



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2024
 (Effective July 1, 2024 – June 30, 2026)

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Jessie Fewins Zack Murry	Chanute High School USD 413	620-432-2510	fewinsj@usd413.org murryz@usd413.org
Postsecondary Institution(s)	Sarah Robb	Neosho County Community College	620-432-0302	sarah_robbs@neosho.edu

Add rows as needed

Date: **1/26/2024**

Regional Team Name: **Chanute Region**

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and

“regional” are used interchangeably.

- An individual can only serve as a co-chair on one regional team but could participate in more than one region’s needs assessment.

What is the purpose of this Template?

1. Explain the purpose of the regional needs assessment.
2. Outline the required components of the assessment.
3. Provide tools for identifying new needs and/or re-evaluating the existing needs.

What are the tasks of the Regional Needs Assessment Team?

1. Use evidence-based strategies to recognize needs of the regional industry.
2. Identify strengths and gaps of CTE programs in the region.
3. Identify strengths and gaps in student performance.
4. Evaluate programs of study in the region.

What are the tasks of the regional team co-chairs?

1. Collaborate with the secondary/postsecondary co-chair.
2. Assemble and coordinate the work of the regional team.
3. Participate in the state trainings and webinars.
4. Lead the labor data and student performance data analysis.
5. Schedule and conduct regional team meetings (minimum of two meetings in the assessment year).
6. Record discussion and decisions made by the regional team.
7. Complete the needs assessment Template and accompanying documentation.
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2024.

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:

1. Identify participants on the regional team.
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage community partners in a review and analysis of focused data.
4. Identify areas of growth and strengths (what is working).
5. Identify areas of opportunity and gaps (what is not working).

Why complete a comprehensive regional needs assessment?

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 3 components:

1. Evaluation of regional labor market data.
2. Evaluation of student performance.
3. Evaluation of programs of study:
 - Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
 - Evaluation of the progress toward implementing CTE programs and programs of study.
 - Description of recruitment, retention, and training for CTE educators.
 - 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 year.
- approved by the state prior to the submission of the grant application.
- be part of an on-going performance management cycle.

Who is required to participate in the needs assessment process?

The regional needs assessment team is comprised of a diverse group of local community partners who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following community partners to participate in the needs assessment, the local grant application development, and the 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 (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), 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 (gender);
- (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).

What major racial and ethnic groups are included in federal Perkins reporting?

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Needs Assessment Process:

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of two community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least twice** throughout this process; virtual meetings are acceptable).
5. Complete the needs assessment Template:
 - All steps and all parts are required.
 - Incomplete assessments will not be approved.
 - Add rows to tables as needed.
 - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated.

- Include a copy of meeting documentation and/or minutes.
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org by February 1, 2024.
 7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

Template:

STEP 1: Analyze Labor Market Information

Part 1: Identify state labor market data sources for each pathway and program offered in your region.

Part 2: Identify additional local labor market data sources and request approval from the state.

Part 3: Analyze data and compare to the past regional needs assessment (s)

FY 23-24 Needs Assessments can be found at <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability>

FY21-22 Needs Assessments can be found at https://kansasregents.org/workforce_development/perkins_grants/perkins-v

Part 4: Bring the regional team together to discuss the findings from Parts 1, 2, and 3.

Part 5: Based on the input from community partners, use this template to provide or update answers to the needs assessment questions.

STEP 2: Analyze Student Performance

- Evaluate student performance in your region with respect to state-determined and local performance levels (core indicators).
- Include an evaluation of performance for special populations.
- Identify strengths and gaps in student performance.

STEP 3: Analyze CTE 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.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

- The assessment must be completed prior to completion of the local grant application.
- Only activities and expenditures for which the eligible recipient can demonstrate a need can be included in the local grant application.
- Local applications will not be accepted without the approved corresponding regional needs assessment.
- The needs assessment must be completed/updated every two years with a review of progress in the interim.

Regional Team Name: <u>CHANUTE REGION</u> Date: <u>1/26/2024</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Jessie Fewins / Zack Murry	fewinsj@usd413.org murryz@usd.413.org	620-432-2510
Postsecondary: Sarah Robb	sarah_robb@neosho.edu	620-432-0302

Add rows as needed

Regional Needs Assessment Team

At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	Jessie Fewins / Zack Murry	Chanute High School (USD 413) Asst. Principal / Principal
Postsecondary Co-chair(s)	Sarah Robb	Neosho County Community College Vice President for Student Learning
Teachers - Secondary	Leah Hoesli Matt Kmiec	Family/Cons Science – CHS Engineering Pathway - CHS
Faculty - Postsecondary	Laura Mallett Mark Donaldson	Asst. Director of Nursing – NCCC Industrial Maint Technology – NCCC
Secondary Administration	Brenda Krumm Karah Kellogg	Outreach/Workforce Development – NCCC Outreach Programs - NCCC
Postsecondary Administration	Zack Murry Jaime Carlisle	Principal – Chanute High School Principal – Erie High School
Specialized instructional support and paraprofessionals	Jamie Manhart Whitney Martinez	Greenbush CTE Coordinator Chanute High School – ESOL Teacher
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Jessica Scott Heather Lyden	ANW Education Cooperative Vocational Supervisor Asst. Director of ABE - NCCC
Representatives of Special Populations	Kathy Brennon Mike Greve	Prairie Ridge Community Developmental Disability Services SpEd Teacher – Chanute High School
Career Guidance and Academic Counselors	Valon Jones Veronica Schibi	CTE Coordinator – Neodesha Counselor – Chanute High School
Students	Tessa Golay Cowhen Wheeler	Chanute High School Students
Community Members	Dustin Stanley David Guernsey	Chanute Manufacturing NMRMC / Ashley Clinic
Business & Industry Representatives	Scott Cunningham Ron Flowers Jon Burchette	ADI Wire Community National Bank Optimized Process Furnaces

Workforce Development Representatives	Lonnie Jones Angela Jewell	Business Services Rep - Southeast Kansas Works Program Specialist – Southeast Kansas Works
Parents	Reyna Harbin Kathryn Uhner	Parents – Chanute High School
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Krista Clay	Director of ABE - NCCC
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Kerrie Coomes	ADA Compliance Officer/Dean of Students - NCCC
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	
Representatives from CTE programs at correctional institutions (where applicable)	N/A	
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Tony Jacobson	AA to the Vice President for Student Learning - NCCC

STEP 1: Analyze Labor Market Information

Perkins V Act - 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 does the law mean?

Each region will analyze how local CTE programs are meeting workforce needs. Eligible recipients evaluate labor market demand based on state and local data sources.

Part 1: Identify sources of labor market data

All data sources must come from the approved labor market data list (see below).

If you wish to use a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
 - a. Long Term Projection Data
 - b. Short Term Projection Data
 - c. Vacancy Reports
 - d. High Demand Occupations
 - e. Occupational Reports
2. Kansas Career Navigator Data: <https://kscareernav.gov/>
3. KSDegreeStats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

In order to use the abovementioned reports effectively, the regional teams will be provided with training on how to crosswalk Classification of Instructional Programs (CIP) used in education to Standard Operational Classification (SOC) used by the U.S. Department of Labor.

O*NET Online is a common tool used to crosswalk CIP to SOC and can be found at <https://www.onetonline.org/crosswalk/>.

Part 2: Use additional approved sources of data

Request approval for additional local sources of labor market data by email - PerkinsV@ksbor.org

Part 3: Conduct preliminary data analysis

Part 4: Convene the regional team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from the regional team, use this template to provide answers to the regional needs assessment questions

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

Q1: How do the pathways and programs currently being offered in the region compare to regional occupational demands?

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
Automotive Service Technology (UNKNOWN CONCENTRATOR COUNT – PROGRAM START FALL 2024)	HVAC (+6.5% change in employment 2020-2030 in KS)	Accounting (Clerks -3.5% change in employment 2020-2030 in SEK)
	Plumbing (+5.9% change in employment 2020-2030 in KS)	Office Technology (-7% change in employment 2020-2030 in KS)
	Electrical Technology (+11.4% change in employment 2020-2030 in KS)	
	Welding (+11.6% change in employment 2020-2030 in KS)	
	Construction (+5.1% change in employment 2020-2030 in KS)	
	Nursing (+10.3% change in employment 2020-2030 in KS)	
	Industrial Maintenance Technology (+14.9% change in employment 2020-2030 in SEK)	

	Aerostructures (+16.9% change in employment 2020-2030 in KS)	
	Computers (+7.6% change in employment 2020-2030 in SEK)	
	Paralegal (+15.6% change in employment 2020-2030 in KS)	
	Health Information Technology (+11.3% change in employment 2020-2030 in KS)	
	Surgical Technology (+6% change in employment 2020-2030 in KS)	
	Occupational Therapy Assistant (+21.7% change in employment 2020-2030 in KS)	
	Healthcare Coding (+8.9% change in employment 2020-2030 in KS)	
	Medical Assistants (+13.8% change in employment 2020-2030 in SEK)	
	EMT (+7.1% change in employment 2020-2030 in SEK)	
	Diagnostic Medical Sonography (+14.8% change in employment 2020-2030 in KS)	
	Phlebotomy (+10.9% change in employment 2020-2030 in SEK)	
	Medication Aide (+8.9% change in employment 2020-2030 in KS)	
	Dietary Manager (+6.9% change in employment 2020-2030 in KS)	

	Nurse Aide (6.4% change in employment 2020-2030 in KS)	
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Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Truck Driving/CDL	+8.8% change in employment (2020-2030 in SEK) with annual mean salary of \$46,962	Local needs assessment team indicated students must travel far away to get the certifications now.
Physical Therapy Assistant	+7.7% change in employment (2020-2030 in SEK) with annual mean salary of \$56,821	CLNA team noted the possible closing of nearby programs.
Heavy Equipment Operators	+7.4% change in employment (2020-2030 in SEK) with annual mean salary of \$52,547	
Veterinary Science (Technicians)	+2.1% change in employment (2020-2030 in KS) with annual mean salary of \$35,360	
Diesel Mechanic	+5.6% change in employment (2020-2030 in SEK) with annual mean salary of \$53,913	Team members indicated local need related to agricultural diesel machinery.
Drone Technologies		CLNA team members expressed need for exploration into this field. Labor data is not currently reflected for this emerging occupational field.
Agriculture	+15.9% change in employment (2020-2030 in SEK)	
Police/Criminal Justice	+8.8% change in employment (2020-2030 in SEK) with annual mean salary of \$42,349	

Customer Service/Business (Receptionists / Information Clerks)	+4.8% change in employment (2020-2030 in SEK) with annual mean salary of \$29,218	
Food Services Managers	+8.5% change in employment (2020-2030 in KS) with annual mean salary of \$66,070	
Cosmetology/Aesthetician	+3.6% change in employment (2020-2030 in SEK) with annual mean salary of \$28,318	CLNA team members indicated this as a popular choice for high school students
Masonry	Annual mean salary of \$57,797	Local need expressed in CLNA team meeting
Cyber Security / Computers	+7.6% change in employment (2020-2030 in SEK) with annual mean salary of \$45,147	
Dental Hygiene	+12.2% change in employment (2020-2030 in KS) with annual mean salary of \$80,360	
Drafters – Electrical/Mechanical/CAD	+11.2% and +1.3% change in employment (2020-2030 in KS) with annual mean salary of \$54,550 and \$58,760	

Q3: Provide justification for offering the pathway(s) and/or program(s) that have too many concentrators for the occupational openings/demand (Q1, column 3), include additional supporting data.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Accounting	NCCC provides freshman and sophomore level courses for students who intend to transfer to a bachelor's degree program to be an accountant. The certifications	Accounting Clerk = -3.5% change in employment 2020-2030 in SEK Accountant = +10.3% change in employment 2020-2030 in KS

	offered here are stepping stone achievements on that path. So, while the local need for accounting clerks is low, the state still needs accountants.	
Office Technology	There are very few students currently engaged with Office Technology AAS, however we offer it to fill local needs as they arise.	Office Technology (-7% change in employment 2020-2030 in KS)

STEP 2: Analyze 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 does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators, which includes special populations. Each subgroup and special population for both secondary and postsecondary institutions must be included in the assessment.

The regional team must meet and evaluate the student performance strengths and gaps **based on the data for the entire region.**

According to Perkins V Sec. 2(48), 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).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term “subgroup of students” means—

(A) economically disadvantaged students;

(B) students from major racial and ethnic groups;

(C) children with disabilities; and

(D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:

9. American Indian or Alaskan Native

10. Asian

11. Black or African American

12. Hispanic/Latino

13. Native Hawaiian or Other Pacific Islander

14. White

15. Two or More Races

16. Unknown

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.

4S1 – Nontraditional Program Concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – 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.

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.

Q4: Based on the secondary and postsecondary performance data, what are the region’s strengths and gaps in student performance? Address overall student performance as well as each special population and subgroup.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	<p>Postsecondary Retention and Placement (92.36% - exceeds 2022 State Performance Targets, and 90% of new target) Earned Recognized Credential (93.95% - exceeds 2022 and new Performance Targets)</p> <p>Secondary Four-year Graduation Cohort Rate</p>	<p>Postsecondary Nontraditional Participation (7.94% - while this exceeds 90% of the 2022 state target, we are low compared to the new target)</p> <p>Secondary Nontraditional Program Concentration (4S1 - 6 out of 16 pathways with concentrators exceeded the State Performance Targets (2022 and New)</p>

	(1S1 – all pathways with concentrators exceeded State Performance Targets - 2022 and New) Program Quality – Attained Postsecondary Credits (5S1 – 15 out of 16 pathways with concentrators exceeded state performance targets – 2022 and New)	
<i>Performance of Special Populations</i>		
Individuals with disabilities	Secondary Four-Year Graduation Rate (1S1 – all pathways with concentrators exceeded state targets)	Secondary Post-Program Placement (3S1 – 0 pathways with concentrators exceeded state targets) and Academic Proficiency in Math (2S2 – 0 pathways with concentrators exceeded state targets)
Individuals from economically disadvantaged families, including low-income youth and adults	Postsecondary Retention and Placement (1P1) Secondary Four-Year Graduation Rate (1S1 – all pathways with concentrators exceeded state targets)	Secondary Academic Proficiency in math (2S2 – 4 out of 16 pathways with concentrators exceeded state targets)
Individuals preparing for non-traditional fields	Secondary Nontraditional Program Concentration (4S1 – 12 out of 16 pathways with concentrators exceeded state targets)	Secondary Academic Proficiency in math (2S2 – 2 out of 16 pathways with concentrators exceeded state targets)
Single parents, including single pregnant women	Secondary Program Quality – Attained Postsecondary Credits (5S1 – 3 out of 16 pathways with concentrators exceeded state targets)	Postsecondary Earned Recognized Postsecondary Credential (2P1) Nontraditional Participation (3P1)
Out-of-workforce individuals		Postsecondary Retention and Placement (1P1) Nontraditional Participation (3P1)
English Learners	Postsecondary Retention and Placement (1P1)	Postsecondary Earned Recognized Postsecondary Credential (2P1)

Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Postsecondary Retention and Placement (1P1) Nontraditional Participation (3P1)	Secondary Academic Proficiency in Math and Science and Post-program Placement (2S2, 2S3, 3S1) – 0 pathways with concentrators exceeded state targets
Youth who are in, or have aged out of, the foster care system	Postsecondary Nontraditional Participation (3P1)	Secondary – Construction/Design Pathway concentrators (small cell suppressed) were not successful for any goal
Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)		Secondary – Health Science Pathway concentrators and Restaurant & Event Management (small cell suppressed) were not successful for any goal
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	Secondary Nontraditional Program Concentration (4S1 – 3 out of 16 pathways with concentrators exceeded state targets)	
Asian	Postsecondary Earned Recognized Postsecondary Credential (2P1)	Postsecondary Retention and Placement (1P1)
Black or African American		Secondary – 0 pathways with concentrators exceeded state targets
Hispanic/Latino	Postsecondary Earned Recognized Postsecondary Credential (2P1) Secondary Four-Year Graduation Rate and Program Quality – Attained Postsecondary Credits (1S1 and 5S1– 6 pathways with concentrators exceeded state targets)	Postsecondary Retention and Placement (1P1)
Native Hawaiian or Other Pacific Islander	Secondary - Health Science Pathway concentrators exceeded state targets for 3S1 –	

	Post-program Placement and 5S1 – Program Quality – Attained Postsecondary Credit	
White	Secondary Program Quality – Attained Postsecondary Credits (5S1 – 14 out of 16 pathways with concentrators exceeded state targets)	Secondary Academic Proficiency in Reading/Language Arts and Math (2S1 and 2S2 both have 6 out of 16 pathways with concentrators that exceeded state targets)
Two or More Races	Secondary Four-Year Graduation Rate (1S1 – 6 pathways with concentrators exceeded state targets)	
Unknown	Postsecondary Earned Recognized Postsecondary Credential (2P1)	Postsecondary Retention and Placement (1P1)

Questions for Discussion:

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

STEP 3: Analyze CTE 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;*

What does the law mean?
Each needs assessment must include a description of how CTE programs offered in the region are sufficient in size, scope, and quality to meet the needs of all students.

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

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.

Q5: How do schools and colleges in the region determine that programs...

Question	Answer	Areas for Improvement
Are of sufficient size	Multiple factors are taken into consideration, including available resources and cost of implementation, occupational outlook data from the Kansas Department of Labor, local business and industry need, student population, and any possible physical limitations of teaching a particular CTE program (space and equipment needs).	Continued focus on occupational outlook in Southeast Kansas for active programs and cost per FTE related to institutional budget.
Relate to real-world work environment (Scope)	All CTE pathways and programs use Advisory Board feedback to help shape the education. Additionally, these boards provide feedback related to industry-specific equipment that students will encounter in real-world work environments to ensure we are able to provide the same or similar equipment during their training.	Several programs will have guest speakers from the related industry to expose students to their experiences or provide tours of local industry. Perhaps this exposure could be increased.
Help students advance to future education (Scope)	Partnerships between secondary and postsecondary including articulations and concurrent programs. Concurrent enrollment programs in this region allow students to achieve primary certifications while still in high school. With that advanced preparation, students may be more likely to advance to future education.	Strengthen the partnerships between secondary and postsecondary institutions through resource sharing and academic pathway support.
Are of high quality	Quality of programs can be demonstrated by student achievement, professional development of program faculty members, and satisfaction of local business and industry.	Continued exposure to industry-recognized credentials in additional programs – specifically Computers.

STEP 3: Analyze CTE 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 does the law mean?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study. The program of study starts at the secondary education level (Pathway) and continues through postsecondary education. This requirement addresses current and future plans to support the implementation of programs and programs of study.

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.

Q6: How do schools and colleges in the region implement programs of study? Address each attribute (A-F) in the federal definition above.

Implementation Process	Strengths	Needs/Gaps
(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	Curriculum evaluation and potential adjustments. Course level assessment to ensure students are learning the expected outcome.	Occasional technical difficulties using current student information systems (data management systems) to meet the needs of changing curriculum.

<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p>Curriculum adjustments have been made to include technical reading skills, and employability skills are being emphasized daily in all classes, not just CTE classes.</p>	<p>Encourage business and industry partners to be active in the advisory capacity. A gap between what is being taught and what skills are needed in the area of business & industry is a constant item on our advisory board agenda.</p>
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p>Many meetings within our region have been conducted where business and industry, postsecondary institutions, and secondary institutions come together to assure what is being taught in the classroom is relevant to the workplace. Tying in employability skills with curriculum standards. Example: Showing up on time, meeting deadlines, working as a team, following instructions to complete a task.</p>	<p>Industries in our region are currently in high need of workers. We can't seem to supply trained individuals fast enough for the job market of today. Often, industry will not wait for the student to complete their certification or training prior to pulling them into the workforce. This may lead to the need for re-training later in those student's careers.</p>
<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<p>Pathways in secondary programs lend themselves to a broad overview of a career cluster, and then concurrent education opportunities and post secondary opportunities provide the specificity into the program of choice.</p>	<p>Work can always be done to improve the knowledge and awareness of occupational outlook and wage information for the program paths available to them.</p>
<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p>Having multiple exit points is a significant strength for many CTE programs in our region. These programs provide exit points with credentials embedded so that a student can be qualified for positions upon exit. Certificates of Completion and Level 1 and 2 Certificates are exit points that also lead into an Associates Degree.</p>	<p>Even with multiple exit points, some industries are so desperate for workers that the need for the student's certification completion has been lessened. While our curriculum-based skill credentials are still available during their program, the completion has become less important to some.</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p>All post secondary programs in this region provide this opportunity of attainment. Often these credentials are available to secondary students due to the partnership with local USDs and available funding.</p>	<p>Students exiting prior to completion to go straight into the workforce.</p>

STEP 3: Analyze CTE 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 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. 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.

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

Q7: How do schools and colleges in the region recruit, retain, and train CTE educators and support staff?

RECRUITMENT		
Process	Strengths	Needs/Gaps
Salary	Postsecondary uses Perkins funding for CTE educators' salary.	CTE Instructors can be paid more in Industry than in Education. Small communities struggle finding people who are willing to move here, therefore finding people with local family connections seems to be useful.
Job Searches	Local word-of-mouth has been shown to be most useful in recruiting CTE instructors. Those in industry with the appropriate credentials may tend to want to train/teach towards the latter portion of their career.	Instructors who are in the latter portion of their career may struggle with educational technologies and need instructional support once on board.

Appropriate Training	Perkins funding allows for training/certification of new CTE instructors. For example, a welding instructor can become CWI certified to enable credentialing for students.	CTE instructors are hard to find even though we can offer avenues for credentialing.
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TRAINING

Process	Strengths	Needs/Gaps
Classroom Instruction	New CTE Instructors have access to mentoring and Professional Development through NCCC. Additionally, we rely on Professional Organizations to support training as well, for example NCCER instructor certification.	
Instructional Support	Administrative support positions (Instructional Design and Assessment) to help new CTE instructors.	Occasional educational technology barriers with instructors who have not been exposed to learning management systems, etc.

RETENTION

Process	Strengths	Needs/Gaps
Ability to Participate in Contract Negotiations (Overall – not individual)	Full Time Faculty are offered unionized employment support and contract negotiations including a salary schedule with clear pathways for movement on the salary schedule	Instructor comprehension of value and understanding of negotiations and representation.
Postsecondary - Reduction of required “on-campus” time	31.5 hours required on-campus, 3.5 hours work completed during evenings and weekends	This schedule is not feasible in all secondary environments.
Rich Benefit Package	Health and Dental Insurance Coverage, KPERS, Additional Retirement Savings, Professional Development Funds	Continued increase in cost for the institution to support benefits.

STEP 3: Analyze CTE 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 does the law mean?

This requirement is focused on supports for special populations. The needs assessment shall include a description of:

- Existing and proposed strategies to overcome barriers to success of students in special populations;
- Programs that are designed to enable special populations to meet the local levels of performance; and
- Activities which prepare special populations for high-skill, high-wage, or in-demand industry occupations that will lead to self-sufficiency.

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).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;

- (C) children with disabilities; and
- (D) English learners.

Checklist

Each special population and each subgroup must be addressed in the following three (3) questions Q8, Q9, and/or Q10. Once you have addressed the group, use the checklist below to ensure that each population/subgroup has been mentioned.

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
x	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
x	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
x	(C) individuals preparing for non-traditional fields;
x	(D) single parents, including single pregnant women;
x	(E) out-of-workforce individuals;
x	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
x	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
x	(H) youth who are in, or have aged out of, the foster care system; and
x	(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.
x	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
x	American Indian or Alaskan Native
x	Asian
x	Black or African American
x	Hispanic/Latino
x	Native Hawaiian or Other Pacific Islander
x	White
x	Two or More Races
x	Unknown

Q8: What strategies are used to remove barriers to success of students in special populations?

Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
Promise Act / Excel in CTE	individuals from economically disadvantaged families, homeless individuals Youth with Military Parent	Continue to advocate for these two amazing funding sources from the State of Kansas.
Connections to KS Works for resources/support	out-of-workforce individuals youth who are in, or have aged out of, the foster care system	NCCC provides office space at our Technology Center for Kansas Works. We will continue to ensure our students have access to these support services through keeping them on campus.
Connecting ABE with CTE Faculty	out-of-workforce individuals English learners	Build connections between ABE and CTE faculty through the possibility of co-teaching and other types of supplemental support (for example – ESL support).
Marketing to Nontraditional Genders	individuals preparing for non-traditional fields;	Continue to use funds to support gender-specific marketing tools to ensure non-traditional gender roles can be seen in technical programs.
Gap	Which special population(s)	Strategies for Improvement
Transportation	out-of-workforce individuals individuals from economically disadvantaged families, homeless individuals youth who are in, or have aged out of, the foster care system	Access to reliable transportation is difficult for many. NCCC provides bicycles on campus for free check out from our library, however, during cold or inclement weather this is not always feasible. We will continue to offer this service, and brainstorm other options.
Child Care	single parents out-of-workforce individuals individuals from economically disadvantaged families, homeless individuals Youth with Military Parent	Our local community struggles to keep up with the demand for reasonable cost child care for all. The USD is working toward providing more access to pre-K programming.

Q9: How do schools and colleges ensure that programs are designed for success of students in special populations?

Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
Early Academic Warning Processes	All populations	Work toward disaggregation of student success data by special population. Early Academic Warning is a mechanism for support of student success.
Free Tutoring	All populations	Evaluate how students are using the tutoring and if we need to adjust modality or timing of tutoring.
Career Pathways Advisor/Advocate	All populations	At NCCC, the Career Pathways Advisor/Advocate is grant funding at this time, however the college is planning to institutionalize this position for the future.
Built in Industry-Recognized Certifications	All populations	This is a huge strength in our region, we will continue to provide funding and resources to support this initiative.
Compliance with Titles VII and IX	individuals with disabilities	Institutions must ensure compliance with non-discrimination regulation.
Gap	Which special population(s)	Strategies for Improvement
Employers are Hiring students out of programs prior to completion	All populations	This is heavily dependent on the local economy and job market. We can have discussions with industry partners via advisory committee meetings.

Q10: What activities in the region prepare special populations for high-wage high-skill in-demand occupations and lead to self-sufficiency?

Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
KS Works delivers workshops for resume writing	out-of-workforce individuals individuals from economically disadvantaged families, homeless individuals youth who are in, or have aged out of, the foster care system,	Continued office space and support of the partnership with KS Works.

	and potentially all populations	
Sponsoring Career Exploration Events	All populations	Continue to expand local events that expose students to the available programs and careers available in this region
Access to Variety of high-wage-high-skill programming	All populations	Regular review of occupational outlook and programming needs.
Marketing	All populations	Continued financial support for marketing and continued evaluation of efficacy of marketing campaigns.
Gap	Which special population(s)	Strategies for Improvement
Child Care	single parents out-of-workforce individuals individuals from economically disadvantaged families, homeless individuals Youth with Military Parent	Our local community struggles to keep up with the demand for reasonable cost child care for all. The USD is working toward providing more access to pre-K programming.
Financial Resources (Grant and Local)	out-of-workforce individuals individuals from economically disadvantaged families, homeless individuals	Continued work to achieve goals necessary to qualify for grant programming. Additionally continue to advocate for maintenance of funding sources for secondary and postsecondary education in the State.