



LINCOLN MSA REGIONAL ASSESSMENT MEETING

Participating Districts

Centennial Public Schools
Lincoln Public Schools
Malcolm Public Schools
Milford Public Schools
Norris School District 160
Raymond Central Public Schools
Seward Public Schools
Waverly School District

Participating Community Colleges

Southeast Community College



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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	1. Continue to provide professional development to be more informed on industry standard equipment and pathways for curriculum enhancement. 2. Enhance career development, readiness, exploration and engagement relations with workforce and post-secondary alignment and integration. <ul style="list-style-type: none"> a. Broaden the utilization of advisory boards with increasing local business and industry input. b. Continue and increase workshops/career fairs with both local business and post-secondary school involvement. c. Provide additional work-based learning experiences, expanding into internship prospects. d. Develop a bank of guest speakers for utilization in specific career areas. 3. Enhance teacher, student counselor collaboration; provide materials to better inform students of career possibilities and dual credit classes.
COMMUNITY COLLEGES	
	1. Implement career advising model. 2. Enhance career opportunities to students in K-12 and current SCC students. 3. Implement new student orientation.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
2. Local Workforce Alignment	1. Expand relationships with business/industry to assist in providing current curriculum. <ul style="list-style-type: none"> a. Expand business partnerships across all curricular CTE areas.

	<ul style="list-style-type: none"> b. Expand advisory boards/committees to include community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives. c. Expose students to more work-based learning experiences: job shadowing, mentoring, internships, and apprenticeships. <ol style="list-style-type: none"> 2. Continue to add/remove courses and programs of study based upon workforce needs. <ul style="list-style-type: none"> a. Ensure that programs of study are reflected in course offerings for NDE. b. Focus on H3 data to streamline programs that meet workforce needs. c. Review yearly economic and workforce needs. 3. Provide meaningful work experience for special populations that lead to careers. <ul style="list-style-type: none"> a. Explore opportunities with business/industry companies to find appropriate work experience within the community.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
<ol style="list-style-type: none"> 3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study 	<ol style="list-style-type: none"> 1. Continue to work with business and industry to provide recommendations for furnishing our labs with industry standard equipment. <ul style="list-style-type: none"> a. Update labs and assist in making programs appealing to both staff and students. 2. Align career programs to prepare students for work and/or post-secondary opportunities <ul style="list-style-type: none"> a. Design programs of studies that parallel experiences with business and industry. b. Create pathways to post-secondary programs by providing students dual credit offerings at the high school level. c. Determine certifications that students can earn that are valuable in preparing them for their career choice. 3. Generate interest for special populations (especially non-traditional students in respect to gender). <ul style="list-style-type: none"> a. Focus on equity and access for special populations (race, gender, socio-economic, special needs). b. Specific emphasis on gender in non-traditional courses.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Purchase industry-grade equipment for CTE programs. 2. Improve recruitment, retention, and completion of gender non-traditional students. 3. Use new advising model to improve retention/completion of special populations students.

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
4. Student Performance	<ol style="list-style-type: none"> 1. Consider aligning CORE and CTE courses to assist in greater number of faculty and staff who may work with students to help in preventing recovery/intervention for under-performing populations. 2. Utilize data to increase participation in special subgroups. <ol style="list-style-type: none"> a. Provide more information to students in lower socio-economic populations. b. Emphasize opportunities for non-traditional students in specific career areas. c. Market to students, parents, and counselors that students who are enrolled in CTE courses generally have better attendance and perform better in school. 3. Encourage student to student study collaboration.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.
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. Strengthen professional development for teachers and staff. <ol style="list-style-type: none"> a. Foster relationships with businesses to provide professional development with industry specific equipment. b. Seek externship possibilities for teachers to better align their curriculum with industry needs. 2. Continue to update materials and equipment which appeals to both student and teacher retention. 3. Provide collaboration with other CTE teachers within the district and/or economic region avoiding isolation in a program. <ol style="list-style-type: none"> a. Provide new teachers mentoring and collegial support.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Explore strategies to improve recruitment success of CTE educators. 2. Implement New Faculty Institute to expand professional development opportunities. . 3. Implement a projects-and-goals-centered professional development and engagement plan.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	

6. Work-Based Learning	<ol style="list-style-type: none"> 1. Recruit additional business partners to participate in a variety of work-based learning experiences. 2. Inform business/industry what the needs of the schools are for work-based learning programs. <ol style="list-style-type: none"> a. Request real world projects from businesses that can be utilized for capstone experiences. b. Explore internship possibilities with business/industry partners. c. Match student interest with business/industry. 3. Evaluate transportation needs for students to participate in job shadowing/internship programs. All students need equal opportunity to participate.
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> 1. Expand work-based learning opportunities in appropriate CTE programs. 2. Expand networks with employers to increase work-based learning opportunities for SCC CTE students.



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