



## 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
<b>PARTICIPATING SCHOOLS</b>	
1. Career Advisement & Development	<ol style="list-style-type: none"> <li>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.</li> <li>2. Increase communication with local business partners; discuss alignment of program around the needs of the industry.</li> <li>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"> <li>a. Reach out to community colleges and military partners, providing student alternative options in a variety of career areas.</li> </ol> </li> </ol>
Element	Action Steps Listed in Priority Order
<b>PARTICIPATING SCHOOLS</b>	
2. Local Workforce Alignment	<ol style="list-style-type: none"> <li>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"> <li>a. Structure a process that provides an alignment of curricular offerings with the needs of the workforce.</li> <li>b. Develop/enhance advisory board/committees to strengthen collaboration between educators, business/industry professionals, and post-secondary representatives.</li> <li>c. Ensure accurate reposting of class offerings.</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>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"> <li>a. Provide work-based experiences: guest speakers, field trips, job shadowing, mentoring, internships, and apprenticeships.</li> <li>b. Enhance advisory boards/committees to include educators, business/industry professionals, counselors, and post-secondary representatives.</li> </ol> </li> <li>3. Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. <ol style="list-style-type: none"> <li>a. Focus on opportunities for students with specific needs and disabilities.</li> </ol> </li> </ol>
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
<b>PARTICIPATING SCHOOLS</b>	
<p>3. Size, Scope &amp; Quality and Progress Towards Implementing CTE Programs of Study</p>	<ol style="list-style-type: none"> <li>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"> <li>a. Upgraded labs assist in retention of staff and enrollment of students.</li> <li>b. Find adequate space for new equipment; prevent placing programs in rooms that do not accommodate the career area.</li> </ol> </li> <li>2. Develop standard-aligned curriculum across all areas. <ol style="list-style-type: none"> <li>a. Eliminate courses that is not integral to a program of study due to limited staff; class offerings are critical.</li> <li>b. Provide professional development for counselors to understand connection of CTE with the workplace.</li> </ol> </li> <li>3. Continue to encourage conference attendance for both CTE teachers and counselors.</li> </ol>
<b>Element</b>	<b>Action Steps Listed in Priority Order</b>
<b>PARTICIPATING SCHOOLS</b>	
<p>4. Student Performance</p>	<ol style="list-style-type: none"> <li>1. Promote CTE programs to all students with an emphasis on special populations. <ol style="list-style-type: none"> <li>a. Recognizing the void in specific career fields, highlight career programs to non-traditional students.</li> <li>b. Update labs and technology corresponds to increase interest in career programs, boosting enrollment in CTE courses.</li> <li>c. Update CTE equipment to meet industry standards.</li> </ol> </li> <li>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"> <li>a. Increase awareness of CTE career options with counselors.</li> </ol> </li> <li>3. Align academic core classes with CTE classes; accentuate mathematics and reading readiness.</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. 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"> <li>a. Develop a process for recruitment and retention of new staff.</li> <li>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.</li> <li>c. Manage the size of CTE classes and consider project-based learning and utilization of machinery.</li> <li>d. Renovate existing spaces with improved technology.</li> </ol> </li> <li>2. Provide professional development opportunity for "like minded" colleagues to collaborate on course direction and needs.               <ol style="list-style-type: none"> <li>a. Provide mentors for new staff, fostering collaboration and support.</li> <li>b. Allow time for collaboration with middle level teachers to assist in providing pathways to high school programs.</li> </ol> </li> <li>3. Foster professional development opportunities with community partners: develop a working advisory board that provides guidance on equipment purchases, curriculum alignment; and</li> </ol>
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.