

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

# **Due Date: February 1, 2020**

### Regional Team Coordinators:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Name | Institution/School | Phone | Email |
| USD(s) |  |  |  |  |
| Postsecondary Institution(s) |  |  |  |  |

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Regional Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### **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 participantswho 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

1. State or local workforce development board representatives
2. Representatives from a range of local businesses and industries
3. Parents and students
4. Representatives of special populations
5. 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.**

1. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
2. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
3. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
4. Complete the needs assessment Template
   * 1. All steps and all parts are required
     2. Incomplete assessments will not be approved
     3. Add rows to tables as needed
     4. 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.**

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| --- | --- | --- | --- | --- | --- |
| **Regional Team Name:** |  | | **Date:** |  |  |
|  | | | | | |
| **Needs Assessment Lead Co-Coordinators:** | | **Contact Information:** | | |  |
| **Secondary:** | |  | | | |
| **Postsecondary:** | |  | | | |

## Comprehensive Regional Needs Assessment Team

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| --- | --- | --- | --- | --- |
| Representative | | **Name** | **Institution and Position** | **Responsibility** |
| Co-Coordinators | Postsecondary Perkins Grant Coordinator |  |  |  |
| Secondary Perkins Grant Coordinator |  |  |  |
| Teacher(s) - Secondary | |  |  |  |
| Faculty - Postsecondary | |  |  |  |
| Secondary Administration | |  |  |  |
| Postsecondary Administration | |  |  |  |
| Specialized instructional support and paraprofessional(s) | |  |  |  |
| Representative(s) of Special Populations | |  |  |  |
| Career Guidance and  Academic Counselor(s) | |  |  |  |
| Student(s) | |  |  |  |
| Community | |  |  |  |
| Business & Industry | |  |  |  |
| Workforce Development | |  |  |  |
| Parent(s) | |  |  |  |
| Other  (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.*

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| **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.**

## Wh**at programs and pathways in the region align with the labor market needs?**

| **Strengths** | **Gaps** |
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## 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** |
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## 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** |
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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.*

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| --- |
| **What Information Should Locals Collect: Student Performance Data** |

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

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

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

**Postsecondary Performance**

**1P1 – Postsecondary Retention and Placement**

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

**2P1 – Earned Recognized Postsecondary Credential**

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

**3P1 – Nontraditional Participation**

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

**Secondary Performance**

**1S1 – Four-year Graduation Cohort Rate**

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

**2S1 – Academic Proficiency in Reading/Language Arts**

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

**2S2 – Academic Proficiency in Mathematics**

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

**2S3 – Academic Proficiency in Science**

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

**3S1 – Post-Program Placement**

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

**4S2 – Program Quality – Attained Postsecondary Credits**

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

**5S1 – Nontraditional Program Concentration**

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

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

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

| **Strengths** | **How are these strengths being sustained in the region?** | **Local Example** |
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**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** |
| --- | --- |
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**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…*

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

**State Definitions:**

**Size:**

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

**Scope:**

As specified in K.S.A. 71-1802, CTE programs must:

* be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
* lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
* be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:

* Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
* Aligning programs with business and industry needs and local economic indicators
* Providing multiple entry and exit points to programs of study
* Emphasizing development of essential workplace skills through applied academics
* Providing workplace learning opportunities to all students, including special populations

**Definitions Continued:**

**Quality:**

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

The Kansas State Department of Education has established the following secondary quality measures for CTE programs:

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

The Kansas Board of Regents has established the following postsecondary quality measures for CTE programs:

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

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

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

| **Question** | **Answer** | **Areas for Improvement** |
| --- | --- | --- |
| **Are of sufficient size** |  |  |
| **Relate to real-world work environment**  **(Scope)** |  |  |
| **Help students advance to future education**  **(Scope)** |  |  |
| **Are of high quality** |  |  |
| **Should be offered in the region** |  |  |

## 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.*

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

**Federal Definition:**

**Perkins V Sec. 2(41)**

**Program Of Study:**

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging 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** |
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## 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.*

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| --- | --- |
| **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** |
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## 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.*

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| **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** |
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