



CENTRAL REGIONAL NEEDS ASSESSMENT SUMMARY

Participating Districts

Adams Central Public	Elm Creek Public Schools	Ord Public Schools
Alma Public Schools	Franklin Public Schools	Pleasanton Public Schools
Amherst Public Schools	Gibbon Public Schools	Ravenna Public Schools
Anselmo-Merna Public Schools	Harvard Public Schools	Red Cloud Community Schools
Ansley Public Schools	Hastings Public Schools	Sandhills Public Schools
Arcadia Public Schools	Holdrege Public Schools	Sargent Public Schools
Axtell Community Schools	Kearney Public Schools	Shelton Public Schools
Bertrand Public Schools	Kenesaw Public Schools	Silver Lake Public Schools
Blue Hill Public Schools	Litchfield Public Schools	South Central Nebraska Unified
Broken Bow Public Schools	Loomis Public Schools	Superior Public Schools
Callaway Public Schools	Loup City Public Schools	Sutton Public Schools
Central Valley Public	Minden Public Schools	Wilcox-Hildreth Public Schools
	Neligh-Oakdale Schools	

Participating Community Colleges

Central Community College
Mid Plains Community College



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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"> 1. Increase work-based learning experiences for teachers/students. <ol style="list-style-type: none"> a. Collaborate with local business professionals to assist in the development of tiered work-based learning experience: Guest speaker bank, tour of businesses, job shadowing/mentoring, and internship/capstone. b. Provide similar opportunities for teachers through externship programs. 2. Expand professional development opportunities <ol style="list-style-type: none"> a. Work with business and industry on alignment of CTE curriculum with industry needs. b. Provide workshops where business/industry work with CTE teachers for training on industry standard equipment. 3. Improve the collaboration between CTE teachers and the other staff members. <ol style="list-style-type: none"> a. Develop cooperative relationships between teachers and counselors to help explain the value of CTE programs as they move into post-secondary education/work force. b. Request counselors develop a document for registration including personal learning plan for students. c. Develop a pathway for career development from middle to high school; expand programs of study to include freshman /sophomores. d. Encourage CTE teachers to understand the needs of their programs and encourage program growth in high demand programs.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Explore ways to connect staff and services to high school counselors and CTE instructors. 2. Create processes to ensure every high school student in a CTE program explores CTE opportunities and AAS degrees (tours of campus, sit in on lectures/classroom activities, onsite seminars).

	3. Provide regular professional development to CTE faculty on career coaching best practices and meeting the changing needs of students.
Element	Action Steps Listed in Priority Order
2. Local Workforce Alignment	<ol style="list-style-type: none"> 1. Formalize programs of study that address new/emerging needs. <ol style="list-style-type: none"> a. Develop programs that fit the workforce needs of our community and create appropriate coursework and programs of study to match the needs. b. Involve advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process. c. Request business/industry partners to assist in providing authentic work-based learning experiences: industry speakers, business tours, job shadowing, mentoring, internships, and apprenticeships. 2. Continue to look at the workforce and economic data to assist in making strategic program decisions that address workforce needs. <ol style="list-style-type: none"> a. Utilize an effective system to properly code courses and programs of study. b. Review curricular offerings to match workforce demands. 3. Target career experiences for our diverse learners to find a career that fits with their skill and interest. <ol style="list-style-type: none"> a. Work with local agencies to maximize the opportunities.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Improve communication with business/industry in determining relevancy of present programs and development of new/emerging focus areas. <ol style="list-style-type: none"> a. Modernize equipment in CTE programs as identified by subject matter experts (faculty) and program advisory boards. b. Involve more partners and voices on advisory boards/committees. 2. Provide professional development opportunities to ensure faculty are up to date on knowledge, skills and abilities required for their program area. <ol style="list-style-type: none"> a. Customize training programs with business/industry professionals. a. Research methods to implement soft skills. 3. Provide services and courses to ensure students may achieve equal access to education to prepare them for careers that meet current, future workforce and economic needs.

Element	Action Steps Listed in Priority Order
PARTICIPATING DISTRICTS	
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	<ol style="list-style-type: none"> 1. Upgrade present facilities mirroring industry/business needs. 2. See how schools with similar size and diversity may be handling specific situations. Partner and plan to better provide opportunities for student needs. <ol style="list-style-type: none"> a. Explore options for on-line, distance learning opportunities. b. Determine how to provide instruction in many of the CTE clusters with limited number of students and/or staffing for these classes. 3. Establish Advisory Boards where business professionals can advise the purchase of appropriate equipment and assist in alignment of curriculum. <ol style="list-style-type: none"> a. Communicate with businesses on certifications/apprenticeships.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Regularly evaluate and update equipment in all CTE areas to meet or exceed standard equipment used in industry. 2. Ensure marketing materials and program publications including photos and testimonials to represent a diverse range of students, to include special populations, as defined by Perkins. 3. Advisory Committees need to be changed to a more strategic partnership between Employers and Community College – Required visits and joint professional development for faculty to train on industry based equipment.
Element	Action Steps Listed in Priority Order
PARTICIPATING DISTRICTS	
4. Student Performance	<ol style="list-style-type: none"> 1. Provide training on how to analyze data and use the data to better understand gaps in student achievement and special populations (race, gender, socio-econ, special needs) 2. Utilize data to increase participation by special subgroups. <ol style="list-style-type: none"> a. Be more intentional in providing access/retention to all students 3. Examine the alignment between programs of study and workforce/post-secondary needs <ol style="list-style-type: none"> b. Determine what are the needs/resources necessary for a student to be successful in the workforce c. Increase offerings for dual credit programs in all career clusters.

COMMUNITY COLLEGES	
	<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 the data. 2. Increase CTE student retention, persistence, matriculation and transfer. Regularly evaluate and update equipment in all CTE areas to meet or exceed standard equipment used in industry. 3. More significant scholarships for women in the trades and men in health care
Element	Action Steps Listed in Priority Order
PARTICIPATING DISTRICTS	
5. Recruitment, Retention and Training of Faculty and Staff	<ol style="list-style-type: none"> 1. Consider offering incentives to recruit and keep staff: signing bonuses, externship programs for summer employment, competitive benefit packages. 2. Provide professional development and mentoring of faculty with industry professionals and other "like minded" educators. 3. Upgrading of equipment and administrative support assist in the hiring and keeping of professionals, especially younger teachers.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Increase teaching and learning professional development for faculty hired directly from industry. 2. Replicate AM STEM (AUTO and Nurse Aide) model to provide CTE programming to smaller school districts, thus expanding access to CTE pathway. 3. Have faculty attend professional development that is helpful for their teaching and match what the industry utilizes for continuing education.
Element	Action Steps Listed in Priority Order
PARTICIPATING DISTRICTS	
6. Work-Based Learning	<ol style="list-style-type: none"> 1. Invite business to meet with schools to identify work-based learning experiences. <ol style="list-style-type: none"> a. Create career Advisory Boards to assist in work-based learning experiences. b. Improve connections with business/industry to expand opportunities for staff and students: guest speakers, mentoring, internships, apprenticeships, and certifications. 2. Align high school student course requests to post-secondary requirements. <ol style="list-style-type: none"> a. Understand availability of options for certifications, apprenticeships, internships, mentoring, and similar work-place experiences. 3. Address distance/transportation, satellite work-based experiential learning.

	<ul style="list-style-type: none"> a. Consider what options are available in smaller local areas where the community lacks a business that can support work-based learning experiences. b. Access for all students in career areas is a concern.
COMMUNITY COLLEGES	
	<ul style="list-style-type: none"> 1. Work that happens in the field needs to be directly connected to what they are learning in the classroom. 2. Expand WBL opportunities for community college and high school students 3. Increase efforts to educate and prepare faculty to develop work-based learning opportunities for our students.



Learning that works
for Nebraska

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