



Southwest Nebraska (Chase County Account Holder) NEEDS ASSESSMENT SUMMARY

Chase County Schools
 Medicine Valley Schools
 Southwest Public Schools
 Wauneta-Palisade Schools

Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
1. Career Advisement & Development	<ol style="list-style-type: none"> 1. Continue to involve local business professionals in workplace and career awareness programs: guest speakers, career fairs, field trips to local businesses, job shadowing, mentoring in capstone programs, and internships for students and externships for staff. 2. Increase communication with local business partners; discuss alignment of program around the needs of the industry. 3. Reach out to Mid-Plains Community College and military partners, providing student alternative options in a variety of career areas. <ol style="list-style-type: none"> a. Reach out to community colleges and military partners, providing student alternative options in a variety of career areas.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
2. Local Workforce Alignment	<ol style="list-style-type: none"> 1. Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools. <ol style="list-style-type: none"> a. Structure a process that provides an alignment of curricular offerings with the needs of the workforce. b. Develop/enhance advisory board/committees to strengthen collaboration between educators, business/industry professionals, and post-secondary representatives. c. Ensure accurate reposting of class offerings.

	<ol style="list-style-type: none"> 2. Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences. <ol style="list-style-type: none"> a. Provide work-based experiences: guest speakers, field trips, job shadowing, mentoring, internships, and apprenticeships. b. Enhance advisory boards/committees to include educators, business/industry professionals, counselors, and post-secondary representatives. 3. Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. <ol style="list-style-type: none"> a. Focus on opportunities for students with specific needs and disabilities.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
<p>3. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study</p>	<ol style="list-style-type: none"> 1. Work with business and industry to upgrade equipment to meet industry standards; provide professional training for CTE faculty on new equipment. <ol style="list-style-type: none"> a. Upgraded labs assist in retention of staff and enrollment of students. b. Find adequate space for new equipment; prevent placing programs in rooms that do not accommodate the career area. 2. Develop standard-aligned curriculum across all areas. <ol style="list-style-type: none"> a. Eliminate courses that is not integral to a program of study due to limited staff; class offerings are critical. b. Provide professional development for counselors to understand connection of CTE with the workplace. 3. Continue to encourage conference attendance for both CTE teachers and counselors.
Element	Action Steps Listed in Priority Order
PARTICIPATING SCHOOLS	
<p>4. Student Performance</p>	<ol style="list-style-type: none"> 1. Promote CTE programs to all students with an emphasis on special populations. <ol style="list-style-type: none"> a. Recognizing the void in specific career fields, highlight career programs to non-traditional students. b. Update labs and technology corresponds to increase interest in career programs, boosting enrollment in CTE courses. c. Update CTE equipment to meet industry standards. 2. Encourage all staff to be more aware of where CTE programs are heading in the future and the opportunities that these programs offer to all students. <ol style="list-style-type: none"> a. Increase awareness of CTE career options with counselors. 3. Align academic core classes with CTE classes; accentuate mathematics and reading readiness.

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PARTICIPATING SCHOOLS	
<p>5. Recruitment, Retention and Training of Faculty and Staff</p>	<ol style="list-style-type: none"> 1. Reinforce the importance of administrative support with hiring and retaining of teachers; support of building administration creates a sense of belonging to all staff members. <ol style="list-style-type: none"> a. Develop a process for recruitment and retention of new staff. b. Explore incentive programs: externships for CTE teachers with business partners; extended contracts for teachers who are working with student interns or special CTE programs; extra-duty pay for teachers who supervise CTSO's; tuition reimbursement for continuing education. c. Manage the size of CTE classes and consider project-based learning and utilization of machinery. d. Renovate existing spaces with improved technology. 2. Provide professional development opportunity for "like minded" colleagues to collaborate on course direction and needs. <ol style="list-style-type: none"> a. Provide mentors for new staff, fostering collaboration and support. b. Allow time for collaboration with middle level teachers to assist in providing pathways to high school programs. 3. Foster professional development opportunities with community partners: develop a working advisory board that provides guidance on equipment purchases, curriculum alignment; and
Element	Action Steps Listed in Priority Order

PARTICIPATING SCHOOLS

6. Work-Based Learning

1. Form a working advisory board for collaboration between teachers and business professionals.
 - a. Establish what is needed in the schools in relationship to WBL experiences: guest speakers, fieldtrips/business tours, job shadowing experiences for students/staff, mentoring assistance for capstone programs, internships for students, externships for staff.
 - b. Acquire business liability policy when working with students.
 - c. Refer to the internship guide when working with businesses for workplace experiences.
 - d. Request town leaders or chambers to support school's efforts with work-based learning experiences.
2. Assist in transportation issues; small towns may not have businesses that can provide WBL opportunities.
3. Write curriculum for a capstone program for all career programs.
 - a. Elicit assistance from local businesses for authentic projects for students.
 - b. Request businesses to provide mentors to work with teams on capstone projects.