



## PANHANDLE REGIONAL NEEDS ASSESSMENT SUMMARY

### Participating Districts

Alliance Public Schools	Hemingford Public Schools
Banner County Public	Kimball Public Schools
Bayard Public Schools	Leyton Public Schools
Chadron Public Schools	Minatare Public Schools
Crawford Public Schools	Morrill Public Schools
Creek Valley Schools	Potter-Dix Public Schools
Garden County Schools	Scottsbluff Public Schools
Gering Public Schools	Sidney Public Schools
Gordon-Rushville Public	Sioux County Public Schools
Hay Springs Public Schools	South Platte Public Schools

### Participating Community Colleges

Western 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
1. Career Advisement & Development	<ol style="list-style-type: none"> <li>1. Reinforce career development, readiness, exploration and engagement relations with the workforce and community college.               <ol style="list-style-type: none"> <li>a. Network with local business and community colleges to assist in providing career readiness experiences.</li> <li>b. Increase number of business contacts and utilize advisory boards to enhance collaboration between business professionals and teachers.</li> </ol> </li> <li>2. Develop a scope and sequence for CTE from PreK-12.               <ol style="list-style-type: none"> <li>a. Expose students to career opportunities in earlier grades to increase course offerings in high school.</li> <li>b. Consider a CTE graduation requirement increasing CTE offerings in more career clusters.</li> <li>c. Require all students to have a college visit and a job shadow/work experience.</li> </ol> </li> <li>3. Provide transition meetings for parents and students prior to registration that highlight CTE offerings.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Intra-college advising training at the postsecondary level.</li> <li>2. Inter-institutional inclusive advising training at the secondary-2 &amp; 4 year postsecondary levels.</li> <li>3. Inter-institutional co-advising.</li> </ol>
Element	Action Steps Listed in Priority Order
2. Local Workforce Alignment	<ol style="list-style-type: none"> <li>1. Continue to work with area businesses to align programs to address workforce needs.               <ol style="list-style-type: none"> <li>a. Enhance advisory boards/committees to include business/industry professionals, community stakeholders, educators, counselors, and post-secondary representatives.</li> <li>b. Deepen work-based learning experiences: job shadowing, mentoring, internships, and apprenticeships.</li> </ol> </li> <li>2. Establish a process to examine current data trends to identify strong/emerging areas that need to be developed and programs that need to be eliminated.               <ol style="list-style-type: none"> <li>a. Examine data reports to better interpret careers that provide the best earning potential and demand.</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>3. Provide workforce opportunities for special populations that will lead to meaningful careers. <ol style="list-style-type: none"> <li>a. Collaborate with local business to involve students in real-life work experiences.</li> </ol> </li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Create short-term training sessions to be expanded to non-credit certificates</li> <li>2. Create short-term training workshops to be expanded to credit programs within five years.</li> <li>3. Expand Advisory Board membership and relations with specialized local employers to provide regional representation <ol style="list-style-type: none"> <li>a. Identify and contact new business/industry prospects.</li> </ol> </li> </ol>
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
<ol style="list-style-type: none"> <li>3. Size, Scope &amp; Quality and Progress Towards Implementing CTE Programs of Study</li> </ol>	<ol style="list-style-type: none"> <li>1. Modernize outdated equipment and facilities. <ol style="list-style-type: none"> <li>a. Collaborate with local business professionals on the purchase of equipment that meets industry needs.</li> <li>b. Seek assistance from business professionals for training on new equipment.</li> <li>c. Renovating workspaces increases student enrollment and assists in retaining and hiring CTE teachers.</li> </ol> </li> <li>2. Develop advisory board to assist in work-based experiences and focus on career pathways for expansion and elimination of outdated programs. <ol style="list-style-type: none"> <li>a. Assist in the development of capstone programs which look at real world projects.</li> </ol> </li> <li>3. Consider developing career academies to strengthen cross-curricular collaboration with CTE and academic core teachers.</li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. Expanded the number of secondary-postsecondary aligned career pathways.</li> <li>2. Expanded space needed for high demand existing program areas: welding, surgery tech and new program areas. Ex: diesel tech</li> <li>3. Promote program areas to their respective non-traditional special population categories.</li> </ol>

Element	Action Steps Listed in Priority Order
4. Student Performance	<ol style="list-style-type: none"> <li>1. Understand the need to provide CTE options to special populations with emphasis on race, class, gender, ESL, and students with special needs.</li> <li>2. Analyze student data in specific areas: attendance, enrollment, student achievement.               <ol style="list-style-type: none"> <li>a. Track successes of students based upon attendance and enrollment in CTE courses.</li> <li>b. Use data indicators to drive decision making.</li> <li>c. Engage discussions during advisement with special consideration with gender in non-traditional areas.</li> <li>d. Assess mathematics ability and technical skill which may jeopardize advancement in programs of study.</li> <li>e. Create tracking measures to identify achievement/enrollment gaps.</li> </ol> </li> <li>3. Provide programs for all special populations; lack course offerings for high ability students.               <ol style="list-style-type: none"> <li>a. Consider career pathways with alignment to an academic core subject.</li> <li>b. Provide paraprofessionals to support programs when needed.</li> </ol> </li> </ol>
<b>COMMUNITY COLLEGES</b>	
	<ol style="list-style-type: none"> <li>1. CTE Program Directors/Coordinators/Lead Faculty work with Institutional Effectiveness to capture and evaluate student and special population's data.               <ol style="list-style-type: none"> <li>a. Track/evaluate data to determine performance of special populations.</li> </ol> </li> <li>2. Utilize results of study to influence appropriate changes in marketing of programs to special populations relative to specific programs areas.</li> </ol>
Element	Action Steps Listed in Priority Order
5. Recruitment, Retention and Training of Faculty and Staff	<ol style="list-style-type: none"> <li>1. Investigate possibility for incentive programs for CTE teachers.               <ol style="list-style-type: none"> <li>a. Consider extra duty pay for advisory and CTSO sponsorships</li> <li>b. Collaborate with local businesses to offer externship programs to enhance classroom instruction.</li> <li>c. Offerings from community colleges for continuing teacher education programs in career areas.</li> <li>d. Explore external grants/resources for tuition reimbursement for continuing degrees.</li> </ol> </li> <li>2. Maintain high quality labs, equipment, and professional development opportunities to recruit new teachers and retain these teachers.</li> <li>3. Provide CTE teachers within the regions the opportunity to come together for professional development, training on industry standard equipment and sharing of curriculum.</li> </ol>

COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> <li>1. Partner with local long-term care facilities to help “grow our own” Nursing Assistant Instructors.               <ol style="list-style-type: none"> <li>a. Collaborate to place potential instructors in long term care facilities to gain experience to meet legislative guidelines.</li> <li>b. Identify opportunities to share employees</li> </ol> </li> <li>2. Secure additional funding to support annual continuing education for adjunct faculty and trainers.</li> <li>3. Acquire funding to send adjunct faculty and trainers to one program/training area-related conference.</li> </ol>
Element	Action Steps Listed in Priority Order
6. Work-Based Learning	<ol style="list-style-type: none"> <li>1. Collaborate with local business professional to determine what they can do to assist in WBL experiences: guest speakers, field trips/tours, job shadowing, mentoring, internships for students, externships for teachers, and projects for capstone programs.               <ol style="list-style-type: none"> <li>a. Create a contact list of local businesses professionals who are willing to work with CTE programs.</li> <li>b. Develop real world projects for capstone programs in a variety of career areas.</li> </ol> </li> <li>2. Create a school calendar for work-based learning experiences so all teachers are aware of these opportunities.</li> <li>3. Build schedules for seniors that allow release for internships and/or capstone programs.</li> </ol>
COMMUNITY COLLEGES	
	<ol style="list-style-type: none"> <li>1. Expand and formalize affiliation agreements for clinicals/practicums/internships.               <ol style="list-style-type: none"> <li>a. Collaborate with respective businesses in northern and southern panhandle.</li> <li>b. Collaborate with respective businesses in CO and WY for specialized sites</li> <li>c. Integrate mapping for all programs utilizing faculty, CTE Advisory Boards and employer roundtables and integrate with preparatory work when setting up individual internships.</li> </ol> </li> <li>2. Complete mapping of program objectives and student learning objectives from courses to work based learning experiences.               <ol style="list-style-type: none"> <li>a. Integrate mapping for all programs utilizing faculty, CTE Advisory Boards and employer roundtables and integrate with preparatory work when setting up individual internships.</li> </ol> </li> </ol>



Learning that works  
for Nebraska

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