



## OMAHA CONSORTIUM REGIONAL NEEDS ASSESSMENT SUMMARY

### Participating Districts

Arlington Public Schools	Louisville Public Schools
Ashland-Greenwood Schools	Mead Public Schools
Bellevue Public Schools	Millard Public Schools
Bennington Public Schools	Omaha Public Schools
Blair Community Schools	Papillion La-Vista Public Schools
Cedar Bluffs Public Schools	Plattsmouth Community Schools
Conestoga Public Schools	Ralston Public Schools
Douglas County West Schools	Springfield Platteview Schools
Elkhorn Public Schools	Wahoo Public Schools
Elmwood-Murdock Public	Weeping Water Public Schools
Fort Calhoun Community	Westside Public Schools
Gretna Public Schools	Yutan Public Schools

### Participating Community Colleges

Metropolitan Community College  
Northeast Community College  
Southeast 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
<b>PARTICIPATING SCHOOLS</b>	
1. Career Advisement & Development	1. Enhance career development, readiness, exploration and engagement relations with the workforce. <ul style="list-style-type: none"> <li>a. Provide workshops and career fairs for both staff and students to highlight workplace opportunities.</li> <li>b. Increase the offering of internships and work-based experiences.</li> <li>c. Use H3 data to understand demands of the local region.</li> </ul> 2. Align CTE curriculum for seamless integration into a trade or post-secondary experience.           3. Improve connectivity between teacher, counselor, and parents: counselor and staff; cross collaboration with career alignment and post-secondary student opportunities <ul style="list-style-type: none"> <li>a. Encourage cross collaboration with career alignment and post-secondary student opportunities.</li> </ul>
<b>COMMUNITY COLLEGES</b>	
	1. Foster collaborative relationships with both internal and external partners to facilitate the development of responsible career decision-making skills and to provide comprehensive career development.           2. Assist current and potential students in choosing a career path. <ul style="list-style-type: none"> <li>a. Professional development opportunities for staff and stakeholders regarding the Guided Pathways model.</li> <li>b. Support student advising in the secondary and postsecondary environments.</li> </ul> 3. Guide all students towards one of 2 classes where the curriculum includes career exploration

Element	Action Steps Listed in Priority Order
<b>PARTICIPATING SCHOOLS</b>	
2. Local Workforce Alignment	<ol style="list-style-type: none"> <li>1. Offer programs of study that address new/emerging trends and needs.               <ol style="list-style-type: none"> <li>a. Develop programs that fit the workforce needs of our community and create relevant coursework.</li> <li>b. Involve advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.</li> <li>c. Request business/industry partner's assistance to provide work-based learning experiences: industry speakers, business tours, job shadowing, mentoring, internships, and apprenticeships.</li> <li>d. Work in concert with existing programs for additional work-based learning experiences (i.e., Intern Omaha, Avenue Scholars, STEM Ecosystem, DIDI)</li> <li>e. Collaborate with surrounding districts on methods/programs being implemented and the challenges/successes addressed.</li> </ol> </li> <li>2. Continuously review local and H3 regional/state data to assist in making strategic decisions for future program/curriculum decisions.               <ol style="list-style-type: none"> <li>a. Research emerging programs and match these programs to schools that can incorporate said programs effectively.</li> <li>b. Align curricular programs to match workforce demands.</li> </ol> </li> <li>3. Pursue career experiences for diverse learners that fits with their skill and interest.               <ol style="list-style-type: none"> <li>a. Expand use of Nebraska Department of Labor to assist in providing experiences for students with special needs.</li> <li>b. Work with local agencies to maximize the opportunities.</li> </ol> </li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Review existing collaborative efforts with local and regional industry/economic development partners to provide a means to constantly advance our programming to match what industry needs.               <ol style="list-style-type: none"> <li>a. Maintain strong advisory boards/committees in overall review of curriculum and program designs.</li> </ol> </li> <li>2. Increase the emphasis on work-based learning and opportunities.</li> <li>3. Continue to address industries needs and fields of study that may have the employment opportunities for special population students.</li> </ol>

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<b>PARTICIPATING SCHOOLS</b>	
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	<ol style="list-style-type: none"> <li>1. Recommend new equipment and labs that mirror industry standards.</li> <li>2. Concentrate on post-secondary and industry academic alignment</li> <li>3. Examine career clusters and pathways to create available industry-specific opportunities for all students.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Update and expand use of new technology, including diagnostic, automation, simulation, and scenario-based equipment.               <ol style="list-style-type: none"> <li>a. Seek professional development faculty in the use of acquired technology, and certifications.</li> </ol> </li> <li>2. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning.</li> <li>3. Change advisory committees to be more strategic partnership between employers and Community College               <ol style="list-style-type: none"> <li>a. Provide professional development for faculty that is industry based.</li> </ol> </li> </ol>
Element	Action Steps Listed in Priority Order
<b>PARTICIPATING SCHOOLS</b>	
4. Student Performance	<ol style="list-style-type: none"> <li>1. Focus on equity and access for special populations (race, gender, socio-economic, special needs).               <ol style="list-style-type: none"> <li>a. Specific emphasis on gender in non-traditional courses.</li> </ol> </li> <li>2. Improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE.</li> <li>3. Align academic core and CTE disciplines to contextualize curriculums and improve relevancy.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Improve awareness related to available careers in CTE fields amongst secondary and post-secondary students.               <ol style="list-style-type: none"> <li>a. Increase efforts to provide additional opportunities for participants to be introduced to 4-year colleges and universities.</li> </ol> </li> <li>2. Implement new advising model and enhance recruiting efforts to increase retention and completion of gender non-traditional students.</li> <li>3. Integrate workforce initiatives as on-ramps for underserved populations.</li> </ol>

Element	Action Steps Listed in Priority Order
<b>PARTICIPATING SCHOOLS</b>	
5. Recruitment, Retention and Training of Faculty and Staff	<ol style="list-style-type: none"> <li>1. Modernize recruitment, retention, and training of career and technical education for teacher and staff.               <ol style="list-style-type: none"> <li>a. Increase professional development opportunities</li> <li>b. Continue to reinforce participation in conferences where faculty can advance their knowledge in new equipment and curriculum offerings for the educational setting.</li> <li>c. Work with business partners to provide externship programs or job shadow experiences assisting faculty to better understand the career.</li> </ol> </li> <li>2. Provide enhancement programs to acquire new staff and continue to provide methods of advancement in their career.               <ol style="list-style-type: none"> <li>a. Assure that staff advances professionally allowing them the possibility to teach dual credit programs.</li> </ol> </li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Encourage faculty attend professional development that is helpful for teaching and match what the industry utilizes for continuing education.               <ol style="list-style-type: none"> <li>b. Seek opportunities to bring advanced training to include emerging trends and general advancement of knowledge.</li> </ol> </li> <li>2. Implement a projects-and-goals-centered professional development and engagement plan.</li> <li>3. Explore innovative faculty recruitment strategies.               <ol style="list-style-type: none"> <li>a. Explore strategies to improve recruitment success of CTE educators.</li> </ol> </li> </ol>
Element	Action Steps Listed in Priority Order
<b>PARTICIPATING SCHOOLS</b>	
6. Work-Based Learning	<ol style="list-style-type: none"> <li>1. Expand and improve partnerships between educators, business/industry and post-secondary leaders               <ol style="list-style-type: none"> <li>a. Increase work-based learning opportunities.</li> <li>b. Develop programs that represent state required work-based learning experience.</li> </ol> </li> <li>2. Develop advisory committees with local business; define curriculum for use in the classroom that is industry specific.</li> <li>3. Align workforce experiences with classroom instruction: provide experiential learning opportunities to increase real-world connections in the classroom.</li> </ol>

## COMMUNITY COLLEGES

1. Work that happens in the field needs to be directly connected to what they are learning in the classroom
  - a. Professional development/training for faculty in trades and career-based programs.
2. Explore incentives programs for students who complete high school programs in business areas.
  - a. Possible scholarship opportunities and internships during post-secondary work
  - b. Upon completion of associate degree, those who had interned with the company will be hired
3. Develop opportunities for secondary students to workplace programs and simulations in their field of interest.
  - a. Encourage programs of study that lead to a pathway to college.



Learning that works  
for Nebraska

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