COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School		Email
USD(s)	John Linn	Hays High		jlinn@usd489.org
Postsecondary Institution(s)	Jennifer Brown	NCK Tech		jbrown@ncktc.edu

Date:___01/31/2020_____Regional Team:_Hays Region_____

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: **Area 1, Hays**	**Date:**
Needs Assessment Lead Co-Coordinators:	**Contact Information:**
Secondary: John Linn	**jlinn@usd489.com**
Postsecondary: Jennifer Brown	**jbrown@ncktc.edu**

jbo

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Jennifer Brown	Dean of Instruction NCKTC	
	Secondary Perkins Grant Coordinator	John Linn	Hays High School Assistant Principal CTE Coordinator	
Teacher(s) - Secondary		Barb Railsback	Business Educator Rock Hills HS	
Faculty - Postsecondary		Seth Flavin	Electrical Dept. Chair NCKTC	
Secondary Administration		Jesse Janssen	Superintendent Waconda District USD 272	
Postsecondary Administration		Jennifer Brown	Dean of Instruction NCKTC	
Specialized instructional support and paraprofessional(s)		Renee Fisher	Para-Hays High School	
Representative(s) of Special Populations				
Career Guidance and Academic Counselor(s)		Troy Dale	Counselor-Hays High School	
Student(s)			Student-Hays High School	
Community		Lucas Goddard	North Western Kansas Economic Innovation Center	
Business & Industry		Phil Vetter	Advisory Member and local producer	
Workforce Development		Abigail Crandall	Workforce Center, Hays	
Parent(s)				
Other		Joni Clark-Leiker Pam Kraus	Smoky Hill Service Center	

(Data Support, Admin Assistant, HR, Business Office, etc.)			

STEP 1: Analysis of Labor Market Information

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

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

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel Spreadsheet contains data for:
- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

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

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

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

Strengths	Gaps
Construction Design Post-secondary Carpentry CIP 46.201 Building Construction Technology CIP 46.999 Plumbing, Heating and Air-conditioning CIP 47.0201 Heavy Equipment Operation CIP 49.0202 These programs are offered on the post-secondary side. We need to increase enrollment in these programs.	Post-secondary Building Construction Technology (HVAC, Carpentry, and Electrical) are in demand, but not as many pathways in these areas in the region. There are 480 openings, but only 14 pathways with 41 concentrators offered on the secondary side.
	Information Support and Services pathway has a need with openings but only offered in 2 districts with low number of concentrators. Post-secondary offers an Information Technology program CIP 11.0103 which offers courses to support this as well as networking, programming and web-development. Need to increase concentrators. Post-secondary offers a program in Business Technology CIP 52.0407 which offers courses to support this pathway. Need to increase concentrators.
Post- secondary – Culinary Arts CIP 12.0505 The College offers these programs	Travel and Tourism; Restaurant and Event Management are not offered in many districts within the region and concentrators are low. There are a high number of openings as identified through Kansas Department of Labor Data and KansasWorks Data. Even though these areas are high demand, they are low-wage.
Health Science On the Post-Secondary side, this is a strength as the representing post-secondary institutions offer nursing programs and other areas in health. Practical Nursing – CIP 51.3901 Nursing Associate Degree – CIP 51.3801 Pharmacy Tech – CIP 51.0805	Health Science This is also a gap for this region on the secondary side. While the post-secondary institutions have programs for students interested in the health field, many of the regional and rural secondary institutions do not have the means to offer a health pathway. On the post-secondary side, more programs could be offered in this area as it is a need. As an example, phlebotomy is a need and a program is not offered in the Hays region.

Strengths	Gaps
Business, Marketing, Finance These pathways are strong in many of the regional secondary institutions and rural district often have a certified faculty member. Post-secondary – Business Management CIP 52.02001 Business Technology CIP 52.0407	While there is a demand in these areas, concentrators in these areas are low on the secondary side. Enrollment on the post-secondary side has declined. Also, on the post-secondary side these programs are being classified as non-technical and non-tiered. With this status, courses within some of these programs would not be eligible for Excel in CTE.
Manufacturing/Production – Post-secondary side has a strong Welding Technology program CIP 48.0508	Regional districts offer courses in the Power Structural Pathway more frequently than the Manufacturing pathway. The majority of the courses offered are in welding which is in demand in the region. The manufacturing pathway may be a better choice considering the high need in the region.
	CDL – NCK Tech offers CDL training, but need more options for students.
Post-secondary – Diesel Technology CIP 47.0613 Automotive Technology CIP 47.0604 Automotive Collision Technology CIP 47.0603 Agricultural Equipment Technology CIP 01.0205	Not offered at the secondary level.

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
Energy programs pathway Post-secondary offers Electrical Technology CIP 46.0302 in which skills can transfer to alternative energy jobs.	Not an exact number of openings available as these jobs could be listed under multiple categories. The team felt this is an area of future growth for the region.	Addition of several wind farms within the region.
Agribusiness Systems pathway (The post-secondary side offers programs in Business Management (CIP 52.0201 and Agricultural Equipment Technology CIP 01.0205)	113 Annual Openings	This is a greater need in rural communities where openings are often not published or listed with agencies to collect data. Often, positions go unhired.
Emergency & Fire Management pathway	55 Annual Openings	45 openings in protective services according Kansas Works Data
Corrections, Security & Law Enforcement pathway	113 Openings	45 openings in protective services according Kansas Works Data
Early Childhood & Development Services pathway	55 Annual Openings While this is a high demand area, these jobs are often low wage. There is not a program in early childhood available on the post-secondary side in the Hays region.	This is a greater need in rural communities where often openings are not listed to collect data.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Mobile Equipment maintenance pathway	174 Annual Openings	
Plant Systems pathway	152 Annual Openings	
Animal Science pathway	181 Annual Openings	Opening for this pathway are not evident within Kansas workforce data, but many of these jobs exist without reporting, especially in rural areas.

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
Power Structural and Technical – This pathway is offered throughout the region as secondary faculty are qualified in this pathway. Students translate skills from this pathway to manufacturing.	Many instructors are qualified to teach in this pathway. Provides an introduction to welding for students and many students learn welding within this pathway.	Information is provided from supplied data as well as from Workforce data. Welding in manufacturing is a greater need for the region. Data supplied by KansasWorks

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Digital Media/Graphic Design pathway – These pathways are offered at many of the secondary institutions in the region. The regional post-secondary institution does not offer programs in these pathways at the 2-year level. The regional university does offer degree options in digital and graphic design.	Students have high interest in these areas and they are technology-driven. They have a high profile as being needed skills for the future of work.	Digital Media – 62 pathways, 9 annual openings Graphic Design – 82 pathways – 6 annual openings Many times these positions are posted as combination skills in other areas such as business and marketing positions. Rural employers need employees with a variety of applicable skills. Anecdotal data suggests a need for these skills within the region. Data supplied by KansasWorks.
Web and Digital pathway	Students have high interest in these areas and they are technology-driven. They have a high profile as needed skills for the future of work.	128 pathways offered – 0 annual openings Openings in IT, Web and Digital are often listed under other occupation areas such as Healthcare (hospital needed IT services), Insurance, Business, etc. Anecdotal data suggests a need for these skills within the region. Members within the team all could share stories of local business and industry looking for web and digital skills. Data supplied by KansasWorks.
Comprehensive Agricultural Science Pathway	This is a pathway that does not align directly with any occupations, but it is a broad pathway that often leads to careers in related ag fields.	Agricultural-based occupations are in demand within the region, but often not reported to area agencies through employment surveys.

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)
The local needs assessment shall include…
> *(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

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

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

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Secondary Performance

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

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

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

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

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

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

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

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

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

Strengths	How are these strengths being sustained in the region?	Local Example
Graduation/Completion rates for both secondary and post-secondary	Small class sizes, personal contact and advising. Student enrolled in CTE with the region have a high completion rate.	On average, 85% of students leaving post-secondary leave with a credential, certificate and/or a degree. For secondary (1S1) the region's graduation rate is 99%
Post-program placement	Connections by faculty with business and industry helps place students. High demand for several areas at the post-secondary level.	For 3S1, 97% of students within the Hays region are placed.
Post-secondary placement rate	Connections by faculty with business and industry helps place students. High demand for several areas at the post-secondary level.	Using supplied state performance data, under the Perkins V scenario, placement would be 91% for AY2018.
Academic proficiency is above the state goal.	Regional secondary districts are performing above the state goal. Districts provide	Reading/Lang. Arts – 34% Math – 30% Science – 39%
Non-traditional student participation	Non-traditional participation is above the state goal in the secondary districts. Counselors work with students for best placement and continued progression within the pathway.	Non-traditional concentrators were at 33%, above the state goal.

Strengths	How are these strengths being sustained in the region?	Local Example
The Hays region scores high on the core indicator at the both the secondary and post-secondary level.		

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
Non-traditional (occupational-based) participation and completion on the post-secondary side.	Lower number of opportunities to introduce students to options in non-traditional careers at the secondary-level. Students and parents need more information as to possibilities in non-traditional careers. Some pre-conceived ideas as to traditional gender roles and occupations from parents and counselors.

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

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

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

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

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

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

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

Definitions Continued:

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	Focused recruiting efforts showcasing careers and opportunities in CTE.	Recruiting students to CTE programs. Improve students' understanding of the career opportunities available with CTE.
Relate to real-world work environment (Scope)	Utilize best practices in advisory committees. At the post-secondary level, advisory members often are selected outside of the region.	Continue to seek out new advisory members and develop committees. Invite business and industry speakers to provide connection between learning and the workplace.
Help students advance to future education (Scope)	Articulation Agreements (between secondary and post-secondary) Advising at both levels for best placement Additional Pathways and offerings within the pathway Concurrent opportunities (Excel in CTE)	More options for Excel in CTE for students to earn credit and credentials while in high school Expanded pathway options for students in small, rural schools. Articulation agreements
Are of high quality	Post-secondary and secondary institutions in the region follow approved curriculum per KBOR and KSDE requirements. Institutions also rely on qualified faculty expertise to deliver high-quality programs.	Highly qualified faculty are difficult to find for smaller, rural schools.
Should be offered in the region	Consult with advisory committees as to the need and demand in the region. Post-secondary relies on industry partners and labor data in determining the need for programs.	

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

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

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

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

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

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

Implementation Process	Strengths	Needs/Gaps
Review data and input from business and industry. Continue to work with community and state partners as to high demand fields within the region. Also, keep an eye on developing fields. Many of the careers students are being trained for now, don't even exist yet!	Strong connections with advisory groups and other business and industry partners.	Access to appropriate and meaningful data in the region. The Hays region struggled with available workforce data as many of the smaller communities do not report labor needs.
Work with advisory committees within each district or college.	Reliable data is provided. Many members sit on several advisory committees.	More connections between employers and the schools are needed.
Work with knowledgeable CTE instructors to forecast what is needed within their area of expertise. Strong leaders in CTE need to be promoted to positions and groups within the state.	Helps prepare students for real-world applications.	Opportunities to develop leaders within CTE programs and faculty.

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

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

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

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

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

Process	Strengths	Needs/Gaps
Post-secondary – Hire primarily from industry. New instructors attend trainings prior to their first semester teaching such as those offered through KCWE and KCCTE. The College follows the Kansas Board of Regents aligned curriculum.	Instructors bring strong industry experience and connections. This process utilizes resources provided across the state. Emphasize the importance of professional development and provide opportunities to all faculty.	Hard to find those willing to transition from industry to teaching due to the pay gap. Need to promote other benefits of teaching. Bring in speakers to for professional development and to improve the teaching process.
Secondary works with state universities for viable graduates from education programs. This starts the communication process as to the needs of secondary schools in the region.	Communication and building positive relationships with partners in the recruiting process.	Not enough graduates to fill positions. Difficult to fill positions in rural areas.
Providing professional development opportunities to CTE faculty. Professional development is a high priority for both schools and colleges in the region.	Use available funding through local grants. Several groups within the state provide affordable, professional development.	Funding for professional development opportunities. Finding specific trainings for certain fields.

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

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

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

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

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

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

Strengths	Gaps	Strategies for Improvement
Accessibility directors work together with secondary partners for transitioning students	Communication processes – some students do not want to disclose disabilities at the post-secondary level.	Continue to provide one-on-one advising with students and offer student support.
Equal opportunities provided for inclusion in all CTE programs		
Secondary side – counselors help place students in correct pathways, along with strong teacher support	Economically disadvantaged Limited English proficient	Funding solutions for student who may not be able to afford participation in specific CTE courses Bridging the language gap through a continued strong ELL program
Ensuring students of special populations are given access to the same opportunities as all students. Special populations performance percentages on the secondary side constantly exceed required levels.		Maintain support to for all students, in particular those of special populations in order to give them the best opportunities to succeed. The entire teaching staff working as a team to help provide necessary support at all levels.
Student success initiatives at the post-secondary level such as Early Alert System, a student success class and proactive advising.		Continue to refine student success initiatives including professional development for those engaged in student success such as advising and instructors for the student success class.