# PERKINS V

## SANDHILLS REGIONAL NEEDS ASSESSMENT SUMMARY

### Participating Districts

Ainsworth Community
Arthur County Schools
Boyd County Schools
Burwell Public Schools
Chambers Public Schools
Cody-Kilgore Public Schools
Hyannis Area Schools
Keya Paha County Schools
Loup County Public Schools
O'Neill Public Schools
Rock County Public Schools
Stuart Public Schools
Valentine Community Schools
West Holt Public Schools

### Participating Community Colleges

Mid-Plains Community College
Northeast Community College
Western Nebraska Community College

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for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

# SANDHILLS 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 |
|---|---|
| 1. Career Advisement & Development | 1. Focus on professional development opportunities for faculty/staff for increased collaboration between staff and workforce professionals.<br>      a. Provide more career and post-secondary fairs for both teachers and students.<br>2. Provide students with an opportunity for exposure and exploration of workplace/postsecondary readiness.<br>      a. Partner with higher education, develop career pathways, and strengthen local career coaching.<br>3. Enhance cooperative relationships between teachers, counselors, and staff to develop student understanding of workforce and post-secondary opportunities for CTE programs. |
| **COMMUNITY COLLEGES** | |
| | 1. Funding would be needed to pay for faculty, staff, and/or students to go to high schools and area employers.<br>2. Incentives would be needed to get employers on campus for job fairs and/or visiting the students in their classes.<br>3. Build upon current advising model using the Guided Pathways model to assist current and potential students in choosing a career path.<br>      a. Professional development opportunities for staff and stakeholders regarding the Guided Pathways model.<br>      b. Support the model through student advising in the secondary and postsecondary environments. |
| **Element** | **Action Steps Listed in Priority Order** |
| 2. Local Workforce Alignment | 1. Create a system to evaluate course offerings based off the local and regional workforce needs.<br>      a. Focus on new/emerging programs and methods for students.<br>      b. Increase collaboration efforts with all stakeholders.<br>2. Expand work-based experiences for students through intentional collaboration with business/industry partners. |

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| | a. Develop/enhance advisory board/committees to include business/industry partners, educators, counselors, and post-secondary representatives.<br>b. Continue experiential opportunities, but increase the depth of the experiences: guest speakers, business tours, job shadowing, mentoring, internships, and apprenticeships.<br>3. Provide more authentic learning experiences for special populations that can lead to meaningful career/employment opportunities. |
| **COMMUNITY COLLEGES** | |
| | 1. Continue with existing collaborative efforts with local/regional industry and economic development partners in the CTE fields, while also seeking out new ways of doing so, as well as new partners.<br>2. Explore ways to increase the college's emphasis on work-based learning.<br>    a. Customize training programs with business/industry professionals.<br>    b. Research methods to implement soft skills.<br>2. Provide increased attention to industries/fields of study that have the potential to have strong employment potential in the future.<br>    a. Continue to work with local high schools, industry, and NDOL for placement of students based upon their ability. |
| **Element** | **Action Steps Listed in Priority Order** |
| 3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study | 1. Increase the collaboration with business and industry partners to determine the recommended equipment needs<br>    a. Vocational equipment, technology, and lab settings are limited, requiring development, access, and upgrades.<br>2. Increase apprenticeship for students in the trade related areas (HVAC, plumbing, electrical, and welding).<br>3. Assess low enrollments in CTE courses, small enrollment makes viability of programs difficult.<br>    a. See how schools with similar size and diversity may be handling specific situations.<br>    b. Partner and plan together to better provide for student needs.<br>    c. Provide satellite, on-line, distance learning opportunities. |

| COMMUNITY COLLEGES | |
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| | 1. Update and 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. |
| **Element** | **Action Steps Listed in Priority Order** |
| 4. Student Performance | 1. Collect and examine data to better identify special populations.<br>    a. Encourage CTE faculty to be more involved in school/district leadership in assessing school-wide data.<br>    b. Utilize data to better interpret student achievement and how CTE programs affect successes in school<br>2. Survey student interests to determine offerings.<br>    a. Provide work-based learning experiences in more course offerings.<br>    b. Develop mentoring/job shadowing experiences for students<br>    c. Determine what are the needs/resources necessary for a student to be successful in the future in the workforce<br>3. Prepare information/marketing materials to increase participation in CTE programs.<br>    a. Update and enhance equipment; student interest may increase: the "new effect." |
| COMMUNITY COLLEGES | |
| | 1. Improve awareness related to available careers fields amongst secondary and post-secondary students.<br>2. Seek professional development opportunities for secondary and post-secondary faculty regarding available careers in CTE fields.<br>3. Allocate more significant scholarships for women in the trades and men in health care. |
| **Element** | **Action Steps Listed in Priority Order** |
| 5. Recruitment, Retention and Training of Faculty and Staff | 1. Sustain and increase efforts for professional development for staff<br>    a. Continue to offer conference participation<br>    b. Determine methods to incentivize staff to stay in education<br>    c. Address the needs with community leaders in towns that lack the needs for young families to live in these areas (i.e. daycare, and housing)<br>2. Provide professional development and mentoring of faculty with industry professionals. |

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|  | a. Expand professional development opportunities to include training on new industry standard equipment.<br>b. Shadow business and industry partners to better understand workforce needs.<br>c. Improve connections with business/industry to expand opportunities for staff and students: guest speakers, mentoring, internships, apprenticeships, and certifications.<br>3. Develop "grow your own" programs in districts to increase the number of educators in CTE specific education areas. |
| **COMMUNITY COLLEGES** |  |
|  | 1. Have faculty attend professional development that is helpful for teaching and match what the industry utilizes for continuing education.<br>2. Seek opportunities to bring advanced training to the area to include emerging trends, and general advancement of knowledge.<br>3. Explore innovative faculty recruitment strategies. |
| **Element** | **Action Steps Listed in Priority Order** |
| 6. Work-Based Learning | 1. Create business and industry partnerships that mutually benefits students and professionals<br> a. Expand work-based learning opportunities to all CTE areas.<br> b. Align workforce experiences with classroom instruction.<br> c. Develop advisory committees with local business to help define curriculum for industry specific use in the classroom.<br>2. Provide more experiential learning opportunities for both staff and students<br> a. Look at the potential for after school mentoring, job shadow experiences, internships<br>3. Develop a handbook for students/parents to better understand the business needs of the economic region and state. |
| **COMMUNITY COLLEGES** |  |
|  | 1. Work that happens in the field needs to be directly connected to what they are learning in the classroom<br> a. Professional development/training for faculty in trades/career-based programs.<br>2. Develop opportunities for secondary students to participate in workplace programs and simulations in their field of interest.<br>3. Participate in regional efforts to establish additional work-based learning, integrating college-level opportunities. |