connections assessments), Perkins V Strategic Priorities, community engagement night data, and regional Economic Development (H3) reports. Through our collection of the data, Sutherland Public School noticed gaps between the equipment that students were utilizing and industry-grade equipment that students are expected to use in the workforce.

Our Skilled and Technical Science program currently offers welding and auto mechanics. Our Agriculture program offers a Metals and Fabrication course. The Skilled & Technical Sciences classes are composed mainly of male students. Sutherland Public Schools needs to increase the amount of exposure to both male and female, as well as our special needs students through our welding-related processes without increasing our material costs for base metal and consumables. This includes incorporating a welding simulator into our curriculum will help to provide a safe learning environment that gives students the needed practice to move to live welding stations. We would like to improve our ability to provide our students with real-time feedback and assess their skills and performance. As well as reduce overall training time for our students enrolled in welding classes and progress more quickly through the performance testing. In addition to a welding simulator we are asking for grant funds to purchase a plasma cutter. This equipment will provide additional training and workforce skills for our students. This will allow our students to get experience using an additional workforce tool that helps to speed up production and provide them the opportunity to utilize creativity with projects. The opportunities provided will help to not only increase learned skills in our welding and metals and fabrication

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<sup>2</sup> Welding Jobs Growing as Demand Continues to Increase. (2018, May 08). Retrieved August 31, 2020, from <https://advanced.edu/welding-jobs-demand-increase/>

courses, it will also give students a competitive advantage as they move on to receive training and/or apply for jobs.

Our community engagement night stakeholders expressed the need for Microsoft Office experience and industry-standard certifications. Sutherland Public Schools would like to purchase industry-standard computers and the full Microsoft Office Suite to allow students an opportunity to gain industry-standard Microsoft Office certifications. This will ensure that students will transition to post-secondary education and/or the workforce seamlessly after graduation.

Sutherland Public Schools is hopeful that we can complement our newly revised Business/Information Technology and Skilled & Technical Sciences/Agriculture curriculum with industry-standard equipment for a truly immersive and hands-on experience through reVISION funding. Sutherland Public Schools wants to provide our students with a competitive advantage over other job applicants and/or in the training programs. With grant approval, these additional opportunities for our students will help prepare them with career ready skills that are important in our local and regional job markets.

## **Section 2: Key Objectives**

Sutherland Public Schools is dedicated to providing a **data-driven** Career & Technical Sciences program that aligns with the local workforce needs while providing students with systemic career development with **work-based learning opportunities** and teachers with **sustained professional development**.

**Goal #1 - Data Use.** For the first time Sutherland Public Schools has used data to alter Career and Technical Education programming. As a school district, we have focused on student data (You Science and Nebraska Career Connections assessments), the Nebraska Department of Economic Development data (H3 - high wage, high demand, high skill), and our community engagement night stakeholder data.

Students enrolled at Sutherland Public Schools also show a high aptitude/interest in these areas. The student data from the YouScience and the Nebraska Career Connections assessments showed that **62%** of 7-12 students have high interest/aptitude for careers in business, marketing, and information technology and **32%** have high interest/aptitude in Skilled & Technical Sciences/Agriculture occupations (with a major emphasis on welding).

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Sutherland Public Schools plans to analyze this data in the future to impact future Career and Technical Education programming.

### **Goal #2 - Work-Based Learning**

According to Gallup, business leaders value an internship or work-based learning experience more than grades or college major.<sup>5</sup> Work-Based Learning helps student learners: strengthen academic, technical, and career readiness (employability) skills; explore career options; enhance personal finance knowledge and skills; foster positive relationships with adults; observe all aspects of a company's operation; and develop an awareness of the requirements of careers so they can effectively plan postsecondary and career pursuits.

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<sup>4</sup> Welding Jobs Growing as Demand Continues to Increase. (2018, May 08). Retrieved August 31, 2020, from <https://advanced.edu/welding-jobs-demand-increase/>

<sup>5</sup> Work-Based Learning Strategies Overview. (n.d.). Retrieved August 31, 2020, from <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>

One major area of concern from the stakeholders present at our community engagement night was the lack of work-based experiences our students come to them with. It was apparent that Sutherland Public Schools must create a more robust program to expose students to job shadowing opportunities and internships.

Sutherland Public Schools understands that one of the major components of Carl D. Perkins V is work-based learning. In the past five years Sutherland Public Schools has improved our work study programs and job shadowing experiences to better align with student interest/aptitude data (YouScience and Nebraska Career Connection assessments) and course completion (Programs of Study) data.

Currently, Sutherland Public Schools have four class periods throughout the day that are dedicated to students in Job Shadowing and Internships with six students enrolled in those sections. Sutherland Public Schools have partnered with our local grocery store, Vera Welding, Great Plains Health and Medicine, McCune Vet Clinic, and Ozzie's General Store. In addition we have five sections of student aiding and nine students enrolled. In the past, we have also partnered with the Nebraska Public Power District, local ethanol plant, local farmers and ranchers, and other businesses to allow students to take advantage of job shadowing opportunities and internships. Each year, we make contact with local businesses and give students the opportunity to gain experiences through that program. Students are evaluated by the business each quarter, which goes into their final grade calculation.

### **Goal #3 - Sustained Professional Development**

Sutherland Public Schools values continuous professional development for all teachers employed with our district. The administration at Sutherland Public Schools understands that industry trends are constantly changing and that our Career & Technical Education educators must be kept up-to-date. Up-to-date training will ensure that Sutherland Public School students receive the latest instruction in agriculture, business, and skilled and technical sciences. These professional development opportunities will help meet our students' aptitudes, strengths, help feed into the Mid-Plains workforce needs, and create ample opportunities for students' career development.

Each year Sutherland Public Schools is committed to our Career and Technical Education instructors attendance at the Nebraska Career Education conference held annually in Kearney, Nebraska. Here, our instructors receive training in their specific content areas. They are also able to tour innovative workplaces. Sutherland Public School's Career & Technical Education teachers are also encouraged to attend the Nebraska Department of Education's fall workshops to receive updates from the state department. New Nebraska standards come out every five years for Career and Technical Education, and instructors are encouraged to attend to receive updates on their courses.

Sutherland Public Schools is also part of ESU 16's EDventurous Regional Professional Learning Communities, where they create professional relationships with other area Career and Technical Education instructors in their particular disciplines. Professional Learning Communities allow educators to sit down with 12 different school districts to discuss what is working with their programming and what is a current struggle with their current

programming. There, educators share ideas and create lessons that they can use in their classrooms.

The administration and board of education at Sutherland Public Schools values continued professional development for all teachers. If an instructor wants to attend professional development outside the regular requests, we find ways to fund and find substitute coverage for that instructor.

**Summary:** Sutherland Public Schools has evaluated and analyzed Perkins V strategic priorities, community engagement data, H3 workforce needs, student aptitudes/interest data. We have made changes to our Career and Technical Education programming to help our students better transition into the workforce through this process. Because of this new programming, we understand that our current equipment is not considered industry-standard. We believe we are asking for the correct equipment to create more robust career and technical education programs of study through our research and recommendations.

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

**Activity #1 (Agriculture/Skilled & Technical Sciences).** Sutherland Public School has made some changes to the current programming in both the agricultural and skilled & technical sciences programming to better reflect our student interest/aptitude data, community engagement night data, and the Nebraska Department of Economic Development H3 Mid-Plains region data. Because of this new programming, we understand that our current equipment is not considered industry-standard. We hope to secure funding through the reVISION Action grant to fund a welding simulator and a plasma cutter.

The guideWELD VR Welding Simulator will aid in recruitment and retention of students in welding classes. By including this simulator in our curriculum, it will allow our district to limit liability for new students to the trade, while giving them confidence in improving their welding skills and learning techniques that are safe. The inclusion of a Welding Simulator will also allow students to have more time on task and increase engagement in the classroom. We currently have five welding booths and typically more than five students are enrolled in each welding class. Students with disabilities will also be able to train under safe conditions and work their way up to a welder. This will include students with disabilities in our welding courses and increase enrollment numbers and diversity in our Career and Technical Education courses. Finally, students who have more time on a welder and more confidence in their technique, will also find more enjoyment in the trade. This will help to improve their skill sets and give them a more competitive advantage among peers who go into industries that require welding.

By exposing students to a Welding Simulator they would meet the following standards in Welding more precisely:

***STS.HS.6.1 - Apply safety principles, practices and guidelines to the work environment.***

- ***STS.HS.6.1.c - Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.***

***STS.HS.6.2 - Investigate career opportunities in the welding industry.***

- **STS.HS.6.2.d - Identify the training, education, certification and licensing requirements for various careers in the welding industry.**

***STS.HS.6.3 - Demonstrate use of welding communications.***

- **STS.HS.6.3.a - Accurately interpret welding terminology, plans, sketches, drawings and schedules.**

***STS.HS.6.5 - Produce a product using welding technology.***

- **STS.HS.6.5.b - Correctly and accurately use tools and equipment to perform welding operations according to drawings and specifications.**
- **STS.HS.6.5.d - Weld using various methods of welding (i.e. gas metal arc welding, GMAW-S, GMAW spray transfer, flux core arc welding, gas tungsten arc welding, shielded metal arc welding, oxy-acetylene) and using various positions (i.e. flat, horizontal, vertical up, vertical down, and overhead).**

The Torchmate 4400 Plasma Table will allow students to learn a new trade and help to encourage creativity in the shop. In addition to helping students create and synthesize projects on the plasma cutter, they will also be able to put a trade with a business opportunity for the many projects that a plasma cutter can help to create. Students will also be able to acquire marketable skills within metal fabrication that they would otherwise be unaware of. The Torchmate 440 Plasma Table also comes with training through an online portal and TMCAD. Training will ensure our teachers and students have industry standard knowledge and training to operate equipment. Finally, with the addition of a Plasma Cutter our shop students in all trades will have another opportunity to work with industry-standard equipment and prepare for career opportunities.

By exposing students to a Plasma Cutter they would meet the following standards in Metals and Fabrication more precisely:

***AFNR HS 6.1 - Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.***

- **AFNR.HS.6.1.a - Apply physical science principles to metal fabrication using a variety of welding and cutting processes.**
- **AFNR.HS.6.1.b- Apply physical science and engineering principles to design, implement, and improve safe and efficient mechanical systems in AFNR situations.**

***AFNR HS 6.2 - Operate and maintain AFNR mechanical equipment and power systems***

- **AFNR.HS.6.2.a - Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.**
- **AFNR.HS.6.2.b - Demonstrate proper safety while operating machinery and power equipment.**

***AFNR. HS 6.4 - Plan, build and maintain AFNR structures.***

- **AFNR.HS.6.4.a - Create sketches and plans for AFNR structures.**



- **AFNR.HS.6.4.b - Determine structural requirements, specifications and estimate costs of structures.**

***AFNR.HS.6.4.c - Follow plans to construct, maintain, or repair AFNR structures.***

***AFNR.HS.CR.1 - Describe career opportunities and means to achieve those opportunities in each of the AFNR career pathways.***

- **AFNR.HS.CR.1.a - Evaluate and implement the steps and requirements to pursue a career opportunity in an AFNR career pathway.**
- **AFNR.HS.CR.1.b - Examine and choose career opportunities that are matched to personal life skills, talents, and career goals in an AFNR pathway of interest.**

***AFNR.HS.CR.2 - Demonstrate employability skills for college and career readiness.***

- **AFNR.HS.CR.2.d - Synthesize information, knowledge and experience to generate original ideals and challenge assumptions in the workplace and community.**
- **AFNR.HS.CR.2.e - Apply reason and logic to evaluate workplace and community situations from multiple perspectives.**
- **AFNR.HS.CR.2.f - Investigate, prioritize and select solutions to solve problems in the workplace community.**
- **AFNR.HS.CR.2.g - Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.**

#### **Evaluation of Activity #1:**

By the end of the 2020-21 school year, Sutherland Public Schools will have:

- Acquired and installed the needed tools and equipment.
- Used survey data to see if students are engaged and feel confident with the industry-standard equipment.
- Compare formative and summative assessment data to see if students are improving their welding and plasma cutting performance.

#### **Sustainability of Activity #1:**

- The district will continue to fund maintenance and equipment replacement costs.
- The instructor and students will perform regular maintenance of equipment to prevent breakdown & increase longevity.
- Community support and fundraising will allow for the purchase of additional needs.

**Activity #2 (Business/Information Technology).** Sutherland Public Schools is dedicated to providing opportunities for students to receive industry certifications prior to graduation. The Microsoft Office Suite certification activity is designed to allow students the opportunity to develop proficiency levels in the use of the Microsoft Office Suite further enabling them to enhance their employability skills in today's business world. Roughly, 80-percent of employers and recruiters will look for candidates who have experience with

Microsoft Office.<sup>6</sup> If students already have a certification, they will be able to see the level of their knowledge before interviewing them.

As an Apple school our students are not afforded the opportunity to test their Microsoft Office Skills against industry standards. This program will provide the curriculum and nationally recognized testing achievements in the programs included in the Microsoft Office Suite. Currently, students in grades 7-12 have 1:1 Macbooks, with limited access to the full Microsoft Office Suite. By purchasing five laptops, students would have access to the full Microsoft Office Suite. By exposing students to Microsoft Office, and with the emphasis on this industry standard software, students could earn their Microsoft Office Specialist certification through Certiport. This was a request by community members at the community engagement night.

Given Microsoft Office is the industry-standard software used by many businesses and colleges/universities, this purchase will ensure students meet Nebraska Information Technology Applications I (Course Code 270501) Standards.

**CIS.HS.4a.2-Use document processing applications to prepare business communications**

**CIS.HS.4a.3-Develop and demonstrate effective professional communication skills and practices.**

**CIS.HS.4a.4-Organize and manipulate data using spreadsheet applications.**

**CIS.HS.4a.5-Identify database management concepts to manage, evaluate, and organize information.**

**Evaluation of Activity #2:**

We will evaluate this activity's effectiveness by having 25% of students pass the MOS certification in Year 2. Employers from the community will evaluate student work, including resumes, cover letters, business letters, spreadsheets, and possible databases. To check for alignment with their industry standards. This activity will evolve into partnerships with businesses for job shadowing and internships that will take place in Year 3.

**Sustainability of Activity #2:**

Sutherland Public School's IT department will ensure that these industry-standard computers and software stay up-to-date. This will include running virus software, updating the Microsoft Office Suite to the newest edition, and replacing hardware when needed. If more industry-standard computers are needed, Sutherland Public Schools will rely on community funds and fundraisers.

**Section 4: Commitment & Capacity (1 page)**

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<sup>6</sup> Why get a Microsoft Office Specialist Certification. (2019, February 27). Retrieved August 31, 2020, from <https://www.certificationcamps.com/why-all-your-employees-should-get-a-microsoft-office-specialist-certification/>

Sutherland Public Schools are strongly committed to all students (male/female, special education, college bound, workforce bound). We will ensure the funds provided by this grant are used in a fiscally responsible manner, and our staff and students are supported through this process. The common goal among all Sutherland Public School's Career and Technical Education departments is to strengthen the high school and junior high programs and align them with Nebraska's economic priorities, student interest data, Perkins V strategic priorities, and community engagement night data.

**The Perkins V reVISION grant leadership team will consist of:**

- Dan Keyser, Superintendent of Schools at Sutherland Public Schools
- Dustin Mitchell, 7-12 Principal at Sutherland Public Schools
- Cathy Brunz, Guidance Counselor at Sutherland Public Schools
- Sutherland Public Schools Board of Education

The responsibility of utilizing reVISION Grant Funds will first and foremost be our leadership team. It is the leadership team's duty to ensure that any funds put into a program to enhance students' preparedness for college and careers are put to a use that is fiscally responsible and that which is in the best interest of students and their future. As a leadership team we have committed to both College and Career readiness by ensuring that students have the ability to get experiences in trades, as well as exposing them to skills that will require college classes.

Our leadership team strongly promotes students to be exposed to skills and trades that do not require a four year degree and those skills in our courses. We are a class C district that offers coursework in Agriculture, Business/Information Technology, Skilled and Technical Sciences. Our leadership strongly supports multiple experiences and career training. The Board of Education has committed monies necessary to include Business, Agriculture, and STS teachers in our district.

**The Perkins V reVISION grant advisory team will consist of (post-secondary institutions, business/industry leaders, community members, and educators):**

- Jesse Saner, Skilled & Technical Sciences Instructor
- Ashley Parker, Agriculture Instructor
- Shannon Staggs, Business Instructor
- Roric Paulman, Area Farmer (agriculture)
- Kimberly Liebig, Nebraska Public Power District (skilled & technical sciences)
- Josh Hanson, Department of Labor (business)
- Jody Tomanek, Vice President of Academic Affairs at Mid-Plains Community College

Our advisory council members will partner with Sutherland Public Schools to provide: industry certification programs, dual credit courses, more job shadowing opportunities and internship experiences, access to employers and works with 21st century employability skills, opportunities to facilitate community growth, opportunities to increase the number of skilled workers in the Mid-Plains region.

Our Business, Agriculture, and Skilled & Technical Sciences instructors have committed themselves to giving students the experiences necessary to shape their future. Our community has helped us to provide quality career experiences for our students.

## Section 5: Budget Proposal

### Activity Budget #1 - Skilled & Technical Sciences/Agriculture Metals & Welding Skills Improvement

Activity Budget: Activity # 1		
Expenditure	Unit Cost	Total
<b>Salaries</b> – Specified by Position (Object Code 100)		
Agriculture Teacher Salary	\$38,410.76 (in-kind)	\$38,410.76 (in-kind)
STS Teacher Salary	\$51,465.38 (in-kind)	\$51,465.38 (in-kind)
<b>Subtotal</b>		<b>\$89,876.14 (in-kind)</b>
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
Agriculture Teacher Benefits	\$11,155.00 (in-kind)	\$11,155.00 (in-kind)
STS Teacher Benefits	\$21,486.00 (in-kind)	\$21,486.00 (in-kind)
<b>Subtotal</b>		<b>\$32,641.00 (in-kind)</b>
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
Nebraska Career Education Conference - AG & STS Instructor	\$400.00 (in-kind)	\$400.00 (in-kind)
Nebraska Department of Education Fall Conference - AG & STS mileage	\$200.00 (in-kind)	\$200.00 (in-kind)
Nebraska Department of Education Fall Conference - AG & STS substitute	\$250.00 (in-kind)	\$250.00 (in-kind)
<b>Subtotal</b>		<b>\$850.00 (in-kind)</b>
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals - AG & STS	\$900.00 (in-kind)	\$900.00 (in-kind)
<b>Subtotal</b>		<b>\$900.00 (in-kind)</b>
<b>Supplies</b> — including Operational Equipment - (Object Code 600)		
<i>Lincoln Electric PlateGuard™ Water Table Additive (5 Gallons)</i>	\$197.30	\$197.30
TMCAD Education: Unlimited Student Licenses, Design & Art	\$1,209.72	\$1,209.72
Torchmate Academy Online Learning Portal, 4x00 Machine and TMCAD	\$499.00	\$499.00
Shipping	\$500.00	\$500.00
<b>Subtotal</b>		<b>\$2,406.02</b>
<b>Capital Assets</b> - (Object Code 700)		
guideWELD Welding Simulator	\$6,999.00	\$6,999.00
Torchmate 4400-FC80 CNC Plasma Cutting Table	\$25,999.00	\$25,999.00

	<b>Subtotal</b>	<b>\$32,998.00</b>
	<b>ACTIVITY TOTAL</b>	<b>\$124,267.14 (in-kind)</b>
		<b>\$35,404.02</b>

**Activity Budget #2 - Business/Information Technology Microsoft Office Suite Proficiency**

<b>Activity Budget: Activity # 2</b>		
<b>Expenditure</b>	<b>Unit Cost</b>	<b>Total</b>
<b>Salaries – Specified by Position (Object Code 100)</b>		
Business Teacher Salary	\$73,633.00 (in-kind)	\$73,633.00 (in-kind)
	<b>Subtotal</b>	<b>\$73,633.00 (in-kind)</b>
<b>Employee Benefits – Specified by Position (Object Code 200)</b>		
Business Teacher Benefits	\$37,849.00 (in-kind)	\$37,849.00 (in-kind)
	<b>Subtotal</b>	<b>\$37,849.00 (in-kind)</b>
<b>Professional &amp; Technical Services – (Object Code 300)</b>		
Nebraska Career Education Conference	\$200.00 (in-kind)	\$200.00 (in-kind)
Nebraska Department of Education Fall Conference - Business mileage	\$100.00 (in-kind)	\$100.00 (in-kind)
Nebraska Department of Education Fall Conference - Business substitute	\$125.00 (in-kind)	\$125.00 (in-kind)
	<b>Subtotal</b>	<b>\$425.00 (in-kind)</b>
<b>Other Purchased Professional Services – (Object Code 400/500)</b>		
Nebraska Career Education Conference Lodging & Meals	\$450.00 (in-kind)	\$450.00 (in-kind)
	<b>Subtotal</b>	<b>\$450.00 (in-kind)</b>
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
Purchase 5 Laptops	\$1,022.29	\$5,111.47
Purchase MS Office Certification Curriculum	\$500.00	\$500.00
	<b>Subtotal</b>	<b>\$5,611.47</b>
<b>Capital Assets- (Object Code 700)</b>		
	<b>Subtotal</b>	<b>\$0.00</b>
	<b>ACTIVITY TOTAL</b>	<b>\$112,357.00 (in-kind)</b>
		<b>\$5,611.47</b>

## Budget Summary

### Salaries

Activity 1	\$ 89,876.14 (in-kind)
Activity 2	\$ 73,633.00 (in-kind)
<i>Subtotal</i>	<b>\$ 163,509.14 (in-kind)</b>

### Employee Benefits

Activity 1	\$ 32,641.00 (in-kind)
Activity 2	\$ 37,849.00 (in-kind)
<i>Subtotal</i>	<b>\$ 70,490.00 (in-kind)</b>

### Professional & Technical Services

Activity 1	\$ 850.00 (in-kind)
Activity 2	\$ 425.00 (in-kind)
<i>Subtotal</i>	<b>\$ 1,275.00 (in-kind)</b>

### Other Purchased Services

Activity 1	\$ 900.00 (in-kind)
Activity 2	\$ 450.00 (in-kind)
<i>Subtotal</i>	<b>\$ 1,350.00 (in-kind)</b>

### Supplies & Materials/Operational Equipment

Activity 1	\$ 2,406.02
Activity 2	\$ 5,611.47
<i>Subtotal</i>	<b>\$ 8,017.49</b>

### Capital Assets

Activity 1	\$ 32,998.00
Activity 2	\$ 0.00
<i>Subtotal</i>	<b>\$ 32,998.00</b>

**Grand Total** **\$ 41,015.49**  
**\$ 236,624.14 (in-kind)**

## Section 6: Supplemental Documents

- Supplemental Document #1 - Community Engagement Night Data
- Supplemental Document #2 - YouScience Data Collection

### Supplemental Document #1 - Community Engagement Night Data

<p><b>Question #1 - What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?:</b></p>	<p><b>Question #2 - Reflecting on the Nebraska Career Education Model and the data presented, what courses should our schools offer to prepare students for careers in our future economy?:</b></p>	<p><b>Question #3 - What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?:</b></p>
<p>Create a business course in career development/ job pursuit, employability skills</p>	<p>What if schools partnered to create a course or series of courses around employability skills, résumé writing, and interviewing?</p> <p>Could that be a grant funded program through reVISION?</p>	<ul style="list-style-type: none"> <li>- Career Exposure/ Exploration</li> <li>- Shadowing</li> <li>- Career Counseling</li> <li>- Mentoring</li> </ul>
<p>Require 4 years of Math</p>	<p>CNA Courses through MPCC</p> <ul style="list-style-type: none"> <li>- Prerequisite to work in healthcare facility</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadow</li> <li>- Complete Résumé</li> <li>- Dave Ramsey's Total Money Student Makeover</li> <li>- Interview Skills</li> <li>- Have businesses talk to the students about drug testing, phones, being on-time, etc...</li> <li>- Let the business people help you educate students</li> <li>- Join in partnership with your community college.</li> <li>- Career Report - Students seek out business interviews to report on</li> </ul>

<p><b>Question #1 - What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?:</b></p>	<p><b>Question #2 - Reflecting on the Nebraska Career Education Model and the data presented, what courses should our schools offer to prepare students for careers in our future economy?:</b></p>	<p><b>Question #3 - What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?:</b></p>
<p>Increase opportunities for job shadowing, internships, etc...</p> <p>Job Exposure - Tours - Farms/Ranches, Manufacturers, Hospitals, etc...</p>	<p>Information Technology courses related to Agriculture</p>	<p>Employment Fairs</p>
<p>Rubric</p>	<ul style="list-style-type: none"> <li>- Instructional Technology related to Agriculture</li> <li>- Nursing Assistant</li> </ul>	<ul style="list-style-type: none"> <li>- Bring community members in for interviews</li> <li>- Job Shadows</li> </ul>
<ul style="list-style-type: none"> <li>-Remove/don't allow excuses for failure</li> <li>-Integrate aspects of standards in core classes (e.g. English - critical thinking, Social Studies - problem solving, STS classes- creativing, technology programs)</li> </ul>	<p>Careers Class</p>	<p>Have businesses or others in the community help with mock situations (interviews, presentations, etc...)</p>
<p>Careers Class</p>	<p>Early Career Exposure</p>	<p>Not college fairs, but employment fairs</p>
<p>There may be very impactful speakers or videos of speakers to teach many standards (customer service, problem solving, conflict resolution)</p>	<p>Project- Based Learning</p>	<p>Job Shadows</p>



Question #1 - <b>What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?:</b>	Question #2 - <b>Reflecting on the Nebraska Career Education Model and the data presented, what courses should our schools offer to prepare students for careers in our future economy?:</b>	Question #3 - <b>What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?:</b>
State Department of Education needs to recognize potential to collaborate with Nebraska Extension on Real Life Problems & Skills	Centralized Career Academy	Internships
It seems we are so focused on life skills. Responsible kids are being held back. It's no wonder the responsible kids don't return to rural Nebraska.	Schools need to be forced to collaborate to bring programs to each other. Many kids are missing out.	Career Counselor
Career Readiness Integration in Content Curriculum	Schools identify core academies, have students visit employers, or host panels. Community fairs are also efficient.	Career Fairs
Workplace Exposure/ Experiences	Opportunity to do something regionally	Internship
	Have someone put together videos for each field that one teacher can monitor that kids watch that are directly related to their field.	Mentoring
	Technology & Communication	Leverage technology. Most schools have tablets or laptops. It would be easy to connect employers to students to talk about ongoing projects, etc... To expose students to real-life examples.

<b>Question #1 - What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?:</b>	<b>Question #2 - Reflecting on the Nebraska Career Education Model and the data presented, what courses should our schools offer to prepare students for careers in our future economy?:</b>	<b>Question #3 - What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?:</b>
	CNA	Expose students to not only job shadows, but employer training. Leverage what employers are already doing. Offer students the ability to observe and participate.
	All day, 1x a week. Classes offered at the college or hands on classes at other schools	Job Shadowing
	Anyone going into the medical field must take a CNA class. Which can be done in H.S.	Career Counseling
	<ul style="list-style-type: none"> <li>- CNA/Med Aide</li> <li>- Cooking Class/Dietary</li> <li>- Take College Class and do skills at local nursing home</li> </ul> <p>(Note: SCC - Beatrice does course on Skype and students do the skills at local nursing homes)</p>	<ul style="list-style-type: none"> <li>- Career Shadowing in Health</li> <li>- Job Fairs</li> <li>- Panel to Explain Health Opportunities</li> </ul>
	Develop a program so a student is required to job shadow with 8 - 10 businesses per semester	Job Shadowing with businesses  Teach School as it's a job

<p><b>Question #1 - What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?:</b></p>	<p><b>Question #2 - Reflecting on the Nebraska Career Education Model and the data presented, what courses should our schools offer to prepare students for careers in our future economy?:</b></p>	<p><b>Question #3 - What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?:</b></p>
	<ul style="list-style-type: none"> <li>- Résumé writing</li> <li>- Interviews</li> <li>- Cooperative Councils</li> </ul>	<p>Have Business People come in and interview students for an XYZ job (sample job)</p>
	<ul style="list-style-type: none"> <li>- Habitudes (1 day training)</li> <li>- ENGAGE - Jr. High</li> <li>- CDL - 76 hours</li> </ul>	<p>7 Cooperatives. That could be a resource.</p>
		<p>UPRR Connections</p>

**Supplemental Document #2 - YouScience Data Collection**

	Business	Agriculture	STS
<b>Overall Percentages</b>	<b>62%</b>	<b>49%</b>	<b>32%</b>
9th			
<b>Percentage</b>	<b>73.68%</b>	<b>47.37%</b>	<b>15.79%</b>
<b>Student Name</b>			
		x	x
	x		
	x		
	x	x	
	x		
	x		
		x	x
	x		
	x		
	x	x	
	x	x	
	x		
		x	
	x		
	x	x	
		x	
		x	x
	x		
	<b>44.12%</b>	<b>64.71%</b>	<b>41.18%</b>
<b>Student Name</b>			
		x	
		x	
	x	x	
			x
		x	x
		x	x

		X	X
		X	X
X			
			X
			X
X			
		X	
X		X	
X		X	
X		X	
		X	X
X		X	
		X	X
			X
		X	
		X	
X		X	
		X	X
			X
			X
X		X	
		X	X
X			
X			
X			
X			
X			
		X	
X		X	
<b>11th</b>			
<b>Percentage</b>	<b>72.73%</b>	<b>27.27%</b>	<b>36.36%</b>
<b>Student Name</b>			
			X
X			
X			
			X

	x	x	
	x		
		x	x
	x		
	x	x	
	x		
			x
<b>12th</b>			
<b>Percentage</b>	<b>55.56%</b>	<b>55.56%</b>	<b>33.33%</b>
<b>Student Name</b>			
		x	
		x	
	x		
	x		
	x	x	
		x	
		x	x
			x
	x		
	x	x	
			x
	x		
	x	X	
		x	x
	x	x	
		x	x
			x



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