“NORTHEAST NEBRASKA COALITION OF SCHOOLS COLLABORATING FOR THE BENEFIT OF STUDENTS”

October 7, 2016
OUR STORY

- WHERE DID WE START
- WHAT HAVE WE DONE
- LOGISTICS
- REVIEW OF DATA
- WHERE ARE WE GOING
McCOOK GLASS & MIRROR INC. is looking for hard working experienced employees that possess responsibility and are reliable. Must be self motivated and have a clean driving record.

Please do not apply if you:
Oversleep, have no alarm clock, have no car, have court often, have no baby sitter every day, have to give friends rides to work later than we start work, experience flat tires every week, have to hold on to cell phone all day, or become an expert at your job with no need to learn or take advice after the first day. Must be able to talk and work at the same time, must be able to remember to come back to work after lunch. Should not expect to receive Purple Ribbons or Gold Stars for showing up to work on time.

For Interview Call 345-••••
Bancroft-Rosalie (272)   Logan View (511)   Lyons-Decatur NE (264)
North Bend Central (592) Oakland-Craig (457)   Pender (381)
Scribner-Snyder (239)   Tekamah-Herman (568)   West Point-Beemer (826)
Wisner-Pilger (484)     TOTAL STUDENTS (4,594)
COALITION SCHOOLS

- 10 School Districts
- 18 Communities
- 2 Community Colleges
- 1 Four Year State College
GRANT FUNDS AND BUDGET

- $5,000 awarded to all 10 schools = $50,000
- ESU 2 is allocating $15,000 for support

- Total budget of $65,000:
  - Coalition Project Manager
  - Reimbursement for substitute teachers
  - Travel
  - Expenses associated with community engagement meetings
  - Other expenses directly related to the reVISION process
COALITION PROJECT MANAGER RESPONSIBILITIES

- Communication with Stakeholders
  - Superintendents
  - School Counselors
  - CTE Teachers
  - Principals
  - Department of Education
  - Business and Industry
  - Post Secondary Education

- Coordination and Planning of Meetings

- Providing Follow-up After Meetings
Establishing a clear vision for Nebraska Career Education.

The purpose of reVISION is to:

- Align and support Career and Technical Education Systems with Nebraska's Economic Initiatives
- Develop Nebraska’s talent pipelines for economic growth and workforce development
- Strengthen high school CTE programs to align with Nebraska postsecondary education entrance expectations
- Create a common language between local employers and education

Furthermore, the reVISION process introduces schools to the study “Growing Jobs, Industries, and Talent: A Competitive Advantage Assessment and Strategy for the State of Nebraska” commissioned by the Nebraska Department of Economic Development and the Nebraska Department of Labor in 2010. This report, more commonly referenced as the Battelle Study, highlights the need to further develop the industry clusters for Nebraska to remain economically viable and competitive. The reVISION process gives local schools the opportunity to consider the results of the Battelle Study when determining which Career and Technical Education programs to offer. As a result of completing the reVISION process, the gap between education and economic development is bridged, and local schools are educating and training a qualified workforce that meets regional industry needs. reVISION plays a key part in developing a talent pipeline for economic growth and workforce development in Nebraska.
what is the timeline for revision?

Part 1: School’s Assessment of Current Career Education Programs
- Identify the courses, programs of study, postsecondary alignment, and extended learning opportunities currently available within the Career Education system.
- Identify the activities associated with the career guidance system

Part 2: Meeting Facilitated by Nebraska Career Education Staff
- Describe the need for bridging the gap between education and workforce/economic development.
- Discuss the role education plays in training a qualified workforce that meets local and regional workforce/economic needs.
- Identify local businesses and industries with high demand, high wage, and high skill jobs.
- Analyze student achievement data, Perkins performance data, and student interest data

Part 3: Community Engagement Meeting
- Utilize a community engagement group to analyze the Career Education program while taking into account labor market data, high-growth industries in the area, and the knowledge base needed based for the high-growth industries.
- Identify the knowledge and skills required for jobs in the local and/or regional economy.
- Identify potential new (or revised) Career Education Program(s) of Study and course offerings which could be offered within the career education program

Part 4: Meeting Facilitated by Nebraska Career Education Staff
- Report results of the community engagement meeting.
- Identify potential gaps that exist in career education courses, programs of study, postsecondary alignment, and extended learning opportunities and develop short-term and long-term goals for addressing those gaps.
- Identify the resources needed to implement the proposed new (or revised) Career Education Program(s) of Study.
- Analyze current career guidance and exploration activities

Part 5: Technical Assistance by Nebraska Career Education Staff (as requested)
- Develop an action plan which describes the changes that will be made to the Career Education Program as a result of the revision process.
- Apply for a revision Innovation Grant that can be used to implement the action plan

For more information, contact:
Richard Katt
Director of Career Education
402.471.4808 | rich.katt@nebraska.gov

Cory Epler, Ph.D.
Deputy Director of Career Education
402.471.2494 | cory.epler@nebraska.gov

www.education.ne.gov/nce/revision.html
ReVISION PART 1

- Identify:
  - courses
  - programs of study (POS)
  - Post secondary alignment
  - Extended learning opportunities
  - Activities associated with career guidance system

Most of this has been achieved through the writing of the grant. Career Education Specialist met with guidance counselors and district teams to assure completion of Part 1 data

(Completed in September)
Meetings facilitated by NDE (Cory Epler & Ryan Foor) 9:00 am – 3:30 pm

Collaboration, communication, and cooperation between districts and communities

Who:
- District Teams
  - At least 2 career/technical education teachers
  - At least 1 guidance counselor
  - At least 1 school administrator
  - Consider inviting a school board member or core teacher

What:
- Describing, discussing, identifying businesses, and analyzing student achievement data

Where:
- 3 to 4 regional meetings Sites to be determined

(October of 2015)
Community Engagement Meeting(s)

- Facilitated by NDE Staff
  - Analyze career education program
  - Identify knowledge and skills required for jobs in local and regional economy
  - Identify potential new (or revised) career education programs
  - Identify course offerings which could be offered within the career education program

Collaboration, communication, and cooperation between districts and communities

*January 6 @ West Point, January 13 @ Wisner-Pilger, January 19 @ North Bend Central, January 20 @ Oakland-Craig

*January 27  2 representatives from each school

*February 10  Superintendents from each school
Meetings facilitated by NDE (Cory Epler)

- District Teams Participate

- Report results of community engagement meetings

- Identify potential gaps in
  - courses
  - programs of study (POS)
  - Post secondary alignment
  - Extended learning opportunities
  - Activities associated with career guidance system

- Identify resources needed to implement new programs

- Analyze current career guidance and exploration activities

February 29, 2016
Technical assistance by NDE staff (as requested)

- Develop an action plan which describes the changes that will be made to the Career Education Program as a result of the reVISION process

- Apply for a reVISION Innovation/ACTION Grant that can be used to implement the action plan
  - The maximum amount schools may receive is $50,000. Districts may apply for up to that amount for three years.
A Career Academy Program is a sequence of credit-bearing academic and career technical courses which reflect a Career Cluster selected in response to local, regional or state employment needs and demand for expertise.

- “best practices”
- Host communities and high schools link
- Student assessment
- Sustainability
A COLLEGE/CAREER READY INDIVIDUAL:

- Applies appropriate academic and technical skills
- Communicates effectively and appropriately
- Contributes to employer and community success
- Makes sense of problems and perseveres in solving them
- Uses critical thinking
- Demonstrates innovation and creativity
- Models ethical leadership and effective management
- Works productively in teams and demonstrates cultural competency
- Utilizes technology
- Manages personal career development
- Attends to personal and financial well-being
<table>
<thead>
<tr>
<th>World Class CTE</th>
<th>Career Readiness</th>
<th>Education, Business &amp; Industry Partnerships</th>
<th>Workplace Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devise a plan to share jobs/careers with parents within the 2016-17 school year</td>
<td>Habitudes</td>
<td>Local Career Fair -- Local business would guest speak to all students about their careers and business</td>
<td>Employability skills -- Teach students what to expect in job experiences to apply employability skills</td>
</tr>
<tr>
<td>Competency Based Education</td>
<td>Engage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plans</td>
<td></td>
<td>Create an Advisory Board of educators and Business Folk @ local level</td>
<td></td>
</tr>
<tr>
<td>Contextualized Learning Curriculum</td>
<td>Habitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Ready</td>
<td>Emphasize career readiness skills throughout building</td>
<td>Job Shadowing (start with Junior year) maybe try 8th grade</td>
<td></td>
</tr>
<tr>
<td>Increase Student Organization Participation (Skills USA) (Educators Rising)</td>
<td>School/Community</td>
<td>Field trips to businesses in Junior High School</td>
<td></td>
</tr>
<tr>
<td>4 year plan 16-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability Skills</td>
<td>Redevelop 8th grade curriculum to include Engage Curriculum and focus on creating a flexible PEP</td>
<td>Fremont Creative Collective (coding business new) SSCS started a 4 year coding program STEM-FUSE-hired teacher</td>
<td></td>
</tr>
<tr>
<td>Provide/explore certifications for students in different areas (CNA, Welding)</td>
<td>Develop curriculum/courses with career courses &quot;Engage&quot; Intro to different careers</td>
<td>Bring in new business - Fremont Creative Collective - share mini-courses/job opportunity with 9th grade students</td>
<td></td>
</tr>
<tr>
<td>World Class CTE</td>
<td>Career Readiness</td>
<td>Education, Business &amp; Industry Partnerships</td>
<td>Workplace Experiences</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Internships</td>
<td>Marketing/communication campaign to make parents aware of workforce data (reVISION information)</td>
<td>Create a partnership with higher education</td>
<td>Internships coordinated by one person for all schools -- Regionally</td>
</tr>
<tr>
<td>Establishing regional partnerships with businesses that will offer learning opportunities to students</td>
<td>All 8th grade students will attend NECC Career Exploration Day and 10th grade will attend NE Nebr Career Day at Wayne St</td>
<td>Regional schools, business and industries all participate in career fair at a centralized location</td>
<td>Send students into job placements starting in 12th grade</td>
</tr>
<tr>
<td>Career Academies (pick 2 or 3 and do them well)</td>
<td>Career fairs for students in grades 5-12. Have for all schools and students in this group.</td>
<td>Teacher externships to businesses (manufacturing first)</td>
<td>Extended school year/school day</td>
</tr>
<tr>
<td>Create a career academy with a neighboring school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with NECC (a wonderful partner)</td>
<td>Coordinate Bus/Ind in the region to come to schools to teach career opportunities and expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put together a regional business advisory board within 6 months</td>
<td>Build partnerships with at least 3 local/area businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Class CTE</td>
<td>Career Readiness</td>
<td>Education, Business &amp; Industry Partnerships</td>
<td>Workplace Experiences</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Career Exploration (Working with NECC to offer online/distance education for students to gain knowledge in different career fields)</td>
<td>All Juniors will take EverFi online financial curriculum course</td>
<td>Create a distant learning level on courses for business folk -- define expectations for teaching the course</td>
<td>Provide online opportunities for students to replace on site education -- core curriculum</td>
</tr>
<tr>
<td>Create a system of communication with industry leaders to stay up to date with current methods</td>
<td>Virtual Field Trips</td>
<td>Industry certifications for students</td>
<td>Allow area schools to use distance learning to experience coding opportunities -- mini</td>
</tr>
<tr>
<td>Explore possibilities of offering CTE online using Odysseyware</td>
<td>Dual credit courses online or distance learning</td>
<td>Complete career pathway areas with distance learning</td>
<td></td>
</tr>
</tbody>
</table>

Distance/Online

Awareness --- Exploration --- Preparation --- Placement
ROADBLOCKS TO CTE

- Transportation
  - Equipment
  - Financial Responsibility
  - Personnel
- School Loyalty
  - Loss of instructional time
- Alignment of different schedules
- Pedagogy of distance education
  - Time/school calendar
- School requirements
- Need direction on liability/insurance
- Technology – 1-1?
  - NSAA calendar
- Different student management systems
- What if students change their mind as to career choice
- Coordination of efforts?
  - Agreement on priorities
- Education of the public
  - Local issues
  - Concern of steering away from 4 year degrees
HOW TO/WHY ENGAGE BUSINESS AND INDUSTRY

- H3
  - High Demand
  - High Wage
  - High Skill

- Insurance/liability – How do we protect schools and students from liability (NDE is working on this)

- Reaching students earlier

- Balance of core academics with testing and other requirements
Topics of Discussion

- Learning Management Systems
- Current Academies Offered
- Middle School Career Exploration
- Engage
- Habitudes
- Classes Sent or Received Via Distance Learning
- Job Shadowing Experiences
- Internships
### Schedules

<table>
<thead>
<tr>
<th>Schedules</th>
<th>Periods</th>
<th>Start Time</th>
<th>End Time</th>
<th>Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>BR</td>
<td>8</td>
<td>8:15 AM</td>
<td>3:45 PM</td>
<td></td>
</tr>
<tr>
<td>LV</td>
<td>8</td>
<td>8:20 AM</td>
<td>3:45 PM</td>
<td>27 min</td>
</tr>
<tr>
<td>LDNE</td>
<td>8</td>
<td>8:15 AM</td>
<td>3:43 PM</td>
<td></td>
</tr>
<tr>
<td>NBC</td>
<td>7</td>
<td>8:10 AM</td>
<td>3:30 PM</td>
<td>23 min</td>
</tr>
<tr>
<td>OC</td>
<td>8</td>
<td>8:10 AM</td>
<td>3:45 PM</td>
<td>14 min</td>
</tr>
<tr>
<td>PEN</td>
<td>8</td>
<td>8:15 AM</td>
<td>3:43 PM</td>
<td>25 min</td>
</tr>
<tr>
<td>SS</td>
<td>8</td>
<td>8:00 AM</td>
<td>3:28 PM</td>
<td></td>
</tr>
<tr>
<td>TH</td>
<td>8</td>
<td>8:10 AM</td>
<td>3:40 PM</td>
<td>20 min</td>
</tr>
<tr>
<td>WPB</td>
<td>8</td>
<td>8:05 AM</td>
<td>3:40 PM</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>8</td>
<td>8:15 AM</td>
<td>3:43 PM</td>
<td></td>
</tr>
</tbody>
</table>
ourVISION

- ACADEMIES 3 - ??? NEW AND/OR EXPANDED
- MIDDLE SCHOOL CAREER EXPLORATORY BLOCK
  - “ENGAGE” CURRICULUM
- HABITUDES
- PERSONAL EDUCATION PLAN
- JOB SHADOW
- ADVISORY COMMITTEE
- JOB SHADOW/INTERNSHIP COORDINATOR
- HIGH SCHOOL ADVISORY PERIOD
REST OF THE STORY

- PROJECT COORDINATOR
- DIGITAL LEARNING DIRECTOR
- CAREER EDUCATION CONSULTANT
- DIGITAL LEARNER COORDINATOR (CANVAS)
- COMPUTER SCIENCE PRINCIPLES PATHWAY
  - PROJECT LEAD THE WAY
CONTACT INFORMATION

- Joe Peitzmeier, Coalition Project Manager
  - 402.690.9320
  - jpeitz@esu2.org
QUESTIONS???
PATHWAYS 2 TOMORROW