



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:

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Date February 1, 2020
RegionalTeam El Dorado

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: <u>El Dorado - Region IV</u> Date: <u>February 1, 2020</u>	
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Comprehensive Regional Needs Assessment Team

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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—

- (i) (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? 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? 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 above-mentioned 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>Schools are offering more health pathways than in the past. There are sufficient job openings, but low wage. Pathways are expensive to offer unless schools partner with technical schools. BCC offers several local partnerships in the health field.</p>	<p>Too many kids going into graphic design in HS and not enough jobs to support in the area. Largest amount of courses offered in the region by far.</p>
<p>Software development and digital media are strong programs at BCC.</p>	<p>Too few students going into Culinary Arts in HS and Post-Secondary but PLENTY of jobs. Same for Home-Health Aide / Health Sciences and Restaurant Management.</p>
<p>BCC is working on a new academy - construction technology. Working to get area high schools plugged in.</p>	<p>Teacher / Training- K-12 very low amount of students entering pathway. Post-secondary about 50% of kids entering vs. needs.</p>
<p>There are strong partnerships between BCC and both secondary and other post-secondary schools. How can this improve? Some rural schools feel disconnected. They would like to get college-bound students plugged in to potential programs more.</p>	<p>Agriculture data is uncertain. The labor market is reporting that the need for agriculture jobs is decreasing, but several team/work force members indicate this is not what they see in their communities at all.</p>
<p>BCC working to develop internship opportunities in program pathways - specifically the CTE related pathways</p>	<p>Acknowledge the need for Aviation pathways and programs. What would that entail?</p>

<p>BCC has multiple articulation agreements for education programs. The BEST Program partnership with Emporia State is extremely strong for students pursuing a career in the education field.</p>	<p>Different “pathway” definitions exist for secondary and post-secondary curriculum</p>
<p>BCC has Unmanned Aircraft Systems (UAS) program - one of the first in the state</p>	<p>The team has concerns about the manufacturing data. Accuracy for the region?</p>
<p>BCC has a new partnership with Volvo as part of the Automotive Technology program. This partnership is one of the few in the nation of its kind.</p>	<p>Advertising is offered at BCC. There were 844 annual openings, but not many participants at BCC. Advertising currently not approved for Carl Perkins funding.</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
Teaching / Training	2066 available jobs.	<p>High Schools: 1 pathway in the region, although this data is outdated.</p> <p>Should BCC collect data on students going forward with teaching even though the program is not Perkins' funded? Funding for this program should be made a priority.</p>
Marketing / Business Management	5769 jobs available.	High Schools: 7 local pathways offered.
Restaurant and Event Management / Culinary Arts	<p>5573 jobs available in Restaurant and Event Management</p> <p>977 openings for Culinary Arts</p>	<p>High Schools: 10 Restaurant and Event Management pathways offered in high schools. 17 FACS Pathways.</p> <p>BCC: Restaurant Management, Culinary Arts and Hotel Management offered</p>
Manufacturing / Tooling / Aviation	3174 Manufacturing jobs available	<p>High Schools: 8 manufacturing pathways, but is an area growing in high schools. 0 Aviation pathways - but this is very new to Kansas.</p>

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
Graphic Design	Art teachers generally only participate in CTE through Graphic Design.	47 openings at \$29,969 annual wage
Agriculture	Traditional pathways for several rural schools.	<p>Labor market need is low, but the group isn't sure that data is correct. Most farmers probably don't advertise the jobs they need to fill.</p> <p>Consideration for funding for agriculture and related fields due to region. Agriculture fields could include grain/feed companies, insecticide/pesticide companies, transportation of ag products, Cargill internships, precision agriculture, etc.</p>

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.

[Click HERE for link to the data.](#)

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.

[Click HERE for link to the data.](#)

3P1 – Nontraditional Participation

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

[Click HERE for link to the data.](#)

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).

[Click HERE for the Secondary Performance Data.](#)

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.

[Click HERE for the Secondary Performance Data.](#)

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.

[Click HERE for the Secondary Performance Data.](#)

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.

[Click HERE for the Secondary Performance Data.](#)

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.

[Click HERE for the Secondary Performance Data.](#)

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.

[Click HERE for the Secondary Performance Data.](#)

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.

[Click HERE for the Secondary Performance Data.](#)

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
High School graduation rate for concentrators is well above the state target of 90% in this region.	<p>2016 - 99%</p> <p>2017 - 98%</p> <p>2018 - 96%</p>	
The region is above the state goal for postsecondary credits obtained by concentrators who exited. Target for 2020 is 55%.	<p>2016 - 55%</p> <p>2017 - 70%</p> <p>2018 - 61%</p>	Many schools reported adding post-secondary opportunities for students. BCC consistently looking to form academy/partnerships with local high schools.
1P1 – Postsecondary Retention and Placement	BCC is consistently meeting or exceeding the average numbers for many of our program pathways year after year.	<p>Looking at the interpolated data provided by KBOR in July 2019, 10 out of 18 programs met or exceeded the state performance for this indicator (based on 2018 interpolated data). This is an increase from the interpolated prior year data. Institutional performance as a whole is within 1% of the overall state performance for this indicator.</p> <p>BCC has also purchased AVISO retention software as a way to better connect and retain students based on key retention indicators (participation, mentoring/advising, financial aid, etc.)</p>

2P1 – Earned Recognized Postsecondary Credential	The strength for this indicator is that Butler is proactively tracking and reporting credentials. We have worked to align our credentials with the credentials reported as desirable in alignment with workforce needs.	We have made changes to the email delivery method of the Caters surveys and are seeing more responses from students.
3P1 – Nontraditional Participation	KBOR interpolated data provided in July 2019 shows that Butler is consistently exceeding the overall state performance for this indicator	<p>2016 and 2017: 16% compared to state performance of 11%</p> <p>2018: 16% compared to state performance of 10%</p> <p>Welding, Nursing and Automotive Technology have seen the largest increases in nontraditional participation over the past few years.</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?

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

Gap	Root Cause
<p>Butler County performance compared to the overall state performance is below the state average in placement, percent earning credentials, etc., and non-traditional concentrator percentages.</p>	<p>Faculty is concerned that data is not gathered appropriately or systematically.</p>
<p>Concerns regarding data presented for analysis:</p> <ul style="list-style-type: none"> ● Is the data directly tied to Perkins funding (repeated question)? ● BCC MUST show placement from the student. Struggle to get this data. Caters Surveys - MUST get data back from the kids. Participants could see how this affected the data. ● How do we work to speak the same language between programs? ● Data is too broad. ● Can't we use the job code data that's used nationally? <ul style="list-style-type: none"> ○ How do they align with CIP codes or Program codes? ● Data is getting watered down. ● What's the best use of our funds? ● EMSI data does not relate closely to Bureau of Labor data - gap is not understandable. Unclear which data is more reliable. ● KansasWORKS <ul style="list-style-type: none"> ○ Concern that this resource is not a favorite of all employees. Data is skewed because employers do not use the site. 	

2P1 – Earned Recognized Postsecondary Credential	While we are continuing to remain up to date with workforce credentials, we are finding that student response to earned credentials is not always easy to determine. Caters surveys are not always the most systematic way of collecting data.
3P1 – Nontraditional Participation	Butler is centralized in a suburban, small-town midwest region which still holds a very traditional view of certain labor fields. We are proud that our numbers exceed the state performance but do understand that we need to continue to do more to broaden nontraditional participation.

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
<p>Are of sufficient size</p>	<p>Post-secondary schools use a standard directive for determining if a course should be held. Course offerings/course reference numbers (CRN) with 6 or more students are used to indicate adequate enrollment in each course being offered. This speaks specifically to each individual course and not the program as a whole. Pertaining to the number of declared majors for each pathway, we do not limit the size of the program pathway.</p> <p>Secondary schools evaluate program size locally based on criteria such as past student enrollment, current student interest, cost of program and teacher availability. Schools have been encouraged to also consider trend results from career interest inventories such as Xello or Kansas Career Pipeline.</p>	<p>Post-secondary schools should consider if the student enrollment number per course (CRN) is appropriate and efficient.</p> <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> • Schools should develop a system for evaluating appropriate size. This evaluation should include cost of programs and involvement of students in the past and trends towards the future.
<p>Relate to real-world work environment (Scope)</p>	<p>Post-secondary schools consult workforce and advisory committees which direct our course work and credentials. This ensures alignment with the “real-world work environment” of our region.</p> <p>Secondary schools have been challenged by KSDE to include more work based learning opportunities such as job shadowing, internships and work-study. New documents to assist in this work have been developed. Schools are measuring the success of their real-world work initiatives by looking at their post-secondary success data. This data can help districts understand if students are deemed “successful” (earned certificate / degree or in-progress) two years after high school. CTE course</p>	<p>Post-secondary schools currently meet with their advisory boards once in the spring and once in the fall. Faculty could look for other ways to interact with work force and advisory members to ensure they are keeping up with industry changes in a timely manner.</p> <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> • Continue to evaluate the post-secondary success data. • Collect data related to work based programs for evaluation and expansion. • Rural schools consider online job shadowing programs such as Nepris.

	<p>competencies are written to reflect real-world application and are taught by districts. Schools can track how many students participate in work based opportunities in order to evaluate and expand the program. Districts also have been encouraged in this region to incorporate certificates / credentials as a part of their pathways. Data is collected each year as districts submit their KCAN reports.</p>	<ul style="list-style-type: none"> ● Continue to add / enhance credential / certification programs into CTE pathways.
<p>Help students advance to future education (Scope)</p>	<p>Post-secondary schools work to establish articulation agreements with both secondary and other post-secondary institutions to ensure transferability of earned credit hours. Butler is also working on new ways to retain students using software which indicates student success and retention parameters so that faculty can contact students to better discuss future education needs. The Career Services group at Butler is also working very hard to present the students with opportunity for discussion with University and workforce professionals</p> <p>Secondary schools, again, are evaluating this data rigorously through the post-secondary schools data. Schools can drill down and determine how many students went to college, technical programs and have earned certificates / credentials / degrees. The data is limiting on how many students went into the military or straight into employment. The goal of the state is to see 70-75% of our students deemed “successful” (earned certificate / degree or in-progress) two years after graduation. Schools receive this data annually along with a goal for improvement. CTE programs work with post-secondary institutions to establish articulation agreements. Through this process, secondary schools offer dual credit opportunities for students. Schools should evaluate their partnerships and make sure they are offering</p>	<p>Post-secondary areas of improvement are:</p> <ul style="list-style-type: none"> ● Ensure all programs have an articulation agreement that is shared with secondary schools. ● Host multiple career/education fairs so that students are aware of opportunities which exist for them to advance in their future education. <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> ● Continue to review the post-secondary success data. ● Incorporate certifications / credentials into CTE pathways. ● Evaluate existing and possible programs that offer dual credit. ● Determine if apprenticeship programs are aligned to CTE pathways and available in the area.

	<p>the best opportunities for their students in order to move on to future education opportunities.</p>	
<p>Are of high quality</p>	<p>Post-secondary consistently consults workforce and advisory board feedback as well as economic data to ensure the quality of the course offerings. The faculty development team is also constantly reviewing course offerings to ensure the appropriate rigor of the curriculum is meeting the need to work force and transferability.</p> <p>Secondary schools have the opportunity to use the Quality Pathway Rubric (click here to view). Schools should evaluate pathways each year and discuss results with their Advisory Teams. Recommendations as a result of this analysis should be implemented and changes recorded in the goals section of their pathway applications.</p>	<p>Post-secondary area of improvement is in continued contact with university and workforce to ensure transferability of credits earned while at Butler as well as ensure course offerings needed to obtain industry credentials are viable..</p> <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> • Make sure that all pathways are using the rubric and implementing needed changes.
<p>Should be offered in the region</p>	<p>Post-secondary schools utilize regional EMSI data based to consider which programs should be offered in the region. Reliance on advisory board feedback is also critical for determination of need.</p> <p>Secondary schools are now able to rely on the needs assessment process to help evaluate regional data to determine if programs should continue or begin to be offered in the region. An area of concern raised by the committee was that while the question is appropriate, secondary schools are still encouraging exploration for students. Limiting programs based solely on labor-market data does not support exploration.</p>	<p>Post-secondary school area of improvement includes proactively seeking to be a leader of workforce needs in the region through continued assessment of EMSI and BLS data as well as advisory committee member feedback.</p> <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> • Continue to rely on the bi-annual needs assessment process and discuss the results locally. • Be aware of local workforce data when considering adding new pathways.

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
BCC: Curriculum Review Process	<ul style="list-style-type: none"> Based on accreditation and industry certification requirements Curriculum Review Team to review all new curriculum and changes to existing curriculum 	Continued communication with industry partners for understanding of industry credentials and needs
Highschool/Post-Secondary Academy	Partnerships between local highschools and BCC	<ul style="list-style-type: none"> Space/location and funding needs Need better understanding of high school student interests Need to be able to educate high school counselors about job opportunities
BCC Pathway Model	Innovative pathway model developed by BCC to ensure student success in their chosen pathway	
BCC Math Redesign	Structured math courses into smaller 5 week module type courses using Hawkes math software. This ensures student mastery of concepts through “certify” assignments and module testing before the student can progress to the next module. The passing rates for students has increased with this innovative approach.	

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
<p>Advertise the need to retirees and unions that teaching for CTE might not need to be a full-time job.</p>		<p>Need alternative certification offerings; night school, online, etc.</p>
<p>Hire teachers directly from the field.</p>	<p>Industry knowledge</p>	<p>Potential teachers can get a higher paying job in the field.</p> <p>Difficult to find college level instructors based on accreditation requirements</p> <p>Concern for classroom management for teachers directly hired from the field.</p>
		<p>Difficult to pay quality instructors compared to industry</p>

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

- (l) 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
Some schools include ALL students in introductory CTE courses.		
Provide accommodations and modifications for students with IEPs and/or 504s.	Not as strong as could be for students in CTE courses.	Consider a para hired just for CTE courses. Attend trainings targeted to strategies for non-traditional and special populations.
	At the post-secondary level, students must self-identify their needs. Several do not.	Encourage students to self-advocate. Know how to feel comfortable asking for help or declaring a previous IEP or 504. What data is available to schools that does not conflict with FERPA / HIPPA, etc.?