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	Phone	Email
USD(s)	Randy Wetzel	USD 428-Great Bend High School		Randy.wetzel@usd428.net
Postsecondary Institution(s)	Krystall Barnes	Barton Community College		barnesk@bartonccc.edu

Date: January 29, 2020   Regional Team: Great Bend

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:	**Great Bend**	**Date:**	**1/29/20**
Needs Assessment Lead Co-Coordinators:		**Contact Information:**	
Secondary: Randy Wetzel		**randy.wetzel@usd428.net**	
Postsecondary: Krystall Barnes		**barnesk@bartonccc.edu**	

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Krystall Barnes	Barton Community College Perkins Coordinator	Organize Needs Assessment stakeholder team and meetings; facilitate communication and collaboration with team members
	Secondary Perkins Grant Coordinator	Randy Wetzel	USD 428 Great Bend High School Principal	Organize Needs Assessment stakeholder team and meetings; facilitate communication and collaboration with team members
Teacher(s) - Secondary		Janel Tutak	USD 428 Teacher	Special populations needs
Faculty - Postsecondary		Brittany Fanshier	Barton Community College Instructor	Higher Education needs
Secondary Administration		**Jon Webster** Dustin Wilson	**USD 395 Lacrosse High School Principal** USD 495 Larned High School Principal	Secondary Education needs
Postsecondary Administration		Dr. Kathy Kottas	Barton Community College Dean of Workforce Training & Community Education	Post-Secondary needs
Specialized instructional support and paraprofessional(s)		**Dawn Galusha** Dee Orth	**USD 428 Special Education Teacher** USD 405 Reading Teacher, retired	**Secondary students' needs** Secondary students' needs

Representative(s) of Special Populations	**Quenla McGilber** Marissa Woodmanse **Kristin Doze**	**Barton County Health Dept. Community Liaison** Project Stay/JJA **Kansas Workforce One**	**Special Populations' needs** Truancy in Barton, Russell, Ellsworth, Rice counties **Out-of-work individuals and other special populations' needs**
Career Guidance and Academic Counselor(s)	**Lacy Wolters** Susie Burt **Hope Randolph** Judy Jacobs	**USD 428 Great Bend High School Career & ACT Counselor** Barton Community College -EOC and Trio programs Director **Barton Community College - Director of Upward Bound program** Barton Community College - Director of Testing and Employment	Secondary students' needs Returning students in need of financial, career, financial guidance **Students with academic and other challenges** Post-secondary students in need of academic and employment assistance
Student(s)	Students participated	**USD 428 Great Bend High School students** Barton Community College student	**High School students' needs** Post-Secondary students' needs
Community	**Jan Peters** Gaila Demel **Mark Mingenback**	**Great Bend Chamber of Commerce – CEO** United Way of Central Kansas Director **Retired, Business Consultant in Great Bend area**	**Local business and community needs** Local community needs **Local business and community needs**
Business & Industry	**Jennifer Dixon** Leilani Schenkel **Brenda Kaiser** Chris Ryan	**Superior Essex -Human Resources Director** Almost Home, LLC -Owner, Operator **Fuller Industries –Human Resources Manager** Sunrise Staffing	**Business and industry needs** Local business and elderly community needs **Business and Industry needs** Business and Industry needs
Workforce Development	Tucky Allen	Kansas Workforce One –Business Services Director	Workforce data, trends
Parent(s)	Nicole Serpan	Barton Community College	Community parent needs
Other	**Karen Kline-Martin**	**USD 355 Ellinwood –Student Registrar, Pathways Reporter**	**Secondary school and students' needs**

(Data Support, Admin Assistant, HR, Business Office, etc.)	Chris Moddelmog	Smoky Hill Education Service Center –Executive Director	Secondary school and students' needs

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?	**What does the law mean?**
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.	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?
(Black – Post-Secondary / Blue – Secondary)

Strengths	Gaps
43.0302-**Emergency Management/Homeland Security**- The 2-year average concentrator count (24) is consistent with labor demand (27 annual openings)	**01.0102-Ag Business Management**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (110). **01.0302-Beef Cattle Production**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (124). **01.1105-Crop Protection Application**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (113).
51.0713-**Medical Coding**- The 2-year average concentrator count matches labor market demand (24 annual openings)	**15.0702-Scale Technician**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (12).
51.0801-Medical Assistant- The 2-year average concentrator count (11) is consistent with the total annual openings (15).	**43.0102-Corrections**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (21). **43.0107-Criminal Justice**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (20).
51.0805-Pharmacy Technician- The 2-year average concentrator count (10) is slightly below labor market need (16), but Barton has made industry certification a course requirement, which could close the gap.	**47.0604-Automotive Technology**- The 2-year average concentrator count (21) is below yearly labor market demand (64).
51.0904-Paramedic- The 2-year average concentrator count (29) is slightly above labor market need (21), but many of the students are pursuing additional education, rather than entering the workforce.	**51.0710-Medical Administrative Technology**- The 2-year average concentrator count is less than 5, which is below yearly labor market demand (28).

Strengths	Gaps
51.1009-Plebotomy- The 2-year average concentrator count (10) is consistent with labor market need (8).	**51.3801-Registered Nursing**- The 2-year average concentrator count (31) is below labor market need (93). **51.3902-Nursing Aide**- The 2-year average concentrator count (113) is below labor market need (192); many students are pursuing additional education rather than entering the workforce.
51.3901-Practical Nursing- The 2-year average concentrator count (32) is slightly above labor market need (26), but many students are pursuing the Registered Nursing degree (51.3801)	**52.0302-Technical Accounting Specialist**- The 2-year average concentrator count (7) is below labor market need (132); **52.0401-Business Administrative Technology-** The 2-year average concentrator count is less than five, which is below labor market need (213).
51.2603-Medication Aide- The 2-year concentrator count (15) is slightly above labor market need (10), but many of the students are pursuing additional education rather than entering the workforce.	**11.0901-Networking Specialist**- The 2-year average concentrator count (17) exceeds labor market need (8).
Power, Structural & Technical Systems (Pathway) CIP 01.0201 Concentrators (80) meet the demand (83) in this pathway, however, stakeholders indicate that there is a larger demand than is represented in the data. High wage ($30,731) Postsecondary Program	**15.0508-Hazardous Materials Management**- The 2-year average concentrator count (20) exceeds labor market demand (0).
Digital Media (Pathway) CIP 09.07020 While program size (37) exceeds demand (9) in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field. High wage ($25,023) Postsecondary Program	**15.0699-Natural Gas Transmission & Distribution Technician**- The 2-year average concentrator count (23) exceeds labor market demand (0).

Strengths	Gaps
Engineering & Applied Mathematics (Pathway) CIP 14.0101 Annual demand in this pathway is 4, with a program size of less than five. Stakeholders believed demand data was low and that wages seemed too high to be starting wages for our region. High wage ($55,118) Postsecondary Program	**19.0708-Early Childhood**- The 2-year average concentrator count (20) exceeds labor market demand (4).
	48.0508-Welding- The 2-year average concentrator count (73) exceeds labor market demand (38).
	51.0810-Emergency Medical Technician- The 2-year average concentrator count (66) exceeds labor market demand (0); many students are pursuing additional education rather than entering the workforce.
	51.1004-Medical Laboratory Technician- The 2-year average concentrator count (30) exceeds labor market demand (6); many students are pursuing additional education rather than entering the workforce.
	51.3104-Dietary Manager- The 2-year average concentrator count (21) exceeds labor market demand (2).
	Construction & Design (Pathway) CIP 46.0000 Program size (28) is only 17% of the demand (480) for this high-wage field. It is difficult to get teachers for these positions, teacher recruitment has occurred outside of education. There may be some

Strengths	Gaps
	misalignment between technical skills being taught and skills needed for careers in this field. High wage ($26,396) Postsecondary Program
	Teaching / Training (Pathway) CIP 13.0101 This is a high demand (428) field in our region, however total concentrators are low (30). Stakeholders indicated that the starting wage for teachers is higher than that listed by KSDOL by at least $10,000. High wage $20,398 KSDOL, Stakeholders state $39,000 is an average Postsecondary Programs
	Government & Public Administration (Pathway) CIP 44.0401 This pathway has demand (38) in our region but no reported concentrators. The career field typically requires a BA or above for employment, which makes it difficult to attract students. Stakeholders questioned what type of preparation could be provided in high school for this pathway. Moderate wage ($17,112) Postsecondary Program
	Business Finance (Pathway) CIP 52.0801 This career pathway is high-demand in our region (342), with a concentrator count of 11. This leaves a significant gap. Stakeholders indicate that students have very little interest in exploring this pathway at the high school level, as many are interested in pursuing baccalaureate degrees. There is some potential to offer certifications (Microsoft, Google, Excel) but the actual coursework does not count toward a degree. Stakeholders indicated having QuickBooks certification as part of this pathway would be helpful for area businesses. High wage ($22,215) Postsecondary Program

Strengths	Gaps
	Health Science (Pathway) CIP 51.9999 This pathway has a large number of concentrators (65) for the region but does not meet demand in our region (576). Many secondary students are earning postsecondary credentials as part of their high school education (CNA, CMA). Technical skill PD is needed since some secondary teachers lack the science lab skills used in health care occupations. High wage ($24,696) Postsecondary Program
	Restaurant & Event Management (Pathway) CIP 12.0504 This pathway has a low number of concentrators (43) but does not come close to meeting the demand (1002) in our region. Stakeholders report that this is a very transitional career field, with a low starting wage. Stakeholders indicated that food service managers, chefs and head cooks would typically be the ones earning a technical degree, should be broken out for the other job listings in this pathway, such as McDonalds, Wendy's etc. which are skewing the wages lower. Moderate wage $17,485 Postsecondary Program
	Early Childhood Development Services (Pathway) CIP 19.0709 This career pathway has strong demand in our region (55), with a low concentrator count of 7. This leaves a significant gap. Stakeholders indicated this is a much undervalued career for which we do not have fully reported data. Pathway access needs to be addressed for all schools. Moderate wage $17,531 Postsecondary Program
	Family, Community & Consumer Services (Pathway) CIP 19.0799 Assessment: This pathway has strong demand in our region (410) but few concentrators (33). Many schools do not have sufficient facilities to offer the pathway. In addition, the pathway does not have a good fit with a career. Students do not take the end of pathway assessment because it

Strengths	Gaps
	is not valued by area industry. It is difficult to get students to take these classes. Classification: Low wage ($19,456) Postsecondary Program(s): None
	Marketing (Pathway) 52.1402 Assessment: This pathway has very high demand (1716) in our region, but wages are not strong. Concentrators (46) fall short of demand. 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 "parts salesperson" and "cashiers". Classification: Low wage ($18,692) Postsecondary Program(s): Modern Distribution Sales & Management (Pg. 12)
	Business Management & Entrepreneurship-Supervision (Program) CIP 52.0799 Assessment: This is a high demand (194) certificate program which is part of the Business Management & Entrepreneurship AAS program. Program size has been small (<5). Stakeholders (Pratt) felt that there is opportunity to market this program directly to industry, as some folks may hire in without training. Classification: High wage ($24,557) Secondary Pathway(s): Business Entrepreneurship & Management (Pg. 15)
	NOTE: Almost every secondary level CTE program needs access to technical skills training especially lab skills-related PD. Almost every CTE program also needs access to PD designed to increase teacher expertise on what is assessed in aligned industry-recognized certifications. The secondary districts have some elements of work-based learning but none have a comprehensive continuum being offered as of yet so PD and technical assistance will be needed to make this learning option available for students region-wide.

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?
(Black – Post-Secondary / Blue – Secondary)

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
01.0104-Farm and Ranch Management	Regional Labor Market Data shows 120 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Dairy Farm Production/Lab Technicians.
01.0308-Precision Ag Technology	Regional Labor Market Data shows 127 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Dairy Farm Production/Lab Technicians.
01.0307-Horse Production & Management	Regional Labor Market Data shows 124 annual openings	
12.0505-Culinary Arts	Regional Labor Market Data shows 94 annual openings	Regional stakeholders, which include local employers, expressed a need for Culinary Arts graduates.
46.0201-Carpentry	Regional Labor Market Data shows 69 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Carpentry.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
47.0613-Diesel Technology	Regional Labor Market Data shows 83 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Industrial Maintenance Mechanics.
49.0202-Heavy Equipment Operation	Regional Labor Market Data shows 118 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Truck Drivers, heavy and Tractor Trailer.
49.0205-Commercial Driver's License	Regional Labor Market Data shows 254 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Truck Drivers, heavy and Tractor Trailer.
47.0704-Wind Energy Technicians, Logistics		Regional stakeholders, which include local employers, expressed a need for Wind Energy Technicians, whose duties would include Transportation Management and Logistics; According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Electronics Instrumentation Technicians and Manufacturing Safety and Quality Control Technicians
12.0413-Cosmetology/Aesthetician		Regional stakeholders, which include local employers, expressed a need for cosmetologists and aestheticians.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
51.0806-Physical Therapist Assistant	Regional Labor Market Data shows 13 annual openings	According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Physical Therapist Assistant; Regional stakeholders, which include local employers, expressed a need for Physical Therapists and Physical Therapist Assistants.
51.0911-Radiology Technician		According to the Kansas Workforce One resource library's current Classroom Training Demand list (https://ksworkforceone.org/resource-library/), a need exists for Radiology Technicians; Regional stakeholders, which include local employers, expressed a need for Radiology Technicians.
Corrections/Law Enforcement CIP 43.0199	KSDOL estimates strong demand at 113 and zero concentrators in this career pathway, with a high starting pay of $25,260.	Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Police department is in need of 3 police officers. The main factor impeding development of the pathway is qualified instructors for the pathway.
Emergency & Fire CIP 43.0299	KSDOL estimates strong demand at 55 and 8 concentrators in this career pathway, with a moderate starting pay of $17,859	Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Fire department is in need of 2 EMT/firefighters. The main factor impeding development of the pathway is qualified instructors for the pathway.
Ag Business, Animal Science, Food Products, Natural Resources and Plant Science	We grouped these five pathways because of their commonality. KSDOL estimates strong demand at 479 and zero concentrators in these career pathways, with an average of high starting pay of $25,344.	Zero concentrators is somewhat misleading as much of these pathways curriculum is imbedded in the Power, Structural and Technical Systems pathway and FFA student organization. Stakeholders are aware of this fact and believe the curriculum provides

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
		students the foundation to continue their education and prepare for careers in these areas.

What programs/Pathways are offered in the region, but are not supported with the local labor data?
(Black – Post-Secondary / Blue – Secondary)

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
11.0901-Networking Specialist	Many students who complete the program transfer to a university for further education. In addition, students who complete the program will have employment opportunities in a variety of vocations, including Network Systems and Data Communication Specialist, Computer and Information Support Specialist, Telecommunications Equipment Installers and Repairers, Manufacturing Safety and Quality Control Technicians, Electronics Instrumentation Technicians (source: Kansas Workforce One "classroom demand" data).	The 2-year average concentrator count (17) exceeds labor market need (8).
15.0508-Hazardous Materials Management	The Hazardous Materials Management program serves many armed forces personnel, and is a fitting education option, considering the training and experience they acquire while serving their country. In addition, according to the Kansas Workforce One "classroom demand" data, a need exists for training in the following industries and occupations: Water and Liquid Waste Treatment Plant and System	The 2-year average concentrator count (20) exceeds labor market demand (0).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	Operators, Manufacturing Safety and Quality Control Technicians.	
15.0699-Natural Gas Transmission & Distribution Technician	Students who complete the program find employment in the Natural Gas field, but in many other industries as well, including Oil and Gas Technicians, Electronics Instrumentation Technicians, Manufacturing Safety and Quality Control Technicians, Natural Gas Transmission and Distribution Technicians, Industrial Maintenance Mechanics, Water and Liquid Waste Treatment Plant and System Operators, Corrosion Technician (source: Kansas Workforce One "classroom demand" data).	The 2-year average concentrator count (23) exceeds labor market demand (0).
19.0708-Early Childhood	Early Childhood workforce is a high need based on these factors from **klic.dol.ks.gov**: 75% of Kansas families with children require child care because parents work outside the home; the workforce is aging and will need to be replaced; the need for quality child care is critical, as over 5,000 children are in foster care, and child abuse cases have increased by 20% since 2010. Child investigations increased 33% and credible cases increased by 42%	The 2-year average concentrator count (20) exceeds labor market demand (4).
48.0508-Welding	According to the Kansas Workforce One "classroom demand" data, a need exists for training in the following industries and occupations, some of which include welding: Welders, Cutters, Solders and Brazers,	The 2-year average concentrator count (73) exceeds labor market demand (38).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	Advanced Manufacturing Machinists, Industrial Maintenance Mechanics	
51.0810-Emergency Medical Technician	Many students are pursuing additional education rather than entering the workforce. In addition, according to the Kansas Workforce One "classroom demand" data, a need exists for training in the following industries and occupations: Home Health Aide, Certified Medical Aide, Licensed Practical Nurse, Registered Nurse, Surgical Technician, Health Support Specialists, and Bachelors of Science Nurse. Graduates of the EMT program can transition into any of these programs for further education.	The 2-year average concentrator count (66) exceeds labor market demand (0).
51.1004-Medical Laboratory Technician	Many students are pursuing additional education rather than entering the workforce. In addition, according to the Kansas Workforce One "classroom demand" data, a need exists for training in the following industries and occupations: Lab Technicians, Licensed Practical Nurse, Registered Nurse, Surgical Technician, and Bachelors of Science Nurse. Graduates of the MLT program can transition into any of these programs for further education.	The 2-year average concentrator count (30) exceeds labor market demand (6).
51.3104-Dietary Manager	Most students enrolled in the Dietary Manager program are already employed. Their desire is to improve their skills as well as meet the credentialing mandates CMS (Centers	The 2-year average concentrator count (21) exceeds labor market demand (2).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	for Medicare & Medicaid Services). As of September 2016, CMS regulations state that the Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) credential is now listed as the primary qualification for the Director of Food and Nutrition Services, in the absence of a full-time dietitian. Also, in 2018, skilled nursing facilities with a CDM had 19% average fewer Nutrition & Foodservice Related tags on inspection. In addition, the CDM Impact Program study conducted in 2018 demonstrated a 23% lower employee turnover rate than in facilities without a CDM.	
Biomedical Pathway CIP 14.0501	Biomedical supports the Health Science Pathway where there is a demand of 576 in the area. Students can enter multiple fields through the pathway.	Labor data indicates an annual demand of 1 in the pathway with program size of 7. No wage data was available from KSDOL.
Web & Digital CIP 11.1004	Web & Digital supports multiple pathways, many of the Web & Digital pathway courses are in other pathways.	Labor data indicates an annual demand of zero in the pathway with program size of 46. The pathway is high wage at $42,320. The high wage may reflect the high demand in occupations that are coded differently or other pathways in the Information Technology Cluster

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Digital Media CIP 09.0702	While program size (37) exceeds demand (9) in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field.	
Skills learned support Marketing Pathway and Business Finance Pathway. Examples: advertisement, social media usage, writing skills	Demand of 9 in the region with 37 concentrators. High wage is $25,023	

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 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? (Black – Post-Secondary / Blue – Secondary)

Strengths	How are these strengths being sustained in the region?	Local Example
1P1- Retention and Placement: **Natural Gas** **Early Childhood(EC)** **Automotive** **Networking** **Emergency Management Services (EMS)** **Paramedic** **Registered Nurse (RN)** **Licensed Practical Nurse (PN)**	**Natural Gas**- guest speakers from industry, field trips **Early Childhood**- field trips, guest speakers; **Automotive**- field trips, guest speakers **EMS, Paramedic, RN, PN**- participation in annual Field Ops day, guest speakers, facility tours	**Gas**-Students attend annual NACE corrosion seminar, hosted by BCC. In addition, classroom instruction from industry personnel gives the students an idea of a typical day in the field. Instructors also connect students with potential jobs in the industry. **Early Childhood**-students attend BCC-sponsored conferences and seminars when available**.** Advising from the Early Childhood instructor/coordinator provides students with the necessary guidance to ensure they are on the right track for completion. **EMS, Paramedic, RN, PN-** Field Ops Day is sponsored by and located at BCC campus, featuring real-life/real-time emergency scenarios which challenge students to utilize what they have learned in their respective programs.

Strengths	How are these strengths being sustained in the region?	Local Example
2P1- Earned Recognized Postsecondary Credential: **EMS** **Paramedic** **Dietary**	**EMT and Paramedic-** Testing for students is offered immediately following completion of their coursework on our campus. This encourages students to test right away and is convenient. This helps ensure that they achieve/attempt their industry credential. **Dietary**- A Certification review/prep course was developed to assist students in their preparation for taking the certification exam. This course reviews important topics and helps guide students in their study prior to taking the certification exam.	**EMS** – Providing opportunity for students to test as soon as possible after coursework completion contributes to student's success on testing. Delaying testing can make successful completion of the certifications exams more challenging. **Dietary** – Additional preparation and guided focus helps keep students on track for success with examinations.
3P1- Nontraditional Participation: **Networking** **Pharmacy Tech** **Dietary** **RN (very close to meeting performance goals)**	**Pharmacy Tech**- This is an online program and is supportive of diversity in student enrollment. **Dietary Manager**- This is also an online program and is supportive of diversity in student enrollment. **Networking**- Networking Certificate and Associate of Applied Science is an online program which allows for more diversification of students.	**Pharmacy Tech** – Promotions are directed at all potential students, including non-traditional. **Dietary Manager** – Promotions are directed at all potential students, including non-traditional. In both programs, **Pharmacy Tech & Dietary Manager**, we intentionally use photos of both men and women in our promotional materials, to break down non-traditional barriers.
Program completion	CTE instructors continue to develop rigorous programs of study that challenge students and speak to student interest. Instructors have developed relationships with students who enter their pathway at the Introductory level.	Completion rate in 2018 was 100%

Strengths	How are these strengths being sustained in the region?	Local Example
Graduation Rate	School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs.	Graduation rate in 2018 was 100%
Total Placement	Schools continue to partner with area industries to develop a pipeline for placement. Many industries actively recruit CTE students directly.	Three year average is 91%
Non-traditional participation and completion	Use of data gathered through Xello identifies potential non-traditional students allowing instructors to recruit non-traditional students to their program. Mentoring program for non-traditional students utilizing instructors and local business members for support.	Data shared during collaborative time. Mentoring program

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?
(Black – Post-Secondary / Blue – Secondary)

Gap	Root Cause
1P1- Retention and Placement: **Agribusiness** **Hazardous Materials Mgmt.(HazMat)** **Emergency Management-Homeland Security(EMHS)** **Welding** **Medical Coding** **Medical Assistant** **Pharmacy** **Dietary**	**Agribusiness**- Most students are pursuing additional education at four-year institutions. **Welding**- A large percentage of welding students are incarcerated and are not able to secure employment until they are released. **Medical Assistant**- numbers are trending upward **Pharmacy**- increased in 2017 but decreased in 2018 **Dietary**- decreased in 2017 & 2018; enrollment rebounded in 2018 & 2019 due to national mandate that a manager in a food service area of a facility must be a Certified Dietary Manager. Barton has seen enrollment and completion grow due to this mandate. **EMHS**- no industry credentials earned; students largely military affiliated and large deployments have drawn numbers down **HazMat**- students largely military affiliated and large deployments have drawn numbers down
2P1- Earned Recognized Postsecondary Credential: **Agribusiness** **Networking** **Hazardous Materials Management (HazMat)** **Early Childhood** **Automotive** **Welding** **Medical Coding** **Medical Assistant** **Pharmacy** **Emergency Mgmt./Homeland Security(EMHS)** **Licensed Practical Nursing (PN)**	**Agribusiness-** According to the 2018 KTIP report, 71% of declared majors are pursuing additional education. **Networking**- According to KTIP, 37% of declared majors are pursuing additional education. **HazMat**- According to KTIP, 33% of concentrators are pursuing additional education, and 71% of graduates have exited and are employed. In addition, the number of earned credentials is trending upward. **Early Childhood**- According to the 2018 KTIP report, 62% of concentrators are pursuing additional education **Automotive**- According to the 2018 KTIP report, 79% of concentrators are pursuing additional education. In addition, the number of earned credentials is trending upward. **Welding**- According to the 2018 KTIP report, 87% of graduates have exited and are employed; 18% of concentrators are pursuing additional education.

Gap	Root Cause
	Medical Coding- According to KTIP, 100% of concentrators are pursuing additional education. **Medical Assistant**- According to KTIP, 66% of declared majors are pursuing additional education. **Pharmacy**- Numbers for the end of 2018 and then in 2019 are showing an upward trend. Promotions were implemented in 2019. Also, a new requirement for students to complete their initial Certification approval was implemented as a requirement in a specified course. We are hopeful that this will encourage students to make the commitment to certification earlier and contribute to more completers for the program. **EMHS**- According to KTIP, 55% of declared majors are pursuing additional education, and the number of earned credentials in trending upward. In addition, no industry credentials are required as part of the program **PN**- Enrollment was low in the 2018-19 school year, however the numbers are up for 2019-20 due to continued recruitment efforts.
3P1- Nontraditional Participation: **Agribusiness(Ag)** **Hazardous Materials (HazMat)** **Natural Gas** **Early Childhood** **Automotive** **Welding** **Medical Coding** **Medical Assistant** **PN**	**HazMat**- Women don't traditionally work in HazMat field; it's unknown why the majority are male. Ideas to increase non-traditional participation include conducting outreach and awareness targeted to women in HazMat careers, and providing skills training for women in HazMat-related careers. **PN**- Barton made a concerted effort at Non-Traditional enrollment recruitment with a KBOR Non-traditional grant and the development of Non-traditional promotional items for in house and career fairs. In 2019-20, RN non-traditional enrollment consists of less than 3 men in the RN program and five (5) men in the PN program.
Academic Attainment Reading	Lack of focused professional development on standards/curriculum and focus on instruction. Lack of alignment of standards. Social Economic factors, statistically low SES students perform worse on standardized tests. The test itself, Kansas has been going through multiple changes to the test, from format to alignment to the standards.

Gap	Root Cause
Academic Attainment Math	Lack of focused professional development on standards/curriculum and focus on instruction. Lack of alignment of standards. Social Economic factors, statistically low SES students perform worse on standardized tests. The test itself, Kansas has been going through multiple changes to the test, from format to alignment to the standards.

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	**Post-Secondary:** Barton program instructors and administrators consult with CTE advisory board members for input regarding local business and industry demand for career pathways; program instructors and administrators consult with local area workforce board to receive current labor market data. **Secondary:** Student demand, what the schedule/staff can handle, licensing. Adequate access to equipment Labor needs	**Post-Secondary:** Increased/improved communication; increase communication at biennial advisory board meetings, to more fully discuss local business and industry demands; Increase program instructor/administrative contact with local area workforce board. **Secondary:** Semester classes, additional CTE staff Work needs to be done to better align secondary pathways with postsecondary programs and regional demands.
Relate to real-world work environment (Scope)	**Post-Secondary:** Soft Skills (Barton's "Essential Skills") are integrated into the curriculum of every CTE program; state-of-the-art equipment is purchased in order to offer hands-on learning to all students in a specific program; guest speakers from local industry visit CTE classrooms, and field trips are provided to all students in many classrooms, so they may experience employers in action; with the majority of WTED instructors coming directly from industry to the classroom, they are able to share real-life experiences with students. Secondary: Advisory Committees, Internships, Job Shadows, Certifications, CTSO's	**Secondary:** Increase number of internships/job shadows and industrial tours. Increase of industry recognized certifications.

Question	Answer	Areas for Improvement
Help students advance to future education (Scope)	**Post-Secondary:** Barton offers statewide high school articulation agreements, which help students identify a career cluster of interest and then progress to a specific pathway, culminating in an industry-recognized credential, certificate, or associate degree (most programs have several entry and exit points); BCC also offers College Advantage, Concurrent Enrollment Partnerships (CEP), and Partnered Online; Barton gives eighth graders through young adults in the seven-county service area the opportunity to visit campus for career exploration activities each year; CTE program leaders ensure appropriate education and training for students in preparation for successful entry into the workforce by consulting advisory boards, business partners and KBOR program alignment requirements; Barton hosts an annual USD partnership meeting annually during Fall semester; BCC continues to expand its 2+2 agreements with post-secondary institutions. **Secondary:** Articulation agreements, college and technical school tours, guest speakers from college and technical schools during class time. Professional development for CTE faculty keeps instructors abreast of education and curriculum needed to advance to future education.	**Secondary:** Consistency in articulation agreements, relevant to students, educate students of the value of articulation agreements. Pathway instructors connect with college and technical schools programs.
Are of high quality	**Post-Secondary:** Program instructors and administrators consult with CTE advisory board members for input regarding career programs as well as curriculum content; Perkins grant coordinator reviews curriculum guides annually with instructors and administrators, to identify any changes or additions; curriculum guides are cross-checked with the Kansas Board of Regents database to ensure consistency and accuracy; Barton offers mandatory and non-mandatory on-campus activities and training to CTE instructors and administrators; professional development funding is offered to CTE instructors and administrators to ensure quality curriculum and classroom activities; BCC utilizes a student satisfaction survey (Noel	**Secondary:** Grow participation, student exit surveys, and self-evaluation. Develop meaningful secondary end-of-program measurements to ensure CTE curricula is directed toward producing credentials that can be used directly in industry and/or applied toward further postsecondary education.

Question	Answer	Areas for Improvement
	Levitz) to determine areas of success and needed improvement; Barton strives for constant improvement in the state and federal core indicators of performance. **Secondary:** Project critiques, competitions and tech challenges. Placement/hiring out of CTE programs. Periodic program review both internally and with advisory boards. CTE instructor take advantage of Professional Development opportunities to increase skills and knowledge in order to maintain quality.	
Should be offered in the region	**Post-Secondary:** Program instructors and administrators consult with the local area workforce board, local employers and CTE advisory board members, to determine current need for programs. **Secondary:** Community demand, Advisory committees, Building Bridges and Xello; Student interest	**Secondary:** Student survey, more consistent use of data from Advisory committees, Building Bridges and Xello.

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?
(Black – Post-Secondary / Blue – Secondary)

Implementation Process	Strengths	Needs/Gaps
Consult with CTE advisory board members and BCC Board of Trustees to determine local employer need.	Advisory board members and Board of Trustees members include industry employers, who are able to share their current and future need for training & education of new hires. Early in fall of 2019, CTE program directors and instructors visited with local welding and manufacturing company administrators, to discuss future employment needs and Barton's potential role.	Increased/improved communication with Barton Board of Trustees; discussion regarding local employer need during biennial CTE program advisory board meetings
Consult with CTE program students and instructors, to determine need for additional programs of study.	Students who are in CTE programs are a valuable resource. Their professional aspirations and desire for additional training and education can be used to help determine the creation of additional industry certifications for an existing program, or the creation of a new program. CTE instructors, who interact with their students on a regular basis, can share these desires with those at the administrative level, in order to determine what additions or changes can be made.	Increased/improved communication with CTE students, instructors; review of program offerings by other Community College to determine need for increase programming
Consult with local area Workforce One office to determine current and future industry need.	The local Workforce One office provides up-to-date information regarding occupation and industry classroom training demand. This list is constantly changing, depending on what occupations are currently in demand, and can offer insight into future program development. Barton is currently researching the need for a Mobile Crane and Court Reporting certificate, in response to industry requests.	Increased/improved information sharing, communication with local Workforce One office; conduct meetings one to two times per year to determine current/future industry need

Implementation Process	Strengths	Needs/Gaps
Consult with area USD administrators and guidance counselors to determine the need for additional programs of study.	USD administrators and guidance counselors and teachers are aware of high school students' career interests and educational goals. Communication with them helps keep Barton program leaders aware of future students' needs.	Increased/improved communication between Barton Community College and regional USDs; review current Programs of Student annually for changes to existing program or need for new programs.
Quality Pathway Rubric Exercise	Instructors working with Advisory committee, evaluate the program looking for ways to improve curriculum/instruction, establish goals for current year and two years beyond and determine the need for industry standard equipment.	Inclusion of core academic instructors to better integrate core academics into pathways.
Board of Education approval	Provides opportunity for questions to be asked and improvements to be made before application to KSDE and implementation of the program. Provides a platform to promote CTE programs.	None identified, as procedure to follow is determined by BOE policy.
Complete the Career Pathway Program of Study Application (CPPSA).	Identifies Advisory committee members Sets initial goals and develop SMART goals. Course information into KCCMS	Professional development to encourage offering more in demand pathways. Increased awareness of available and in demand pathways.

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?
(Black – Post-Secondary / Blue – Secondary)

Process	Strengths	Needs/Gaps
All new full and part time CTE instructors attend "New Instructor Training" during their first year	Monthly sessions provide new instructors with knowledge of campus-wide services, policies, and procedures.	More opportunities for PD relating directly to distance education and or subject-matter specific topics
Instructors are given the opportunity to attend professional development sessions, both on- and off-campus, as well as mandatory in-house trainings.		
New faculty are paired with a seasoned CTE instructor who acts as a mentor during their first few semesters of teaching.	Each new faculty member has an immediate resource for questions or concerns that arise in their daily tasks.	
The hiring of quality instructors with experience that will benefit the students is a considered a "best practice".	Instructors with industry experience impart real-life workforce experience to students.	Lack of quality CTE instructors who have the desired field experience AND teaching ability.
Recruitment Utilize Advisory Committee members contacts for potential CTE teachers Attend job fairs sponsored by postsecondary institutions. Utilize FHSU Transition to Teaching (T2T) program Utilize WSU and FHSU Para to Teaching programs	Facilities, equipment Presentations at conferences demonstrates strengths of district to potential staff members. Teachers have ability to create their program to match competencies.	Track CTE graduates for possible return to area as an educator. Lack of post-secondary programs that produce CTE instructors. Ex. FACS, Industrial Arts, Ag. Districts struggle to recruit and retain teachers. Conversations are being held with Dr. Watson, to discuss helping licensed teachers guide students into the education

Process	Strengths	Needs/Gaps
		pathway, but there are challenges with licensure and pathways restrictions. Alternative licensure options need to be provided by KSDE.
Retainment Substantial budgets for each individual program to build the program as the instructor sees fit. CTE instructors have a high degree of control over curriculum and course decisions, which increases buy-in and makes jobs rewarding.	State funding is used to create generous budgets to purchase industry standard equipment and supplies	Create an equitable system to determine pathway budgets. System needs to take into consideration: equipment needs, size of program and cost per student. When small, rural districts are able to recruit teachers, some stay just a few years before being recruited by larger and more urban districts.
Training Professional Development opportunities	Perkins funds are utilized to provide teachers the opportunity to attend relevant professional development locally and nationally. Substitutes and travel are paid through Perkins funds.	CTE instructors need training to implement high-quality work-based learning to make work-based learning an essential part of all secondary CTE programs.

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?	What does the law mean?
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.	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?
(Black – Post-Secondary / Blue – Secondary)

Strengths	Gaps	Strategies for Improvement
Utilization of many forms of marketing (social media, paper flyers, word of mouth, etc.) to create awareness of available programs to as many populations as possible.	Additional funds for advertising.	Ensure that the "look" of the program isn't all one sided. For example, show women in welding and auto, men in childcare.
Referrals to/from the local Workforce Innovation & Opportunities Act office		
CTE program leaders work closely with the local Educational Opportunity Center.		

Ruby Payne Training
Visible Learning Training
Open channels of communication between regular and special education teachers
ESL endorsements paid for by the district.
	Teacher awareness of special populations.
	Population specific structures for improving instruction for students identified as in-need
	  Regular professional development specific to "special populations" strategies.
		Trauma informed Schools training 20-21
		Social and Emotional curriculum during Advisory period.
		Professional development focused on special populations.
		  Administrators, counselors and representatives of special populations from GBHS will meet monthly with Workforce One to discuss employment needs, develop training and career development activities

CTE administrator coordinates with Special Services building coordinator, ESOL instructors, and Homeless/Migrant coordinator to set up a time to meet with students they	Connection between CTE instructors with coordinators of Special Services, ESOL, Migrant/Homeless.	Partnership with agencies listed below to adopt strategies to increase access and success for special populations in CTE programs. Sunflower Diversified and Rosewood services

Strengths	Gaps	Strategies for Improvement
serve to inform the students of the pathway opportunities. Information provided will include description of courses offered, employment opportunities and modifications, including interpreters that can be made to accommodate the student.		Barton County Emergency Aid, Dream Center, Catholic Social Service and Salvation Army Barton County Equal Opportunity Commission Barton County Health Department St Francis Community Services Armed Services recruiters and local National Guard leaders Workforce One and K-JAG
CTE instructors set up meetings with students who have shown interest in a non-traditional pathway, to discuss courses and employment opportunities should the student pursue a career in the pathway.	Work-based learning system to place non-traditional students in real world applications.	Development of a comprehensive work-based learning system with an emphasis on placement of special populations.
Counselors discuss course offerings individually with all special population students, providing them information on available funding for postsecondary credit.		