



Action Grant

2021-2022

Application

Submitted by:

MADISON PUBLIC SCHOOL

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. 84th Street, Lincoln, NE 68510



APPLICATION OVERVIEW

Throughout the Perkins V process, Madison Public Schools has conducted in-depth research which has led us to focus on the need to update our CTE programs. Funds from the reVISION Action Grant will enable us to improve and expand our industrial technology offerings. In alignment with findings from our reVISION process, we will be able to provide activities to prepare our unique population of rural, diverse students with high skill, high wage, and high demand occupations that lead to self-sufficiency.

Madison Public Schools plans to strengthen its career and technical education program by investing in new, upgraded, industry-standard equipment for our 1980s industrial technology lab which has not been in use for a number of years. It is imperative that we stay current on trends and advances in this area in order to meet local workforce demand. Because of this, the school board has made this project a priority. The execution of our plan will increase student skills in manufacturing and construction thereby strengthening Northeast Nebraska's economy. According to Nebraska Department of Labor data, the manufacturing industry is expected to be the top job category by the year 2024. Labor market information shows a 25 percent growth in industrial machinery in the next five years.

The target of our project is the diverse student population at Madison Public Schools. Students from more than 14 different countries are represented here, and for many of them English is their second language. We are a small rural school with big school challenges. Our typical student more than likely lives in poverty as more than 72% of our students receive free and reduced meals. Madison Public Schools is committed to enhancing the lives of these students by providing them with a well-rounded education in all CTE areas. Our project will greatly benefit these students by providing them with skills needed in personal, educational, and professional areas. A comprehensive career and technical education program includes all the major components we would like for our students to engage in.

Because of the commitment to this project by our school board and administration, we were recently able to hire a highly qualified teacher to run the industrial technology program after many years of not being able to find a teacher in this area due to critical teacher shortages. By implementing this program back into our school, priority number seven of the Nebraska CTE Strategic Priorities (instructor recruitment and retention) will be realized. Finding qualified teachers is often a barrier in implementing high-quality CTE programming in rural areas so we were very excited to find a qualified instructor who is knowledgeable in both his technical area as well as current academic and workplace requirements. Being able to retain such a knowledgeable teacher is a top priority for Madison Public School. Grant funds will allow us to purchase new equipment and update older, unsafe equipment which benefits the students by learning a trade with innovative equipment and also benefits the teacher who, with new equipment, will be excited to stay in a workplace where their needs and wants are being met and supported. Professional development for our teachers is a priority and they attend various conferences and trainings throughout the school year and summer. The NCE Conference in Kearney is attended each year by our CTE teachers.

Enhancing our CTE program with the purchase of new equipment such as industry-standard welders and table saws will provide a unique opportunity to immerse our students in a hands-on learning program that incorporates many technical skills as well as providing guidance to students who will soon be looking at a post-high school career or education which will enable them to overcome the challenges that come with living in poverty. As part of our reVISION Action Plan, Madison Public Schools will provide students with strong experiences and understanding of various aspects of this industry. Adding new curriculum back into our school is crucial in order to give our students work-based learning

opportunities in areas such as welding, manufacturing, and woodworking. A manufacturing woods class as well as a welding class will be added.

In addition to the technical skills the students will learn in these classes, we plan for these classes to be very community-involved. As the students learn to use the new equipment, they will perform many community activities such as helping farmers fix fences and gates, working maintenance at our local fairgrounds, and doing community service projects at businesses. One such activity our teacher was involved in was building a new railing at a church. A business donated metal for the project and the class was in charge of designing, building, and replacing this railing. By being more community involved, we are able to promote our new program and have the employers in our area observe the employability, social, and technical skills which our students are learning.

According to the Economic Development Task Force Report, Nebraska faces a mismatch between available workers and the skills needed by employers. Specific shortage areas include engineering and building trades, welders, and maintenance workers. The Task Force considers job training and workforce development to be a state priority. According to their data, over 70 percent of employers have difficulty finding workers in construction, maintenance, and technical services. By training our students in these areas, we will be creating an environment in which the employability of our students will increase. The Askarben Foundation estimates that Nebraska has an annual deficit of nearly 25,000 workers, so it is essential that we keep students and workers in the state. By providing an up-to-date industrial technology lab, Madison Public School will provide the skills needed for our students to be prepared for both the workforce and secondary education in Nebraska.

This project is a perfect fit in order to improve, modernize, and expand our CTE programs to align with Nebraska's mostly agricultural workforce. Agriculture and the resulting manufacturing plants near Madison are a critical part of economics in the area. Northeast Community College in Norfolk, Nucor in Norfolk, Tyson in Madison, and Lindsay Manufacturing in Humphrey are all area businesses which we are in continual communication with regarding the importance of preparing our students for continuing education and a workforce who need a particular set of technical skills.

KEY OBJECTIVES

The overall objective of this project is to improve, modernize, and expand our CTE program by upgrading and expanding our industrial technology (IT) lab and program. Madison Public Schools feels that the addition of a quality IT program will address a number of Nebraska CTE Strategic Priorities and also move us forward to where we want to be in accordance with the Perkins V local and regional needs assessment. Performance standards from NDE will help us evaluate how the new activities are evolving. Long-term goals and objectives include increasing student enrollment in IT classes, adding a SkillsUSA program, and eventually even having the students run a repair business where they learn not only how to service and repair equipment but learn the financial and sales end of things. All of the strategies in these work-based learning activities will help connect our students with employers and prepare them for success in the workplace. Studies have shown that businesses value experiences more than a college degree and the activities we have planned will serve our students well.

Strategic Priority #1 will be addressed by allowing our students to identify interests they may have in IT areas. Promoting these classes and careers to all middle and high school students is a way we are able to expose them to many different career paths. Brittany Kunz, MPS counselor, is in charge of helping place students in the classes which will benefit them most. With grant funds to purchase modern

equipment, we will be able to give students the skills they need to prepare them as they transition to college and the workforce.

Strategic Priority #5, work-based learning, will be part of the IT classes we are proposing. Being able to learn a trade at this level certainly allows the students to acquire knowledge in a hands-on approach. Included with this application is a letter of support from Doug Wagner of DWB who has personal knowledge of how important learning industrial technology skills is for high school students. According to the Nebraska Economic Development Task Force, nearly half of job applicants lack occupational skills and work experience. Madison is very fortunate to have Northeast Community College just a few miles away. They have been a tremendous resource and we have a great partnership with them in many programs we sponsor. NUCOR, which is one of the most diversified steel companies in North America, also partners with us on several CTE projects. We anticipate working with them even more now that we have a qualified IT instructor in place to grow our program. As we strive to align our curriculum to the current Nebraska State Standards, the purchase of the equipment we are requesting grant funds for is a necessity in order to create the program our students need.

Lastly, Strategic Priority #7 relates to instructor recruitment and retention. As listed in the local needs assessment summary, one of our action steps is to hire and retain quality, certified, young teachers. We understand and have dealt with the complexity of being able to accomplish this in a rural community. We are very excited that we were able to accomplish the task of hiring a teacher for our industrial technology department. We will focus on connecting our teachers with career field specialists and local mentors in order to network with other professionals in this area. By bringing our IT lab up-to-date and by focusing on professional development and networking as well, we hope to accomplish the goal of teacher retention. When recruiting an instructor to lead the IT program, we needed to ensure they would be here for years to come. By hiring a teacher who has family ties to the district, we are encouraged that our program will have a strong instructor a considerable amount of time which ensures the sustainability of this investment into the program.

Size, scope & quality and progress towards implementing CTE programs of study is listed in the Northeast Regional Needs Assessment Summary. The first action step is to: update, upgrade, and purchase industrial grade equipment and remodel space to accommodate by purchasing equipment which will advance CTE programs in new technologies, computers, and manufacturing. As you can see by our proposed project, Madison Public Schools is committed to doing just this.

The outcome we hope to achieve as identified as an element in the Perkins V application is progress towards implementing CTE programs of study. We will be able to expand the quality of CTE programming in rural Nebraska by updating and upgrading our industrial technology equipment which will address barriers identified in workforce development from the Nebraska Chamber of Commerce. According to the Nebraska Chamber of Commerce, our state faces a mismatch between available workers and the skills needed by employers; specifically, technology and engineering. By creating interest in and teaching skills in IT, we will create many work-based learning opportunities for our students. Development of career education programs for students pursuing careers in H3 jobs is a part of the Nebraska economic development plan in which we are doing our part.

This grant will help us in offering programs of study that are preparing learners for current and future workforces and education. We are looking to promote career and technical education and trying to expand all areas of CTE. According to high school principal Jim Crilly, one goal of Madison Public Schools

is to “make sure we have career education readiness opportunities in place for all academic areas and to expose our students to many different areas of career paths.”

By taking part in “Fridays at Northeast,” the school has already begun to make significant efforts in collaborative planning with teachers at Northeast Community College. According to the local needs assessment that our team answered on Element #2, workforce alignment, we are beginning to offer more programs so that students will be workforce ready. Our STEAM program is currently in the stages of addressing how we adapt to the everchanging needs of our students in joining the workforce. We have included a career pathways group to this program which gives students the chance twice a week to job shadow and to go to business workplaces to see how they run. Often the reality of a job is very different from the initial perception; and that is where real-world exposure is so important.

Exposing students to hands-on activities, such as those which will be explored in the new IT lab, will be exciting for all involved in this project and will be another great step forward in our plan to strengthen CTE. Madison Public School plans to make this into a well-rounded educational experience for our students. One example would be our new woods class. Not only will the students be learning construction with the new table saw and router, they will learn the whole process of what is involved in home construction. Our plan is that they would learn construction, electrical, concrete, maintenance, planning, and more. Trips to Heritage Homes and Sand Creek Post and Beam will be planned so our students are exposed to real world jobs in construction. These are both businesses that are willing to hire employees who have knowledge of construction right out of high school. The grant-funded purchase of equipment we are proposing will allow us to have students work ready. By building partnerships with businesses such as these, we will be addressing the equity gaps which many of the students in our school district have as many of our students who live in poverty are not able to attend college and instead go straight to a job or career instead. In our new welding class, we will teach not only how to make small repairs on metal but will do actual construction as well. Recently, Madison Public School was fortunate enough to receive a grant from Bayer Fund which allowed us to purchase a plasma cutting table which we have used to cut metal signs. Skills the students have learned with this are in areas such as welding, art, painting, and planning. With the purchase of the new equipment we are proposing, we are excited to continue our plan to strengthen our career and technical education program with many more innovative activities such as this which will keep our students excited to learn. While the students don’t realize it, we will be exposing them and preparing them for many careers which they just didn’t know were even available.

PROJECT ACTIVITIES

Grant funds are being requested for the activity of strengthening our career and technical education program by investing in new, upgraded, and industry-standard equipment for our old 1980s industrial technology lab which has not been in use for a number of years. In particular, we would like to purchase new welders, welding tables, and welding supplies. In addition, as part of this lab, we would like to invest in upgraded equipment in the woods area such as a table saw, miter saw, router, and various shop supplies. Attached to this application is a budget template listing each item in detail.

Madison Public Schools seeks to purchase these items based on findings in the local Perkins V application. Action steps and goals of Madison Public School include purchasing equipment which will advance CTE programs in new technologies, computers, and manufacturing. While learning with hands-on experiences, we are also building upon career readiness standards such as technical skills, communication, personal contributions, critical thinking, and many more. Long-term goals include

preparing students for post-secondary education and also giving them the skills needed for our local labor market. Having new, safe, industry-standard equipment in this lab is most important to making this program successful and sustainable.

Activities will be evaluated through surveys distributed to the students both before and after taking part in the IT classes. These surveys will ask questions about their familiarity with not only specific job skills but also different careers and classes they make take in the future that relate to what they have just completed. Madison Public School has an ongoing goal of raising ACT scores and we will continue to track those numbers with a specific focus on these particular students. Student and classroom observations are made on a regular basis by the school administration. During these observations, we are not only able to see how the teachers are able to use a hands-on approach to teaching but how the students will flourish by this type of learning. Twice a year the students are asked to participate in a survey which includes information on their future interests both in college and the workforce. This will give us a great idea on how this project has impacted our student's future goals. All of these evaluations will show if we are making strides towards our overall goal of strengthening our career and technical education program. We expect to see a renewed interest in industrial technology as well as see improved standardized testing scores in CTE areas. We believe that course grades will also be improved as more and more students will want to be involved in the new, innovative classroom. By performing these evaluations each year, we will be able to continuously refine our activities to our overall goals. State assessments will also be used to identify any performance gaps. The information included in these data and assessments will be used by the principal, guidance counselor, instructional coach, and teachers so they may refine and make changes in classes and curriculum.

Madison Public Schools is well aware of the need to keep this a sustainable project. We are equipped and excited to sustain this project long after the term of this grant. The equipment we seek to purchase has been carefully selected with the idea of making long-lasting purchases in order to make the best use of the grant funds we receive. After the initial purchase of the items we are seeking to purchase with grant funds, we will be in a great position to keep these items up to date on a rotation basis in the years to come. The district has made every effort to insure sustainability by budgeting for salaries, curriculum, and annual consumable supplies for the industrial technology program. The teacher's intent is to promote our program with local farmers and businesses and be involved in the community. His plans for community service projects, helping at the fairgrounds, working with local colleges, and networking with construction companies will all keep the momentum going on our project. The initial investment in this project is meant to be the first step in a long-term effort.

When the Board of Education directed Mr. Ehlers to actively pursue the project of returning the industrial technology department to Madison by recruiting an instructor to lead, it was imperative that everyone involved was on board and supportive of the project. The sustainability of a project is often directly correlated to the stability of the Board of Education, superintendent, principal, and staff and when those in a position of leadership are committed to a project such as this, it ensures that there will be funding, training, and staffing for the future. The Board of Education has historically been remarkably consistent, with members serving for many years. Mr. Alan Ehlers, superintendent, has been head of the district for nine years and budgeting for future expenses is his specialty. Mr. Jim Crilly, principal, has been employed by Madison Public Schools since 2006. The stability of our long-term administration is one important key in making this project sustainable. Another significant key is Mr. Mackey, the new industrial technology teacher. He has family ties to the district, which was a large part of his decision to move and commit to Madison Public Schools. This will be a major factor of ensuring

that the project will have a strong instructor for years to come. From the top down, this project has been supported enthusiastically by the district.

COMMITMENT & CAPACITY

Madison Public Schools has a team in place who will be responsible for ensuring that grant funds will be used to meet goals as defined as part of our reVISION process. Meetings are held on a regular basis with school team members who review program practices and how programs are advancing. Members are aware of the reVISION process and are willing to reach out to ESU8, colleges, and businesses as necessary to help us along the way. We continually review Perkins V strategic priorities and are always looking for ways we can meet Nebraska's workforce needs. The plan for our new industrial technology lab will be a major step forward in meeting some of these goals by providing our students with new work-based learning strategies.

An experienced team of administrators are at the helm of the project. As superintendent, Mr. Alan Ehlers is the project manager. With over 25 years of combined experience as a superintendent, principal, and teacher, Mr. Ehlers is well suited to managing projects such as this. Principal Jim Crilly has over ten years of experience in administration. Mr. Crilly is able to provide invaluable input into the planning and execution of our plan. As an administrator, he understands the needs of our students to be well educated in CTE areas and he feels that updating the industrial technology lab will directly benefit the students in our school by providing them with the necessary equipment in order to create an environment in which our diverse set of students are able to acquire the knowledge and work experience needed to become career ready. Mr. Crilly is also aware of the need to provide feedback and support to the instructor in order to keep everyone on task towards the program goals. We believe that Madison Public Schools has the leaders in place to make this a successful endeavor.

Brittany Kunz is the school counselor. She will play a key role in executing, evaluating, and reviewing data which will keep our plan on track and make sure we are addressing the needs of our students. Mrs. Kunz is able to provide one-on-one time with each of our students and the benefit of this is tremendous. Surveys which are completed at least twice a year by the students provide invaluable information to her so she is able to recognize student needs. Brittany's knowledge into the school's curriculum as well as student interest areas are vital to the success of our students.

On the financial end of the team is business manager Celine Filsinger. Celine has worked as a business manager and financial coordinator in school districts for over 15 years and has a great understanding of finance. She will ensure grant funds are coded and accounted for correctly.

Industrial technology teacher, Mr. Mackey, will be directly involved in the implementation of this project. He is a new teacher at Madison Public Schools and is very excited to help our students grow in their career and technical education. He has specific plans for what he would like to teach the students. His plans include not just single tasks which can be done, but an evolution of a whole plan. For example, in welding the students are taught how to make repairs on equipment; Mr. Mackey's plan would include not only how to repair but how to actually construct equipment, such as a trailer, from scratch. Mr. Mackey has family ties to the district, which was part of his decision to move and commit to Madison Public Schools. His enthusiasm to be part of the new industrial technology lab along with his family ties will be major factors of ensuring our IT program has a strong instructor for years to come. Mr. Mackey's plans are not just for the next year or two; but for structuring a long-term evolution of this program. This ensures that grant funds are allocated to a project with maximum impact.

Madison Public School has a close working relationship with Tammy Cheatum at ESU8. She is always very helpful with all information relating to Perkins. Her knowledge-base and willingness to help will be instrumental in making our project a success. Whether it be the Northeast Regional Summary, Local Needs Assessment, or the ESU8 Local Perkins Application, we can always count on Tammy to help us understand which action steps to take next to make high-quality programs a priority and success. With the action plan we have put in place, the district is committed to continue to grow in all areas of CTE.

In addition to school leaders, the school is in contact with local colleges, businesses, and industry near Madison. NECC, CCC, Wayne State, and UNL are all colleges which have pledged time and expertise to ensuring the future success of our students. Madison Public School is able to bring in representatives from these colleges on a regular basis and all students are able to talk about various careers and jobs. Colleges have indicated that students who have participated in work-based learning activities in high school have a greater rate of success in their post-secondary education and the upgrade of our industrial technology lab will help provide the activities needed to help our students succeed.

Madison Public School not only collaborates with these large businesses and colleges, but also works hand in hand with many of the local small farmers and businesses in and near Madison. Attached to this application is a letter from Pfeifer Auto Body who supports our school in many different aspects. When visiting with Al Pfeifer, it is clear that Madison is where his heart is. By learning the auto body trade when he was a teenager, he was able to set up an incredible business for his family. He has employed many local young workers over the years and enjoys teaching them many technical skills which they then can use throughout their lifetime. Mr. Pfeifer is excited to see this project become a reality and looks forward to seeing how it improves our student's employability skills. Working hand in hand with local collaborators such as Pfeifer Auto Body will significantly contribute to the success of our project.

Madison Public School is committed to this plan and believes professional development is key in making this a success. Various trainings such as the NCE Conference in Kearney this summer will be attended by our CTE teachers and paid for by the school district. Sessions are available to help teachers prepare students for H3 occupations which is a priority for Madison. Attending meetings such as these is a great way to network with others and learn from each other and keep the project growing.

Execution of our plan has begun with the hiring of an IT teacher and will immediately continue with the purchase of industry-standard equipment. The next step is promoting our new industrial technology lab and adding IT curriculum back into our school. We will introduce our classes to what they are able to accomplish with the new equipment. Home maintenance skills will be one of the first skills that students will be able to use on a regular basis. As the school year progresses, students will begin to see how our comprehensive plan evolves by learning not just technical skills such as welding and construction but also employability skills such as trade knowledge and social and financial skills. Students will become aware of many new career options when they enroll in our IT classes by taking part in community service and field trips to various businesses. As students complete the many hands-on activities we have planned, they are actually preparing for various career opportunities. We will be providing students with employability skills in areas such as welding, manufacturing, and construction. As previously stated in this application, the key activities we have planned have a direct correlation to specific work-based learning opportunities which are so important for our student body.

Funds from the reVISION Action Grant will enable us to improve and expand our industrial technology offerings which means we will be able to provide activities to prepare our unique population of rural, diverse students with high skill, high wage, and high demand occupations that lead to self-sufficiency. Short-term goals of our plan include providing work-based learning opportunities and career development activities to our students, professional development for our educators, and the necessary skills needed for students to earn H3 jobs. Long-term goals include increasing student enrollment and achievement in IT classes, adding a SkillsUSA program, and eventually even having the students run a repair business where they learn not only how to service and repair equipment, but learn the financial and sales end of things. We have a population of students who would be ideally suited to the benefits of this project. We have done the research and planning and hired an instructor who indicates a long-term commitment to this district. We have the support of the Board of Education, the administration, the local businesses, and a team of experienced leaders who are excited to put this project in motion. We have made careful selections of equipment to ensure the best possible use of these grant funds. There will be no delay in executing use of the grant funds in order to achieve maximum impact. With the award of reVISION Action Grant funds, we will be able to immediately implement our plan to reach these goals which will directly benefit the great students of Madison.

Appendix A

Activity Budget: Activity #1		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		
	<i>Subtotal</i>	o
Employee Benefits – Specified by Position (Object Code 200)		
	<i>Subtotal</i>	o
Professional & Technical Services – (Object Code 300)		
	<i>Subtotal</i>	o
Other Purchased Professional Services – (Object Code 400/500)		
	<i>Subtotal</i>	o
Supplies — including Operational Equipment - (Object Code 600)		
Power Mig 210 MP Welders (3 in 1 Welders), 4 each @ \$1,680 Model #K3963-1	\$1,680	\$6,720
Westward Transparent Welding Booth Kits, 3 each @ \$307 Model #22RP04	\$307	\$921
Grizzly Dust Collection System Model #Go441	\$1,950	\$1,950
Little Giant Welders Table, 3 each @ \$400 Model #MTH1-2830-AH	\$400	\$1,200
Westward Welding Table, 6 each @ \$311 Model #30PA41	\$311	\$1,866
Victor Medium Duty OA Kit, 4 each @ \$434 Model #0384-2125	\$434	\$1,736
ESAB Sentinel A50 Welding Helmet, 10 each @ \$362 Model #0700000800	\$362	\$3,620
Sellstrom Goggle Sanitizer Station Model #S90494	\$838	\$838
SawStop Table Saw & Router Model #ICS53230 & #RT-TGI	\$6,959	\$6,959
DEWALT Compound Sliding Miter Saw Model #DWS780	\$700	\$700
Grizzly Jointer Model #Go814	\$950	\$950
Jet Bench Grinders, 2 each @ \$597 Model #577102K	\$597	\$1,194

DEWALT Angle Grinders, 5 each @ \$90 Model #DWE402	\$90	\$450
Grizzly 14" Band Saw Model #Go555	\$825	\$825
Grizzly Metalworking Band Saw Model #G9742	\$870	\$870
DEWALT Impact Driver Wrench Kit Model #DCF880M2	\$290	\$290
DEWALT Brushless Cordless Drill Kit, 2 each @ \$214 Model #DCD791D2	\$214	\$428
DEWALT 4-Tool Combo Kit Model #DCK492L2	\$591	\$591
Grizzly Jigsaw Kit Model #T30295X1A	\$110	\$110
DEWALT 14" Chop Saw Model #D28715	\$298	\$298
DEWALT Wet/Dry Vacuum, 2 each @ \$223 Model #DXV14P	\$223	\$446
	<i>Subtotal</i>	\$32,962
Capital Assets – (Object Code 700)		
	<i>Subtotal</i>	0
	ACTIVITY TOTAL	\$32,962

Budget Summary

Salaries (Object Code 100)		
Activity 1		\$0
	<i>Subtotal</i>	\$0
Employee Benefits (Object Code 200)		
Activity 1		\$0
	<i>Subtotal</i>	\$0
Professional & Technical Services (Object Code 300)		
Activity 1		\$0
	<i>Subtotal</i>	\$0
Other Purchased Professional Services (Object Code 400/500)		
Activity 1		\$0
	<i>Subtotal</i>	\$0
Supplies & Materials/Operational Equipment (Object Code 600)		
Activity 1		\$32,962
	<i>Subtotal</i>	\$32,962
Capital Assets (Object Code 700)		
Activity 1		\$0
	<i>Subtotal</i>	\$0
	Grand Total	\$32,962



NORTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

Allen Consolidated Schools
Bancroft-Rosalie Schools
Battle Creek Public Schools
Bloomfield Community Schools
Boone Central Schools
Clarkson Public Schools
Columbus Public Schools
Creighton Community Schools
Crofton Community Schools
Cross County Community
David City Public Schools
East Butler Public Schools
Elgin Public Schools
Elkhorn Valley Schools
Emerson-Hubbard Public
Fremont Public Schools
Fullerton Public Schools
Hartington-Newcastle Schools
High Plains Community
Homer Community Schools
Howells-Dodge Consolidated

Humphrey Public Schools
Lakeview Community Schools
Laurel-Concord-Coleridge Schools
Leigh Community Schools
Logan View Public Schools
Lyons-Decatur Northeast Schools
Madison Public Schools
Newman Grove Public Schools
Niobrara Public Schools
Norfolk Public Schools
North Bend Central Schools
Oakland Craig Public Schools
Osceola Public Schools
Osmond Community Schools
Pender Public Schools
Pierce Public Schools
Plainview Public Schools
Ponca Public Schools
Randolph Public Schools
Riverside Public Schools
Santee Community Schools

Schuyler Community Schools
Scribner-Snyder Schools
Shelby - Rising City Public Schools
So Sioux City Community Schools
St Edward Public Schools
Stanton Community Schools
Summerland Schools
Tekamah-Herman Schools
Twin River Public Schools
Umo N Ho N Nation Public Schools
Verdigre Schools
Wakefield Public Schools
Walthill Public Schools
Wausa Public Schools
Wayne Community Schools
West Point Public Schools
Wheeler Central Schools
Winnebago Public Schools
Winside Public Schools
Wisner-Pilger Public Schools
Wymot Public Schools



Community Colleges
Central Community College
Northeast Community College



NORTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

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

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
1. Career Advisement & Development	<ol style="list-style-type: none"> Foster workplace partnerships and industry collaboration. Expand and advance career exploration and readiness via internships and apprenticeships, career fairs, workshops, and campus visits. <ol style="list-style-type: none"> Work-based learning is the quintessential feature of career development. Create systematic collaboration mechanisms between teachers and counselors. <ol style="list-style-type: none"> Understand this specific partnership as an integral element to CTE success.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> Explore ways to connect Career & Employment Services staff and services to high school counselors and CTE instructors. <ol style="list-style-type: none"> Provide professional development opportunities for staff and stakeholders. Support through student advising in the secondary and postsecondary environments. Create processes to ensure every high school student in a CTE program within the service area visits a campus or center to explore CTE opportunities and AAS degrees (tours of campus, sit in on lectures/classroom activities, onsite seminars). Provide regular professional development to CTE faculty on career coaching best practices and meeting the changing needs of student.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
2. Local Workforce Alignment	<ol style="list-style-type: none"> Continue to develop, expand, and enhance business and industry partnerships. <ol style="list-style-type: none"> Internships, apprenticeships, and job shadowing experiences Career fairs, guest speakers, and business tours Advisory boards featuring business industry professionals, educators, counselors, and post-postsecondary representatives Capstone and dual credit opportunities Study workforce needs and alignment.

	<ul style="list-style-type: none"> a. Gather and interpret relevant student and workforce data. b. Parallel career course offerings with industry needs.
	<ul style="list-style-type: none"> 3. Examine how special populations can be integrated into local and regional industry needs. <ul style="list-style-type: none"> a. Work in partnership with businesses to expand opportunities. b. Identify the specific needs of different special populations and determine their placement in the workforce. c. Workforce preparation, training, alignment, and placement. d. Understand the pivotal role of counselors. e. Provide appropriate vocational rehabilitation and transition programs for students of disabilities.
COMMUNITY COLLEGES	<ul style="list-style-type: none"> 1. Continue with existing collaborative efforts with local and regional industry and economic development partners in the CTE fields, while also seeking out new ways of doing so, as well as new partners. 2. Explore ways to increase the college's emphasis on work-based learning. 3. Provide increased attention to industries/fields of study that have the potential to have strong employment potential in the future.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	<ul style="list-style-type: none"> 1. Update, upgrade, and purchase industrial grade equipment and remodel space to accommodate. <ul style="list-style-type: none"> a. Purchase equipment which will advance CTE programs in new technologies, computers, and manufacturing. b. Develop Advisory Boards to assist in development of curriculum that addresses industry needs and advise on acquisition of equipment that mirrors industry. 2. Evaluate parallel programs and distance learning capabilities; understand and analyze data; access and equity in career clusters. 3. Examine work-place opportunities and community college and business partnerships.

COMMUNITY COLLEGES

1. Expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment.
 - a. Regularly evaluate and update equipment in all CTE areas to meet or exceed standard equipment used in industry.
2. Seek professional development for faculty in the use of acquired technology and certifications.
3. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning.

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
4. Student Performance	<ol style="list-style-type: none"> 1. Use assessment of student learning process established in concert with the college's regional accreditation and post-secondary standards, to continue to better understand and improve gaps presented in our data. 2. Improve awareness related to available careers in CTE fields amongst secondary and post-secondary students. 3. Ensure marketing materials and program publications include photos and testimonials to represent a diverse range of students, include special populations, as defined by Perkins.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment. <ol style="list-style-type: none"> a. Regularly evaluate and update equipment in all CTE areas to meet or exceed standard equipment used in industry. 2. Seek professional development for faculty in the use of acquired technology and certifications. 3. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
5. Recruitment, Retention and Training of Faculty and Staff	<ol style="list-style-type: none"> 1. Hire and retain quality, certified, young teachers. <ol style="list-style-type: none"> a. Understand the complexity of these practices in rural populations. b. Recruit teachers who have the credentials to teach dual credit programs. c. Address competitive salary and benefit packages.

COMMUNITY COLLEGES	<ul style="list-style-type: none"> d. Expand industry standard CTE specialty training. 2. Collaborate and coordinate with other school districts expanding professional enhancement opportunities. 3. Continue professional development with a focus on training, mentoring, and certification.
	<ul style="list-style-type: none"> 1. Seek opportunities to bring advanced training to the area. Training to include emerging trends, and general advancement of knowledge. 2. Increase teaching and learning professional development for faculty hired directly from industry. 3. Replicate AM STEM (AUTO and Nurse Aide) model to provide CTE programming to smaller school districts, thus expanding access to CTE pathways.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
6. Work-Based Learning	<ul style="list-style-type: none"> 1. Collaborate with other districts in the region to understand a model that is working in small communities where business/industry opportunities are drastically limited. 2. Build Career Advisory Board to assist in development of appropriate work-based learning experiences. <ul style="list-style-type: none"> a. Create a tiered approach for students including guest speakers, field trips, job shadow/mentoring to internship. 3. Develop information for businesses explaining what type of work-based learning experiences are needed and how the businesses can participate
COMMUNITY COLLEGES	<ul style="list-style-type: none"> 1. Seek professional development opportunities for secondary and post-secondary faculty regarding available careers. <ul style="list-style-type: none"> a. Increase efforts to educate and prepare faculty to develop WBL opportunities for our students. 2. Expand WBL opportunities for community college and high school students. <ul style="list-style-type: none"> a. Explore opportunities to participate in work-based learning at the secondary level, encouraging a path to college. 3. Create process to better measure the effectiveness of WBL activities

reVISION SUMMARY		
Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
1 Career Development	<ul style="list-style-type: none"> need for career development for grades 5-11 	<ul style="list-style-type: none"> provide professional development opportunities for consortium educators and counselors to



7

	<ul style="list-style-type: none"> lack of student understanding of workforce and post-secondary opportunities for post-secondary opportunities for CTE programs 	<ul style="list-style-type: none"> collaborate as school districts expand career development and support in grades 5-11 require collaboration between workforce partners and school districts to complete the local needs assessment and the Perkins Local Use Support ("PLUS") application
2 Local Workforce Alignment	<ul style="list-style-type: none"> districts need opportunities to review programs of study and partner with district data steward to accurately report programs of study inaccurate programs of study reporting 	<ul style="list-style-type: none"> align local school career education programs with the Nebraska Department of Education Career Field Model and accurately report these programs align local programs of study to support the workforce needs of regional and state needs

<p style="text-align: center;">3 Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> • lack of industry-standard equipment • CTE teacher shortage 	<ul style="list-style-type: none"> • prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application process to strengthen and expand current programs of study that are identified and align with the district local needs assessment, the H3 report, the regional convening report, and overall consortium goals • increase teachers' capacity to expand distance learning and strengthen remote learning opportunities for students • partner with post-secondary to increase/provide additional programs of study and provide professional development for career education
<p style="text-align: center;">4 Student Performance Data</p>	<ul style="list-style-type: none"> • district leadership and CTE staff need a better understanding of the Perkins student achievement data 	<ul style="list-style-type: none"> • develop a plan with NDE staff to implement data-driven decisions at the district level that align with, support and address needs of all students and special populations including 1) data literacy skills that need to be improved for CTE teachers, 2) working through the MTSS lens that indicates 80-85% of all students should be successful on the NSCAS assessment at the tier 1 level, and 3) equity of student group support for special education, gender, socio-economic status, and race/ethnicity

<p>5 Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> • CTE teacher shortage • CTE needs continued professional development to support their growth as effective educators 	<ul style="list-style-type: none"> • develop and plan for a CTE Mentoring Program • connect new teachers with career field specialists and local mentors • provide professional development opportunities for CTE • expand networking opportunities to recruit, retain and train current CTE
<p>6 Work-Based Learning</p>	<ul style="list-style-type: none"> • lack of student understanding of workforce and post-secondary opportunities for post-secondary opportunities for CTE programs 	<ul style="list-style-type: none"> • create opportunities for districts to partner with business and industry locally and regionally • build capacity for districts to work with local business and industry to establish work-based learning opportunities for students

WeElement 2 Worksheet: Workforce Alignment

Review data collected and discussed at Regional reVISION meetings. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

Primary Data Source(s):

- I3 Reports
- Program of Study and course information
- Notes from interviews, focus groups, or other methodologies
- Observations

Other Potential Data Sources:

- Local student information system

Questions to Consider	Current State	Desired State
1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic development needs?	We are beginning more programs to be offered so that students will be workforce ready. We have begun a STEAM program with classes and speakers. We have tried to have our scope of teaching to be able to include more information on joining the workforce and what needs do they need to have economic satisfaction.	We are in the beginning stages of this process, and we will take a look through the graduation survey to see what students went into when joining the workforce. We would like to get more classes to address these areas.
2. Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact on program offerings on a regular basis.	Just in the starting phase of this. Our STEAM class is the stage of addressing what we are doing and will be an ever-changing class as we adapt to the everchanging needs of our student in joining the workforce.	To have results and see that we are on the right track. We are always looking to add classes to address these needs based on financial ability of how many classes we can provide. We would like to have business involvement.
3. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?	We see more and more workforces addressing these needs, by providing a means to an end. We see more translators and businesses making sure opportunities exist for all types of individuals.	We do our best to provide information and practices for students who need extra help and try to point them in a direction where they can be as successful as possible.

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Deep-Dive Questions:

- What are the highest projected growth industries in our region? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What skill needs have industry partners identified as lacking in the programs offered?
- Which programs graduate employees that thrive in the workplace? Why?
- How are CTE programs offered aligned to the demand? Are we offering CTE programs that are not aligned to demand?

<p>Element 2: Workforce Alignment</p> <p>Rating:</p> <p>1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a concrete plan to address them 3 = Very few gaps exist and we have processes in place to close the remaining gaps 4 = No gaps exist</p>	<p>Rationale and Potential Action Steps (in priority order):</p> <p><i>It is important to capture your thinking clearly here in order to avoid repeating work later in the process.</i></p> <p>This has been an area that we have made a switch to in the past few years. We have included a career pathways group and have addressed this in many different ways. Starting our STEAM classes has really helped. We have done more job shadowing and taking kids to the work place to see and hear how things work. WE have a plan, and are willing to move forward in this area.</p>
<p>Rating (circle one)</p> <p>1 2 3 4</p>	



806 Husker Dr, Madison NE 68748
402-454-3907

April 22, 2021

Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Nebraska Department of Education,

As local business owners for 47 years in the Madison Area, we are a dedicated supporter of Madison Public Schools. Over the years we have seen businesses come and go, and often the need for skilled labor determines if that business can stay in the area.

Because we feel many of our students wish to acquire the skills to fill these well-paying technical jobs, we are in full support of our school to be awarded a reVISION grant to update the welding equipment of our industrial arts shop. These items would include the welder, booths, supplies and gear needed to learn this skill with equipment that is par to what is used in the workplace today. We all know that welding vacancies are abundant.

Pfeifer Auto Body has been very fortunate to have acquired two dedicated employees that started as students at NECC. They have been with us for over 15 years. We feel their education in a local environment followed by employment here kept them here. Our hope is to instill the interest in High School, and early in their discernment of a vocation, will do the same.

Thank you for your consideration of the reVISION grant application for Madison Public Schools.

Sincerely,

Al & Janet Pfeifer

Officers/Owners

Pfeifer Auto Body, Inc.

Madison Area

Chamber of Commerce

Leading & exceeding for the next generation



April 22, 2021

Nebraska Department of Education

301 Centennial Mall South

P.O. Box 94987

Lincoln, NE 68509-4987

Dear Nebraska Department of Education,

The Madison Chamber of Commerce and other local businesses enjoy a strong relationship with the Madison Public Schools. For several years we have had vocation days involving the local business owners that educate students on the trades in this area and the need to continue to fill these high-paying trade-related jobs.

More and more Madison Public Schools has integrated classes into the curriculum that teach the skills needed to fill these positions in the workplaces of our area and of our state. It is important for these skills to keep up with the changing times.

The Madison Chamber of Commerce supports Madison Public Schools in their dedication to improve the shop lab with the updated equipment that is commonly used in construction, welding, and electrical work places today. We continue our dedication to helping student achieve well-paying jobs will sustain them for a lifetime.

As a Madison Area supporter of the Madison Public Schools we hope to see them awarded the reVISION Action Grant to purchase this equipment to effectively teach the skills needed. By doing so we could increase the number of well-educated students that could step into the many vacant openings are so numerous in our town, area, and state. Employers could once again focus on developing and growing their business in this great state of Nebraska.

Thank you for your consideration of this grant.

Sincerely,

Allen M. Pfeifer, President

Madison Area Chamber of Commerce



110 West 2nd Street, Box 626
Madison, Nebraska 68748-0626
402-454-3435
Fax: 402-454-3469

General Contractor • Residential & Commercial

Mr. Alan Ehlers
Superintendent
Madison Public Schools
700 S. Kent St
Madison, NE 68748

4/26/2021

To whom it may concern,

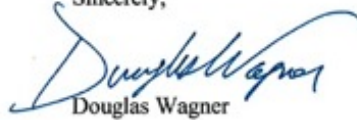
I write this letter to strongly support the pursuit of grants and funding that will aid in rebuilding and equipping our Industrial Technology Program.

My career was significantly influenced by the Industrial Arts Program at Madison High School several decades ago. At that time there was a considerable variety of trade related classes and skill opportunities. These skills are stepping stones to 2 year as well as 4 year college opportunities and even just good knowledge and abilities for the every day needs of the typical future home owner.

My lab exposure to small woodworking, building construction, welding, basic electrical wiring and small engine repair helped to give me direction in my pursuit of a career and established a Building Contracting business of which I've prospered for 40 years.

Again, I do support additional funding for equipment and qualified instruction to continue the Industrial Tech Program for the students of Madison High School.

Sincerely,



Douglas Wagner

www.dwbbuilders.com
e-mail: dwbuilders@cableone.net

Madison Public Schools

Alan Ehlers
Superintendent
Jim Crilly
HS Principal
Reid Ehrisman
MS Principal/EL
Karla Kush
Elementary Principal

700 So Kent St.
P.O. Box 450
Madison, NE 68748
District Phone (402) 454-3336 Fax (402) 454-2238
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Travis Jordan
Director of CAI
Crystal Ernst
Instructional Coach
Landon Mackey
Athletic Director
Celine Filsinger
Office Manager

The mission of Madison Public Schools is to prepare students to be competent, confident, productive, and responsible citizens.

April 15, 2021

Dear reVISION Grant Committee:

Madison Public Schools is excited to have the opportunity to both offer new programs and expand those currently in existence in order to increase work-based learning strategies and strengthen our career education system by investing in new and upgraded equipment for our IT lab. This is a priority for our school, board, guidance office, and administration, and we are very appreciative of any assistance we can receive.

The school intends to provide salaries/benefits for our CTE program along with training and professional development for all teachers involved in the program. School administration has budgeted a considerable amount in order to ensure that annual consumable supplies are available to all students. Our typical student more than likely lives in poverty and Madison Public Schools is committed to enhancing the livelihood of our students by providing them with access to many STEM initiatives with no extra cost to them or their families. Madison Public Schools would estimate the value of these contributions at a minimum of \$75,000 per year.

Thank you for your consideration in funding our grant request.

Sincerely,



Alan Ehlers, Superintendent
Madison Public Schools



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

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