



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)	Michael Brooks	Arkansas City High School		Michael.brooks@usd470.com
Postsecondary Institution(s)	Chris Cannon	Cowley College		Chris.cannon@cowley.edu

Date 1/15/2020 Regional Team Winfield

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
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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)
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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.
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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.
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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)
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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: <u>Winfield</u>	Date: <u>1/15/2020</u>
Needs Assessment Lead Co-Coordinators:	Contact Information:
Secondary: Michael Brooks	<u>Michael.brooks@usd470.com</u>
Postsecondary: Chris Cannon	<u>Chris.cannon@cowley.edu</u>

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordiators	Postsecondary Perkins Grant Coordinator	Chris Cannon	CCCC	Co-Coordinator
	Secondary Perkins Grant Coordinator	Michael Brooks	Arkansas City, CTE Coordinator	Co-Coordinator
Teacher(s) - Secondary		Kelly Nance	Caldwell	Represent secondary partner perspective
Teacher(s) - Secondary		Kelly Peak	Greenbush	Represent secondary partner perspective
Teacher(s) - Secondary		Marlin Burcham	Winfield	Represent secondary partner perspective
Teacher(s) - Secondary		Justin Hogan	Winfield	Represent secondary partner perspective
Teacher(s) - Secondary		Rane Case	Wellington	Represent secondary partner perspective
Teacher(s) - Secondary		Missy Russell	South Haven	Represent secondary partner perspective
Teacher(s) - Secondary		Brad Canfield	Mulvane	Represent secondary partner perspective
Faculty - Postsecondary		Buddy Curry	Cowley College	Represent postsecondary faculty
Secondary Administration		James Sutton	Belle Plaine Superintendent	Represent secondary partner admin perspective
Secondary Administration		Dale Adams	Udall Superintendent	Represent secondary partner admin perspective
Secondary Administration		Brandi Hendrix	Udall Principal	Represent secondary partner admin perspective
Secondary Administration		Mark Russo	Argonia Principal	Represent secondary partner admin perspective
Secondary Administration		Jeri Crumbliss	Ark City Superintendent	Represent secondary partner admin perspective
Secondary Administration		Cathi Wilson	Oxford Superintendent	Represent secondary partner admin perspective
Postsecondary Administration		Dr. Michelle Schoon	Cowley College	Represent postsecondary admin perspective

Postsecondary Administration	Janice Stover	Cowley College	Represent postsecondary admin perspective
Specialized instructional support and paraprofessional(s)	Jim Brown	Cowley College Disabilities Coordinator	Represent specialized instructional support
Specialized instructional support and paraprofessional(s)	Linda Kemmerer	Ark City High School Para	Represent paraprofessionals
Representative(s) of Special Populations	Karen Tingley	Cowley County Coop	Represent special populations
Representative(s) of Special Populations	Kali Vickery	USD 470 ESOL Coordinator	Represent special populations
Career Guidance and Academic Counselor(s)	Alisha Miller	Central Burden, Career Guidance Counselor	Represent secondary career guidance perspective
Student(s)	A student participated	Cowley College	Represent postsecondary students
Community	Gary Brewer	Public Member	Represent public perspective
Business & Industry	Angela Hamilton	Sedgwick County EMS	Represent B&I perspective
Business & Industry	Sheri Kennard	Silgan	Represent B&I perspective
Business & Industry	Darren Blackburn	KanPak	Represent B&I perspective
Business & Industry	Brandi Booher	Creekstone	Represent B&I perspective
Business & Industry	Mandy Maples	Rubbermaid	Represent B&I perspective
Business & Industry	Tyler Chini	GE	Represent B&I perspective
Business & Industry	Brandon Every	Vector Technology	Represent B&I perspective
Business & Industry	Jennifer Porter	Skyline Homes	Represent B&I perspective
Workforce Development	Kerri Falletti	Cowley First, Director	Represent workforce development perspective
Workforce Development	Julie Wilson	Cowley First, Assistant	Represent workforce development perspective
Workforce Development	Tisha Cannizzo	Workforce Centers of South Central Kansas, Area Manager	Represent workforce development perspective

Parent(s)	Kurt Legleiter	Postsecondary Parent	Represent postsecondary parent perspective
Parent(s)	Kendra Gard	Secondary Parent	Represent secondary parent perspective
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Debbie Phelps*	Cowley College	Represent postsecondary data support perspective

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

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel Spreadsheet contains data for:

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data

Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2

Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

Based on the information determined in the 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
<p>SECONDARY Power, Structural, & Technical Systems 153 Concentrators, 33 Openings Students taking courses within this Pathway could also fall under the following: Manufacturing, 4 Concentrators, 3,174 Openings Aviation Production, 500 Openings Total: 153 Concentrators, 3,707 Openings</p> <p>Bio Chemistry 9 Concentrators, 5 Openings</p> <p>Web & Digital Communications 52 Concentrators, 20 Openings</p> <p>Restaurant and Event Management 344 Concentrators, 5,573 Openings The majority of openings are based outside the Winfield Regional Area</p>	<p>SECONDARY Business Finance 10 Concentrators, 1,485 Openings</p> <p>Business Management and Entrepreneurship Less than 5 Concentrators, 1,450 Openings</p> <p>Construction & Design 30 Concentrators, 2,201 Openings</p> <p>Corrections, Security, Law & Law Enforcement Less than 5 Concentrators, 846 Openings</p> <p>Early Childhood Development & Services 5 Concentrators, 289 Openings</p> <p>Emergency and Fire Management Less than 5 Concentrators, 136 Openings</p> <p>Engineering & Applied Mathematics 21 Concentrators, 401 Openings</p> <p>Family, Community & Consumer Services Less than 5 Concentrators, 1,602 Openings</p> <p>Health Science 55 Concentrators, 2,372 Openings</p> <p>Manufacturing Less than 5 Concentrators, 3,174 Openings</p> <p>Marketing Less than 5 Concentrators, 5,769 Openings</p> <p>Mobile Equipment Maintenance Less than 5 Concentrators, 679 Openings</p> <p>Programming & Software Development 28 Concentrators, 159 Openings</p> <p>Teaching/Training Less than 5 Concentrators, 2,066 Openings</p>

Strengths	Gaps
<p>POST SECONDARY Non Destructive Testing K-TIP data: 55 concentrators, 42 exited and working, average salary \$48,460</p> <p>Paramedic Followup Data: 27 of 29 concentrators attained tech credential, 93% placement, comments from industry via advisory committee requesting more graduates.</p> <p>Machining 31 concentrators, 357 openings</p> <p>Welding 71 concentrators, 142 openings</p> <p>Automotive Service 46 concentrators, 134 openings</p> <p>Criminal Justice 122 openings, 8 listed concentrators with 107 declared majors from K-TIP data</p> <p>Early Childhood Education 28 concentrators, 90 openings</p> <p>Medical Coding 21 concentrators, 239 openings</p> <p>CNA 106 concentrators, 563 openings</p>	<p>POST SECONDARY Home Health Aide 7 concentrators, 1208 openings</p> <p>Office Management Less than 5 Concentrators, 708 openings</p> <p>Administrative Office Technology Less than 5 Concentrators, 649 openings</p> <p>Aviation Maintenance Less than 5 Concentrators, 494 openings</p> <p>Aviation Powerplant Less than 5 Concentrators, 494 openings</p> <p>Nursing Less than 5 Concentrators, 417 openings</p> <p>Numerical Control Programming Less than 5 Concentrators, 373 openings</p> <p>Carpentry Less than 5 Concentrators, 366 openings</p> <p>Medical Office Support Less than 5 Concentrators, 297 openings</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
Aviation Production	500 jobs with Entry-level of \$36,788	According to the Local Area 4 Kansas Wage Survey for 2018, Aircraft structure, surfaces, rigging, and systems assemblers scores a 26 out of 30 on Kansas High Demand Occupations and ranks 25 th of all occupations.
Aviation Maintenance	494 jobs with average wages of \$54,570 (K-TIP)	
Aviation Powerplant	494 jobs with average wages of \$51,335 (K-TIP)	
Travel & Tourism	1,139 jobs with Entry -level of \$17,553	
Marketing	5,769 jobs with Entry-level of \$19,494	According to the Local Area 4 Kansas Wage Survey for 2018, Market research analysts and marketing specialists scores a 21 out of 30 on Kansas High Demand Occupations and ranks 47 th of all occupations.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Emergency & Fire Management Services	136 jobs with Entry-level of \$27,219	
Nursing	417 jobs with average wage of \$44,035	Local hospital partners have stated a large need for qualified nursing graduates.

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
BioMedical		
Comprehensive Agriculture Science	<p>The following courses are offered within the pathway: Agriscience, Animal Science, Horticulture, Plant and Soil Science, Natural Resource Management, Food Science, Advanced Plant and Animal Science, Agribusiness</p> <p>Comprehensive Agriculture Science Pathway exposes students to skills and knowledge of a diverse group of Pathways. This allows students to explore a variety of careers within Agricultural Clusters.</p>	<p>Agribusiness Systems; 42 Openings Animal Science; 208 Openings, \$17,807 Entry Level Food Products & Processing Systems; 17 Openings, \$25,447 Plant Systems; 402 Openings, \$20,460 Entry Level Natural Resources & Environmental Services; 63 Openings, \$29,729 Entry Level</p> <p>Total of 732 Openings, Average \$25,212 Entry Level</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Visual Arts		
Food Products & Processing Systems	Industry representative stated a need for this program during the needs assessment meeting.	
Mechatronics Program	Program has local advisory committee support from industry, with a need stated by local industry partners.	KSPSD: 71% of graduates of program placed successfully. K-TIP: Average wage is \$36,199

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
1S1 - Four-year Graduation Cohort Rate	Emphasis on counseling students to meet graduation requirements along with successful completion of the students chosen program of study.	ACHS uses “My 10 Year Plan” as the vehicle for the IPS. Freshman create the “Plan” and update the plan during Advisory Period.
3S1 - Post-Program Placement	<p>Ensure Pathways have a sequential order from Introduction to Technical to Application with most pathways offering a PLE. The PLE allows students to actively participate using skills learned from the classroom within the community.</p> <p>Ensure students understand the terms concentrator and completer.</p> <p>CCCC offers FastTrack as a dual enrollment program that provides an opportunity for eligible high school students to start earning college credit prior to graduating from high school.</p> <p>CCCC also offers AcceleRate. AcceleRate is a special tuition rate that waives general fees and online course fees for specific courses. Most courses fall under the “Guaranteed to Transfer” course listing.</p> <p>The US Department of Education’s offering of Pell Grant funds to dually enrolled high school students is a pilot program and Cowley College is one of forty-four schools nationally selected for this opportunity. It is not open to all students and specific requirements exist in order for students to be eligible. The following questions will help you to determine your eligibility.</p> <p>Excel in CTE tuition waiver allows students to earn a degree, certificate, industry-recognized credentials, or work-ready skills while still in High School.</p>	ACPS created an MOU with CCCC. The MOU states that ACPS will cover the cost of 3 credit hours for each student per semester under the AcceleRate program.
1P1 – Post-Secondary Retention and Placement	<p>CTE faculty members work closely with students while enrolled and act as academic advisors to ensure students success.</p> <p>There are many mechanisms available for students to fund their education and remain enrolled through the completion of their training. Cowley has dedicated financial aid specialists that assist students with planning and applying federal aid, including Pell grants, to fund their education. High school students may utilize Excel in CTE funding, as well as Pell funding (Cowley is the only school in Kansas that has Pell grants available to high school students).</p> <p>Cowley college has robust student support mechanisms for CTE students that helps increase success and retention. Online library/research access, tutor.com access for assistance in courses, and tutoring from student peers with the same major are available.</p>	<p>Members of the Cowley EMS advisory committee have agreed to provide guaranteed interviews for completers of the EMT and paramedic programs.</p> <p>Advisory committee members of the automotive, welding and NDT programs assist with job placement of graduates by connecting students seeking employment with organizations in need of applicants.</p>

Strengths	How are these strengths being sustained in the region?	Local Example
	<p>The CTE programs at Cowley have very active advisory committees, with members comprised of local industry representatives. In addition to providing program and curricular guidance, the advisory committee members act as liaisons between the students and local job opportunities, informing students and faculty of industry needs and recruiting students for positions. Many students will have a job prior to completing their schooling because of these partnerships.</p> <p>AAS degree programs also integrate academics into the CTE curriculum, helping students to be better prepared for not only entry-level positions but also more eligible for promotion later in their careers.</p> <p>In addition to the above, placement assistance is provided to students via several online resources. An online job board is updated with local jobs and opportunities. Links to career resources and other items to enhance student employability is also provided on Cowley’s academic website.</p>	
2P1 – Earned Credential	Students are strongly encouraged by faculty to pursue industry credentials when available. Several programs have embedded credentials into their programs, so credentials are obtained as part of the course of study.	<p>Automotive students receive NATEF and other certifications embedded in the curriculum.</p> <p>EMT student certification fees are charged as a course fee, and the student is given a voucher at the end of the program to pay the NREMT testing fees.</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
2S1 - Academic Proficiency in Reading/Language Arts	Some USD partners have a higher percentage of students that are non-english-proficient which makes meeting this goal difficult.
4S2 - Program Quality – Attained Postsecondary Credits	A root cause for this gap has not been identified, but is being investigated by the team.
3P1 – Nontraditional Gender Participation	Some programs, such as welding, early childhood education and medical coding have a higher percentage of participation than other programs (3.1 – 6.9%). There remains many barriers to nontraditional gender participation in CTE programs, not with the college, but rather with societal, family and other factors. Emphasis on the marketing of successful nontraditional graduates (The Ponytail Welder being a great example) will continue to help improve this metric.

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?

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).

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its cohort graduation rate.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.

	Regional Data		
	Winfield	State Average	Difference
2018	99%	99%	0%
2017	99%	99%	0%
2016	98%	99%	-1%

2020 State Core Indicator Goal: 85.0%

2021 State Core Indicator Goal: 85.0%

2022 State Core Indicator Goal: 85.5%

2023 State Core Indicator Goal: 85.5%

Winfield Region is 14% points above state goal and even with state average.

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.

Numerator: Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.

Denominator: Number of CTE concentrators who, in the reporting year, took the assessment.

	Regional Data		
	Winfield	State Average	Difference
2018	25%	27%	-2%
2017	27%	29%	-2%

2020 State Core Indicator Goal: 31.0%

2021 State Core Indicator Goal: 31.0%

2022 State Core Indicator Goal: 31.1%

2023 State Core Indicator Goal: 31.1%

Winfield Region is 6% points below state goal and 2% points below state average.

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.

Numerator: Number of CTE concentrators who, in the reporting year, took the assessment.

Denominator: Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment

	Regional Data		
	Winfield	State Average	Difference
2018	23%	21%	+2%
2017	25%	22%	+3%

2020 State Core Indicator Goal: 24.0%

2021 State Core Indicator Goal: 24.0%

2022 State Core Indicator Goal: 24.1%

2023 State Core Indicator Goal: 24.1%

Winfield Region is 1% point below state goal and 2% points above state average.

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.

Numerator: Number of CTE concentrators who, in the reporting year, took the assessment.

Denominator: Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment

	Regional Data		
	Winfield	State Average	Difference
2018	27%	30%	-3%
2017	16%	14%	+2%

2020 State Core Indicator Goal: 27.0%

2021 State Core Indicator Goal: 27.0%

2022 State Core Indicator Goal: 27.1%

2023 State Core Indicator Goal: 27.1%

Winfield Region is even with state goal and 3% points below state average.

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.

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education, advanced training, military services, nat'l service program, or employment in the second quarter following the program year in which they left secondary education.

Denominator: Number of CTE concentrators who left secondary education in the same year.

	Regional Data		
	Winfield Region	State Average	Difference
2018	95%	93%	+2%
2017	94%	94%	0%
2016	97%	94%	+3%

2020 State Core Indicator Goal: 85.0%

2021 State Core Indicator Goal: 85.0%

2022 State Core Indicator Goal: 85.5%

2023 State Core Indicator Goal: 85.5%

Winfield Region is 10% points above state goal and 2% points above state average.

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.

Numerator: Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state’s computation of its graduation rate.

	Regional Data		
	Winfield Region	State Average	Difference
2018	32%	57%	-25%
2017	26%	56%	-30%
2016	48%	58%	-10%

2020 State Core Indicator Goal: 52.0%

2021 State Core Indicator Goal: 52.0%

2022 State Core Indicator Goal: 52.5%

2023 State Core Indicator Goal: 52.5%

Winfield Region is 20% points below state goal and 25% points below state average.

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.

Numerator: Number of CTE concentrators from underrepresented gender groups assigned in a Pathway that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE concentrators assigned in a Pathway that leads to employment in nontraditional fields during the reporting year.

	Regional Data		
	Winfield Region	State Average	Difference
2018	34%	35%	-1%
2017	29%	30%	-1%
2016	22%	22%	0%

2020 State Core Indicator Goal: 30.0%

2021 State Core Indicator Goal: 30.0%

2022 State Core Indicator Goal: 30.5%

2023 State Core Indicator Goal: 30.5%

Winfield Region is 4% points above state goal and 1% points below state average.

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

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

The local needs assessment shall include

- (B) A description of how career and technical education programs offered by the eligible recipient are—*
- (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...*

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

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

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Definitions Continued:

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
<p>Are of sufficient size</p>	<p>After enrollment numbers are prepared, administration reviews numbers. Administration ensures that classes are following the State Guidelines for Facilities for CTE Classroom/Labs. If a class does not meet a specified number of students, they look at how they can combine the classes by following state mandated guidelines for Double-Up and Nesting of classes.</p> <p>CTE faculty and administration continually review enrollment and outcomes numbers to try to match offerings to local/regional needs. Some programs, such as paramedic, have a very high demand that is still not being met by enrollment, despite aggressive marketing and other measures that have been implemented. Other programs, such as fire science, are newer programs that have a high local need but are have not been successfully marketed to target audiences as of yet. Advisory committee feedback, as well as the technical education followup reports showing graduate placements and wages, help inform decisions makers on the appropriateness size of programmatic offerings.</p>	<p>Some facility challenges exist with logistics and technology that make having programs of sufficient size a challenge. Hiring qualified instructors is also a barrier to growing some programs.</p>
<p>Relate to real-world work environment (Scope)</p>	<p>Offer the opportunity for students to participate in Professional Learning Experiences. In addition, offer school-based experiences when “field” experience is limited.</p> <p>Cowley First host a career fair each spring. More than 80 business’s and industry’s have the opportunity to visit with students from the region.</p> <p>Sophomores have the opportunity to participate in Future Now Finance during the fall. Cowley First coordinates the activity.</p>	<p>The number of internship sites is sometimes not sufficient to meet the programmatic demands and expanded sites are currently being pursued. New clinical sites with Kansas Medical Center and ICT Street Team were added in 2019, as well as 2 registered apprenticeships in 2019 to increase the real-world relationships of our programs.</p>

Question	Answer	Areas for Improvement
	<p>Many programs, such as criminal justice and paramedic, include actual internships or hands-on training in a real world setting. This type of education is an excellent mechanism for linking didactic classroom materials to being able to effectively perform as a member of the profession.</p> <p>When real world internships are not available, efforts are made to ensure that the curriculum and equipment are consistent with what students will utilize after graduating. An example of this is the equipment used in the automotive, NDT and welding programs that are same models and types of equipment students will use as employees after graduation.</p>	
<p>Help students advance to future education (Scope)</p>	<p>Students have the opportunity to participate in the Cowley College Tiger Stripes Work Ethic Program. One of the requirements for program completion is a minimum of four Education Sessions that cover the following:</p> <ul style="list-style-type: none"> • Volunteerism and Community Service • Working Styles/Working with Others • Finding a Job and How to Apply • Hiring Process/Benefits • Conflict Resolution • Building a Resume • Dress for Success/First Impressions • Technology in the Workplace • Time Management/Attendance • Career Change <p>Spend time during advisory period to address student interest, abilities, and explore post-secondary options.</p> <p>Cowley graduates have many opportunities to advance to future education via 2+2 and other articulation agreements with other colleges and universities.</p>	<p>Continue offering workshops and specific guidance to students who are in and near-completion of their secondary and post-secondary education.</p>

Question	Answer	Areas for Improvement
<p>Are of high quality</p>	<p>Follow the States Pathway Assessment Rubric to ensure pathways are meeting the highest standards.</p> <p>Local advisory committee’s meet twice a year and review curriculum and technology available to students.</p> <p>Work with Cowley College to offer college level courses utilizing Excel in CTE.</p> <p>Feedback from advisory committee members regarding graduate performance is an important metric to ensure the CTE programs are high quality offerings. Many programmatic changes are made based on this feedback to help improve the overall quality of the programs and their graduates.</p> <p>Information obtained via the technical education follow up report is also important for monitoring program quality. The number of graduates employed in industry helps to demonstrate that local employers are willing to hire the “product” of the CTE programs.</p> <p>Perkins funds are aggressively used to send CTE faculty to conferences and trainings to ensure that all delivered content is the most up-to-date information available.</p>	<p>Continue to actively solicit feedback from all stakeholders in the process of evaluating CTE programs (industry, workforce, secondary and post-secondary). Ensure engaged participation from advisory committee members at meetings.</p>
<p>Should be offered in the region</p>	<p>Host a minimum of two (2) advisory meetings per year. Advisory members and CTE Staff work together to ensure all aspects of pathways are reviewed and community needs are being met.</p> <p>Look at student inventories and indicated interest. Consider what makes a well-rounded individual whether they enter the work force, attend a post-secondary institution, or enlist in a military branch of the service after graduation.</p>	<p>Closely monitor follow-up data from CTE completers to ensure job placement, wage information and industry need for graduates.</p>

Question	Answer	Areas for Improvement
	Continually monitor student placement data to ensure graduates are finding work in industry. Advisory committee members are another excellent source of information on program needs in the local area.	

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.

What does the law mean?

This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

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

(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps
Monitor changes made in each pathway and make adjustments to course offerings.	Partner with CCCC in deciding what additional pathways to offer. Some classes and pathways deliver curriculum using CCCC instructors.	Some pathways struggle with student interest. Teaching/Training, Law pathways seem to always struggle to have enough student participation.
Use feedback from Advisory Meetings.	Strong relationship between Cowley First and area schools. Cowley First works with schools to ensure community needs are being met.	Some Advisories struggle with community involvement and commitment. Work collaboratively with secondary, post-secondary and Cowley First, to reach out to area business and industry partners to increase participation on advisory committees and other input opportunities.
Ensure size, scope, and quality are met for each pathway.	State CTE guidelines are followed for all pathways to ensure size, scope and quality. Post-secondary programs are reviewed as part of the program review process at Cowley College to monitor size, scope and quality.	Most analysis is done retrospectively, and very little resources are used for prospective analysis of size, scope and quality.
<p>Cowley policy 205 details this process:</p> <p>Major program and course changes may be initiated by any full-time faculty after consultation with the Department Chairperson and members of the department. Major program and course changes are defined as: addition of new courses, addition of new programs, certain changes in programs, certain changes in course descriptions, course deletions, program deletions, and changes in course credits.</p> <p>In the preparation of program proposals, the faculty member shall obtain recommendations from appropriate lay advisory committees or provide proper documentation and research support for those programs and courses which do not have lay advisory committees.</p> <p>Former and present students may provide curriculum recommendations through the faculty, Department</p>	<ul style="list-style-type: none"> • Can be initiated via faculty, allowing faculty to recommend changes • Former present students may make change proposals. • Steering/Advisory committee guidance • Approval from Academic Affairs and Administrative Councils allows for further review of program proposals that may identify duplication or other issues. 	<ul style="list-style-type: none"> • By policy, must be initiated by full-time faculty. This could be a potential bottle neck for the process. • No actual stated mechanism for non-students/non-advisory committee members to make program change recommendations. • Process is lengthy in requirements and timeframes

Implementation Process	Strengths	Needs/Gaps
<p>Chairperson, and/or the Cowley College Student Senate through its Council.</p> <p>After discussion within the Department, the Chairperson refers the proposal to the Chief Academic Officer for administrative consideration. Preliminary decisions concerning feasibility can be determined at this point through involvement of the entire administration, if necessary.</p> <p>If the proposal is deemed feasible, the Department Chairperson submits the proposal to the Academic Affairs Council along with the required supportive data.</p> <p>After presentation by the Academic Affairs Council, the proposal shall be referred to the divisions by their division chair along with the findings and recommendations of the Committee.</p> <p>After review by the Academic Affairs Council, the proposal and recommendations shall be referred to the Administrative Council for consideration and appropriate action.</p> <p>After review by the Administrative Council the proposed recommendations shall be referred to the Kansas Board of Regents for consideration and appropriate action.</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
Attend employment fairs at multiple universities across the state, recruit on the state website (KEEB), advertises in newspapers, and actively seek December grads; hiring them for anticipated vacancies.	Actively work to improve the base salary as well as keeping salaries of present faculty at a strong level.	Attracting quality educators to this region is difficult due to multiple issues, such as limited industry opportunities for spouses.
	Data drives district's focus on achievement.	Increasing training opportunities for educators, both local, regional and national offerings, would be extremely helpful in recruiting and retaining high-quality CTE instructors.
	<p>Perkins money is used for professional development to allow staff to opportunity to expand teaching strategies, curriculum updates, strengthen content knowledge, and network.</p> <p>Cowley College also has local funding to provide tuition reimbursement for faculty members to attain needed certifications, baccalaureate and master degrees in discipline.</p>	
	Staff is encouraged to attend the ACTE Summer CTE Conference and the Annual February CTE conference.	
Program graduates in CTE/Perkins programs are recruited after graduation and gaining work experience to serve as faculty members.	Program graduates often have a stake in the success of the program that they graduated from, and have historically served as strong program and student success advocates.	There is a time lag between graduation and gaining work experience before a graduate can be hired as a faculty member, this sometimes slows the process.

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
<p>All schools have adopted an IPS for all students. Students must update IPS a minimum of twice per year.</p>	<p>Getting staff, students, and all stakeholders convinced of the importance of IPS for all students.</p>	<p>Show how IPS for all students improves overall student success and completion rates. Obtain targeted training for IPS for faculty and staff members.</p>
<p>MTSS teams help identify students that need academic support and interventions. This can range from para support to academic modifications.</p>	<p>More community support for MTSS teams would improve this process.</p>	<p>Communicate the importance of the MTSS intervention to all involved stakeholders, from parents to faculty.</p>
<p>Cowley College welcomes students from across the United States and around the world. Admission to Cowley College is open to all individuals who can academically benefit from its educational programs.</p>	<p>Targeted marketing for special populations to increase awareness of available educational and career opportunities.</p>	<p>Work with marketing department and utilize Perkins funds to market CTE programs to special population students.</p>