

Project Title: Aligning Nebraska’s secondary and postsecondary CTE programs

Timeline:

Additional planning will commence at notification of funding. Activities will take place in the fall of 2017, spring of 2018, and summer of 2018, within the 18-month implementation timeline.

Amount of Funds Requested: \$196,850

Contact Name(s): Ryan M. Foor, Ph.D.

Contact Information:

- Nebraska Department of Education
- 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509-4987
- ryan.foor@nebraska.gov
- Office: 402-471-2494, Mobile: 520-343-2692

Abstract of Proposal:

The project titled, “Aligning Nebraska’s secondary and postsecondary CTE programs” seeks to connect secondary educators, postsecondary educators, and ESU staff to align efforts around technical skills and career readiness skills. As a result of this project, CTE program alignment needs will be determined within each community college area, and the results will contribute to a statewide plan for alignment. Secondary teachers will have opportunities for technical skill professional development. Community college educators and ESU staff will have opportunities for professional development on career readiness skills and resources. Students, schools, and communities will benefit from the efforts of this project through seamless pathways in CTE programs from secondary to postsecondary education. A common framework of career readiness skills, in the Nebraska Career Readiness Standards, will continue to permeate through Nebraska’s education systems, reaching more ESU staff and community college educators. An estimated 876 educators may be served through this project.

Vision and Purpose:

The vision of this project is an initial effort at continuing work around aligning seamless pathways between secondary and postsecondary career education opportunities. Specifically, this project will provide opportunities to bring together secondary career and technical education (CTE) teachers and school counselors; community college instructors, academic advisors, and other faculty and staff; Educational Service Unit (ESU) staff; and other postsecondary partners to engage in conversations and activities to align secondary and postsecondary course and program offerings. Additionally, this project will provide opportunities for professional development in technical skills for secondary educators, and on the Nebraska Career Readiness Standards for ESU staff, community college faculty and staff, and other postsecondary faculty and staff. The vision of this project connects to the following PFI areas of focus:

Secondary-Postsecondary Transitions

- Create statewide articulation agreements and enhance curriculum alignment
- Expand dual credit opportunities

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- Examine outcomes of secondary courses to ensure students are prepared to enter postsecondary education both in career education and academic preparation

Professional Development

- Plan and coordinate professional development that may include: skill training in emerging curricula, technical skill development and training in new instructional strategies for secondary and postsecondary instructors

The overall outcomes of this project are to:

- A. Conduct day-long sessions within community college areas to determine opportunities for connecting secondary CTE programs with postsecondary courses and programs. Participants will include secondary and postsecondary educators and ESU staff within the respective community college areas. The intended outcome is a needs assessment for alignment within each community college area.
- B. Conduct two- or three-day professional development sessions within community college areas for secondary CTE teachers, facilitated by community college instructors. The intended outcome is to enhance secondary teachers' technical skills.
- C. Facilitate day-long professional development sessions to train ESU staff, community college faculty and staff, and other postsecondary faculty and staff on the Career Readiness Standards, specifically use of the resource: Habitudes for Career Ready Students. The intended outcome is to build a statewide network of Habitudes trainers and to integrate Habitudes into community college programs.
- D. Host a day-long statewide CTE secondary/postsecondary summit where results from each of the needs assessment sessions conducted in the community college areas are shared and ideas are generated for next steps that can contribute toward a statewide plan for alignments of secondary and postsecondary programs. The intended outcome is to create a framework for a statewide alignment plan for CTE.

The innovation of this project, or creative approach, is the notion of conducting needs assessment sessions within each of the community college areas, connecting secondary and postsecondary educators, and ESU staff, and then using the results of those meetings to inform planning for a statewide summit, bringing all of the interested parties together to contribute to and generate a statewide effort. A second component is the systematic approach to conducting technical skill professional development for secondary teachers within the community college areas. Additionally, ESU staff and postsecondary educators have not been engaged as much as secondary educators in the training of Habitudes and the Career Readiness Standards. This project works to connect the technical skill aspect of CTE programming along with the career readiness component (or employability skills).

Needs Statement:

Staff members at the Department of Education continue to hear from stakeholders the need to align secondary CTE programs with postsecondary programs. In conversations with four of the community college Chief Academic Officers, the author of this proposal determined the desire from those individuals to bring secondary teachers together with postsecondary instructors to hear what each group is doing in their respective programs and to provide a forum to discuss how to strengthen the

alignment between the programs. Teachers continually seek professional development opportunities to stay current with technical skill attainment. Additionally, through conversations with ESU staff, a need exists to provide training opportunities for ESU professional development consultants on the Career Readiness Resources; an opportunity also exists to provide tailored training on the Career Readiness Standards and Habitudes for community college educators. Results from the stakeholder engagement meetings, funded by PFI last year, will inform the needs assessment process and final outcomes of this project.

The ultimate end user of this project is students, with seamless transitions from secondary CTE programs to postsecondary CTE programs in the technical skill curriculum, as well as the integration of the Career Readiness Standards. Additionally, secondary and postsecondary educators, including ESU staff will receive training and professional development experiences with the goal of intentionally connecting partners within community college districts to grow and build connections between secondary and postsecondary programs.

Goals and Objectives:

- A. Develop secondary/postsecondary needs assessments within each community college area
 1. Up to 6 day-long sessions will be conducted; one in each community college area.
 2. Participants will be identified among secondary educators, postsecondary educators, and ESU staff. Community college representatives and ESU staff will be consulted to determine secondary participation. Participants may also include business and industry representatives.
 - i. Participation may include up to 20 secondary educators (n = 120); up to 20 postsecondary educators (n = 120); up to 6 ESU staff (n = 36) at each meeting (n represents totals across 6 meetings). These are estimates and may need to be adjusted within budget parameters.
 3. These sessions will take place in the fall of 2017 and will be facilitated by Nebraska Department of Education staff, in consultation with the relevant stakeholders.
- B. Enhance secondary teachers' technical skills
 1. Up to 6 two- or three-day sessions will be conducted; one session in each community college area, focused on one career field of the NCE model, with the career field and topic to be determined in consultation with secondary teachers and community college instructors.
 2. Participation will be among CTE teachers.
 - i. Participation may include up to 50 secondary teachers (n = 300) at each session. These estimates may be adjusted within budget parameters.
 - ii. These sessions will take place in the summer of 2018 and will be facilitated by community college instructors and coordinated by Nebraska Department of Education staff in conjunction with the relevant community college.
- C. Build a statewide network of Habitudes trainers and integrate Habitudes into community college programs
 1. Up to three day-long Habitudes training sessions will be conducted for community college educators, including academic advisors. The number of sessions in each community college area will be determined in consultation with each community college.

- i. Participation may include up to 40 participants at each training (n = 120).
 2. Up to two day-long Habitudes training sessions will be conducted for ESU staff. The locations will be determined in consultation with ESU partners.
 - i. Participation may include up to 40 participants at each training (n = 80).
 3. These sessions will take place in the spring of 2017 and will be facilitated by Nebraska Department of Education staff.
- D. Create a framework for a statewide secondary and postsecondary CTE alignment plan
 1. A day-long statewide CTE secondary/postsecondary summit will take place in spring 2016 or summer 2017 (before the 18-month project deadline).
 2. Participants will be identified by secondary, postsecondary, and ESU stakeholders. Business and industry partners will likely be engaged as well.
 - i. Participation may include a maximum of 100 participants, and may be adjusted within budget parameters.
 3. The summit will be facilitated by Nebraska Department of Education staff or a contractor, with consultation from secondary, postsecondary, and ESU partners.

Impact on Career and Technical Education:

An estimated 876 educators, from secondary, postsecondary, and ESU stakeholders may be engaged in this project. There may be repeat participation across activities, however this number reflects the magnitude of the impact on career and technical education, strategically interspersed across community college areas. With aligned programs of study across secondary and postsecondary options, as well as enhanced secondary teacher technical skill professional development, and an increased awareness and usage of the Habitudes curriculum and the Career Readiness Standards among ESU and community college partners, the impact is a systematic career education experience for more Nebraska students. All career fields in the NCE career field model are included in this project, as well as the Career Readiness Standards, a central component to the model.

Statewide Impact:

This statewide project will be available, in differing ways, to all CTE teachers and school counselors; community college instructors, faculty, and staff; and ESU staff, depending on their needs and desire for participation. All schools with CTE programs, all community colleges, and all ESUs are included in the scope of this proposal as potential participants. All career fields are included in the scope of this project. Activities will be conducted face-to-face in community college areas, regionally, and through a statewide summit. Business and industry partners will likely be engaged with the needs assessment meetings in each community college area, as well as the statewide summit.

Evaluation:

Objective A: Develop secondary/postsecondary needs assessments within each community college area

- A survey will be conducted among participants to determine their level of satisfaction with the experience.
- A survey, combined with a brief interview, will be conducted with the community college partners to determine their satisfaction with the experience, as well as input and feedback to improve the process.

- A brief interview will be conducted with the ESU staff to determine how to continue involve their participation in the process.

Objective B: Enhance secondary teachers' technical skills

- A survey will be conducted among participants to determine the level their technical skills were advanced as a result of the professional development experience.
- A brief interview will be conducted with each of the community college instructors who facilitate the professional development sessions to gain input and feedback to improve the process.

Objective C: Build a statewide network of Habitudes trainers and integrate Habitudes into community college programs

- A survey will be conducted among participants to determine their level of satisfaction with the experience, and to determine how they intend to utilize and implement the Career Readiness Standards and Habitudes in their respective work.

Objective D: Create a framework for a statewide secondary and postsecondary CTE alignment plan

- A survey will be conducted among participants to determine their level of satisfaction with the experience, and to gain input and feedback on the process.

Dissemination of Knowledge:

A brief executive summary will be drafted for publication in the PFI newsletter and other relevant publications. Plans will be made to present on this project at the 2018 Nebraska Career Education Conference, as well as the 2018 NDE Day at Administrators' Days. The 2019 AQuESTT Conference will also serve as a forum to share the results of this project, particularly focused on the AQuESTT tenet of Transitions, within the Student Success and Access domain. Opportunities may exist to present these findings at the 2018 and 2019 Advance CTE Conference. Consideration will be given to additional outlets where publications may be created to share the results of this project.

A written report will be prepared to share the results of the project with the PFI Leadership Council, and an offer will be extended for an oral presentation of the results.

Budget Plan

Budget Narrative:

Objective A, to develop secondary/postsecondary needs assessments within each community college area is estimated at \$36,000. Costs associated are sub pay at the rate of \$100 per day (\$12,000); mileage at an average cost of \$100 per person (\$12,000), recognizing not all participants will need to claim mileage; meals at a rate of \$25 per person (\$11,400); and supplies, estimated at \$100 per meeting (\$600). With an estimated 456 participants, the estimated per person cost is \$79.

Objective B, to enhance secondary teachers' technical skills, is estimated at \$113,250. The mileage (\$30,000) and meal (\$18,750) per diem rates are estimated at the same values as in Objective A. The meal rate is multiplied by a factor of 2.5 to account for two or three day events. Personnel costs are estimated at a per diem stipend of \$300 (\$4500) for the community college instructors who will

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facilitate the professional development sessions. Personnel costs are also multiplied by a factor of 2.5. Costs for supplies were estimated at \$50 per person (\$15,000). Lodging costs (\$45,000) were estimated at a rate of \$100 per day and multiplied by a factor of 1.5. With an estimated 300 participants, the estimated per person cost is \$378 (approximately \$151 per day, per person).

Objective C, to build a statewide network of Habitudes trainers and integrate Habitudes into community college programs is estimated at \$35,000. The Habitudes training rate is \$150 per person (\$30,000). Meals were calculated at the rate of \$25 per day (\$5000). With an estimated 200 participants, the estimated per person cost is \$175.

Objective D, to create a framework for a statewide secondary and postsecondary CTE alignment plan, is estimated at \$12,600. The mileage (\$10,000) and meal (\$2500) rates reflect those stated previously. The supply rate was calculated at \$100. With an estimated 100 participants, the estimated per person cost is \$126.

The total project cost is estimated at \$196,850. While in-kind costs are not indicated in the budget table, nor estimated for the purposes of this proposal, NDE staff time and expenses related to the planning and implementation of these activities are in-kind contributions to this project. With an estimated 876 individuals served through this project, the average per person cost is \$225.

Table:

Budget Table						
	Personnel: Stipends/Presenter Fees/Substitute Fees	Supplies	Travel: Lodging, Mileage, Meals	Conference Expenses	In-Kind (not required)	Total
Objective A	\$12,000	\$600	\$23,400			\$36,000
Objective B	\$4,500	\$15,000	\$93,750			\$113,250
Objective C			\$5,000	\$30,000		\$35,000
Objective D		\$100	\$12,500			\$12,600
Totals	\$16,500	\$15,700	\$134,650	\$30,000		\$196,850

Other Ideas/Thoughts to Consider:

The author of this proposal recognizes that the project is large in scope and includes a considerable projected budget. In the event the whole project cannot be funded, please consider funding individual objectives, or consider scaling down the scope of each objective to fund accordingly.

The fiscal agent for this project will be the Nebraska Department of Education.