Learning that works for Kansas

CTE®

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

Carl D. Perkins V – Strengthening Career and Technical Education for the 21st Century Act

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School		Email
USD(s)	Sherri Bagshaw	Chanute High School USD 413		bagshaws@usd413.org
Postsecondary Institution(s)	Sarah Robb	Neosho County Community College		sarah_robb@neosho.edu

Date   January 20, 2020   Regional Team   Chanute

Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.

Purpose

The purpose of this document is to provide a template to prepare the content of the regional needs assessment by:

- Explaining the purpose of the regional needs assessment
- Outlining the required components of the assessment
- Providing tools for identifying regional needs

By conducting regional needs assessment, the Regional Team will:

- Use evidence-based strategies to recognize needs of the regional industry
- Identify strengths and weaknesses of secondary and postsecondary CTE programs in the region
- Perform a root-cause analysis of gaps
- Make progress toward student success and employment

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the Regional Needs Assessment Team (stakeholders)
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity (what is not working)

Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins application. There are six components of the comprehensive regional needs assessment:

1. Evaluation of Regional Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention and training for CTE educators.
6. Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals
   - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth.

Process:

1. Establish a Regional Needs Assessment Team
   Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. **All groups listed on page 4 must be a part of the Regional Needs Assessment Team.**
2. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
4. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
5. Complete the needs assessment Template
   i. All steps and all parts are required
   ii. Incomplete assessments will not be approved
   iii. Add rows to tables as needed
   iv. Include the data analysis documents (required)

Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information
    Part 1: Utilize the Labor Market Analysis Tool (Excel)
    Part 2: Use additional approved sources of data and compare the data to Part 1 findings.
    Part 3: Bring the Regional Team together to discuss the findings from Parts 1 & 2
    Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

STEP 2: Analysis of Student Performance
STEP 3: Analysis of Programs
    Part 1: Size, Scope and Quality
    Part 2: Progress Toward Implementing Programs of Study
    Part 3: Recruitment, Retention and Training of CTE Educators
    Part 4: Progress toward Improving Access and Equity

Career and Technical Education (CTE) Program Comprehensive Regional Needs Assessment Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.

The needs assessment must be completed <u>every two years</u> with a review of progress in the interim. The assessment must be completed <u>prior</u> to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.

Regional Team Name: **Chanute**	**Date:** **1/20/2020**
Needs Assessment Lead Co-Coordinators:	**Contact Information:**
Secondary: Sherri Bagshaw	Chanute High School USD 413 bagshaws@usd413.org
Postsecondary: Sarah Robb	Neosho County Community College sarah_robb@neosho.edu

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Sarah Robb	Neosho County Community College Vice President for Student Learning	Plan Meetings/Facilitate Completion of Needs Assessment
	Secondary Perkins Grant Coordinator	Sherri Bagshaw	USD 413 Chanute High School CTE Coordinator	Plan Meetings/Facilitate Completion of Needs Assessment
Teacher(s) - Secondary		Leah Hoesli	USD 413 Chanute High School, Teacher	Provide Input
Faculty - Postsecondary		Laura Mallat	Neosho County Community College Faculty Representative	Provide Input
Secondary Administration		Scott Crenshaw	USD 257 Iola High School Principal	Provide Input
Postsecondary Administration		Brenda Krumm	Neosho County Community College Dean for Outreach and Workforce Development	Provide Input
Specialized instructional support and paraprofessional(s)		Kelly Peak	Greenbush Director of Development and Special Projects	Provide Input
Specialized instructional support and paraprofessional(s)		Hollye Hamm	ANW Education Cooperative Vocational Supervisor	Provide Input
Representative(s) of Special Populations		Kathy Brennon	Prairie Ridge Community Developmental Disability Services	Provide Input
Career Guidance and Academic Counselor(s)		Melissa Stiffler	USD 257 Iola High School CTE Coordinator	Provide Input
Student(s)				
Community		Jane Brophy	Chanute Chamber of Commerce Executive Director	Provide Input
Business & Industry		Scott Cunningham	ADI Wire Owner	Provide Input
Workforce Development		Matt McNally	Southeast Kansas Works Operations Manager	Provide Input

Parent(s)	Paula Drybread	Prairie Ridge Community Developmental Disability Services	Provide Input
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Bill Mannes	Thrive Allen County	Provide Input

STEP 1: Analysis of Labor Market Information

Perkins V Section 134(c)(2)(B)(ii)
The local needs assessment shall include…
    (B) A description of how career and technical education programs offered by the eligible recipient are—
        (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or
        (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What Information Should Locals Collect: Labor Market Alignment	
What does the law say? The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.	**What does the law mean?** The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel Spreadsheet contains data for:

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

1. Kansas Department of Labor data and program data provided by the state must be used in the assessment.
2. Regional Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of regional needs.
3. *As each Team populates the fields in the spreadsheet, Excel will create a bubble chart which visually represents each one of the institution's programs or industry demand for programs. Please do not delete, rename or add columns in the spreadsheets, as all the data is necessary for the creation of the chart.*

Part 2: Use additional approved sources of data
Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2
Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

Based on the information determined in the abovementioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

What programs and pathways in the region align with the labor market needs?

Strengths	Gaps

Postsecondary Programs that Align with Labor Market Needs
Healthcare:
    Nursing (Registered Nurse)
    Certified Nurse Aide
HVAC
Construction Technology
Welding
Computer and Information Technology
	Postsecondary Program Gaps
	Transport Management / Commercial Truck Driving
	Precision Machining Technology
	Hospitality / Culinary Arts (large demand / very low wage)
	Long Term Care / Home Health Aide (large demand / low wage)
	Administrative Office Management (large demand / low wage)

Secondary Programs that Align with Labor Market Needs Construction and Design Business Management & Entrepreneurship Business Finance Family, Community & Consumer Services Computer and Information Technology	**Secondary Program Gaps** Teaching / Training Health Science Manufacturing Agriculture Engineering & Applied Mathematics

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Postsecondary Transport Management / Commercial Truck Driving	335 Total Annual Job Openings $22,039 Entry Level Annual Wage	Labor market wage data seems low to our regional team experts. Regional team estimates local wages to be closer to $35,000 (salary only). Local industry needs are high, recent attempts to attract students have not been successful.
Postsecondary Precision Machining Technology	Combined 768 Total Annual Job Openings $17,394 - $20,089 Entry Level Annual Wage	While demand for workers is very high, the regional team recognizes those jobs start with low wages. Our discussion maintained that these positions are important stepping stones for a career in health care.
Postsecondary Hospitality / Culinary Arts	369 Total Annual Job Openings $17,875 Entry Level Annual Wage	While demand for workers is very high, the labor market data may not include a comprehensive listing of all wage ranges.
Postsecondary Electrical Technology	Electrical Technology – 86 Annual Openings, $34,323 Entry Level Annual Wage	Local need is clear, waiting period for work is long, median age for electrical is high (need for replacement) Unanimous support for these programs in the region.
Postsecondary Plumbing	Plumbers – 74 Annual Openings, $40,101 Entry Level Annual Wage	Local need is clear, waiting period for work is long, median age for plumbing is high (need for replacement) Unanimous support for these programs in the region.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Secondary Teacher Training	735 Total Annual Openings $20,792 Entry Level Annual Wage (Para Certification)	High demand, labor market data may not cover local wage information. Chanute wages for K-12 teachers is highest in our region and fifth in the state. Iola salary base has raised by $6,000 in recent years.
Secondary Manufacturing	1275 Total Annual Openings $25,739 Entry Level Annual Wage	High demand due to new local industries in the region.

What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Secondary Web & Digital	Possible overlap into other labor markets and Student Interest	Limited Annual Openings 1 annual opening, $34,753 Entry level wage
Postsecondary Court Reporter	Expressed need in the state from state organization. Only one community college offers this program of study.	Limited Annual Openings 1 annual opening, insufficient or unavailable data on wage

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)

The local needs assessment shall include…

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

What Information Should Locals Collect: Student Performance Data	
What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**	The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

** Because the disaggregated data on special population subgroups is not available at this time, the needs assessment's student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Regional Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region.**

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Secondary Performance

1S1 – Four-year Graduation Cohort Rate
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S1 – Nontraditional Program Concentration
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Complete the tables on the following pages. Add rows as needed.

Based on the secondary and postsecondary performance data, what are the region's strengths in student performance?

Strengths	How are these strengths being sustained in the region?	Local Example
98% Graduation rate throughout the consortium.	By maintaining high quality staff and creating pathways that are relevant to our industry employment needs.	• Apprenticeships • Students are involved in real life application of skills. (ex. Housing construction)
2018, 91% of Chanute region secondary concentrators were placed upon exit.	Advisory meetings with Business and Industry have strengthened our communication and linkages which allow for more opportunities for student placement.	• Job opportunities upon completion of programs.
The Chanute region has shown a 10% increase in the past two years of concentrators who obtained post-secondary credit. It is well above the targeted percentage.	Maintaining formal and informal partnerships with local community colleges.	• Rural Regional Technical Center provides opportunities for secondary & post-secondary programming from four area community colleges.
The region exceeded the target percentage (30%) for non-traditional CTE concentrators with 35%. Over the past two years the region has increased by 15%.	By offering new pathways that are included in the non-traditional fields. Districts throughout the region engaged non-traditional guest speakers and sought job shadowing experiences with non-traditional role models	• Districts throughout the region engaged non-traditional guest speakers and sought job shadowing experiences with non-traditional role models

Strengths	How are these strengths being sustained in the region?	Local Example
2016, 2017, and 2018 Chanute Region Postsecondary CTE Students, 2016/17 - 95% Retention and Placement Compared to 90% Overall State Performance, 2018 - 95% Local Region compared to 91% Overall State Performance	High quality postsecondary programs available in this region from an accredited community college sustain this strength in the region.	• Program Level data including an evaluation of CTE concentrators' performance on indicators.
2016 and 2017, Chanute Region Postsecondary CTE Students, Exceeded the percentage of earned recognized credential (2016 – 91% Local Region, 88% Overall State/ 2017 – 89% Local Region, 83% Overall State)	With the programs designed to emphasize recognized credentials, students are exposed to these critical achievements throughout their course of study.	• Embedded certifications in program curriculum.

Optional Questions for Discussion:
- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

Based on available data, what are the student performance gaps in the region?

Gap	Root Cause
CTE secondary concentrators did not achieve proficiency in RLA and Math.	Changes in the state assessment format may have impacted our results. Students to do not see relevance in state assessment tests. Students in 10th grade do not buy in to the test.
The percentage of nontraditional gender participation in postsecondary CTE in the Chanute region fell up to 4% below the overall state performance within the 2016-2018 years.	Opportunities are present for all genders in postsecondary CTE programming, however nontraditional gender roles are difficult to recruit and establish in the local region.

Optional Questions for Discussion:
- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

STEP 3: Analysis of Programs
Part 1: Size, Scope and Quality

Perkins V Section 134(c)(2)(B)(i)
The local needs assessment shall include
   (B) A description of how career and technical education programs offered by the eligible recipient are—
      (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and…

What Information Should Locals Collect: Size, Scope & Quality	
What does the law say?	**What does the law mean?**
The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

Size:
Program size reflects an appropriate number of students in order to be effective and meet local business and industry demand as determined by the regional needs assessment. The program size will account for physical parameters and limitations of the program.

Scope:
As specified in K.S.A. 71-1802, CTE programs must:
- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
- lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
- be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:
- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Definitions Continued:

Quality:

Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study.

The Kansas State Department of Education has established the following secondary quality measures for CTE programs:
- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via Individual Plans of Study (IPS) implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

The Kansas Board of Regents has established the following postsecondary quality measures for CTE programs:
- Eligible recipients negotiate local targets based on state and federal Core Indicators of Performance.
- Local recipients demonstrate the need for CTE programs by presenting labor market data and economic development projections that indicate current or projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE programs.
- CTE programs of study are systematically reviewed based on advisory council's input and local business and industry projections.
- CTE programs participate in program alignment and provide industry credentialing.
- All students are provided with equitable access to CTE programs of study.

Complete the table on the following pages. Add rows as needed.

How do schools and colleges in the region determine that programs…

Question	Answer	Areas for Improvement
Are of sufficient size	Multiple factors are taken into consideration, including available resources and cost of implementation, local business and industry need, student population, and any possible physical limitations of teaching a particular CTE program (welding stations, for example).	This is relatively unpredictable as it is based on student interest/enrollment. Also, often what high school students have interest in is not something that can provide a good opportunity for a high wage position or a position at all in their future. Identifying methods to match students with viable career choices would be an improvement.
Relate to real-world work environment (Scope)	All CTE pathways and programs use Advisory Board feedback to help shape the education.	Professional/Workplace/**Essential** skills need improvement, specifically showing up on time, responding appropriately to authority. Perhaps more experiences for students to learn from peer leaders, mock interviews, and internships/job shadowing would improve this. As graduates, the knowledge in the discipline is good, however the lack essential skills gets them fired. In secondary schools, students are given multiple chances to pass exams with no grade consequence. This may be leading to students not being prepared for real-world expectations in the work environment. Specifically it leads to a mentality of "I can fix it later".
Help students advance to future education (Scope)	Partnerships between secondary and postsecondary including articulations and concurrent programs. Concurrent enrollment programs in this region allow students to achieve primary certifications while still in high school. With that advanced preparation, students may be more likely to advance to future education.	Some secondary institutions mention that they review follow up data including where their students attend post graduation. A more widespread analysis of this for the region may be helpful. We should develop more resources for high school counselors to provide to students that show a direct pathway from secondary to postsecondary.
Are of high quality	Quality of programs can be demonstrated by student achievement, professional development of program faculty members, and satisfaction of local business and industry.	Making success data more available to students to encourage their engagement.

Question	Answer	Areas for Improvement
Should be offered in the region	Many secondary institutions in the region use student interest and availability of instructors to determine programs. Postsecondary institutions review viability of programs based on occupational outlook, available resources, and any unique variables in the local region.	If funding sources where more consistent, institutions could focus more on outputs of new programs than the required inputs. For instance, there are many programs that would be great to implement, but the funds required to do so are not in place.

STEP 3: Analysis of Programs
Part 2: Progress toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)
The local needs assessment shall include
> *(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:
Perkins V Sec. 2(41)
Program Of Study:
The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
> (A) incorporates challenging tate academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
> (B) addresses both academic and technical knowledge and skills, including employability skills;
> (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
> (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
> (E) has multiple entry and exit points that incorporate credentialing; and
> (F) culminates in the attainment of a recognized postsecondary credential.

Complete the table on the next page. Add rows as needed.

How do schools and colleges in the region implement programs of study?

Implementation Process	Strengths	Needs/Gaps
Secondary Areas of need are pinpointed by talking to current advisory boards and local industry partners, along with identifying student interest and instructor availability. A plan is developed by CTE coordinators, faculty, and administrators and is presented to the Board of Education. The plan is finalized and submitted to the Kansas Department of Education.	Cooperation within CTE teams. The ability of CTE teams to work together to get programs implemented, CTE coordinators, faculty, and administration working together to improve opportunities for students.	Maintaining the teamwork through turnover. As new faculty and administrators move through the systems, hard work is required to ensure that the collaboration continues. Ensuring secondary programs provide avenues for students in postsecondary programs.
Postsecondary A needs assessment to determine the viability of the program is completed internally to include occupational outlook, wage earnings of completers, local/regional/state need, cost analysis, and a curriculum evaluation including assessment of student learning. If the program seems viable, it is evaluated and approved at three levels within the institution (division, college, and Board of Trustees). If approved, the college begins the program proposal process with the Kansas Board of Regents. This process includes providing all relative information to KBOR including justification for the program if it happens to duplicate a program offered at another community or technical institution in the state. There is a public comment period for all proposals, along with any follow up required, and then the program proposal is sent to the Kansas Postsecondary Technical Education Authority. If approved, it will be forwarded to the Kansas Board of Regents for state level	Comprehensive evaluation of the viability of the program.	Long implementation time due to various approval steps. Improvements have been implemented at the state level; however, it remains a very lengthy process.

Implementation Process	Strengths	Needs/Gaps
approval. Once state approval has been achieved, the institution must submit the program proposal for evaluation to the appropriate accrediting body for that discipline or field (if applicable) and to the Higher Learning Commission for final approval.		

STEP 3: Analysis of Programs
Part 3: Recruitment, Retention and Training of CTE Educators

Perkins V Section 134(c)(2)(D)
The local needs assessment shall include…
   (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say?	**What does the law mean?**
The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

Complete the table on the next page. Add rows as needed.

How do schools and colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps
Appropriate Training	Perkins funding allows for training/certification of new CTE instructors. For example, a welding instructor can become CWI certified to enable credentialing for students.	CTE instructors are hard to find even though we can offer avenues for credentialing.
Salary	Postsecondary uses Perkins funding for CTE educators salary.	CTE Instructors can be paid more in Industry than in Education. Will need to build partnerships with local industry so that professionals can spend time providing education. Secondary is unable to use Perkins funding for CTE salary
Classroom Instruction	New CTE Instructors have access to mentoring through PSU's Kansas Center for Career & Technical Education	Instructional Support Needed for Professionals in a classroom.
Job Searches	Contacting Universities for recent graduates in the field.	Use Industry-specific list serves/announcement boards (CTE pathways list serves/ Perkins list serves)
Qualifications	Those in industry with the appropriate credentials may tend to want to train/teach towards the latter portion of their career.	Difficult to recruit younger credentialed faculty due to salary needs.

STEP 3: Analysis of Programs
Part 4: Progress toward Improving Access and Equity

Perkins Section 134(c)(2)(E)
The local needs assessment shall include…
  (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
    (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
    (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
    (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What Information Should Locals Collect: Progress Towards Improving Access & Equity	
What does the law say? The needs assessment shall include a description of: • Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; • How they are providing programs that are designed to enable special populations to meet the local levels of performance; and • How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	**What does the law mean?** This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)
SPECIAL POPULATIONS.-- The term "special populations" means--
    (A) individuals with disabilities;
    (B) individuals from economically disadvantaged families, including low-income youth and adults;
    (C) individuals preparing for non-traditional fields;
    (D) single parents, including single pregnant women;
    (E) out-of-workforce individuals;
    (F) English learners;
    (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
    (H) youth who are in, or have aged out of, the foster care system; and
    (I) youth with a parent who—
        (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
        (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

Complete the table on the following page. Add rows as needed.

How do schools and colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement
Secondary Access and equity are specific requirements of educational institutions. All students in the districts have access to CTE programming. **Facilities** As facilities are updated, we are adding more modifications for students with physical disabilities. CTE instructors work closely with special education and paraprofessionals to provide necessary support for students with disabilities. **Cost** Families that are economically disadvantaged have programs to receive support and we do not charge a large fee for the CTE courses, if any fee as well as not requiring students to pay up front for classroom materials. The majority of materials are paid for by the district. **Scheduling** We have modified schedules for students that are pregnant or have other family or medical needs. No one is turned away from a program due to a lack of financial support, pregnancy, or foster care placement. **Promotion** We promote all types of post secondary education and training through the school counselor as well as classroom speakers and the teachers telling about their own journeys.	Short term gaps can exist if new students with a particular disability arrive with no prior notification. Steps are taken immediately to ensure access and equity in those circumstances.	Facility modifications are expensive, however taking accessibility for all special populations into consideration with any new facility or facility upgrade will be beneficial. Continued establishment of funding sources to ensure that all students have access to programming will be a priority. This includes available funds to be responsive to student needs to provide resources for special populations to be successful in CTE programming.

Strengths	Gaps	Strategies for Improvement
Postsecondary Access and equity are specific requirements of educational institutions. Any student with a disability who may need accommodation(s) is provided support through working with the ADA compliance officer. A meeting to determine reasonable accommodations occur and information is disseminated to all instructors. **Facilities** All upgrades or new facilities are required to meet expectations of ADA compliance through inspection and approval. **Cost** Low cost tuition along with student grants and local scholarships are available to students. **Scheduling** Flexible scheduling is a priority of the postsecondary institution. In order to serve students with varying needs, the institution provides education in varied modalities and timeframes. **Promotion** With nontraditional gender roles in mind, promotional materials specifically include nontraditional gender students engaged with CTE programming.	A student in need of accommodations moving from high school to college has separate processes to learn and traverse. The Individualized Education Plan (IEP) does not carry over into the postsecondary environment. Short term gaps can exist if new students with a particular disability arrive with no prior notification. Steps are taken immediately to ensure access and equity in those circumstances.	Continue to ensure processes for accommodations are clear to incoming students. Notifications are found in the college catalog, but also on every course syllabus that is offered by the college. Continued establishment of funding sources to ensure that all students have access to programming will be a priority. This includes available funds to be responsive to student needs to provide resources for special populations to be successful in CTE programming.