



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	Phone	Email
USD(s)	Mike Martinez	Dodge City High School		Martinez.michael@usd443.org
Postsecondary Institution(s)	Shala Portenier	DCCC		sportenier@dc3.edu

Date _____ Regional Team _____ Dodge City _____

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

Regional Team Name: _____ Dodge City Date: _____ September 16, 2019	
Needs Assessment Lead Co-Coordinator:	Contact Information:
Secondary: Mike Martinez	Martinez.michael@usd443.org
Postsecondary: Shala Portenier	sportenier@dc3.edu

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co- Coordinators	Postsecondary Perkins Grant Coordinator	Shala Portenier	DCCC	
	Secondary Perkins Grant Coordinator	Mike Martinez	DCHS	
Teacher(s) - Secondary		Gerrit Potts	Kinsley-Offerley	
		Mark Hager	Ness City	
		Michael Pelton	DCHS	
		Natalie Briscoe	South Gray High School	
		Casey Rynerson	Spearville High School	
Faculty - Postsecondary		Jeff Cole	DCCC	
		Mechele Hailey	DCCC	
Secondary Administration		Jeff Jones	Western Plains High School	
		Lee Odell	Ashland High School	
		Kim Batmn	South Gray High School	
Postsecondary Administration		Jane Holwerda	DCCC	
Specialized instructional support and paraprofessional(s)		Virgil Hutchcraft	DCHS	
Representative(s) of Special Populations		Clelia McCrory	ESSDAK	
		Miguel Vega	DCHS	

Career Guidance and Academic Counselor(s)	Maria Kane	DCHS	
	Haley Walker	Ashland High School	
	Ashlin Davidson	South Gray High School	
Student(s)	Student	DCHS	
	Student	Ness City High School	
	Student	South Gray High School	
Community	Jennifer Kay	Comanche County	
Business & Industry	Ryan Unruh	BTI	
	Ana Bjerken	Dodge City Chamber of Commerce	
	Kamela Wright	Swaim Funeral Home	
	Wynn Alexander	People's Bank of Coldwater	
Workforce Development	Tucky Allen	Kansas Workforce	
	Riley Wilhoit	Dodge City/Ford County Development Corporation	
Parent(s)	Tonya Fenley	Ness City	
	Brooke Jantz	Montezuma	
	Ty Theurer	Protection	
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Clelia McCrory	ESSDAK	
	Kim Mauk	SWPRSC	

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	
<p>What does the law say?</p> <p>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.</p>	<p>What does the law mean?</p> <p>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.</p>

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
<p>Power, Structural & Technical Systems at the secondary level had 129 concentrators in 2018. The average total annual openings in this field is 116 with an annual entry-level wage of \$29,000.</p>	<p>The field of Agriculture in all capacities is significantly underrepresented in terms of concentrators in both the secondary and post-secondary sectors, while the demand is extremely high.</p>
<p>Building on the strength at the secondary level, welding technology at the post-secondary level produced a two-year average of 43 concentrators. The average demand is 34 openings with an annual entry-level wage of \$26,000.</p>	<p>Health Science careers are always a top priority with a wide range of salary levels and requirements for certifications. Our region is hurting for more employees in all aspects. This is a gap of utmost importance to close.</p>
<p>Cosmetology at DCCC is turning out twice as many completers as there are openings. This is not necessarily a bad situation as often times cosmetologists are in the field for a short period of time and then move on to another career, thus creating a high turnover rate. The entry-level wage is low at \$17,000.</p>	<p>The Energy pathway/program (which encompasses solar, wind, and bio energy courses as well as engineering) is a new, and up-and-coming. The timing couldn't be more perfect as the industry demand is flourishing in our region, thus creating the gap. It will take time to get completers in this pathway/program, however, the demand will still be present.</p>
<p>The Media & Technology field (houses the Information Technology and Arts, A/V Technology and Communication clusters) as identified by KSDE at the high school level is thriving in overabundance. The demand in our region is lacking due to businesses being forced to close because of internet accessibility by clients. However, these courses are extremely popular because it allows students tap into their creativity and the technology heavy world they live in. Skills attained in these courses will aid students in attaining employment in the diversified work place.</p>	<p>The Public Service sector is lagging in available workforce. Careers in Corrections, Security, Law & Law Enforcement Services, Emergency & Fire Management, and Restaurant & Event Management are plentiful, but the number of completers is minimal at both levels of the education system.</p>
	<p>The sheer number of available Manufacturing positions, the backbone of the economy, is staggering. This pathway/program needs a major increase in interest and aptitude to close the gap.</p>

Strengths	Gaps
	<p>An area that hits at the heart of education is the gap that exists in Teaching/Training along with Early Childhood Development Services.</p>

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
Agriculture, Agriculture Equipment Technology, Agronomy, Agribusiness Systems	Agriculture and agriculture related industries support 12.7% of the entire workforce in the state. This sector supports 134,057 jobs in Kansas.	The total annual openings in these programs is close to 1000 with an average entry-level wage of \$37,500.
Business Administrative Technology	The projected growth from 2018-2028 is predicted to be average at 4% to 6% with projected job openings estimated to be 158,000.	There is an average of 198 total annual openings in this region with an average entry-level wage of \$23,000.
Home Health Aide—for clarification, this is a higher classification than CNA and requires an additional certificate	The projected growth from 2018-2028 is predicted to be much faster than the average (11% or higher) with projected job openings estimated to be 141,000.	The total annual openings is 164 positions with an average entry-level salary of \$17,000.
Marketing	This pathway has very high demand, but wages are not strong.	Wage data is lower than what students would actually make with a technical degree or certificate in marketing, as it includes non-marketing careers like cashiers and sales clerks.
Energy	The Energy pathway/program is a new, and up-and-coming. The timing couldn't be more perfect as the industry demand is flourishing in our region, thus creating the gap. It will take time to get completers in this pathway/program, however, the demand will still be present. This pathway is present at the secondary level, however, absent at the post-secondary level.	The average entry-level salary is \$50,000 with 41 total annual openings.

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
Media & Technology field (houses the Information Technology and Arts, A/V Technology and Communication clusters)	The demand in our region is lacking due to businesses being forced to close because of internet accessibility by clients. However, these courses are extremely popular because it allows students tap into their creativity and the technology heavy world they live in. Skills attained in these courses will aid students in attaining employment in the diversified work place.	Our region is producing 3 times the number of concentrators as there are annual job openings in our region.
Flight Instructor	The labor data doesn't really reflect the need in our area for agriculture purposes such as crop spraying. The data includes commercial flight instructors as well and while there really isn't a need for that in our actual area there is in the area that the post-secondary's program is held in Arizona. The projected growth for 2018-28 is faster than average at 7-10%.	Our region is producing 10 times the number of concentrators as there are annual job openings in our region.
Computer Science	While the data reports show this is not in high demand in our area, the post-secondary level feels it is. It allows completers in our region to fill jobs in the urban communities working remotely from home. Also, computer science is a crosswalk to other occupations such as computer programmers, software developers, web developers, and network support specialists.	Our region is producing 7 times the number of concentrators as there are annual job openings in our region.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source

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?

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.**

What does the law mean?

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 section 1111(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 section 1111(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 section 1111(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
<p>Graduation Rate for Concentrators (at least 3 CTE courses) at the secondary level---a three year average of 99%</p>	<p>Emphasis on graduating from high school is communicated from early grades on. Knowing that a high school diploma opens up more doors and the potential for better job opportunities keeps students on track for graduation.</p>	<p>Students participate in challenging curriculum presented by teachers that are well prepared career counseling through Career Cruising, business/industry speakers and tours, college rep encounters, military recruiters, self-efficacy lessons, financial aid workshops, and college campus visits.</p>
<p>Placement (students who are in postsecondary training, advance training, or military) of Concentrators who Excited (graduated) from the secondary level----a three year average of 98%</p>	<p>Up to date research based teaching strategies, techniques, and technology being implemented in the pathways prepare students for the next step after graduation. Continuing to set goals and sharing a vision by all stakeholders to graduate with the knowledge and skills for needed success at the next level, whatever that may be.</p>	<p>Students participate in challenging curriculum presented by teachers that are well prepared, career counseling through Career Cruising, business/industry speakers and tours, college rep encounters, self-efficacy lessons, financial aid workshops, military recruiters, and college campus visits.</p>
<p>Placement (continuing in post-secondary education, entering employment, or serving in the military) of Concentrators (a student who completes at least two courses in a single program or program of study)</p>	<p>Continue to provide Concentrators with high quality, rigorous and focused content. Measure extent which a student could apply technical knowledge and skills after entering employment and deliver an after exit assessment to ensure needs are being met.</p>	<p>Students continue on with AAS or bachelors programs or getting jobs in those fields. Nursing homes hiring CNA and CMA students.</p>

Strengths	How are these strengths being sustained in the region?	Local Example
Concentrators who received credentials	Concentrators with an AAS are eligible for advanced career opportunities that are high demand occupations in current or emerging professions in the area.	National Beef hiring welders, Foleys hiring Diesel Techs and Hospitals hiring RN's. Employers are also working with us as advisory board members so that we can teach and train the concentrators on what the industry needs.

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
<p>State Academic Proficiency of Concentrators as measured by our state assessments-- -two year proficiency average for the Reading state assessment is 18.5%; the goal is 35% for 2020 -two year proficiency average for the Math state assessment is 14%; the goal is 26% for 2020</p>	<p>There are two main factors that figure into the low percentages of proficiency 1) the timing of administration of the state assessment does not pace well with schools like DCHS that are on the block schedule 2) the high percentage of students who have English as their second language</p>
<p>Post-Secondary Credits Attained by Concentrators as measured by students obtaining post-secondary credit while in high school (Excel in CTE) -three year average of 44%; the goal is 55% for 2020</p>	<p>1) Accessibility to a post-secondary institution---it is just not possible for many of the high schools in our region to attend on-campus classes due to distance 2) Limited availability of Excel in CTE courses 3) Financial limitations of our students 4) Scheduling conflicts between DCCC and high schools</p>

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?

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.

What does the law mean?

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	Sufficient program size is determined by student needs. Building master schedules based on pre enrollment numbers makes for a situation that benefits the students. On post-secondary level --revenues and expenses are examined every year to evaluate low enrolled programs.	Staff, administration, and Advisory Boards will continue to meet regularly to evaluate programs and look into the future for modifications/additions.
Relate to real-world work environment (Scope)	Advisory Boards will assist with assuring programs are promoting industry skills through review of data, professional learning experiences, and making recommendations as needed. The use of industry standard equipment and resources increases opportunities for students.	Meaningful accountability by all stakeholders to continually evaluate and improve programs to best fit the needs of all students. All students will be expected to work towards high standards of academic and technical skills and model employee ability skills.
Help students advance to future education (Scope)	Career guidance and academic counseling is provided to students continually. Promotion by program teachers and counselors to help students be industry or next level certification ready. On-site visits and scheduled meetings with business/industry and next level program representatives will link students to future education.	Getting students into the application level courses (increasing concentrators and completers) so they can participate at a more in-depth level of professional learning experiences and making available industry recognized certifications.
Are of high quality	Collaboration with industry connections along with offering industry recognized credentials ensures high quality of programs. Examining pass rates to determine if rigor and relevance is spot on. Accepting and implementing Advisory Board's input for industry standards. On post-secondary level—employee placement rates help assess high quality.	All programs of study will be encouraged to infuse strong academic requirements with rigorous occupation competencies and apply learning strategies to benefit student achievement.
Should be offered in the region	Labor market data, employer surveys, Advisory Board input, information from community stakeholders, and next level credentialing institutions enhances the opportunity to strive to provide the best possible for the students.	Continued analysis of labor market data, employer surveys, Advisory Board input, community stakeholder information and next level credentialing institutions.

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?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.

What does the law mean?

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 state 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
Post-secondary: 1) Program idea brought forward from faculty, administration, advisory committees, industry, community-at-large 2) Office of Workforce Development explores feasibility, student demand, industry need, logistics	Proven, methodical process	Process typically works best when steps are followed in the correct sequence
3) Pro Forma developed to determine financial sustainability 4) Internal leadership approval secured to move forward with program paperwork		
5) Program curriculum developed with the support of industry and advisory committees 6) Program curriculum/grad plan taken to Curriculum Committee for approval		
7) Curriculum taken to College Board of Trustees via the College President for approval 8) Program request submitted to State Technical Education Authority/Kansas Board of Regents for approval		
9) Program request submitted to Higher Learning Commission for approval 10) Program added to DCCC FAFSA Participation Agreement		

Implementation Process	Strengths	Needs/Gaps
11) Advisory Committee convened 12) Program instruction begins		
Secondary: 1) New pathway or a new course within an existing pathway brought forward from teacher, administrator, counselor, Advisory Board member to Principal and CTE Coordinator 2) Principal and CTE Coordinator explore pros and cons, the circumstances and ramifications, and the specifics surrounding adding a new pathway/course	Allows for multi entities to bring forward ideas; streamlined vetting process	Ideas not always as data driven as they can/should be
3) Time frame for implementation is laid out by Principal and CTE Coordinator 4) Proposal is submitted to the Building Leadership Team		
5) Proposal is submitted to the District Leadership Team		

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? 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.	What does the law mean? 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
Transition to Teaching Programs	These programs support the recruitment and retention of highly qualified professionals and recent college graduates who have not majored in education to teach in schools through the development of new or enhanced alternative routes to certification.	Transition to teaching programs definitely need to be utilized more with post-secondary new and additional programs. Stronger emphasis is needed to reach out to teacher training programs at Pittsburgh State University and Fort Hays State University.
Regional Service Centers	The Centers work with their member districts developing a wide array of cost-effective and high-quality programs and services to meet the needs of the students and staff.	Make stronger connections with CTE conferences in Manhattan, Kansas, hosted by regional service centers.
mentors	Effective staff development approach for beginning teachers where they are given a strong start at the beginning of their careers—ultimate results of a happier, healthier, more adept teacher that leads to better outcomes for students.	Develop a post-secondary new instructor mentoring program.
New instructor orientation	Laying the foundation to create a positive school culture and ensuring new hires have the information they need to begin teaching.	Develop new instructor orientation strategies that utilized KCWE and KCCTE.
Professional organizational training	Teachers belonging to state and/or national associations representing career and technical professionals are provided powerful resources, professional development and information to help them achieve more.	Instructors need to self-select and use professional development funds to affiliate with national associations.

Process	Strengths	Needs/Gaps

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

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

- 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.

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
Schools must comply with national, state, and local laws governing non-discrimination including posting any and all information in dual languages to reflect the district’s attitude towards non-discrimination.		Using AO-K case managers for dual language learners. Writing of new TRIO Grant specifically for ESL.
Interventions and/or modifications are provided to all students as needed and appropriate for the specific students.		

Strengths	Gaps	Strategies for Improvement
Resources for teachers and teaching strategies that focus on academic attainment embedded into the CTE competencies.		Further integrate post-secondary assessment into CTE competencies.
Intentional scheduling of CTE classes vs required classes to make them more accessible.	Post-Secondary line schedules are not conducive to high school enrollment.	Develop a cohort-based schedule that allows for broader high school enrollment.
Bilingual paraprofessionals assist students with translating English into their native language.	Possibilities exist that more bilingual support staff would result in an increase of non-native speakers.	
Fully communicated and supported financial aid opportunities—grants, scholarships, and student loans are available.	Lack of knowledge of AO-K, Excel in CTE funding opportunities.	Promote at much greater length AO-K and Excel in CTE programs and benefits.