



## Action Grant

2021-2022

*Application*

Submitted by:

***Freeman Public Schools***

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

**NEBRASKA DEPARTMENT OF EDUCATION**

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



## Section 1: Application Overview

Freeman Public Schools strives for all students to be College and Career Ready upon graduation. This is partly done through analysis of curricular programming and expansion of programs that meet the needs of our students. As a result, Freeman Public Schools is committed to expanding CTE opportunities. In 2018-19 and 2019-20, Freeman participated in reVISION activities at both the local and regional levels. Several discussions were had and continue to occur on how to expand opportunities all while ensuring that the programs offered align with local and regional workforce needs and preparing students for success following graduation. In 2020-21, Freeman began CTE curricular expansion in two ways. First, 7th and 8th grade CTE exploratory courses were created. All 7th graders take CTE I, which focuses on woodworking and hand tools, and all 8th graders take CTE II, which focuses on small engines and automotive maintenance. Second, we added a Work-Based Learning course. This course allowed eleven of our seniors to complete internships with local businesses based on their career interests.

Approval of Freeman's reVISION Action Grant would provide us with the operational equipment and materials necessary to grow CTE programming and opportunities in three ways:

- 1. Expanding our current Power, Structural, and Technical Systems (PSTS) pathway**
- 2. Expanding local and regional work-based learning opportunities and building student knowledge and skills**
- 3. Increasing awareness of work-based learning and CTE programming and opportunities for all students**

Freeman currently offers three courses as part of the PSTS pathway. Expansion of the pathway would include adding two courses: Power, Structural, and Technical Foundations and Power, Structural, and Technical Systems. These courses would allow us to build on the foundation set in our new middle school exploratory courses and increase skills in areas that can lead to the development of our local and regional workforce. We would be able to upgrade materials to meet industry standards and expand work-based career paths based on local and regional needs. Our ultimate hope is to grow programming opportunities and raise awareness of the potential careers that exist for students in our community.

The planning for this expansion has come as a result of the reVISION strategic planning process and completing our local and regional needs assessment. Several indicators on our local needs assessment played a role in determining our "desired state." This included goals of building partnerships with local businesses to assist with work-based learning and promote career opportunities in our community, building CTE pathways to increase exposure in trade areas and prepare students for technical college and direct employment opportunities, increasing overall involvement with local and regional businesses to promote career skill sets, and expanding our work-based learning program to include specific outcome agreements and increase student participation. Likewise, the Southeast Nebraska regional needs assessment identified priority strategies. Those strategies contributing to our expansion of programming at Freeman include focusing on individual classes and course offerings, reviewing curricular offerings to make workforce demands, creating career pathways that enhance career readiness and expand business partnerships focusing on classroom curriculum, and focusing on work-based learning and partnerships with local business/industry.

## Section 2: Key Objectives

While we believe all eight CTE strategic priorities will be addressed in Freeman's expansion of programming and work-based learning, three specifically align with our plans. They are (1) Aligned CTE Programs, (5) Work-Based Learning, and (8) Middle School CTE.

### (1) Aligned CTE Programs

Freeman strives to align CTE pathways to emerging and ever-changing career fields and to help all students explore career opportunities that relate to their interests and strengths. Even as these career opportunities change over time, it is the school's responsibility to help students develop the knowledge and skills that will maximize their potential for success in college and the workforce. In addition, the alignment of these CTE programs is based on local and regional workforce needs.

Building on the existing 8th-grade small engine and auto maintenance exploratory course we began in 2020-21 and expanding our Power, Structural, and Technical Systems (PSTS) pathway will help us align programming to local and regional needs. For example, our local needs assessment revealed there is a need in the areas of small engine repair, automotive maintenance/repair and diagnostics, agricultural machinery repair, and auto body repair. The regional needs assessment indicated a need for creating career pathways, enhancing career readiness, and expanding business partnerships focusing on the classroom curriculum. According to the High Wage, High Demand, High Skill (H3) data released by the Nebraska Department of Labor, the occupations of Industrial Machinery Mechanics, Automotive Service Technicians and Mechanics, and Farm Equipment Mechanics and Service Technicians rank among the top 10 in annual job openings in the Southeast Nebraska region. In addition, H3 data reveals that careers such as Bus and Truck Mechanics and Diesel Engine Specialists (12.35%), Automotive Service Technicians and Mechanics (3.12%), and Automotive Body and Related Repairs (6.9%) will increase in employment opportunities by 2026 and are in high demand (<http://h3.ne.gov/welcome.xhtml>). This data shows there is a need for learning opportunities in these areas and expansion of programming in this area will help our students find career opportunities in our rural communities.

### (5) Work-Based Learning

Work-based learning (WBL) opportunities allow for a strong connection between learning and a real work experience in a local setting. In Freeman's first year of offering WBL, we have developed partnerships with 15 local businesses (see Supplemental Documents for a complete list). These businesses were chosen by examining student career interests, local and regional career needs, and their willingness to be part of the program.

While we are excited about the foundation that is set with our WBL program, further expansion is needed. Freeman offers a required Careers exploratory course in 8th grade and a Career Readiness course in high school to help students begin career planning based on their strengths and interests. Freeman also partners with Southeast Nebraska Career Academy Partnership (SENCAP) through Southeast Community College to do college-level coursework in a career field of their interest. Freeman must continue to develop partnerships with local and regional businesses based on needs and student interests. In addition, having access to industry-standard equipment at school will better prepare our students for the experience they have in their WBL internship and future careers.

An exciting discovery from the development of our WBL program was the increase in participation of female students. Traditionally, Freeman has had low participation with female students in CTE courses.

In 2020-21, five of the eleven seniors participating in WBL were female. We hope that further expansion of CTE programming and WBL will get even more female students interested in CTE-related career fields.

### **(8) Middle School CTE**

Middle school CTE programs expose all students to potential careers and life skills through fun and engaging exploratory activities. They also help develop a strong connection between student learning and career interests. In 2020-21, 7th and 8th grade CTE exploratory courses were created at Freeman. Seventh graders complete CTE I, focused on woodworking and hand tools, and 8th graders complete CTE II focused on small engines and auto maintenance. These, in addition to a Careers exploratory course in 8th grade, provide a solid foundation for future high school CTE pathways.

The focus of our 7th grade CTE I course was determined based on local and regional needs. Our local needs assessment showed a need to increase exposure in trade areas and prepare students for technical college and direct employment opportunities. H3 data reveals that construction-related careers such as Carpenters, Electricians, Plumbers, Pipefitters and Steamfitters, HVAC mechanics, and Construction managers are in high demand in Southeast Nebraska and across the state. Likewise, our 8th grade small engines and auto maintenance exploratory class was determined based on local and regional needs. As previously discussed, several related career fields are in high demand in our region and across the state.

A priority discovered through our local needs assessment was to increase female involvement in CTE classes. Freeman's middle school CTE opportunities allow for all students, male and female, to be involved and develop foundational knowledge. Currently, Freeman only has one female student participating in high school CTE courses. In the spring of 2021, Freeman conducted a pre-registration for 2021-22. A Power, Structural, and Technical Foundations course was included that would build off of the knowledge and skills obtained in the CTE II exploratory course. During pre-registration, three female students showed interest in the new course. Based on these initial results, we are confident that continued exposure in middle school and expansion of course offerings will lead to more female participation in future years.

These three strategic priorities align with our plans to expand CTE programming and opportunities. They address the need for high-quality CTE programs in our rural district and help meet the workforce demand in our area. They also prioritize partnerships with local and regional businesses and address gaps in gender equity. Most importantly, these plans for expansion and growth build upon what Freeman has already begun. Our school district and community are committed to this cause, and approval of the reVISION Action Grant will help our advancement of this critical endeavor.

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

Approval of Freeman's reVISION Action Grant would provide the operational equipment and materials necessary to grow CTE programming and opportunities in three ways:

1. **Expanding our current Power, Structural, and Technical Systems (PSTS) pathway**
2. **Expanding local and regional work-based learning opportunities and building student knowledge and skills**

3. Increasing awareness of work-based learning and CTE programming and opportunities for all students.

### Activity 1: Expanding Power, Structural, and Technical Systems (PSTS) Pathway

Freeman currently offers Intro to Agriculture, Food, and Natural Resources; Welding I and II; and Metals and Fabrication as part of the PSTS pathway. Expansion of the pathway would include adding Power, Structural, and Technical Foundations and Power, Structural, and Technical Systems. As previously discussed, these courses would allow Freeman students to build on the foundation set in our new middle school exploratory courses and increase skills in areas that can lead to the development of our local and regional workforce. Power, Structural, and Technical Foundations “introduces selected major areas of agricultural mechanics and technology including small engine operation and repair, metal fabrication, woodworking, and electrical wiring.” Power Structural and Technical Systems “provides advanced-level experiences in selected major areas of agricultural mechanics technology” ([cestandards.education.ne.gov](http://cestandards.education.ne.gov)).

Adding these courses to Freeman’s PSTS pathway would include the need for additional equipment and upgrading materials to meet industry standards. These needs have been determined based on our current course offerings and the standards of the new pathway courses. We also considered the space of our current shop area and the possibility of future expansion when determining our needs. Freeman has identified the need for the following supplies and capital assets:

Activity Budget: Activity #1		
Expenditure	Unit Cost	Total
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
60-Gallon Vertical Air Compressor	\$700	\$700
Briggs and Stratton Basic Tool Kit (2)	\$450	\$900
20V Cordless Hand Power Tool Kit (2)	\$400	\$800
Landmark Implement Metric/Standard Tool Kit	\$1,850	\$1,850
40A Plasma Cutter	\$500	\$500
	<b>Subtotal</b>	<b>\$4,750</b>
<b>Capital Assets– (Object Code 700)</b>		
Stertil-Koni Mobile Column Lifts	\$40,006	\$40,006
Wazer Desktop Waterjet Cutter	\$8,100	\$8,100
	<b>Subtotal</b>	<b>\$48,106</b>
	<b>ACTIVITY TOTAL</b>	<b>\$52,856</b>

Potential approval of the reVISION Action Grant and purchase of the needed equipment will only be the beginning in expanding this pathway. The work Freeman has done in creating middle-school CTE opportunities based on local and regional needs serves as a foundation for the growth of this and other pathways. CTE teachers, school administration, and the school board will evaluate the success of the CTE program on an annual basis. The functionality and use of the approved equipment will also be evaluated annually. The CTE teachers will maintain inventory records of all necessary equipment and determine effectiveness when conducting activities. Lastly, safety protocols will be established for the use of all equipment and will be added to protocols already addressed with students.

Freeman is requesting operational equipment and capital assets to help expand the PSTS pathway. If taken care of and handled appropriately, this equipment will last for several years as we expand our programming. The school district, school board, and community have shown their commitment to increasing CTE course offerings for Freeman students. The district is committed to providing training and skill development for CTE teachers. We have also received donations from local businesses to allow us to begin the expansion and these items have provided our district with a starting point for future growth.

## **Activity 2: Expanding Work-Based Learning (WBL) opportunities and building student knowledge and skills**

In 2020-21, Freeman began a Work-Based Learning (WBL) program for seniors. WBL opportunities allow for a strong connection between learning and a real work experience in a local setting. In our first year of offering WBL, we had 11 seniors participate and developed partnerships with 15 local businesses. These businesses were chosen by examining student career interests, local and regional career needs, and their willingness to be part of the program. These and other local businesses have shared their interest in continuing the partnership with the district in the years to come. To further expand WBL opportunities, we believe it is important to build the skills and knowledge of our students in our already existing course offerings.

Building skills and knowledge includes adding and upgrading equipment to meet industry standards to better prepare our students for college and the workforce. For example, Freeman currently offers welding courses, but only has one multifunction welder. Equipment, such as additional welders, router, jointer, sander, table saw, and nailer are needed to improve our 7th Grade CTE I, Structural Systems, and Metals & Fabrication courses. Upgrading equipment to meet industry standards would allow our students to be better prepared for their work-based learning experience and strengthen their knowledge base for future careers. Freeman has identified the need for the following supplies and capital assets:

<b>Activity Budget: Activity # 2</b>		
<b>Expenditure</b>	<b>Unit Cost</b>	<b>Total</b>
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
2.25 HP Fixed/Plunge Corded Router	\$200	\$200
EMP Multifunction Welder (3)	\$3,250	\$9,750
10-Amp Bench Jointer	\$375	\$375
5-HP Planer/Jointer with V-Helical Cutterhead	\$3,500	\$3,500
20-Volt Brushless Orbital Palm Sander (3)	\$150	\$450
CNC Router Kit	\$1,350	\$1,350
6-Gallon Air Nailer Finishing Kit	\$300	\$300
Belt/Disc Combo Sander	\$950	\$950
Sawstop Table Saw	\$3,700	\$3,700
60-inch 4-Drawer Hardwood Workbench (5)	\$200	\$1,000
Hole Saw Kit	\$140	\$140
<b>Subtotal</b>		<b>\$21,715</b>
<b>Capital Assets– (Object Code 700)</b>		
10HP 3-Phase Dust Collection System	\$5,000	\$5,000
<b>Subtotal</b>		<b>\$5,000</b>

<b>ACTIVITY TOTAL</b>	<b>\$29,215</b>
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Similar to Activity 1, potential approval of the reVISION Action Grant and purchase of the needed equipment will only be the beginning in completing this activity. CTE teachers, WBL coordinator, school administration, and the school board will evaluate the success of our WBL program annually. This will include our WBL coordinator determining how our current course offerings and equipment contribute to the experience of seniors participating in WBL. Seniors will be surveyed regarding their CTE experience at Freeman and be allowed to compare the equipment used in classes to the equipment used in their WBL experience. The functionality and use of the approved equipment will also be evaluated annually. The CTE teacher and WBL coordinator will maintain inventory records of all necessary equipment and determine effectiveness when conducting activities. Lastly, safety protocols will be established for the use of all equipment and will be added to protocols already addressed with students.

Freeman is requesting operational equipment and capital assets to move towards industry standards and to better prepare our students leading up to their WBL experience. If taken care of and handled appropriately, this equipment will last for several years as we expand our programming. The school district, school board, and community have shown their commitment to increasing CTE course offerings for Freeman students. For example, we have already purchased one multifunction welder with funds raised through our FFA agricultural test plot that was sponsored by local farmers and an area seed company. We are excited about the successful first year of the WBL program, and this equipment will provide our students with enhanced knowledge and skills in the future.

**Activity 3: Increasing awareness of WBL and CTE programming and opportunities for all students.**

Our third activity does not require funding from the reVISION Action grant but is equally important. With the potential expansion of CTE pathways and our WBL program, Freeman must raise the awareness of programming and opportunities of all students.

During a recent Strategic Planning community and staff viewpoints session, the following themes were stressed regarding the future success of Freeman students:

- Expanding curricular options
- Offering opportunities to apply the curriculum within the community
- Aligning curriculum to post-graduate success

The expansion of CTE and WBL opportunities will help to address these themes. The success of this expansion is reliant on the school district, school board, and community increasing awareness of the opportunities that are available and building additional partnerships with area businesses. It is important to develop a survey for area businesses to gauge their level of interest in assisting Freeman in work-based learning. These businesses can be involved in multiple ways. Besides student internships, other activities to raise awareness include inviting local businesses to come to school to speak to our students, adding job shadowing opportunities, participating in a job fair, and assisting with mock interviews. Lastly, raising awareness of expanded opportunities will help to address the previously discussed gap in gender equity that is currently present in Freeman's CTE courses.

One of the best ways to improve is to seek feedback. This activity will keep us focused on this task, which will ultimately help to improve all of our CTE and WBL opportunities. Since we are not asking for additional funding for this activity, it can easily be sustained in future years.

Activity Budget: Activity # 3		
Expenditure	Unit Cost	Total
<b>ACTIVITY TOTAL</b>		\$0

#### Section 4: Commitment & Capacity

Upon approval of the reVISION Action Grant, the following individuals will be part of our CTE leadership team:

- Andrew Havelka - Superintendent
- Jeremy Schroeder - Grades 7-12 Principal
- Tony Jensen - CTE Teacher, Work-Based Learning Coordinator
- Travis Andreasen - CTE Teacher
- Aaron Delhay - CTE Teacher
- Annette Wiese - Director of Alternative Programs, ESU 5

Mr. Havelka will serve as the fiscal leader and work through the logistics of the purchase and delivery of requested items. The leadership team will be responsible for evaluating the success of the expansion of the PSTS pathway and WBL program, determining the functionality of the equipment purchased, and maintenance and inventory of the equipment. An annual meeting will be held to ensure the previously mentioned activities and goals are being carried out.

In addition, three groups will play an active role in ensuring activities in our reVISION grant are carried out with fidelity. The Freeman School Board of Education and their facilities committee will assist in overseeing the purchase and management of new operational equipment and capital assets. The community and staff group involved in Freeman's Strategic Planning process consists of 28 parents, community members, district staff, school administrators, and school board members. This group will meet periodically and will help with the evaluation of Freeman's CTE program. Lastly, the fifteen local businesses that are currently part of our WBL program have committed to providing internships in the future (See Supplemental Documents for complete list). Freeman will continue to build partnerships with other businesses and increase the ways our community can raise awareness of CTE opportunities.



## Section 5: Budget Proposal

### Activity Budget

#### Activity 1: Expanding Power, Structural, and Technical Systems Pathway

Activity Budget: Activity #1		
Expenditure	Unit Cost	Total
<b>Salaries – Specified by Position (Object Code 100)</b>		
	<i>Subtotal</i>	\$0
<b>Employee Benefits – Specified by Position (Object Code 200)</b>		
	<i>Subtotal</i>	\$0
<b>Professional &amp; Technical Services – (Object Code 300)</b>		
	<i>Subtotal</i>	\$0
<b>Other Purchased Professional Services – (Object Code 400/500)</b>		
	<i>Subtotal</i>	\$0
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
60-Gallon Vertical Air Compressor	\$700	\$700
Briggs and Stratton Basic Tool Kit (2)	\$450	\$900
20V Cordless Hand Power Tool Kit (2)	\$400	\$800
Landmark Implement Metric/Standard Tool Kit	\$1,850	\$1,850
40A Plasma Cutter	\$500	\$500
	<i>Subtotal</i>	\$4,750
<b>Capital Assets– (Object Code 700)</b>		
Stertil-Koni Mobile Column Lifts	\$40,006	\$40,006
Wazer Desktop Waterjet Cutter	\$8,100	\$8,100
	<i>Subtotal</i>	\$48,106
<b>ACTIVITY TOTAL</b>		<b>\$52,856</b>

#### Activity 2: Expanding WBL opportunities and building student knowledge and skills

Activity Budget: Activity # 2		
Expenditure	Unit Cost	Total
<b>Salaries – Specified by Position (Object Code 100)</b>		
	<i>Subtotal</i>	\$0
<b>Employee Benefits – Specified by Position (Object Code 200)</b>		
	<i>Subtotal</i>	\$0
<b>Professional &amp; Technical Services – (Object Code 300)</b>		
	<i>Subtotal</i>	\$0
<b>Other Purchased Professional Services – (Object Code 400/500)</b>		
	<i>Subtotal</i>	\$0
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
2.25 HP Fixed/Plunge Coded Router	\$200	\$200
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CNC Router Kit	\$1,350	\$1,350

6-Gallon Air Nailer Finishing Kit	\$300	\$300
Belt/Disc Combo Sander	\$950	\$950
Sawstop Table Saw	\$3,700	\$3,700
60-inch 4-Drawer Hardwood Workbench (5)	\$200	\$1,000
Hole Saw Kit	\$140	\$140
	<i>Subtotal</i>	\$21,715
<b>Capital Assets– (Object Code 700)</b>		
10HP 3-Phase Dust Collection System	\$5,000	\$5,000
	<i>Subtotal</i>	\$5,000
	<b>ACTIVITY TOTAL</b>	\$29,215

### Activity #3 Increasing WBL and CTE awareness

Activity Budget: Activity # 3		
Expenditure	Unit Cost	Total
<b>Salaries – Specified by Position (Object Code 100)</b>		
	<i>Subtotal</i>	\$0
<b>Employee Benefits – Specified by Position (Object Code 200)</b>		
	<i>Subtotal</i>	\$0
<b>Professional &amp; Technical Services – (Object Code 300)</b>		
	<i>Subtotal</i>	\$0
<b>Other Purchased Professional Services – (Object Code 400/500)</b>		
	<i>Subtotal</i>	\$0
<b>Supplies— including Operational Equipment - (Object Code 600)</b>		
	<i>Subtotal</i>	\$0
<b>Capital Assets– (Object Code 700)</b>		
	<i>Subtotal</i>	\$0
	<b>ACTIVITY TOTAL</b>	\$0

### Budget Summary

#### Supplies & Materials/Operational Equipment (Object Code 600)

Activity 1	\$4,750
Activity 2	\$21,715
Activity 3	\$0
<i>Subtotal</i>	<b>\$26,465</b>

#### Capital Assets (Object Code 700)

Activity 1	\$48,106
Activity 2	\$5,000
Activity 3	\$0
<i>Subtotal</i>	<b>\$53,106</b>
<b>Grand Total</b>	<b>\$79,571</b>

## **Section 6: Supplemental Documents**

The following supplemental documents are included:

- Freeman Work-Based Learning Local Business Support letter
- Freeman Work-Based Learning Student Handbook
- Freeman Work-Based Learning Business Handbook
- Freeman Work-Based Learning Application and Plan
- Freeman Local CTE Assessment Summary
- Perkins V Southeast Regional Needs Assessment Summary
- ESU 5 Consortia Local Perkins Application 2020-2024



# Freeman Public Schools

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Adams, NE 68301-0259

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April 28, 2021

To Whom It May Concern:

During the 2020-2021 school year, Freeman Public Schools began partnerships with local and regional businesses to provide work-based learning opportunities for Freeman students. This opportunity includes members of the senior class receiving credit for completing an internship with a local business. Local businesses are chosen based on student's career interests. In our first year, we partnered with 15 local businesses. Each of them expressed their satisfaction with our program and are willing to work with Freeman in the future with internships and building the program. These businesses include:

**BAB Construction**

**BoJo Photography**

**Buhr Farms**

**Buhr Trucking**

**Dean Seeds**

**Double A Repair**

**Ehmen Trucking & Harvesting**

**Freeman Maintenance department**

**Gold Crest Retirement Center**

**Harms Trucking**

**Lake View Living**


**L. Creations**

**Nutrition Services**

**Oeling Farms**

**The Jet Stop**

In the coming years, Freeman will continue to partner with these and other businesses to provide opportunities for our students. We hope to explore specific businesses that will tie into established and future CTE pathways.

  
Andrew Havelka  
Superintendent  
Freeman Public Schools

## ***Work-Based Learning Application and Plan***

Student Name \_\_\_\_\_ Semester: (1st / 2nd)

Current GPA \_\_\_\_\_

Number of Absences During Current Semester \_\_\_\_\_

Do you have any serious discipline infractions? (circle one)      Yes              No

If yes, briefly explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place of Employment	Plans to Work (What Days, Where do you Report, Who is Your Supervisor)	Two to Four Skills or Goals For This Semester (What do you want to learn or become better at?)

## ***Signatures***

This student is on pace to graduate.

\_\_\_\_\_  
(Guidance Counselor Signature)

The parent and student understands that the student will work every day that school is in session during 7th and 8th periods unless they are excused for illness, school activity, etc. The student must sign out each day with the office and complete a weekly assignment on Canvas to earn their grade for the week. The parent and student understand that the student must be eligible each week of the semester to do Work-Based Learning. If the student is not eligible that week, the student will spend 7th and 8th periods with Mr. Jensen and have assignments for Work-Based Learning to complete. Filling out this application does not guarantee that you will get into the class. Students' history and their plan will be evaluated before accepting students into the class.

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Student Signature)

## ***Final Approval***

\_\_\_\_\_  
(Course Instructor Signature)

\_\_\_\_\_  
(Principal Signature)

# Freeman Public Schools



## Work-Based Learning Student Handbook

Student Name: \_\_\_\_\_

# **WELCOME TO WORK-BASED LEARNING**

Welcome to Work-Based Learning! This model was developed to provide our students with the opportunities to explore their career interests in hopes of guiding our students towards a positive, productive, career oriented future. Along with our Career and Technical Education courses pathways, we wanted our students to have in the field, real time career experiences that would assist in identifying, defining, and selecting their career field.

We know not all students may know exactly what they want to do past high school, but yet our hopes is this program helps begin to guide in a direction towards identifying interests. Our pathways courses, Career Readiness courses, and our Internship experiences have been aligned with the Nebraska Department of Education curriculum and college/career ready standards. We hope that you enjoy your experience in our program as much as we enjoy having you a part of it.

## **NEBRASKA CAREER READINESS STANDARDS**

1. Applies appropriate academic and technical skills
2. Communicates effectively and appropriately
3. Contributes to employer and community success
4. Makes sense of problems and perseveres in solving them
5. Uses critical thinking
6. Demonstrates innovation and creativity
7. Models ethical leadership and effective management
8. Works productively in teams and demonstrates cultural competency
9. Utilizes technology
10. Manages personal career development
11. Attends to personal and financial well-being



## CAREER READINESS & PREPARING FOR THE FUTURE OBJECTIVES

- Students will be able to analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- Students will be able to demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- Students will be able to demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.

## WHAT IS AN INTERNSHIP?

Internships are only open to Senior students that have completed our Career Readiness course. An Internship is a worksite experience during which a student spends time one-on-one with an employer observing daily activities and asking questions about the job and industry. Students' complete written assignments before, during, and after the Internship to help them understand and reflect on what they see, hear, and learn at the workplace. When appropriate, students may do hands-on tasks at the worksite. An Internship gives a student a meaningful introduction to the world of work and provides a context for understanding the connection between school and careers.

**Internship:** Internship has been developed to be a 1 or 2 semester course. Students must have completed the Career Readiness course in good standing. The experiences in Internship are most often referred to as internships. Internship has been designed for students to have in-school class time with their business as a way to get the students experience in their area(s) of interest.

**Internship helps a student accomplish the following:**

- Explore career interests identified in Career Readiness courses.
- Build upon career experiences by having the student become more deeply involved in the business and with the business owner as an "INTERN".
- Gain awareness of the academic, technical, and personal skills required by particular jobs.
- Develop, enhance, and apply communications skills by interacting with and interviewing workers and business owners.
- Communicate and understand the connection between school, work, and achieving goals.

## HOW ARE INTERNSHIPS SCHEDULED?

Internships are scheduled by the student. The following are set procedures/expectations the students are following when scheduling.

Internship:

- Students identify businesses that align with their career fields of choice that will assist them in developing a deeper understanding of that business.
- Students will call those businesses:
  - Introduce themselves
  - Identify they are part of the Internship class
  - Communicate their interest in being an intern at that business
  - Ask for a time to set up a face to face meeting to discuss:
    - Their career focus
    - Their interests in the particular business of choice
    - Allow business owners to question the student prior to committing to the semester time period.
- After face to face meeting with business and a yes from the business, students will set their starting date and prepare their calendars to share.
- Student will begin on agreed upon starting date.

## HOW ARE INTERNSHIPS TERMINATED?

Internships are a privilege for students in the Work-Based Learning program and may be terminated at any time. Reasons for termination of an internship are at the discretion of school personnel and business owners and may include, but are not limited to, the following:

- Failure to complete in class assignments and submit necessary course paperwork.
- Student is on the downs list for the Internship courses.
- Student is academically ineligible.
- Student is late or fails to arrive to Intro. To Internship & Internship.
- Student fails to communicate with business in a timely fashion on upcoming absences.
- Student is not engaged with business and tasks designed for them at the business.
- Student is argumentative and fails to comply with business expectations.

# DAILY INTERNSHIP PROFESSIONAL REQUIREMENTS

- When leaving for your Internship, check out of the office with the school secretary.
- Upon returning from your Internship, check in at the office with the school secretary if necessary.
- Notify your Internship host and the school if you are going to be late or absent.
- You must provide your business with a calendar/schedule of when you will be gone on the first day of your Internship.
- If you are unexpectedly absent (example: sick) from school, your parent/guardian must notify the school secretary. You, however, must contact your business partner by 9:00 AM.
- If you leave school unexpectedly (example: Dr. appointment, sick), you must notify the instructor, school secretary, and your business partner before you leave the building.
- You must remind your business the day before of any schedule changes. (example: early dismissal for activity, activity schedule)
- Dress will conform to the individual business attire. This information is given on the business information forms.
- Complete daily log regarding your Internship.
- Be honest, reliable and prompt.
- Have a positive attitude – be friendly, courteous, polite and cooperative with workers and clients.
- If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.
- Respond positively to constructive criticism. Be open to change and new ideas.
- Take responsibility for your actions.
- Give your best effort at all times.
- Cell phone use is not allowed during your internship. You will be expected to turn them off or have them on silent.
- Social Media - Do not use social media to discuss your internship, employer, or business for your internship.

## **AT YOUR INTERNSHIP (~ STUDENT INSTRUCTIONS ~)**

- Show up on time. If you are sick or having a problem, call your host immediately to inform him/her you will be late or unable to attend.
- When you arrive, introduce yourself and ask for the person you will be shadowing. While you are introducing yourself to your host, shake his/her hand.
- Give the employer the Employer Evaluation form and return envelope.
- Dress appropriately, be polite, and try to make a good impression for yourself and the school.
- Listen carefully and observe. Complete the Internship Observation Sheet.
- At the appropriate time, ask questions. Use the Internship Question Sheet. Also, feel free to ask additional questions.
- Demonstrate good manners and language.
  - Do not chew gum.
  - Use friendly smiles and bring an enthusiasm for learning.
- Shake your mentor's hand and thank him and her for their time.

## PARENT / GUARDIAN INTERNSHIP INFORMATION

The following is information that is shared by Freeman Public Schools and the Internship student with the parents of those students involved in the Internship course:

- Participation in the program is voluntary. Participation in the program is also a privilege and students may be removed at any time from their Internship experiences should issue arise.
- The Internship experiences are school activities and students shall therefore abide by all Freeman Public Schools rules, practices, and agreements at all times, from the time they leave until the time they return.
- Students shall dress in accordance with high school dress code policy and/or per requested by the business the Internship is occurring.
- The undersigned understands there is an inherent risk in participating in community and work-based learning activities and agree to hold harmless both the school district and the learning site for any accidents or injuries occurring during placement.
- I hereby understand that my son/daughter is part of the Internship experience and I assume all risks, hazards, and injuries incidental to such participation and do hereby waive, release, absolve and agree to hold harmless the learning/work site and Freeman High School from any claim arising out of an injury to my child.
- Transportation is the sole responsibility of the student, parent or legal guardian.
- I understand that travel to the learning/work sites will not be the responsibility of Freeman Public Schools. I understand that some learning/work sites may include travel once students arrive to their internship. This travel is NOT provided by Freeman Public Schools but rather by the learning/work site themselves and therefore Freeman Public Schools will not be liable for negligent acts involving travel.
- The parent/guardian and student understand that even though these experiences may or may not be paid, the student may perform work-related activities. School personnel have visited with the director of operations at each business. They may not have visited with all of the employees who will be supervising the students and the work areas specific to each Internship.

## *Work-Based Learning Choice Board-Ineligible Students*

\* You must complete two assignments per week that you are not able to work. \*

\* Share your assignments with Mr. Jensen at: [tjensen@freemanschools.net](mailto:tjensen@freemanschools.net) \*

<p><b>Phone Interview</b> Set up and conduct a mock interview with a businessperson approved by your instructor. Write a 2 paragraph (5-7 sentence) summary of your experience.</p>	<p><b>Hire Me! Essay</b> Write a 200-word essay on why someone should hire you as their next employee.</p>	<p><b>Company Interview</b> Call a representative of a person working at a business of interest approved by your instructor. Ask them at least 8 questions about their business to learn more about their company. Summarize your findings in a paper, presentation, or poster.</p>	<p><b>Current Events in Your Career Field</b> Find two current event articles that impacts a career field you are interested in. Complete a 2 paragraph (5-7 sentences/paragraph) summary and/or reflection on EACH current event.</p>
<p><b>H3 Website Research</b> Go to <a href="#">this site</a> and find four careers in the Statewide or Southeast Region that are of interest to you. Write a 5-7 sentence paragraph about what you learn about <u>each career</u>.</p>	<p><b>Technology Research</b> Research a piece of technology that is used in your intended career field. Write a 5 paragraph summary of how the technology works, where it can be purchased at, cost, history of similar technology, and benefits of the technology.</p>	<p><b>Time Management Article</b> Read this article about managing your time as a young adult. Write a 4 paragraph (5-7 sentences in each paragraph) reflection on the article and discuss ways that you can use the information. You can provide examples of how this info would have been beneficial or can be beneficial in your future.</p>	<p><b>In-Person Interview</b> Set up and complete a mock interview with an administrator at the school. Write a 2 paragraph (5-7 sentence) summary of your experience.</p>
<p><b>Leadership Essay</b> Write a 200-word essay on how you can be a leader in your future job/ workplace.</p>	<p><b>Safety Essay</b> Write a 200-word essay on what safety precautions need to be followed at your current and/or future job/workplace.</p>	<p><b>Teamwork Essay</b> Write a 200-word essay on the greatest team that you have been a part of. What made it successful? What accomplishments or achievements were made? How did you contribute?</p>	<p><b>Innovation Presentation</b> Come up with a solution to a current problem. Present your solution to Mr. Jensen, including information about the problem, how you would solve the problem, and its impacts in your life or future career.</p>
<p><b>Strengths Essay</b> Write a 200-word essay on how you can use your top 5 strengths in college and/or your future career or career field. Be specific.</p>	<p><b>Job Benefits Research</b> Read this article about benefits that come with full-time jobs. Write a 4 paragraph (5-7 sentences per paragraph) reflection on the article and discuss ways that you can use the information in your future.</p>	<p><b>Skills List</b> Write a list of every job you have ever had and your title. Then, list the skills you learned or were able to demonstrate at each job you had.</p>	<p><b>Job Interview Questions</b> Find a list of ten typical questions you may receive in a job interview. Have a peer ask you these questions. Write a 2 paragraph (5-7 sentence) summary of your experience.</p>

## INTERNSHIP SET-UP CHECKLIST

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Place of Internship

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Name of Internship Host

---

Telephone #

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Address

Items to Be Completed	Date Completed	Student Initials to Indicate Task is Complete	Instructor Initials to Indicate Task is Complete
Complete Career Clusters Inventory.			
Update Resume and References.			
Complete Strengths Reflection Assignment.			
Select an Internship site and obtain instructor approval.			
Call to set up initial meeting with internship site and gather required information.			
Create a list of questions for your internships site.			
Complete and submit Medical Release Form, Student-Internship Driving Form, and Parent/Guardian Permission Form			
Confirm internship with the internship site.			



## PERMISSION AND MEDICAL RELEASE FORM

My son/ daughter has my permission to participate in an Internship, a work-based learning experience.

Student Name: \_\_\_\_\_

Work Site: \_\_\_\_\_

Work Site Host: \_\_\_\_\_

Work Site Phone # \_\_\_\_\_

In Case of Medical Emergency:

Parent/Guardian's Name: \_\_\_\_\_ Day Phone: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_ Day Phone: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

List Any Medication: \_\_\_\_\_ Allergies: \_\_\_\_\_

Other: \_\_\_\_\_

Name of Medical Insurance Carrier: \_\_\_\_\_

Phone: \_\_\_\_\_

The undersigned authorizes and directs any medical or surgical care including anesthesia, laboratory x-rays and other procedures necessary in the emergency medical care of the above named minor during the Internship learning experience. This form will be given to the internship site & your student will not be allowed to participate in this Internship without this form completed in its' entirety.

\_\_\_\_\_

(Parent/Guardian Signature)

(Date)

## FREEMAN PUBLIC SCHOOL

### STUDENT INTERNSHIP DRIVING PERMISSION FORM

The majority of the internships will take place at local businesses. Students will be allowed to drive to and from their job site or ride with another students to and from their Internship with parental/guardian permission. Students will be held accountable for responsible driving. It is imperative that you read this permission form carefully, check off the appropriate box and sign the form. This form is to be returned to the Internship Teacher, Mr. Parrish PRIOR to the Internship beginning.

Student Name (print): \_\_\_\_\_

Parent Name (print): \_\_\_\_\_

Please check the ALL appropriate box OR boxes:

☐ I give my child permission to drive to and from his or her internship. My child is not allowed to drive other passengers. I acknowledge that the vehicle is properly registered and insured.

☐ I give my child permission to drive to and from his or her internship. My child is allowed to drive other student passengers. I understand that the parents of the passengers will also be required to grant permission for student passengers to be transported by a student driver and that permission form must be on file in the athletic office. I acknowledge that the vehicle is properly registered and insured.

☐ I give my child permission to be a passenger in a car driven by another student. I understand that the parents of the driver will also be required to grant permission for him to transport other student interns and that permission form will be on file in the high school office.

☐ I do not give my child permission to be a passenger in a vehicle being driven by a Freeman student to and from his or her internship.

☐ I do not give my child permission to drive to and from his or her internship. Which I understand will result in my child walking to their job site.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## STUDENT / PARENT SIGNATURE PAGES

STUDENT: I have received, read, and understand the expectations, responsibilities, and policies involved in the Internship program.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

PARENT/GUARDIAN: I, as parent or legal guardian of the above-named student, hereby agree to the conditions of participation in the Career Pathways Internship program.

Parent/Legal Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

### **FOR TEACHER USE ONLY:**

*DOCUMENT RECEIVED ON:*

\_\_\_\_\_

(DATE RECEIVED)

*DOCUMENT RECEIVED BY:*

\_\_\_\_\_

(INTERNSHIP TEACHER SIGNATURE)

# Freeman Public Schools



## *Work-Based Learning Business Handbook*

# WELCOME TO WORK-BASED LEARNING

Welcome to Work-Based Learning! We are pleased to have you as a part of this incredible opportunity for the students of Freeman Public Schools. We hope that you enjoy your experience in our program as much as we enjoy having you a part of it.

Work-Based Learning is a program that Freeman Public Schools developed to provide our students with the opportunities to explore their career interests in hopes of guiding our students towards a positive, productive, career oriented future. Along with our Career and Technical Education courses pathways, we wanted our students to have in the field, real time career experiences that would assist the students in identifying, defining, and selecting their career field. We know not all students may know exactly what they want to do past high school, but yet our hopes is that our program helps begin to guide them in a direction towards identifying their interests. Our pathways courses, Career Readiness course, and our Internship experiences have been aligned with the Nebraska Department of Education curriculum and college/career ready standards.

## NEBRASKA CAREER READINESS STANDARDS

- 1. Applies appropriate academic and technical skills*
- 2. Communicates effectively and appropriately*
- 3. Contributes to employer and community success*
- 4. Makes sense of problems and perseveres in solving them*
- 5. Uses critical thinking*
- 6. Demonstrates innovation and creativity*
- 7. Models ethical leadership and effective management*
- 8. Works productively in teams and demonstrates cultural competency*
- 9. Utilizes technology*
- 10. Manages personal career development*
- 11. Attends to personal and financial well-being*

## CAREER READINESS & PREPARING FOR THE FUTURE OBJECTIVES

- Students will be able to analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- Students will be able to demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- Students will be able to demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.

## WHAT IS AN INTERNSHIP?

Internships are only open to Senior students that have completed our Career Readiness course. An Internship is a worksite experience during which a student spends time one-on-one with an employer observing daily activities and asking questions about the job and industry. Students' complete written assignments before, during, and after the Internship to help them understand and reflect on what they see, hear, and learn at the workplace. When appropriate, students may do hands-on tasks at the worksite. An Internship gives a student a meaningful introduction to the world of work and provides a context for understanding the connection between school and careers.

**Internship:** This class has been developed to be a 1 or 2 semester course, which occurs in the spring or second semester of the student's senior year. Students must have completed the Career Readiness course in good standing to participate in Internship. The experiences in Internship are most often referred to as internships. Internship has been designed for students to have 1-3 class periods with their business as a way to get the students experience in their area(s) of interest.

Internship helps a student accomplish the following:

- Explore career interests identified in Career Readiness courses.
- Build upon career experiences by having the student become more deeply involved in the business and with the business owner as an "INTERN".
- Gain awareness of the academic, technical, and personal skills required by particular jobs.
- Develop, enhance, and apply communications skills by interacting with and interviewing workers and business owners.
- Communicate and understand the connection between school, work, and achieving goals.

## HOW ARE INTERNSHIPS SCHEDULED?

Internships are scheduled by the student. The following are set procedures/expectations the students are following when scheduling.

### *Internship:*

- Students identify businesses that align with their career fields of choice that will assist them in developing a deeper understanding of that business.
- Students will call those businesses:
  - Introduce themselves
  - Identify they are part of the Internship class
  - Communicate their interest in being an intern at that business
  - Ask for a time to set up a face to face meeting to discuss:
    - Their career focus
    - Their interests in the particular business of choice
    - Allow business owners to question the student prior to committing to the semester time period.
- After face to face meeting with business and a yes from the business, students will set their starting date and prepare their calendars to share.
- Student will begin on agreed upon starting date.

## HOW ARE INTERNSHIPS TERMINATED?

Internships are a privilege for students in the Career Pathways program and may be terminated at any time. Reasons for termination of an internship are at the discretion of school personnel and business owners and may include, *but are not limited to* the following:

- Failure to complete in class assignments and submit necessary course paperwork.
- Student is on the downs list for the Internship I or II courses.
- Student is academically ineligible.
- Student is late or fails to arrive to Internship.
- Student fails to communicate with business in a timely fashion on upcoming absences.
- Student is not engaged with business and tasks designed for them at the business.
- Student is argumentative and fails to comply with business expectations.



# BUSINESS EXPECTATIONS

## What is the employer's role?

- As an Internship host, do your regular daily work while talking about it with the student. Help the student understand how your job fits into the company by visiting other departments and describing how you work with other employees.

## What are the benefits to employers?

- **Encouraging qualified entry-level workers.** Working with students can help expand the pool of job applicants and reduce training costs.
- **Promotion of positive public image.** Playing a visible role in the partnership with schools and students helps maintain positive community relations.
- **Fulfillment of civic responsibility.** Employers in the nonprofit sector often have as part of their charter an obligation to serve the community.
- **Increased company morale.** The enthusiasm of young people frequently has a positive impact on employees.
- **Investment in the future.** The time and attention given to young people today gives them a clearer sense of the demands, opportunities and responsibilities associated with being a productive citizen.
- **Personal satisfaction.** Being involved with students is rewarding; it is exciting to help a young person discover and learn about the world outside school.

## What does the employer do during the internship?

For many students, an Internship is a first tangible step into the real world-of-work. Following are some suggestions to consider when you act as an Internship host.

- **Be yourself.** This is essential. The student needs to see what the world-of-work is really like. Take him or her on a brief tour of your business, then just do what you would do on an average day. Throughout the Internship, explain the skills, responsibilities, education and training required by your job.
- **Engage the student in active learning.** If possible, let the student do some hands-on tasks related to your work, such as attending and taking minutes at a meeting, helping with a mailing or doing a discrete task on the computer. The purpose is *not to train*, but to give the student a feeling for some of the activities in your day. There are also non-work activities that can give the student a feel for the work environment, such as eating lunch in the cafeteria or accompanying workers on a break.
- **Explain the important aspects of your work and how they relate to other jobs in the company.** Share insights about your work and how it fits in with the company as a whole. Why is your work important? How do other people influence your ability to do your job? Bring up these subjects as you walk through different departments, take phone calls, or attend meetings. As you introduce the student to co-workers, explain how your work relates to theirs.
- **Explain how the work of your company affects the local community.** Put the work of your business in the larger perspective of the community. What products or services does it provide local customers? What environmental concerns does the company have to be aware of? Does the workforce of the company reflect the demographics of the local community?
- **Answer the student's questions as best you can.** While at school, the student will prepare questions for the Internship: "What kind of training would I need to do your job?" "What do you like most about your job?" "What kinds of equipment do you use? Be frank when answering the student's questions. If a question makes you uncomfortable or is inappropriate, explain that you prefer not to answer. If it regards confidential matters, explain your company's policy on proprietary information. If you do not know the answer to something, suggest ways the student might research the answer.
- **Be patient.** For many students, going to an Internship is the first time they independently leave the comfort zone of school. Being in a new setting around unfamiliar adults may make them more shy or nervous than they would ordinarily be. Be patient and supportive during the Internship; listen carefully to what the student has to say and encourage him or her to ask questions.
- **Provide information requested by the school.** Generally, the school will want background information about you and your workplace before the Internship and will ask you to evaluate the experience when it is over. Supplying this information is essential to maintaining and improving Internship experiences for students, you, and other employers in the future.

## Overview of Roles and Responsibilities

Effective Internship experiences require the student, school staff, and employer to accept certain responsibilities. These lists show the division of responsibilities:

### ➤ Student Responsibilities

- Notify employers/businesses by 9:00am if they are going to be late or absent from their Internship on a given day.
- Provide businesses with an accurate schedule PRIOR to their Internship experiences beginning.
- Notify businesses the day before of any schedule changes.
- Dress is accordance to each individual business expectation.
- Be honest, reliable and prompt.
- Have a positive attitude – be friendly, courteous, polite and cooperative with workers and clients.
- In times of not understand something, ask questions or ask for help.
- Respond positively to constructive criticism.
- Take responsibility for actions.
- Give best effort at all times.
- Always be open to change.
- Cell phone use is not allowed during your internship. You will be expected to turn them off or have them on silent.
- Social Media - Do not use social media to discuss your internship, employer, or business for your internship.

### ➤ **School Staff Responsibilities**

- Organization of the Internship program.
- Evaluator of students and program performance.
- Communicate to businesses any and all changes, issues, or concerns that affect business owners, students, or Internship experiences.
- Visit businesses during Internship II time to observe student progress and student/business relations.

### ➤ **Employer:**

- Confirms the date and time of the Internship.
- Completes any forms requested by the school, such as requesting an evaluation and feedback on student and program performance.
- Reviews all relevant health and safety issues, and provides all necessary safety gear; reviews all rules, regulations, and policies.
- Complies with Federal and State Labor and Industries regulations.
- Provides student with safe working environment (condition of premises).
- Provides job specific training for student, including safety orientation.
- Supervises student while on business premises.
- Employer meets student, shows site, introduces co-worker(s), answers questions conducts Internship.

### **Student Rights, Responsibilities and Labor Laws**

➤ Since Internships are part of a school curriculum and take place during the school day, students must follow the guidelines about rights and responsibilities. Following is an overview. In addition, Federal Child Labor Laws outline some parameters for school safety. Student Rights and Responsibilities Discrimination. As with all employees, no partner in an Internship program may treat a student differently because of national origin, race, religion, economic status, disability, gender, or sexual orientation.

## **Drug Use**

➤ Students must follow the Drug Free rules of Freeman Public Schools. Possession, use, sale, distribution, or being under the influence of alcohol, drugs, or controlled substances is prohibited.

## **Attendance Policy**

➤ Students must report to the worksite on time, every day they are scheduled to do so. Infractions should be reported to the school Internship coordinator.

## **Child Labor Laws**

➤ The Federal Fair Labor Standards Act (FFLSA) protects the rights, safety, and well-being of youngsters. It applies to students who are at workplaces if, according to the law, they are in an employment relationship. The laws may differ at state and federal levels. Whenever one encounters a discrepancy, it's important to know that the more stringent regulation applies. Employers may wish to seek legal counsel if there is a possibility that students in Internships could be considered employed under the law. Even when there is no employment relationship, it is wise to adhere to child labor laws.

➤ If students are under 18, they cannot:

- Operate Power-driven machinery
- Climb ladders or work on scaffolding or roofs
- Drive a company vehicle
- Work before 7:00 a.m. or after 9:00 p.m.

## **Legal Issues and Insurance Information**

➤ When employers welcome young people into their work environments, they offer opportunities for the students, our future workforce, to gain information about the skills needed in different fields. Before you invite students into your workplace, there are some legal and insurance issues of which you should be aware.

## **Injuries On the Job**

➤ If a student is injured at your worksite, be sure that you or a co-worker calls the student's parent/guardian first then contact the Internship coordinator. Seek immediate medical attention if necessary. All injuries, including minor ones, must be reported to the school immediately.

## **Transportation**

➤ In general, liability for injuries or accidents during transit rests with the party responsible for transportation. If the student is transported in a company owned vehicle, then the employer is responsible.

## **Health and Safety**

➤ The Occupational Safety and Health Act (OSHA) regulations that apply to the workplace also apply to the student. The school Internship coordinator and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to the students.

## **Non-Discrimination**

➤ Employers must follow the school district policies with respect for all races and cultures. Students from diverse backgrounds-young men and women of different race, culture, ethnicity and learning style-will participate in Internships.

## **Harassment: Sexual and Racial**

➤ Employers should uphold policies and procedures for addressing sexual and racial harassment.

All policies that apply to employees should apply to students in Internships during their experience at the job site. Employers must make it clear that harassment is a serious matter and will not be tolerated. It is important to protect the rights of the students at the workplace and create a safe and supportive environment for learning.

## **HOSTING AN INTERNSHIP: TALKING ABOUT YOUR WORK**

Internship hosts often ask, "What do I have to offer?" The answer: The Wisdom Of Experience. If you've ever said, "If I had only known then what I know now..." this is your opportunity to share those gems of wisdom.

Tell students what you personally get from your job and why you chose your line of work. Talk about the other people you work with and how your job relates to the community, who depends on your work and why. Mention other people in the community who do similar kinds of work. Stress equality of career opportunities for both men and women, regardless of race or other stereotypes.

### **WHAT YOU DO**

- ❖ Job description:
  - o Major tasks, sub tasks
  - o Equipment or tools you use
  - o Description of your typical day
- ❖ What you like and dislike about the job
- ❖ What you would change if you could
- ❖ Avenues available to you for making suggestions on the job

### **WHAT YOUR WORK IS LIKE**

- ❖ Working hours
- ❖ Salary range, fringe benefits (health insurance, retirement, credit unions, etc)
- ❖ Communication skills you use – reading, writing, speaking
- ❖ Kinds of critical thinking, problem solving, decision making you do on the job
- ❖ History of this kind of work
- ❖ Why you chose this type of work
- ❖ Underlying attitudes and values important to your job
- ❖ Interpersonal skills you find most important and why

## **HOW IT AFFECTS YOUR PERSONAL LIFE**

- ❖ Family time
- ❖ Leisure time
- ❖ General health, tension-fatigue vs. stimulation-fulfillment-increase in energy.
- ❖ Job-related skills you use
- ❖ Where else in the community or region your kind of work is done
- ❖ Government regulations affecting your work

## **THE FUTURE IN YOUR FIELD**

- ❖ Degree of opportunity for women and men
- ❖ Opportunities for advancement
- ❖ Personal qualities needed
- ❖ Employment projections; effects of technology and new knowledge on your work
- ❖ Effects of the country's economic condition on your job
- ❖ Other jobs you could do with the same skills

## **JOB ENTRY**

- ❖ How you got started in this job
- ❖ Other jobs you have held
- ❖ Skills you already had that you use now; how you acquired them



## PARENT/GUARDIAN INTERNSHIP INFORMATION

The following is information that is shared by Freeman Public Schools and the Internship student with the parents of those students involved in the Internship course.

- Participation in the program is voluntary. Participation in the program is also a privilege and students may be removed at any time from their Internship experiences should issue arise.
- The Internship experiences are school activities and students shall therefore abide by all Freeman Public Schools rules, practices, and agreements at all times, from the time they leave until the time they return.
- Students shall dress in accordance with high school dress code policy and/or per requested by the business the Internship is occurring.
- The undersigned understands there is an inherent risk in participating in community and work-based learning activities and agree to hold harmless both the school district and the learning site for any accidents or injuries occurring during placement.
- I hereby understand that my son/daughter is part of the Internship experience and I assume all risks, hazards, and injuries incidental to such participation and do hereby waive, release, absolve and agree to hold harmless the learning/work site and Freeman High School from any claim arising out of an injury to my child.
- Transportation is the sole responsibility of the student, parent or legal guardian.
- I understand that travel to the learning/work sites will not be the responsibility of Freeman Public Schools. I understand that some learning/work sites may include travel once students arrive to their internship. This travel is NOT provided by Freeman Public Schools but rather by the learning/work site themselves and therefore Freeman Public Schools will not be liable for negligent acts involving travel.
- The parent/guardian and student understand that even though these experiences are unpaid, the student may perform work-related activities. School personnel have visited with the director of operations at each business. They may not have visited with all of the employees who will be supervising the students and the work areas specific to each Internship.

# PERMISSION AND MEDICAL RELEASE FORM

(COMPLETED BY PARENT **PRIOR** TO INTERNSHIP EXPERIENCE)

My son/daughter has my permission to participate in an Internship, a work-based learning experience.

Student Name: \_\_\_\_\_

Work Site: \_\_\_\_\_

Work Site Host: \_\_\_\_\_

Work Site Phone # \_\_\_\_\_

## In Case of Medical Emergency:

Parent/Guardian's Name: \_\_\_\_\_ Day Phone: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_ Day Phone: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

List Any Medication: \_\_\_\_\_ Allergies: \_\_\_\_\_

Other: \_\_\_\_\_

Name of Medical Insurance Carrier: \_\_\_\_\_

Phone: \_\_\_\_\_

The undersigned authorizes and directs any medical or surgical care including anesthesia, laboratory x-rays and other procedures necessary in the emergency medical care of the above named minor during the Internship learning experience. *This form will be given to the internship site & your student will not be allowed to participate in this Internship without this form completed in its' entirety.*

## FREEMAN PUBLIC SCHOOL STUDENT-INTERNSHIP DRIVING PERMISSION FORM

The majority of the internships will take place at local businesses. Students will be allowed to drive to and from their job site or ride with another students to and from their Internship with parent/ guardian permission. Students will be held accountable for responsible driving. It is imperative that you read this permission form carefully, check off the appropriate box and sign the form. *This form is to be returned to the Internship Teacher **PRIOR** to the Internship beginning.*

Student Name (print): \_\_\_\_\_

Parent Name (print): \_\_\_\_\_

**Please check the ALL appropriate box OR boxes:**

☐ **I give my child permission to drive** to and from his or her internship. **My child is not allowed to drive other passengers.** I acknowledge that the vehicle is properly registered and insured.

☐ **I give my child permission to drive** to and from his or her internship. **My child is allowed to drive other student passengers.** I understand that the parents of the passengers will also be required to grant permission for student passengers to be transported by a student driver and that permission form must be on file in the athletic office. I acknowledge that the vehicle is properly registered and insured.

☐ **I give my child permission to be a passenger** in a car driven by another student. I understand that the parents of the driver will also be required to grant permission for him to transport other student interns and that permission form will be on file in the high school office.

☐ **I do not give my child permission to be a passenger** in a vehicle being driven by a Freeman student to and from his or her internship.

☐ **I do not give my child permission** to drive to and from his or her internship. Which I understand will result in my child walking to their job site.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# AT YOUR INTERNSHIP

## (~ *STUDENT INSTRUCTIONS* ~)

- Show up on time. If you are sick or having a problem, call your host immediately to inform him/her you will be late or unable to attend.
- When you arrive, introduce yourself and ask for the person you will be shadowing. While you are introducing yourself to your host, shake his/her hand.
- Give the employer the Employer Evaluation form and return envelope.
- Dress appropriately, be polite, and try to make a good impression for yourself and the school.
- Listen carefully and observe. Complete the Internship Observation Sheet.
- At the appropriate time, ask questions. Use the Internship Question Sheet. Also, feel free to ask additional questions.
- Demonstrate good manners and language.
  - Do not chew gum.
  - Use friendly smiles and bring an enthusiasm for learning.
- Shake your mentor's hands and thank him or her for their time.



# FREEMAN PUBLIC SCHOOLS

## LOCAL CTE ASSESSMENT

### SUMMARY

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

#### **Local Needs Assessment Summary**

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

Element	Local Rating (1-4)	Action Steps Listed in Priority Order
1. Career Advisement & Development	3	Maintain and improve funding of CTE opportunities. Expand CTE program to offer more hands-on opportunities to experience career exploration. Build partnerships with local and regional businesses to promote career opportunities.
Element	Action Steps Listed in Priority Order	
2. Local Workforce Alignment	N/A	<i>Will be addressed at the Regional CTE Assessment Meeting</i>
Element	Action Steps Listed in Priority Order	
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	2	<ul style="list-style-type: none"> <li>• Updating course offerings and equipment that supports those classes</li> <li>• Build a schedule that allows for increased opportunities and direct career options</li> <li>• Set up a communication system with local and regional businesses to gauge interest and need</li> <li>• Increase female involvement in CTE classes</li> </ul>
Element	Action Steps Listed in Priority Order	



4. Student Performance	3	<ul style="list-style-type: none"> <li>• Expand our explore options for all students in junior high</li> <li>• Raise awareness of CTE pathways through the students Personal Learning Plans and during registration</li> </ul>
<b>Action Steps Listed in Priority Order</b>		
5. Recruitment, Retention and Training of Faculty and Staff	3	<ul style="list-style-type: none"> <li>• Identify the CTE pathways and corresponding staff needs</li> <li>• Restructure the school structure to allow for an expanded CTE program</li> <li>• Align specific professional development opportunities to the district's CTE needs</li> </ul>
<b>Action Steps Listed in Priority Order</b>		
6. Work-Based Learning	2	<ul style="list-style-type: none"> <li>• Develop an interest survey for local and regional businesses to complete to gauge interest in helping grow work-based learning opportunities.</li> <li>• Ensure work release opportunities align to student Personal Learning Plans and career interests.</li> <li>• Hosting a career fair to give students specific career information</li> </ul>



## SOUTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

Auburn Public Schools  
Beatrice Public Schools  
Bruning-Davenport Unified  
Crete Public Schools  
Deshler Public Schools  
Diller-Odell Public  
Dorchester Public School  
Exeter-Milligan Public  
Fairbury Public Schools  
Falls City Public Schools  
Fillmore Central Public  
Freeman Public Schools  
Friend Public Schools  
Heartland Community  
Humboldt Table Rock Steinauer

Johnson Coounty Central Public Schools  
Johnson-Brock Public  
Mc Cool Junction Public  
Meridian Public Schools  
Nebraska City Public Schools  
Palmyra District Schools  
Pawnee City Public Schools  
Shickley Public Schools  
Southern School Schools  
Sterling Public Schools  
Syracuse-Dunbar-Avoca Schools  
Thayer Central Community Schools  
Tri County Public Schools  
Wilber-Clatonia Public Schools  
York Public Schools



Learning that works  
for Nebraska

**Community College**  
Southeast Community College





## SOUTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

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

Element	Action Steps Listed in Priority Order
1. Career Advisement & Development	<ol style="list-style-type: none"> <li>Expand collaboration with local businesses via partnerships, internships and career exploration.               <ol style="list-style-type: none"> <li>Request businesses provide speakers, tours, and hands-on experiences.</li> </ol> </li> <li>Increase professional development opportunities.               <ol style="list-style-type: none"> <li>Provide training, expand knowledge and develop expertise: extend these practices to all teachers, whether CTE or not.</li> </ol> </li> <li>Focus on individual classes and course offerings, including analysis of career clusters.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
Element	Action Steps Listed in Priority Order
2. Local Workforce Alignment	<ol style="list-style-type: none"> <li>Provide programs of study that address new/emerging needs.               <ol style="list-style-type: none"> <li>Develop programs that fit the workforce needs of our community and create relevant coursework.</li> <li>Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.</li> <li>Request business/industry partners assistance to provide work-based learning experiences: industry speakers, business tours, job shadowing, mentoring, internships, and apprenticeships.</li> <li>Focus on providing career opportunities for those students who go directly into the workforce following graduation.</li> </ol> </li> <li>Address workforce and economic data to assist in making deliberate program decisions that address workforce needs.               <ol style="list-style-type: none"> <li>Review curricular offerings to match workforce demands.</li> <li>Continue to look for alternative for smaller community to enhance their programs.</li> </ol> </li> </ol>

	<p>3. Pursue career experiences for our diverse learners that fits with their skill and interest.</p> <ol style="list-style-type: none"> <li>Expand use of NDOL to assist in providing experiences for students with special needs.</li> <li>Work with local agencies to maximize the opportunities.</li> </ol>
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	<ol style="list-style-type: none"> <li>Access to and development of industry standard equipment to replace or augment aging commercial grade facilities.</li> <li>Create career pathways, enhance career readiness and expand business partnerships focusing on classroom curriculum.</li> <li>Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>Purchase industry-grade equipment for CTE programs.</li> <li>Improve recruitment, retention, and completion of gender non-traditional students.</li> <li>Use new advising model to improve retention/completion of special populations students.</li> </ol>
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
4. Student Performance	<ol style="list-style-type: none"> <li>Promote and maintain equal opportunities to special populations. <ol style="list-style-type: none"> <li>Accommodate, modify, support, and address existing gaps including female engagement in non-traditional CTE courses.</li> </ol> </li> <li>Expand experiences for students in local work-based learning opportunities including internships, workshops, tours and job fairs. <ol style="list-style-type: none"> <li>Evaluate special populations including statistical observations of the success of subgroups.</li> </ol> </li> <li>Process data and understand how to interpret relevant statistics.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.</li> </ol>
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
5. Recruitment, Retention and Training of Faculty and Staff	<ol style="list-style-type: none"> <li>Utilize facilities, teacher autonomy and teacher certification to attract highly qualified instructors.</li> </ol>



	<ul style="list-style-type: none"> <li>b. Provide resources and increase salary/benefits consistent with surrounding districts.</li> <li>c. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest; "grow your own programs."</li> </ul> <ul style="list-style-type: none"> <li>2. Encourage professional development geared toward CTE aligned with district CTE needs.</li> <li>3. Adopt, examine, and expand curriculum to career clusters. <ul style="list-style-type: none"> <li>a. Promote CTE students to low participation career cluster.</li> </ul> </li> </ul>
<b>COMMUNITY COLLEGES</b>	
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
6. Work-Based Learning	<ul style="list-style-type: none"> <li>1. Explore strategies to improve recruitment success of CTE educators.</li> <li>2. Implement New Faculty Institute to expand professional development opportunities.</li> <li>3. Implement a projects-and-goals-centered professional development and engagement plan.</li> </ul> <ul style="list-style-type: none"> <li>1. Develop and implement CTE curriculum and align schedules to students' needs.</li> <li>2. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> <li>a. Understand what qualifies for work-based learning experiences</li> <li>b. Research and develop procedures for involvement in the workforce.</li> </ul> </li> <li>3. Increase accessibility to career fairs, workshops, guest speakers and fieldtrips focusing on the development of technical skills. <ul style="list-style-type: none"> <li>a. Recognize the transportation needs of students to provide equitable opportunities for all students.</li> </ul> </li> </ul>
<b>COMMUNITY COLLEGES</b>	
	<ul style="list-style-type: none"> <li>1. Expand work-based learning opportunities in appropriate CTE programs.</li> <li>2. Expand networks with employers to increase work-based learning opportunities for SCC CTE students.</li> </ul>

# PERKINS V

**LOCAL PERKINS APPLICATION  
2020-2024**

**CONSORTIA**

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

Nebraska has a vibrant economy with many career opportunities for its citizens. To take full advantage of these opportunities, students must be aware of the occupations that exist in the workforce.



Career opportunities for its citizens, students must be aware of the occupations that exist in the workforce and postsecondary

to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: <https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to Grants Management Systems (GMS) Perkins

## Section 1: reVISION Summary

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

**Consortium reVISION Summary.** Considering each district's Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Consortia's Current State	Consortia's Overarching Goal(s)
<b>SAMPLE:</b>  <b>Size, Scope, and Quality and Implementing CTE Programs of Study</b>	<i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.  Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</i>

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

	<p>year), military recruiter visits, students organizations (FFA, FCCLA), career ready courses, career fair opportunities, dual credit opportunities, SENCAP classes, mock interviews, resume' creation, voc rehab, middle school exploration classes and regular professional development opportunities for their staff. Bruning-Davenport and Deshler offer courses that provide certification for students as well. Many of these opportunities, however, are random in nature and not developed into their curriculum or even into a coherent plan to be certain that all students have opportunities to participate. In most cases, if the CTE teacher leaves the district, these opportunities will leave with them.</p>	<p>tours, job shadows and Work-Based Learning opportunities. These partnerships will also be utilized to gain information regarding business/industry needs for workforce development. These needs can help to drive career pathway development.</p> <p>2. Within the next four years, a consistent program of professional development will be utilized that will increase all staff knowledge and expertise (not just CTE staff). This includes expertise in the Career Development Standards and increasing the ability to provide career coaching for students with the potential of developing career plans for each student beginning at 8<sup>th</sup> grade. This professional development will be utilized to help districts put into place a purposeful program for career development.</p>
<p><b>Local Workforce Alignment</b></p>	<p>Several of the districts have gone through the former ReVision process (Southern, Thayer Central, Tri County, Freeman, Fairbury). Through this process they have learned about utilizing the H3 Website to determine local workforce needs and have worked on their programming to add curriculum to address the needs that exist. Those districts have utilized advisory boards through the process to help guide their decisions. The remaining districts (Diller-Odell, Meridian, Bruning-Davenport and Deshler) have not utilized local workforce data at this time. All of the districts have developed some partnerships with business/industry within their region, but each would like to create more. While there have been improvements to this area due to the Revision process from before, there is still a lack of</p>	<p>1. Within the next 4 years procedures and protocols will be developed that will require regular use of local workforce and economic data to assist in making deliberate program decisions to address workforce needs.</p> <p>2. Within the next 4 years the consortium will create and engage an advisory board that consists of community stakeholders, business/industry professionals, educators, counselors, Department of Labor and post-secondary representatives in the decision making process and for the creation of work-based learning experiences.</p>



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

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



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

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

## Section 2: Narrative Descriptions

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

## **Element 1: Career Development**

**Context:** Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your consortium will support districts in ensuring each student is provided with:**
  - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
  - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
  - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
  - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

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

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

**2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

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

***(Copy and paste from the reVISION Summary)***

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

**Prioritized Action Steps for Career Development:**

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

## Element 2: Local Workforce Alignment

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

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

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

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

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

### 5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of

study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

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

6. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

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

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. a. Review curricular offerings to match workforce demands.
Year 2: 2021-2022	1. Provide programs of study that address new/emerging needs.

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



### Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

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

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

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

8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

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

9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

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

**10.** In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority



order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

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

**Prioritized Action Steps for  
Size, Scope, and Quality and Implementing CTE Programs of Study:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ol style="list-style-type: none"> <li>1. Develop and pilot a FCS course/program of study</li> <li>2. Continue to inventory curricula to determine additional programs needed</li> </ol>
<b>Year 2: 2021-2022</b>	<ol style="list-style-type: none"> <li>1. Provide FCS course/program broadly to consortium</li> <li>2. Develop and pilot an additional course/program of study - based on inventory</li> </ol>
<b>Year 3: 2022-2023</b>	<ol style="list-style-type: none"> <li>1. Develop and pilot an additional course/program of study - based on inventory</li> </ol>
<b>Year 4: 2023-2024</b>	<ol style="list-style-type: none"> <li>1. Develop and pilot an additional course/program of study - based on inventory</li> </ol>

## Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, each district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

**The term "special populations" means-**

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;

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

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

12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.

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



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

**13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Student Performance Data:**  
(Copy and paste from the reVISION Summary)

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

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

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

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

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

**14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.**

**RESPONSE:** *We will be coordinating/partnering with NDE and post-secondary institutions to provide needed professional development for our staff and additional opportunities for our*

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

**Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**  
(Copy and paste from the reVISION Summary)

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

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

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



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

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

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

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

**16. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

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

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

b. Identify a plan to be purposeful and deliberate about when and how work-based learning is being offered, being certain that it is aligned with workforce needs and student's career interests. c. Develop partnerships with business/industry in the region to create more work-based learning opportunities, especially within phase three of the continuum. 2. Utilize the industry grade equipment that is accessible to set up school based enterprises to give students an opportunity to experience entrepreneurship.	
<b>Prioritized Action Steps for Work-based Learning:</b>	
<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	1. Focus on work-based learning and partnerships with local business/industry. a. Utilize professional development to understand what qualifies for work-based learning experiences. b. Identify the work-based learning that currently exists
<b>Year 2: 2020-2021</b>	1. Focus on work-based learning and partnerships with local business/industry. a. Utilize professional development to understand work-based learning b. Identify needs for work-based learning in our programs
<b>Year 3: 2022-2023</b>	1. Focus on work-based learning and partnerships with local business/industry. a. Develop a plan to build partnerships with local business/industry to fill the work-based needs identified
<b>Year 4: 2023-2024</b>	1. Focus on work-based learning and partnerships with local business/industry. a. implement the work-based learning plan

<b>Ensuring Equitable Access</b>
<b>17. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?</b>
<b>RESPONSE:</b> We utilized provided NDE reports to see if we had any special populations that were unbalanced in their participation. We found that in our region non-traditional students (for us females) was the only place that our data showed the participation as lower. As we set our goals we were very aware that we had to explore why that is? Professional development will be necessary to help us build a purposeful program that routinely considers all students and their participation in the CTE program. Our goals are written around the professional development that will be required. Through the development of expertise in our staff, we will be able to better identify methods to be purposeful with our programs, including how we provide access to all students.



## **Stakeholder Engagement and Consultation**

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

**Evidence of this can be provided in several ways:**

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

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

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

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



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

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

An example Agenda:

Call to order

Welcome and Introductions as necessary

Approval of previous minutes

Setting of Norms for meeting

Setting of Role of the Advisory Committee

Overview of Current State of the Consortium CTE Program

Unfinished Business

Report of Response to Previous Committee's Recommendations

Update on Program of Work for Year

New Business

Discussion of a Program of Work

Assess Equipment and Facilities

Scheduling of Next Meeting

Adjourn