



## **MID-PLAINS REGIONAL ASSESSMENT MEETING**

### **Participating Districts**

Brady Public Schools  
Cozad Community Schools  
Elwood Public Schools  
Eustis-Farnam Public Schools  
Gothenburg Public Schools  
Hershey Public Schools  
Lexington Public Schools  
Hitchcock County Schools  
Maxwell Public Schools  
Maywood Public Schools  
McCook Public Schools  
McPherson County Schools  
North Platte Public Schools  
Ogallala Public Schools  
Overton Public Schools  
Paxton Consolidated Schools  
Perkins County Schools  
Southern Valley Schools  
Stapleton Public Schools  
Sumner-Eddyville-Miller Schools  
Sutherland Public Schools  
Thedford Public Schools  
Wallace Public Schools

### **Participating Community Colleges**

Central Community College  
Mid-Plains Community College



Learning that works  
for Nebraska

**Conveners:**  
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# Local CTE Assessment Summary

## Element 1 Worksheet: Career Development

### Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order

#### Participating School Districts

1. Continue to involve local business professionals in workplace and career awareness programs: guest speakers, career fairs, field trip to local businesses, job shadowing, mentoring in capstone programs, and internships for students and externships for staffs.
2. Reach out to community colleges and military partners, providing student alternative options in a variety of career areas.
3. Encourage all students to do a college visit and a workplace shadow; provide the student an awareness of pathway to the careers.
4. Increase communication with local business partners; discuss alignment of program around the needs of the industry.
5. Discuss dual credit options in CTE career programs.
6. Develop exploratory and career awareness programs at the middle level
7. Expand career course options to begin programs of study in freshman/sophomore grades.
  - a. Market CTE programs to students and parents.

#### 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.
4. Funding would be needed to pay for faculty, staff, and/or students to go to high schools and area employers
5. Incentives would need to be established to get employers on campus for job fairs and/or visiting the students in their classes

## Element 2 Worksheet: Local Workforce Alignment

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order	
Participating School Districts	
Community Colleges	
1.	Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools.
a.	Structure a process that provides an alignment of curricular offerings with the needs of the workforce.
2.	Modernize equipment in CTE programs as identified by subject matter experts (faculty) and program advisory boards, as funding allows.
a.	Provide professional development opportunities to ensure faculty are up to date on knowledge, skills and abilities required for their program area.
3.	Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences.
a.	Provide work-based experiences: guest speakers, field trips, job shadowing, mentoring, internships, and apprenticeships.
b.	Focus on opportunities for students with specific needs and disabilities.
c.	

## Element 3 Worksheet: Size, Scope, and Quality & Implementing Programs of Study

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order	
Participating School Districts	
<ol style="list-style-type: none"><li>1. Work with business and industry to upgrade equipment to meet industry standards; provide professional training for CTE faculty on new equipment.<ol style="list-style-type: none"><li>a. Upgrading these labs assists in retention of staff and enrollment of students.</li><li>b. Find adequate space for new equipment; prevent placing programs in rooms that do not accommodate the career area.</li><li>c. Prevent over populating students in classes that have safety standards and/or project based learning activities.</li></ol></li><li>2. Develop standard-aligned curriculum across all areas.<ol style="list-style-type: none"><li>a. Eliminate a course that is not integral to a program of study; with limited staff, class offerings is critical.</li><li>b. Provide professional development for counselors to understand connection of CTE with the workplace.</li></ol></li><li>3. Continue to encourage conference attendance for both CTE teachers and counselors.</li><li>4. Consider adding a CTE course requirement for graduation.</li><li>5. Collaborate with community colleges to provide a dual credit option for students.</li><li>6. Follow the reVISION process on a yearly basis, evaluating the department needs.</li><li>7. Prevent elimination of programs due to small class sizes and/or lack of staffing<ol style="list-style-type: none"><li>a. Consider online learning options for these classes or sharing staff within ESU's.</li></ol></li></ol>	
Community Colleges	
<ol style="list-style-type: none"><li>1. Purchase industry-grade equipment for CTE programs.</li><li>2. Improve recruitment, retention, and completion of gender non-traditional students.</li><li>3. Use new advising model to improve retention/completion of special populations students.</li><li>4. More incentives for employers to partner with CTE programs at their local Community College</li><li>5. Advisory Committees need to be changed to a more strategic partnership between Employers and Community College–Required visits, Joint professional development for faculty that is industry based</li><li>6. More significant scholarships for women in the trades and men in health care</li></ol>	

## Element 4 Worksheet: Student Performance Data

### Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order

#### Participating School Districts

1. Promote CTE programs to all students with an emphasis on special populations.
  - a. Use data to recognize the void in specific career fields, highlight career programs to non-traditional students.
  - b. Update labs and technology corresponds to increase interest in career programs, boosting enrollment in CTE courses.
2. Encourage all staff to be more aware of where CTE programs are heading in the future and the opportunities that these programs offer to all students.
  - a. Offer through counselors increased awareness of CTE career options.
3. Align academic core classes with CTE classes: accentuate mathematics and reading readiness.
4. Grow CTSO programs in all career clusters; participation in CTSO's equate to continued enrollment in CTE classes.
5. Offer exploratory programs at earlier ages, exposing students to a variety of career choices and the academic pathway needed to succeed in these areas.
6. Analyze data for all students: attendance, enrollment, achievement, and graduation.
  - a. Expand data to success post-graduation; concern that achieving at the high school level may not equate to direct success post-graduation.

#### Community Colleges

1. Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.

## Element 5 Worksheet: Recruitment, Retention and Training of Faculty and Staff

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order	
Participating School Districts	
<ol style="list-style-type: none"> <li>1. Provide professional development opportunity for “like minded” colleagues to collaborate on course direction and needs.               <ol style="list-style-type: none"> <li>a. Provide mentors for new staff, fostering collaboration and support.</li> <li>b. Allow time for collaboration with middle level teachers to assist in providing pathways to high school programs.</li> </ol> </li> <li>2. Reinforce the importance of administrative support with hiring and retaining of teachers; support by building administration creates a sense of belonging to all staff.               <ol style="list-style-type: none"> <li>a. Develop a process for recruitment and retention of new staff.</li> <li>b. Explore incentive programs: externships for CTE teachers with business partners; extended contracts for teachers who are working with student interns or special CTE programs; extra-duty pay for teachers who supervise CTSO’s; tuition reimbursement for continuing education.</li> <li>c. Manage the size of CTE classes: consideration for project-based learning and liability of machinery.</li> </ol> </li> <li>3. Renovate existing spaces with improved technology and industry standard materials; this investment will demonstrate the building commitment to the career program and the staff who teach in these classrooms.               <ol style="list-style-type: none"> <li>a. Support training on new equipment and collaboration with business partners who use like equipment in their facilities.</li> </ol> </li> <li>4. Foster professional development opportunities with community partners: develop a working Advisory Board that provides guidance on equipment purchase; curriculum alignment; and building/program advocacy.</li> </ol>	
Community Colleges	
<ol style="list-style-type: none"> <li>1. Explore strategies to improve recruitment success of CTE educators.</li> <li>2. Implement New Faculty Institute to expand professional development opportunities.</li> <li>3. Develop summer work-site professional development opportunities for faculty.</li> <li>4. Implement a projects-and-goals-centered professional development and engagement plan</li> <li>5. Credential issues are not the community colleges issues to correct. Less requirements for CTE faculty at the high school level would make it easier to partner and share faculty</li> <li>6. Have faculty attend professional development that is helpful for their teaching and match what the industry utilizes for continuing education</li> <li>7. Raise funding to specifically allow competitive wages with industry</li> </ol>	

## Element 6 Worksheet: Work-Based Learning

### Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order

#### Participating School Districts

1. Form a working Advisory Board for collaboration between teachers and business professionals.
  - a. Establish what is needed in the schools in relationship to WBL experiences: guest speakers, fieldtrips/business tours, job shadowing experiences for students/staff, mentoring assistance for capstone programs, internships for students, externships for staff.
  - b. Acquire language on liability of youth workers that schools can use to recruit businesses to work with students.
  - c. Refer to the internship guide when working with businesses for workplace experiences.
  - d. Request town leaders or chambers to support school's efforts with work-based learning experiences.
2. Write curriculum for a capstone program for all career programs.
  - a. Elicit assistance from local businesses for authentic projects for students.
  - b. Request businesses to provide mentors to work with teams on capstone projects.
3. Assist in transportation issues; small towns may not have businesses that can provide WBL opportunities.

#### Community Colleges

1. Expand work-based learning opportunities in appropriate CTE programs. Expand networks with employers to increase work-based learning opportunities for CTE students.
2. Work that happens in the field needs to be directly connected to what they are learning in the classroom
3. Training for employers on how to effectively handle students
4. Push students to completed education then hire after internship and degree have been completed. – possibly higher wage while interning