



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
USD480 Secondary Institution(s)	Dr. Yanique Walters-Lawrence	USD 480 – Liberal High		Yanique.walters@usd480.net
Postsecondary Institution(s)	Dr. Joe McCann	Seward County CC		joe.mccann@sccc.edu

Date _____ 2/1/2020 _____ Regional
Team _____ 1 _____

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

Regional Team

Name:

Region 1

Date: February 1, 2020

Needs Assessment Lead Co-Coordinator:	Contact Information:
Secondary: Dr. Walters- Lawrence	Yanique.walters@usd480.net
Postsecondary: Dr. Joe McCann	joe.mccann@sccc.edu

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
C o - C o o r d i n a t o r s	Postsecondary Perkins Grant Co-coordinator	Dr. Joseph McCann	SCC Vice President of Academic Affairs	Co-coordinator
	Secondary Perkins Grant Co-coordinator	Dr. Yanique Walter-Lawrence	USD 480 – Liberal High Assistant Principal	Co-coordinator
Teacher(s) - Secondary		Mrs. Kelly Sipes	USD 452 Agriculture Teacher	Committee Member
Faculty - Postsecondary		Mr. Chris Hickman	SCCC Department Head - Energy	Committee Member
Secondary Administration		Dr. Joel Applegate	Director of Secondary USD480	Committee Member
Postsecondary Administration		Mr. Luke Dowell	SCCC Dean of Instruction	Committee Member
Specialized instructional support and paraprofessional(s)		Mrs. Isabelle Sullenger	SPED Support Teacher	Committee Member
Representative(s) of Special Populations		Mrs. Cara Payton	Social Worker	Committee Member
Career Guidance and Academic Counselor(s)		Mrs. Annette Hackbarth-Onson	SCCC Dean of Students	Committee Member
Student(s)			USD's SCCC	Committee Member
Community		Mrs. Vail Garrett	4H Representative	Committee Member

Business & Industry	Mrs. Norma Jean Dodge	SCCC Director of Business & Industry	Committee Member
Workforce Development	Tina Kinney Laura Patzner	SCCC Workforce Office Executive Director LA1-Stop	Committee Member
Parent(s)	(2) USD Parents (2) PSE Parents	USD's SCCC	Committee Member
(Postsecondary Administration)	Dr. Suzanne Campbell	Dean of Allied Health	Committee Member

STEP 1: Analysis of Labor Market Information

Perkins V Section 134(c)(2)(B)(ii)

The local needs assessment shall include...

(B) A description of how career and technical education programs offered by the eligible recipient are—

- (i) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or
- (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What Information Should Locals Collect: Labor Market Alignment	
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 above mentioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

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

Strengths	Gaps
<p>There are a variety of occupational skill sets with which students are prepared to enter our regional labor market. Secondary and post secondary value the numerous advisory committees involved in the planning process as they contribute to the support of our programs. Advisory committee members or business and industry representatives help in the collection of data, data analysis and identification of the labor market data needs.</p>	<p>The Liberal area Kansas labor market information does not fully describe need in the economic hub of which southwest Kansas is but a part of. Our graduates are hired by companies that serve a five state area characterized by low population density. This economic region includes southwest Kansas, the panhandles of both Oklahoma and Texas, northwest New Mexico, and southeast Colorado.</p> <p>There are too many unrelated or broad occupations or areas listed in the data that could not be utilized to complete the document; for example there were a lot of job openings in the marketing area but as a committee we could not determine which jobs were available. Postsecondary and Secondary CTE providers found that the overall data was broad and was hard to be aligned with the Liberal region due to the location. The data did not highlight the occupations under each category.</p>
<p>Secondary and Postsecondary Programs:</p> <p>1. Agriculture, Food and Natural Resources Agricultural Science and Safety/ Human Services (Food and other related areas) ‘18-’19 Northwest OK has 6 annual openings. Liberal area job openings are 304 annually with an entry level salary of 47,058</p>	<p>Community agri-businesses continue to request for an increase number of students in these areas. We continue to examine the needs from employers for this specific program to provide opportunities for students at the secondary and post secondary areas. There was a gap in the data for agricultural programs and does not reflect the information from the region.</p>
<p>2. Transportation, Distribution & Logistics (AutoBody/Collision Repair, Automotive Mechanics Technology, Diesel Technology, Natural Gas Compression Technology, and Truck Driving) Liberal area job openings are 297 annually with an entry level salary of \$35,300 to \$43,440</p>	<p>The data shows that the needs assessment cost of living was extremely high in region 1 in relation to the compensation or wages offered. There is continued high demand for graduates of these four programs.</p>

<p>3. Business Management & Administration Business Administrative Technology - AAS and Cert- '18 -'19 SW KS annual openings -34, median salary 49,980</p>	
<p>4. Marketing Business Marketing/Management - AAS and Cert- '18 -'19 SW KS annual openings - 402, median salary \$70,790</p>	<p>There was a gap in the data for marketing programs and does not reflect the information from the region.</p>
<p>5. Arts, Audio/Video Technology & Communications Computer Information Systems - AAS - '18 -'19 SW KS openings - 11, median salary \$39,010</p>	<p>There is a gap in this area due to the location.</p>
<p>6. Human Services Cosmetology - AAS- '18 -'19 SW KS annual openings - 11, median salary \$39,010 This area has continued to be in high demand.</p>	
<p>7. Architecture and Construction (Drafting, HVAC, and Welding Technology) Liberal area job openings are 22 annually with an entry level salary of \$32,028 to \$37, 900.</p>	<p>Student and employer demand continue to increase in the area of drafting and technology.</p> <p>After careful analysis by the committee, the information presented by the state was vague. The committee concluded that it was not clear as to who actually submitted the data for the job market data or whether it was done through unemployment insurance. We realized that many open positions were not documented with KS DOL local offices.</p>

<p>8. Law, Public Safety, Correction & Security Fire Science-SAPP ‘18 -’19 SW KS annual openings - 24, Median salary\$35,300</p>	<p>There is a demand for this area but currently, a limited number of students are enrolled or sign up for the area.</p>
<p>9. Manufacturing (Machine Tool Technology, Process Technology, and Welding Technology) ‘18 -’19 SW KS annual openings - 43, median salary of \$36,260 to \$38,115 . Student and employer demand are good for this area</p>	<p>Process technology has 11 declared majors and 8 concentrators. Placement of graduates has been excellent. Middle-skilled occupations are associated with a wide range of workforce credentials, from industry based certifications to apprenticeships to college certificates and associate degrees.</p>
<p>10. Health Science (Medical Laboratory Technology , Phlebotomy, Practical Nursing, Nursing (AD N), Respiratory Therapy, and Surgical Technology)</p> <p>‘18 -’19 KS annual openings - 176, with median salaries of \$24,200 to \$ 55,700</p> <p>Training or valid credentials are commonly accomplished by passing third-party administered exams, completing coursework through community colleges, or fulfilling on-the-job learning requirements.</p> <p>Many of these occupations have consistent or growing job opportunities, especially those that require substantial levels of science and math. (Texas Workforce Council, 2015)</p> <p>Student and employer demand are good.</p>	<p>Student and employer demand has increased tremendously.</p> <p>Many students add phlebotomy to their skill set, an employer wants them to add it, or they have an existing position at a small medical care institution in which employees need a number of skill sets. This may be an entry level, technical component or career builder.</p> <p>Student and employer demand are good, however, the committee observed that many jobs were not posted with KS, CO, NM, TX, or OK Departments of Labor, labor market Data and as a result unable to find their way into these data sources. Our neighboring states do not have a labor market sharing agreement with Kansas.</p>

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

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>Potential Secondary:</p> <p>Agriculture, Engineering, Applied Math, Fashion Apparel Interior Design, Engineering and Applied Math, Early Childhood, Animal Science, and Plant Systems</p>	<p>The data shows that students were not enrolled in these programs or schools did not have these programs during the years '17-'19</p>	<p>KSDE Pathway Data information</p>
<p>Potential Postsecondary Programs:</p> <p>Social and Human Service Assistants SOC Code 21-1093</p>	<p>'18 - '19 Projections Annual '18-'19 SW KS annual openings 24 Annual Mean salary \$30,400</p>	<p>'18 -'19 Projections Northwest OK - 9 annual openings Eastern & Southern CO - 2 annual openings</p>
<p>Interpreters and Translators SOC Code 27-3091</p>	<p>Annual '18-'19 SW KS annual openings 12 Annual Mean salary \$25,750</p>	<p>Most interpreters work as independent contractors or as part-time workers. For some positions interpreting is an “ add-on” skill. Northwest OK - 4 annual openings Eastern & Southern CO - 0 annual openings</p>
<p>Pesticide Handlers, Sprayers, and Applicators, Vegetation SOC Code 37-3012</p>	<p>Annual '18-'19 SW KS annual openings 10 Annual Mean salary \$37,770</p>	<p>Northwest OK - data is missing for this area. Eastern & Southern CO - 1 annual opening</p>

Electrician SOC Code 47-9041	Annual '18-'19 SW KS Openings 31 Annual Mean salary \$57,640	Northwest OK - 70 annual openings Eastern & Southern CO - 2 annual openings
Industrial Machinery Mechanics SOC Code 49-9041	Annual '18-'19 SW KS Openings 62 Annual Mean salary \$45,720	Northwest OK - 51 annual openings Eastern & Southern CO - confidential

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
Postsecondary programs with incomplete KS labor Data:		
Corrosion Technology	Corrosion Technology graduates have been hired in the Manufacturing and distribution sectors. However corrosion prevention is also a factor in construction. SCCC's Manufacturing discipline cluster has 60 majors and 43 concentrators. Our Transportation, Distribution, and Logistics discipline has 120 declared majors and 99 concentrators. This emerging field is needed	This is an emerging occupation for which there is no SOC code was found. Even if it had a SOC code, employers might not post vacancies via KS job service.

	<p>in the pipeline and construction industries throughout the five state regions.</p> <p>Technicians work to preserve the infrastructure both buried and exposed to corrosion in the atmosphere.</p>	
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STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Student Performance Data

What does the law say?

The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

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

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S2 – Program Quality – Attained Postsecondary Credits

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

5S1 – Nontraditional Program Concentration

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

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



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

Strengths	How are these strengths being sustained in the region?	Local Example
<p>1P1/ 1S1 Postsecondary/ Secondary Placement Graduation Rate</p>	<p>Post secondary and secondary areas continue to promote technical jobs in the area via partnership or collaboration with internal and external stakeholders. The collaboration or partnerships provide more opportunities through work study, internship, and apprenticeship. The data for Liberal in 2017-2018 shows that 100% of concentrators graduated.</p>	<p>Internship and work study programs (secondary)</p> <p>Postsecondary – apprenticeship or practicum and internship (will add data for graduation rate)</p>
<p>2P1/: Postsecondary Credential, Certificate or Degree Core areas, postsecondary credits attained 2</p>	<p>Secondary and post secondary continue to develop or maintain articulation agreements, promote college courses currently being offered via fairs or other promotional opportunities, and ongoing collaboration between secondary and post secondary. The needs of students in special populations and general population continue to be met via College Placement Services in the Community Education Division and Partnership with KS SBDC which is currently at 2P1 – Cred, Cert, Degree % = 63% as shown in the data. The data also showed that in Liberal</p>	<p>Job or career fairs, course offerings</p> <p>Special populations Placement Rates</p>
<p>3S1: Secondary / Postsecondary Placement of concentrators who exited the program</p>	<p>During the 2017 and 2018 school years the data shows that approximately 88% of students who are placement concentrators exited the program, which is 2% below the state goal of 90%. However, this could be regarded as a strength because of the high retention rate in the area and the location.</p> <p>While at the postsecondary 4P1 – Student Placement % = 76% (summer 2017 thru spring 2018)</p>	<p>Local reports submitted to the state.</p>
<p>4S2: Postsecondary credits attained by concentrators who exited. Collaboration between Secondary and Postsecondary</p>	<p>Ongoing partnership with external stakeholders or local businesses and schools in the region. The data shows that Liberal was above the state average of 55% and approximately 71 percent of students who are concentrators obtained postsecondary credits.</p>	<p>Collaboration with GCCC, Wichita Tech University, KSU, and DCCC</p>

Optional Questions for Discussion:

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

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

Gap	Root Cause
<p>Core indicators 2S1, 2S2, and 2S3: The data shows that students the Liberal area in concentrators performed below the state core indicator goals of 35% in Reading, Math, Science during the 2017 and 2018 school year.</p> <p>Secondary/Post secondary- Reporting Issue, Not necessarily reporting in the field</p>	<p>Retention or turnover rate of teachers and students due to location and job opportunities. In most cases there is a cultural difference between teachers and students and often a disconnect. Predominantly caucasian staff teaching a predominantly hispanic or biracial population. Limited opportunities for diversity or ESL training.</p> <p>Bilingual or language barriers associated with programs and schools.</p> <p>Different policies are implemented with new leaders due to retention or change of leadership (programs are implemented, affects the teachers and staff as admin changes)</p> <p>Need to leave or move out of the area in order to get a job.</p>
<p>Secondary/ Postsecondary: Exited the program 12%</p>	<p>What were the criteria for exiting the program? (Drop out or leave)</p> <p>Tracking students after they leave the programs is not done as well as it could be. In most cases when students leave we are unable to track them. Migrant and undocumented students are difficult to track and many leave abruptly.</p>
<p>5S1Secondary/ 3P1 Postsecondary:Non traditional concentrators</p>	<p>Ongoing promotion of nontraditional courses or pathways limited or data not reported for the 2017-2018 year. The data onsite does not match up or there is a gap in the data presently. The data shows that during the 2018 and 2016 years nontraditional concentrators were 38% and 26% respectively while during the 2017 year the rate fluctuated with an increase to 60% which shows that there is a gap or reporting issues.</p> <p>Female industrial technology teacher employed at the secondary level showed there were abnormalities at the secondary level during the</p>

	<p>2017-2018 year with enrollment or participation data. Currently there are more female students enrolled in industrial technology courses.</p> <p>Teaching as a career has seen an increase in more non traditional students but was not reported in the 17-19 school year</p> <p>Limited female students are enrolled in fire science and industrial technology courses during the 2017-2018 school year. However, more students are enrolled in this area now due to non traditional opportunities.</p>
<p>The average student entering post secondary has the equivalent of an eight-grade education or less based on preliminary TABE scores and the historic success of our students. The Associate of Science degrees at the SCCC Industrial Technology School requires the demonstrated skills of contextual intermediate algebra and our business communication course. If the gap between an eighth-grade education and the requirements for an AAS; and the competencies of future jobs are to be achieved by students, then proactive measures must be put into place. Most highly skilled jobs in our region are unattainable by the majority of students enrolling at SCCC Industrial Technology School. Nationally, the statistical numbers look similar.</p>	<p>Over four years ago, the secondary and postsecondary Industrial Technology division of Seward Community College began the development of divisional capstone projects and quality of capstone rubric to address graduates' skill-set deficiencies. In the process, program review action projects that address basic literacy gaps have been implemented. One of the projects is a pilot that involves team-teaching by two instructors, one CTE and the other ABE, teaching, MA 1203 Technical Math, and ID 1103 Electrical Theory. The goals of the project are to implement or develop “best practices” team teaching with CTE and ABE instructors, develop financial resources to expand the project, and develop higher learning resources to analyze, interpret and recommend best uses of the data produced by the project.</p>

Optional Questions for Discussion:

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

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

Perkins V Section 134(c)(2)(B)(i)

The local needs assessment shall include

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

What does the law mean?

The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

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.

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:

ity:

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.

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.

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	State mandated student ratio varies among CTE programs ratio of instructor pre-established depending on pathway or program requirements (protocol), Each area has a student teacher ratio that must be maintained as per the external accrediting agencies.	Secondary schools in the region often do not follow the mandated student ratio due to demand for courses and limited funding to provide resources.
Relate to real-world work environment (Scope)	Competencies - internships, work study, pathway mandated apprenticeship or internship, curriculum, body of knowledge, scope of practice	<p>There has been an ongoing struggle to find advisory members or getting people to show up for meetings.</p> <p>At times it is difficult to ensure that all input is considered and implemented in a timely manner to prepare students for community apprenticeships, internships, work study programs, and job opportunities need to be monitored, and improved.</p>
Help students advance to future education (Scope)	Academic advising/ teachers, dean/ talk about curriculum requirements/ coordinators. admission, career day, dual college credit, articulation agreements,	<p>Meetings are frequent, so it is difficult to get more people to attend. Collective meeting - Point by point, Building bridges, Pathway submission meeting requirements (2 per year) are some of the state requirements and programs in place to meet the requirements.</p> <p>It would be ideal to offer a required stipend for advisory committee members so that they are compensated for their time.</p> <p>In most cases when advisory committee members volunteer to help with school events they are not compensated by their employers.</p>
Are of high quality	Instructional qualifications, short certifications, program assessment, apprenticeship programs are of high interest to students and employers because students are learning	Ongoing interaction with advisory and board member, youth apprenticeship- Tatro Plumbing 16-18 one of the first apprenticeship programs established, there are more

	about a program of interest and an employer is gaining a potential employee.	apprenticeship programs being pursued, (other programs will be added) Possibility of adding classes in the future at the post secondary level. State is doing away with CPASS for age
Should be offered in the region	Industry partners, Advisory Board, field data, bureau of labor statistics are often used as a guide to develop new program offerings.	Instructor certification

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, non duplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary

Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps
Labor data plays a major role in course offerings. Student demand and requests become a factor in considering whether to offer programs in the region or schools.	Standardized process to implement programs in the area, which usually goes through a board approval and state or external body once the need is justified.	Inaccurate labor data or limited reporting on areas of student needs.
Industrial Technology Plumbing and welding apprenticeship	Industry support	Accreditation of Industry and Technology Programs The plumbing internship is approximately 1hr away. Perhaps other internship opportunities could be developed closer to the region.
Finding more resources to ensure equity or resources for all students. Business and industry contributions and grant funding continue to be offered in the region to fulfil the shortfall of government funding.	No strengths identified	Difficult to make programs work due to grant requirements or limitations. In most cases it is the same businesses that give or donate to programs and sometimes over exhaust their funds.
Submitting grant applications is tedious and if it is a state reserved grant there isn't a response or the grant is shared last minute.	<p>Post secondary has a grant director who is responsible for writing and submitting grants. Post secondary foundation works to support college goals and student accomplishments.</p> <p>At the high school or secondary level the CTE coordinator or assistant principal writes the grant which is able to provide or demonstrate the areas of need or improvement.</p>	<p>How do we access or find grants available in the region? Grants or reserved grants are usually shared by KSDE late, which gives limited time to apply for grants. Feedback for mini or reserved grants are limited or nonexistent. It is often difficult to locate the person in charge of grants to clarify vague questions. In most cases questions to KSDE are unanswered or ignored via email, phone calls, general queries especially as it relates to grants and funding.</p> <p>Limited support for new personnel with directions or questions about grants and requirements.</p>

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff

What does the law say?

The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

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

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

Process	Strengths	Needs/Gaps
Recruit- transition to teach	Guest teaching opportunities or sabbatical	It is ideal to work more with postsecondary institutions to develop a program to train or recruit students for the transition to teaching program. Quality or qualified teachers are lacking in the region and as a result, more recruiting is done outside of the region or state.
Recruit and retain	Recently the SCCC enrollment plan has been strengthened annually Employment	Secondary needs to develop a plan to recruit and retain teachers in the area. It is difficult to retain teachers at the secondary level due to salary and location. Approximately 50% of the staff at the secondary level are interims or not qualified to teach the content area.
Retain	No strengths at this time	Teachers have limited experience in their specific content area. Transition to teach is currently being used a lot to help fill or retain teachers but more CTE teachers are still needed to fill vacancies. . Professional pay for credits or increase salary is needed to compensate for the high cost of living or to get teachers to stay in the region.
Train - conferences funded through Perkins	Some teachers are able to get training or professional development via Perkins funding.	Continued professional development required by credentialing agencies but limited funding is available. . Travel funding limits access to some training opportunities. Due to limited Perkins funds at

		<p>the secondary level, mostly the veteran or recurring teachers are approved to attend conferences.</p>
<p>Salary Negotiations for CTE educators is limited or lacking due to the focus on core areas in the secondary area. Salary offerings are based on individual experiences or qualifications at the post secondary level.</p>	<p>Salary levels are locally determined</p>	<p>Salary levels are well below regional industry and the cost of living is high in the region.</p>

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

Perkins Section 134(c)(2)(E)

The local needs assessment shall include...

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say?

The needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on support for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide the 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
<p>We help students enroll at the high school for college classes.</p> <p>We have given the college placement test and ACT at school.</p> <p>Some college classes are offered on the high school campus.</p> <p>SB155 classes are offered (add more info here) possibility of taking tiered CTE college classes for free</p>	<p>No transportation is provided for students from high school to college during the school day. If you are of lower socio economic status you may not physically be able to get to classes.</p> <p>Another gap is college English classes are not covered under CTE or free to LHS students. Students who are ESL may need those to better understand college writing/reading for CTE courses.</p> <p>Transportation is still an issue for students who would like to attend classes off campus or at the post secondary level.</p>	<p>Childcare and travel needs.</p> <p>Strategies for improvement: Provide transportation to and from the high school to the college for all students. This might also help students be on time.</p> <p>Strategy for improvement would include offering the college English classes or developmental courses under free tuition, possibly by another funding source.</p>

<p>Migrant program, non-traditional courses</p>	<p>No on campus childcare options for teen moms. There are only 20 licensed childcare providers for all of Liberal, KS. Students may be unable to attend school due to lack of childcare.</p>	<p>Possible solution would be having an on campus childcare, creating childcare networking between moms, and assisting students in applying for state assistance to pay for childcare. Policy on infants/children in the classroom could also be reviewed to allow flexibility or allow a parent to complete school work from home if childcare is unattainable.</p>
<p>Currently being offered at the postsecondary level.</p>	<p>No pumping/lactation spaces at secondary or postsecondary level. Strategy for improvement: create a space for breastfeeding for staff/students. This would prevent staff/students from needing to leave to nurse or pump</p>	<p>Postsecondary has recently implemented a lactating station. However, there is still funding lacking for this implementation at the secondary level.</p>
<p>Blend Flex Model</p>	<p>Blend flex mod of instruction is currently being offered at the secondary and post secondary level but still needs to be monitored to ensure effectiveness for all students.</p>	<p>Postsecondary and secondary are piloting a Blend Flex mode of instruction to increase access to place bound individuals and to high school students in school districts which lack qualified High school teachers to offer required math, writing, speech college level courses.</p>

Perkins V: Business and Student Data Survey

<https://drive.google.com/open?id=1dum2t3AmX3X4f0AXCVJ6Q9lr-KoyhoIg>