



NORTHEAST REGIONAL ASSESSMENT MEETING

Participating Districts

Allen Consolidated Schools	North Bend Central Public Schools
Bancroft-Rosalie Comm Schools	Oakland Craig Public Schools
Battle Creek Public	Osceola Public Schools
Bloomfield Community Schools	Osmond Community Schools
Clarkson Public Schools	Pender Public Schools
Columbus Public Schools	Pierce Public Schools
Creighton Community Public School	Plainview Public Schools
Crofton Community Schools	Ponca Public Schools
Cross County Community	Randolph Public Schools
David City Public Schools	Riverside Public Schools
East Butler Public Schools	Santee Community Schools
Elgin Public Schools	Schuyler Community Schools
Elkhorn Valley Schools	Scribner-Snyder Community Schools
Emerson-Hubbard Public	Shelby - Rising City Public School
Fremont Public Schools	So Sioux City Community Schools
Fullerton Public Schools	St Edward Public Schools
Hartington-Newcastle Public Schools	Stanton Community Schools
High Plains Community Schools	Summerland Consolidate Schools
Homer Community Schools	Tekamah-Herman Community Schools
Howells-Dodge Consolidated Schools	Twin River Public Schools
Humphrey Public Schools	Umo N Ho N Nation Schools
Lakeview Community Schools	Vertigre Public Schools
Laurel-Concord-Coleridge School	Wakefield Public Schools
Leigh Community Schools	Walthill Public Schools
Logan View Public Schools	Wausa Public Schools
Lyons-Decatur Northeast Schools	Wayne Community Schools
Madison Public Schools	West Point Public Schools
Nebraska Unified District 1	Wheeler Central Schools
Newman Grove Public Schools	Winnebago Public Schools
Niobrara Public Schools	Winside Public Schools
Norfolk Public Schools	Wisner-Pilger Public Schools
	Wynot Public Schools



Participating Community Colleges

Central Community College
Northeast Community College

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
<ol style="list-style-type: none">1. Expand and advance career exploration and readiness via internships and apprenticeships, career fairs, workshops, and campus visits.<ol style="list-style-type: none">a. Work-based learning is the quintessential feature of career development.2. Foster workplace partnerships and industry collaboration.3. Focus on middle school, freshman and sophomore students to jump-start the CTE process.<ol style="list-style-type: none">a. Integrate guest speakers into academic core areas expanding exposure of CTE at the freshman level.b. Consider a sophomore career shadow day.4. Create systematic collaboration mechanisms between teachers and counselors.<ol style="list-style-type: none">a. Understand this specific partnership as an integral element to CTE success.b. Look at the career academy model.5. Establish capstone courses that foster teamwork between business and CTE teachers.
Community Colleges
<ol style="list-style-type: none">1. Explore ways to connect Career & Employment Services staff and services to high school counselors and CTE instructors.2. Create processes to ensure every high school student in a CTE program within the service area visits a campus or center to explore 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 student.4. Build upon current advising model using the Guided Pathways model to assist current and potential students in choosing a career path.5. Provide professional development opportunities for staff and stakeholders regarding the Guided Pathways model; support the model through student advising in the secondary and postsecondary environments.

Element 2 Local Workforce Alignment

Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order
Participating School Districts
Community Colleges
<ol style="list-style-type: none">1. Continue with existing collaborative efforts with local and regional industry and economic development partners in the CTE fields, while also seeking out new ways of doing so, as well as new partners.2. Modernize equipment in CTE programs as identified by subject matter experts (faculty) and program advisory boards, as funding allows.<ol style="list-style-type: none">a. Provide professional development opportunities to ensure faculty are up to date on knowledge, skills and abilities required for their program area.b. Provide increased attention to industries/fields of study that have the potential to have strong employment potential in the future.3. Explore ways to increase the college's emphasis on work-based learning.

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

1. Update, upgrade, and purchase industrial grade equipment and remodel space to accommodate.
 - a. Purchase equipment which will advance CTE programs in new technologies, computers, and manufacturing.
 - b. Develop Advisory Boards to assist in the enhancement of curriculum that addresses industry needs; advise on acquisition of equipment that mirrors industry.
2. Examine workplace and community college opportunities/partnerships
 - a. Increase participation at the exploratory level.
3. Evaluate parallel programs and distance learning capabilities within local regions or ESU's.
4. Provide dual credit opportunities for students and teachers
 - a. Increase course offerings leading to easier transition to post-secondary programs.
 - b. Examine programs that offer certifications in technical areas.
5. Expand teacher, administration, and counselor collaboration.
6. Understand and analyze data: access and equity in career clusters
7. Analyze student interest and determine if career offerings match interest.
8. Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.

Community Colleges

1. Expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment.
2. Seek professional development for faculty in the use of acquired technology, and certifications.
3. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning.
4. Regularly evaluate and update equipment in all CTE areas to meet or exceed standard equipment used in industry.
5. Pilot a second pathway advisory group, most likely in Construction.
6. Ensure marketing materials and program publications include photos and testimonials to represent a diverse range of students, to include special populations, as defined by Perkins.

Element 4 Worksheet: Student Performance Data

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

Participating School Districts

1. Provide curriculum and opportunities for diverse populations including struggling/non-performing students.
 - a. Assure all students have access and assistance.
 - b. Understand the specific needs of identified populations of students (i.e. lower socioeconomics, gender, and ELL)
2. Understand and apply data considering growth, involvement, participatory gaps, and college results.
 - a. Track and deliver interventions based on need.
3. Determine high need areas and refine career clusters based upon these needs.
4. Expand middle school and freshman exploratory and introductory courses to initiate career pathways early.
5. Focus on math and reading to prepare students for CTE courses.
 - a. Low performance in these areas may jeopardize advancement in CTE programs beyond exploratory.

Community Colleges

1. Use assessment data to increase CTE student retention, persistence, matriculation and transfer; continue to better understand and improve gaps presented in our data.
2. Improve awareness related to available careers in CTE fields amongst secondary and post-secondary students.
3. Seek professional development opportunities for secondary and post-secondary faculty regarding available careers in CTE fields.

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

1. Hire and retain quality, certified, young teachers.
 - a. District needs to look at competitive salary and benefit packages.
 - b. Understand the complexity of these practices in rural populations
 - c. Recruit teachers who have the credentials to teach dual credit programs.
 - d. Expand industry standard CTE specialty training.
 - e. Hire additional support staff (para-professionals)
2. Collaborate and coordinate with other school districts expanding professional enhancement opportunities.
3. Continue professional development with a focus on training, mentoring, and certification.
4. Promotion of CTE programs to students especially special populations will increase growth of CTE programs and expanded opportunities for students
5. Continue to add additional course offerings and develop curriculum in programs of high interest and high demand.

Community Colleges

1. Seek opportunities to bring advanced training to the area. Training to include emerging trends, and general advancement of knowledge.
2. Explore innovative faculty recruitment strategies, implementing as able in northeast Nebraska and surrounding area.
3. Increase teaching and learning professional development for faculty hired directly from industry
4. Replicate AM STEM (AUTO and Nurse Aide) model to provide CTE programming to smaller school districts, thus expanding access to CTE pathways.

Element 6 Worksheet: Work-Based Learning

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

Participating School Districts

1. Clarify what the state qualifies as work-based learning.
2. Collaborate with other districts in the region to understand a model that is working in small communities where business/industry opportunities are drastically limited.
3. Build Career Advisory Board to assist in development of appropriate work-based learning experiences.
 - a. Create a tiered approach for students starting with guest speakers to field trips to job shadow/mentoring to internship.
4. Develop information for businesses explaining what type of work-based learning experiences are needed and how the businesses can participate
 - a. Identify a staff member of team to be responsible for organizing work-based learning experiences
5. Assign a staff member who has a work-based learning endorsement to coordinate WBL experiences.

Community Colleges

1. Expand WBL opportunities for community college and high school partners' students
2. Create process to better measure the effectiveness of WBL activities
3. Increase efforts to educate and prepare faculty to develop WBL opportunities for our students.
4. Develop opportunities for secondary students to participate in various community college workplace programs and simulations in their field of interest.
5. Explore opportunities to participate in work-based learning at the secondary level, encouraging a path to college.
6. Participate in regional efforts to establish additional work-based learning, integrating college-level opportunities.