PERKINS V

SOUTHEAST REGIONAL NEEDS ASSESSMENT SUMMARY

Auburn Public Schools
Beatrice Public Schools
Bruning-Davenport Unified
Crete Public Schools
Deshler Public Schools
Diller-Odell Public
Dorchester Public School
Exeter-Milligan Public
Fairbury Public Schools
Falls City Public Schools
Fillmore Central Public
Freeman Public Schools
Friend Public Schools
Heartland Community
Humboldt Table Rock Steinauer

Johnson Coounty Central Public Schools
Johnson-Brock Public
Mc Cool Junction Public
Meridian Public Schools
Nebraska City Public Schools
Palmyra District Schools
Pawnee City Public Schools
Shickley Public Schools
Southern School Schools
Sterling Public Schools
Syracuse-Dunbar-Avoca Schools
Thayer Central Community Schools
Tri County Public Schools
Wilber-Clatonia Public Schools
York Public Schools

Community College

Southeast Community College

SOUTHEAST 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. Expand collaboration with local businesses via partnerships, internships and career exploration.
	    a. Request businesses provide speakers, tours, and hands-on experiences.
	2. Increase professional development opportunities.
	    a. Provide training, expand knowledge and develop expertise: extend these practices to all teachers, whether CTE or not.
	3. Focus on individual classes and course offerings, including analysis of career clusters.

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.
Element	**Action Steps Listed in Priority Order**

2. Local Workforce Alignment	1. Provide programs of study that address new/emerging needs.
	    a. Develop programs that fit the workforce needs of our community and create relevant coursework.
	    b. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.
	    c. Request business/industry partners assistance to provide work-based learning experiences: industry speakers, business tours, job shadowing, mentoring, internships, and apprenticeships.
	    d. Focus on providing career opportunities for those students who go directly into the workforce following graduation.
	2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs.
	    a. Review curricular offerings to match workforce demands.
	    b. Continue to look for alternative for smaller community to enhance their programs.

	3. Pursue career experiences for our diverse learners that fits with their skill and interest.
	    a. Expand use of NDOL to assist in providing experiences for students with special needs.
	    b. Work with local agencies to maximize the opportunities.

Element	Action Steps Listed in Priority Order
3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study	1. Access to and development of industry standard equipment to replace or augment aging commercial grade facilities. 2. Create career pathways, enhance career readiness and expand business partnerships focusing on classroom curriculum. 3. Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.
COMMUNITY COLLEGES	
	1. Purchase industry-grade equipment for CTE programs. 2. Improve recruitment, retention, and completion of gender non-traditional students. 3. Use new advising model to improve retention/completion of special populations students.

Element	Action Steps Listed in Priority Order

4. Student Performance	1. Promote and maintain equal opportunities to special populations.
	    a. Accommodate, modify, support, and address existing gaps including female engagement in non-traditional CTE courses.
	2. Expand experiences for students in local work-based learning opportunities including internships, workshops, tours and job fairs.
	    a. Evaluate special populations including statistical observations of the success of subgroups.
	3. Process data and understand how to interpret relevant statistics.

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

Element	Action Steps Listed in Priority Order
5. Recruitment, Retention and Training of Faculty and Staff	1. Recruit, retain, and train highly qualified instructors. a. Utilize facilities, teacher autonomy and teacher certification to attract highly qualified instructors.

	b. Provide resources and increase salary/benefits consistent with surrounding districts. c. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest; "grow your own programs." 2. Encourage professional development geared toward CTE aligned with district CTE needs. 3. Adopt, examine, and expand curriculum to career clusters. a. Promote CTE students to low participation career cluster.
COMMUNITY COLLEGES	
	1. Explore strategies to improve recruitment success of CTE educators. 2. Implement New Faculty Institute to expand professional development opportunities. 3. Implement a projects-and-goals-centered professional development and engagement plan.
Element	**Action Steps Listed in Priority Order**

6. Work-Based Learning	1. Develop and implement CTE curriculum and align schedules to students' needs.
	2. Focus on work-based learning and partnerships with local business/industry.
	    a. Understand what qualifies for work-based learning experiences
	    b. Research and develop procedures for involvement in the workforce.
	3. Increase accessibility to career fairs, workshops, guest speakers and fieldtrips focusing on the development of technical skills.
	    a. Recognize the transportation needs of students to provide equitable opportunities for all students.

COMMUNITY COLLEGES	
	1. Expand work-based learning opportunities in appropriate CTE programs. 2. Expand networks with employers to increase work-based learning opportunities for SCC CTE students.