COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Alan Speicher	Independence High School	620-926-0786	aspeicher@indyschools.com
Postsecondary Institution(s)	Jaicey Gillum	Independence Community College	620-218-5134	jgillum@indycc.edu
	Heather Pollet	Coffeyville Community College	620-252-7503	heatherp@coffeyville.edu
	Kara Wheeler	Labette Community College	620-820-1239	karaw@labette.edu

Date: February 1, 2022 Regional Team: Region 5: Independence

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- A co-chair can only serve on a maximum of two (2) regional teams.

- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, "local" and "regional" are used interchangeably.

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 Stakeholder 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

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 stakeholder team
3. Participate in the state trainings and webinars
4. Lead the labor data and student performance data analysis
5. Schedule and conduct regional stakeholder team meetings (minimum of two meetings in the assessment year)
6. Record discussion and decisions made by the regional stakeholder team
7. Complete the needs assessment Template and accompanying documentation
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2022

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 stakeholder 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 stakeholders 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 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 alignment to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention, and training for CTE educators
6. Description of progress toward implementing equal access to CTE for all students, including special populations

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

- completed every two years with a review of progress in the interim year
- approved by the state prior to the submission of the grant application
- submitted with the application
- be part of an on-going performance management cycle

Who should participate in the needs assessment process?

The regional needs assessment stakeholder team is comprised of a diverse group of local stakeholders who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following stakeholders 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. Representatives of Indian Tribes and Tribal organizations (where applicable)

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;
(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).

Process:

1. Assign co-chairs for the regional team
2. Assemble the regional stakeholder team. **All groups of stakeholders must be represented on each regional team.**
3. Gather, review, and analyze data
4. Convene the regional stakeholder 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

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 local labor market data sources and request approval from the state

Part 3: Analyze data and compare to the last regional needs assessment

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

Part 5: Based on the input from local stakeholders, 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

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: **Region 5: Independence**		**Date:** **February 1, 2022**
Regional Needs Assessment Team Co-chairs:	**Email:**	**Phone number:**
Secondary: Alan Speicher	aspeicher@indyschools.com	620-926-0786
Postsecondary: Jaicey Gillum Heather Pollet Kara Wheeler	jgillum@indycc.edu heatherp@coffeyville.edu karaw@labette.edu	620-218-5134 620-252-7503 620-820-1239

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position

Secondary Co-chair	Alan Speicher	Independence High School
Postsecondary Co-chair	Jaicey Gillum	Independence Community College (ICC)
	Kara Wheeler	Labette Community College (LCC)
	Heather Pollet	Coffeyville Community College (CCC)
Teacher(s) - Secondary	Marla Sterling	USD 447 Cherryvale Instructor (Family and Consumer Science Instructor/FCCLA Adviser)
	Taasha Viets	USD 445 Field Kindley Instructor (Business Teacher/Academic Advisor)
	Travis Brumback	USD 503 Parsons Instructor (Welding)
	Laura McClure	USD 446 Business Instructor
	Michele Smith	USD 503 Parsons High School (Graphics)
Faculty - Postsecondary	Wendi McDaniel	CCC Medical Assisting Program Director
	Melissa Ashford	ICC Business/Accounting
	Leigh Ann Martin	LCC Dental Assistant Program
Secondary Administration	Jimmy Littleford	Caney Valley High School Principal
	Travis Stalford	Field Kindley High School Principal
	Rusty Arnold	USD 446 Superintendent
Postsecondary Administration	Kara Wheeler	Labette CC, Dean of Instruction
	Heather Pollet	Coffeyville CC, Dean of Career & Technical Education

	Taylor Crawshaw	ICC, VPAA
Specialized instructional support and paraprofessional(s)	Karen Barger	GED, Labette Community College
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Kristie Hawley	JAG-K sponsor - Independence HS
	Kelly Stammer	Regional Resource Coordinator - East Region- Economic and Employment services - KS DCF
Representative(s) of Special Populations	Jessica Childress	Tri County Special Ed. Co-op Independence Instructor
	Jennifer Augustine	Program Administrator East Region - Vocational Rehabilitation
Career Guidance and Academic Counselor(s)	Tiffany Bruce	Post-Secondary Success, Caney Valley High School
	Delia Northup	Field Kindley High School Counselor
	Valon Jones	Neodesha High School - CTE Coordinator
Student(s)	Ashley Horton	LCC student, SGA
	Brin Stark	ICC student
	Nicole Kraft	CCC student-Precision Machining
	Topper Meadows	USD 446 student
Community	Candi Westbrook	Coffeyville Chamber of Commerce Director
	Lisa Wilson	Independence Chamber of Commerce

		Director
	Robert Spinks	Parsons Chief of Police
Business & Industry	Christina Skykes	Labette Health
	Marc Slavin, CRMC Surgery Dept. Director	CCC Nursing Program Advisory Board Member/ CRMC Surgery Dept. Director
	Rep. from Textron Aviation	Tom Korhn
Workforce Development	Jim Zaleski	Economic Development Director
	Lacie Bohr	Kansas Department of Commerce
	Melissa Johnson	One Stop Operator - KS Works Rep
Parent(s)	Anastasia O'Connell	USD 445 MS parent
	Rebecca/Josha Meadows	USD 446 High School Parent
Representatives of Indian Tribes and Tribal organizations (where applicable)	Kris Crane	USD 445 Indian Education Program
	Angela Price	USD 436 Indian Education Program
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Dora Morris	CCC Technical Campus Administrative Assistant

EP 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 have 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

In order to use the above mentioned 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 stakeholder team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from local stakeholders, 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 already offered in the region compare to regional job demand?

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 Collision and Refinishing Technology Concentrator Count: 16 Short-term SEK Demand: 22 Long-term SEK Annual Demand: 14 Short-term KS Demand: 263 Long-term KS Annual Demand: 151 **Diagnostic Medical Sonography** Concentrator Count: 13 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: 76 Long-term KS Annual Demand: 49 *Data not available **Electronics Technology/Technician** Concentrator Count: 10 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: 52 Long-term KS Annual Demand: 35 *Data not available **Emergency Medical Technician/ Paramedic** Concentrator Count: 35 Short-term SEK Demand: 23 Long-term SEK Annual Demand: 28 Short-term KS Demand: 282 Long-term KS Annual Demand: 148 #60 High Demand Occupations 2021-SEK	**Administrative Assistant** Concentrator Count: ** Short-term SEK Demand: 374 Long-term SEK Annual Demand: 189 Short-term KS Demand: 4,874 Long-term KS Annual Demand: 2,936 ** Concentrator count <5 **Automotive Service Technology** Concentrator Count: 60 Short-term SEK Demand: 46 Long-term SEK Annual Demand: 33 Short-term KS Demand: 993 Long-term KS Annual Demand: 687 **Clerical Assistant** Concentrator Count: ** Short-term SEK Demand: 236 Long-term SEK Annual Demand: 138 Short-term KS Demand: 2,716 Long-term KS Annual Demand: 2,102 ** Concentrator count <5 **Construction Technology** Concentrator Count: 33 Short-term SEK Demand: 85 Long-term SEK Annual Demand: 65 Short-term KS Demand: 636 Long-term KS Annual Demand: 853 **Cosmetology**	

#163 High Demand Occupations 2021-KS

Fire Science/Firefighter
Concentrator Count: 8
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 400
Long-term KS Annual Demand: 249
*Data not available

Graphic Design Technology
Concentrator Count: 11
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 12
Long-term KS Annual Demand: 14
*Data not available

Information Systems Technology/Computer & Information Technology/Computer Support Specialist
Concentrator Count: 9
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 118
Long-term KS Annual Demand: 103
*Data not available

Medication Aide
Concentrator Count: 47
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 88
Long-term KS Annual Demand: 47
*Data not available

Nursing—LPN
Concentrator Count: 28
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 1,134
Long-term KS Annual Demand: 738
*Data not available

Dental Assistant
Concentrator Count: 6
Short-term SEK Demand: 14
Long-term SEK Annual Demand: 12
Short-term KS Demand: 541
Long-term KS Annual Demand: 326

Early Childhood Education
Concentrator Count: **
Short-term SEK Demand: 27
Long-term SEK Annual Demand: 12
Short-term KS Demand: 320
Long-term KS Annual Demand: 218
** Concentrator count <5

Electrical Technology
Concentrator Count: 9
Short-term SEK Demand: 71
Long-term SEK Annual Demand: 47
Short-term KS Demand: 974
Long-term KS Annual Demand: 704

Medical Assistant
Concentrator Count: 17
Short-term SEK Demand: 45
Long-term SEK Annual Demand: 17
Short-term KS Demand: 1,128
Long-term KS Annual Demand: 571

Medical Laboratory Technology

Concentrator Count: 38
Short-term SEK Demand: 56
Long-term SEK Annual Demand: 30
Short-term KS Demand: 921
Long-term KS Annual Demand: 610
#45 High Demand Occupations 2021-SEK
#50 High Demand Occupations 2021-KS

Nursing-RN
Concentrator Count: 57
Short-term SEK Demand: 135
Long-term SEK Annual Demand: 116
Short-term KS Demand: 3,016
Long-term KS Annual Demand: 1,965

Phlebotomy
Concentrator Count: 11
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 255
Long-term KS Annual Demand: 173
*Data not available
(Listed on the 2021 High Demand Occupations list for KS at #143. Long-term 12.5% projected increase)

Physical Therapy Assistant
Concentrator Count: 30
Short-term SEK Demand: 28
Long-term SEK Annual Demand: 20
Short-term KS Demand: 298
Long-term KS Annual Demand: 188

Radiography
Concentrator Count: **
Short-term SEK Demand: 22
Long-term SEK Annual Demand: 16
Short-term KS Demand: 386
Long-term KS Annual Demand: 242
** Concentrator count <5

Medical Office Assistant
Concentrator Count: 7
Short-term SEK Demand: 37
Long-term SEK Annual Demand: 26
Short-term KS Demand: 959
Long-term KS Annual Demand: 461

Nursing Aide
Concentrator Count: 179
Short-term SEK Demand: 253
Long-term SEK Annual Demand: 199
Short-term KS Demand: 4,222
Long-term KS Annual Demand: 2,762

Precision Machining Technology
Concentrator Count: 13
Short-term SEK Demand: 27
Long-term SEK Annual Demand: 32
Short-term KS Demand: 364
Long-term KS Annual Demand: 418

Web Design & Development
Concentrator Count: **
Short-term SEK Demand: *
Long-term SEK Annual Demand: *
Short-term KS Demand: 166
Long-term KS Annual Demand: 99
** Concentrator count <5

Concentrator Count: 28 Short-term SEK Demand: 15 Long-term SEK Annual Demand: 12 Short-term KS Demand: 214 Long-term KS Annual Demand: 130 **Respiratory Therapy** Concentrator Count: 10 Short-term SEK Demand: 10 Long-term SEK Annual Demand: 9 Short-term KS Demand: 156 Long-term KS Annual Demand: 104 **Veterinary Technician** Concentrator Count: 9 Short-term SEK Demand: 16 Long-term SEK Annual Demand: 8 Short-term KS Demand: 177 Long-term KS Annual Demand: 110 **Welding Technology** Concentrator Count: 100 Short-term SEK Demand: 87 Long-term SEK Annual Demand: 94 Short-term KS Demand: 772 Long-term KS Annual Demand:788 **Secondary Pathways**	**Secondary Pathways**	**Secondary Pathways** **Data from KBOR Secondary total Openings and wages**

Data from KBOR Secondary total Openings and wages

Animal science Pathway
Concentrator Count - 28
Demand - 78

Comprehensive Agriculture Science
Concentrator Count - 115
Demand - no data

Power, Structural & Technical systems
Concentrator Count - 92
Demand - 26

Graphic Design
Concentrator Count - 12
Demand - 7

Digital Media
Concentrator Count - 26
Demand - 18

Data from KBOR Secondary total Openings and wages

Plant Systems
Concentrator Count - 3
Demand - 142

Construction & Design
Concentrator Count - 76
Demand - 584

Business Management and Entrepreneurship
Concentrator Count - 14
Demand - 341

Teaching and Training
Concentrator count - 2
Demand - 735

Business Finance
Concentrator Count - 9
Demand - 353

Health Science
Concentrator Count - 107
Demand - 735

Restaurant and Event Management
Concentrator Count - 47
Demand - 1375

Travel and Tourism
Concentrator Count - 1
Demand - 350

Family and Consumer Services
Concentrator Count - 32
Demand - 615

Web and Digital
Concentrator Count - 13
Demand - 1

	Emergency and Fire Management Concentrator Count - 1 Demand - 63 **Manufacturing** Concentrator Count - 34 Demand - 1275 **Marketing** Concentrator Count - 8 Demand - 1486 **Mobile Equipment Maintenance** Concentrator Count - 10 Demand - 225 **Aviation Maintenance** Concentrator Count - 0 Demand 3 State demand 130 according to Kansas Career Cluster Data (see attached)	

Q2: What pathways/programs (if any) <u>are not offered, but are needed</u> in the region?

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
53-3032: Heavy and Tractor-Trailer Truck Drivers ● Median annual wage: $39, 277 ● Education: Postsecondary non-degree award	https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA== Heavy and tractor-trailer truck drivers are listed as the #1 high demand career field for Southeast Kansas. While it is listed as high demand, it is not listed as high wage for the area.	● Heavy and tractor-trailer truck driver jobs are expected to grow by 5% nationally between 2018-2028 according to the Bureau of Labor Statistics. In Oklahoma, jobs are expected to increase by 10% through 2028 which is faster than the national average. ● Requested by the Electric Power Technology- Lineman Program in Coffeyville and local Business & Industry partners
47-2152: Plumbers, Pipefitters, and Steamfitters ● Median annual wage: $47,761 ● Education: High school diploma or equivalent	https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA== Plumbers, Pipefitters, and Steamfitters are listed as the #44 high demand career field for SEK and listed as high wage job for the area.	● Listed #31 in the High Demand High Wage Occupations for KS 2021 ● Expected growth of 11.9% by 2028 in SEK ● Requested in the region
49-9021: Heating, Air Conditioning, and Refrigeration Mechanics and Installers ● Median annual wage: $52,393 ● Education: Postsecondary non-degree award	https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA== ● Listed as #39 in the High Wage High Demand Occupations for KS 2021 ● Listed as #63 in the High Demand Occupations for SEK 2021 ● Listed as the #80 in the High Demand Occupations for KS 2021	● Nationally, Heating/Ventilation/Air Conditioning jobs are expected to grow by 13% through 2028 according to the Bureau of Labor Statistics. In Oklahoma, jobs are expected to increase by 15% through 2028 which is significantly faster than the national average. ● Requested in the region
49-3031: Bus and Truck Mechanics and Diesel Engine Specialists	https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA== ● Listed as #110 in the High Demand Occupations for SEK 2021	● Listed #38 in the High Demand High Wage Occupations for KS 2021 ● Requested in the region

	• Listed as the #119 in the High Demand Occupations for KS 2021	
25-2031: Secondary School Teachers, Except Special and Career/Technical Education	https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA== • Listed as #3 in the High Wage High Demand Occupations for SEK 2021 • Listed as #9 in the High Wage High Demand Occupations for KS 2021 • Listed as #20 in the High Demand Occupations for SEK 2021 • Listed as the #32 in the High Demand Occupations for KS 2021	• Short-term Occupation Projections show 1,430 job openings in KS by 2022 and • High demand in our area, unable to fill local needs
Aviation Maintenance Pathway	At the request of Textron Aviation secondary and post-secondary institutions in the Independence area were requested to add the Aviation pathway and/or programs to build the future workforce in Southeast Kansas to address the shortages in the Aviation industry. Textron noted a need for over 4,000 aviation workers in the next 5 years. USD 446 Independence implemented the pathway in 2020. Textron operates a plant in Montgomery county producing cessna aircraft for the aviation Industry	• High demand in our area, unable to fill local needs

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Web and Digital	Regional discussion noted the competencies developed in this pathway are needed for 21st Century jobs. The consensus was these skills will be critical in most workplaces. These roles may be performed away from the workplace allowing and encouraging people to stay "home" in rural areas rather than leave the area or state to seek employment. Although the projected growth of employment in graphic design is average, related occupations such as web designers, web producers, interior designers, film and video editors, and audio/visual equipment operators show above average growth and are rated as "bright outlook" in the State of Kansas and nationwide by O-NET online. Additionally, local SEK employers who serve on advisory committees have expressed concern over the expected numbers of employees preparing for retirement over the next few years. As the baby boomers leave the workforce, the number of job openings in the print and design industry in SEK will significantly increase.	Limited Annual Openings 1 annual opening, $34,753 Entry level wage

STEP 2: Analyze Student Performance

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

The local needs assessment shanclude…

*(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 stakeholder 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:

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

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	1P1 98.04%-LCC 1P1 95.96%-CCC 1P1 92.19 %-ICC (KS: 92.19%) 2P1 84.00%-LCC 2P1 86.67%-CCC 2P1 70.83 %-ICC (KS: 79.93%) 3P1 7.48%-LCC 3P1 5.52%-CCC 3P1 3.57 %-ICC (KS: 9.17%) Post-secondary programs still have strong placement of students after completing programs, as well as having credentials within 1 year of completion.	Post-secondary programs still struggle to recruit non-traditional students to certain programs, such as health science and manufacturing.

	Secondary- Region 5 data chart attached in the Appendix of all scores in special Populations provided by Kansas Department of Education **Secondary-** We exceeded all state goals except 2s2 Reading (-.12)and 3s1 Total Placement at (-8.42) Total students performance was 89.44 (85)	3s1 Total Placement was down in all sub groups except single parents. Due to possible work based learning programs and sites. Also, equity and economic status. Some of the data has not been turned in correctly or just not turned in!
Performance of Special Populations		
Individuals with disabilities	1P1 100%-LCC (KS: 92.19%) 1P1 100%-CCC 1P1 No Data-ICC 2P1 No data-LCC 2P1 100 %-CCC 2P1 No data-ICC 3P1 No data-LCC 3P1 0.00%-CCC 3P1 No data-ICC **Post-secondary**- Individuals with disabilities have done a great job of receiving placement once they have exited a program. **Secondary** - Exceeded the Post secondary Credits KSDE KIDS data 76.15 (52) The community colleges have worked with local schools to provide opportunities for credit and will continue to provide this opportunity.	**Secondary -** Equity, self esteem and possible economic status
Individuals from economically disadvantaged families, including low-income youth and adults	1P1 97.83%-LCC (KS overall goal: 92.19%) 1P1 93.48%-CCC 1P1 100 %-ICC 2P1 77.5%-LCC (KS overall goal: 79.93%) 2P1 90.38%-CCC 2P1 61.54 %-ICC 3P1 7.02%-LCC (KS overall goal: 9.17%) 3P1 9.30%-CCC	

	3P1 4.35 %-ICC Post-secondary has done a good job of meeting the needs of this group of students. **Secondary** - Meet the state average in 3s3 Science 34.33 (27)	**Secondary -** Underperformed in all other categories, due to access, transportation and equity.
Individuals preparing for non-traditional fields	1P1 86.67%-LCC (KS: 92.19%) 1P1 100%-CCC 1P1 100 %-ICC 2P1 94.12%-LCC (KS: 79.93%) 2P1 83.33%-CCC 2P1 100 %-ICC 3P1 100%-LCC (KS: 9.17%) 3P1 100%-CCC 3P1 100 %-ICC **Post-secondary-**Students have done really well preparing for non-traditional fields. **Secondary** - 2s1, 2s2,2s3 the region scored higher than the state average and 4s1 we scored 63 with the state bench mark at 30	**Secondary -** 3s1 Total placement – transportation, job sites . 1s1 Graduation rate (-7) KSDE KIDS data A factor in our gap is Guidance, work based learning sites, and equity.
Out-of-workforce individuals	1P1 100%-LCC 1P1 No data-CCC 1P1 No data-ICC 2P1 100%-LCC 2P1 No data-CCC 2P1 0.00%-ICC 3P1 No data-LCC 3P1 2.94%-CCC 3P1 No data-ICC **Secondary-** no data	**Post-secondary-** Continued connection with KansasWorks to identify this group is needed. **Secondary -** N/A
English learners	1P1 No data-LCC 1P1 No data-CCC 1P1 No data-ICC	**Post-secondary** colleges are not getting English learners to join programs. More

	2P1 No data-LCC 2P1 No data-CCC 2P1 No data-ICC 3P1 No data-LCC 3P1 0.00%-CCC 3P1 No data-ICC **Secondary** - Scored high in 2s3 Science, 4s1 concentration and 5s2 post secondary credits KSDE KIDS data	work needs to be done to recruit these students and better understand their needs. **Secondary** 3s1 Placement (-85) 4s1 non- traditional concentration (-30) according to KSDE KIDS. Data due to lack of resources , transportation and guidance
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	1P1 No data-LCC 1P1 No data-CCC 1P1 No data-ICC 2P1 No data-LCC 2P1 0.00%-CCC 2P1 No data-ICC 3P1 No data -LCC 3P1 No data-CCC 3P1 No data-ICC **Secondary** - Scored high in all categories except Placement non- traditional concentration KSDE KIDS data	**Post-secondary** colleges are not getting Homeless individuals to join programs. More work needs to be done to recruit these students and better understand their needs through working with KansasWorks. **Secondary-** 3s1 Placement (-85) 4s1 non- traditional concentration (-30) according to KSDE KIDS. data Due to lack of resources , transportation and Guidance
Youth who are in, or have aged out of, the foster care system	1P1 No data -LCC 1P1 100%-CCC 1P1 No Data-ICC 2P1 0.00%-LCC 2P1 No data-CCC 2P1 No data-ICC 3P1 No data -LCC 3P1 0.00%-CCC 3P1 0.00 %-ICC **Secondary** No data	**Post-secondary** and **secondary** have a lack of data to determine root causes.

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)	1P1 No data -LCC 1P1 No data-CCC 1P1 No data-ICC 2P1 No data -LCC 2P1 No data-CCC 2P1 No data-ICC 3P1 No data -LCC 3P1 No data-CCC 3P1 No data-ICC **Secondary -** Scored high in 2s1 Math, 2s3 Science and 5s1 post secondary credits KSDE KIDS data	**Post-secondary** colleges are not getting youth with parents in the armed forces to join programs. More work needs to be done to recruit these students and better understand their needs. **Secondary**- 1s1 Graduation rate (18) due to moving constantly, 2s1 (31) in reading and (-52) 3s1 in Placement ,. Sometimes not enrolled long enough to show improvement or to be placed. KSDE Kids data
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native		
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown		

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	Secondary schools utilize student interest surveys; community and business/industry demand; and, student and financial performance data to determine if a program is of sufficient size to offer in the local school district. Postsecondary institutions use enrollment, completions, placement, area and regional business/industry demand, and financial performance data to determine if programs are of a sufficient size to address area and regional employment needs.	Increased marketing of available programs to middle school students through career exploration activities is a strategy to increase program enrollments in the future at both the secondary and postsecondary levels. Continue to use programs like Xello so students can gather and research information about potential careers of interest as early as elementary school. A shorter turn around (3 vs. 5 years) in the program review process at postsecondary institutions may help determine if a program is at a sufficient size to meet area workforce demands.
Relate to real-world work environment (Scope)	Secondary and Postsecondary institutions utilize input from program advisory committees to gather data to ensure pathways/programs are addressing real-world work environments. Use of guest speakers, job shadowing, internships, and field trips to representative business/industries provide an additional view of the real world for program students. Faculty summer internships are beneficial for CTE faculty to expand their knowledge base and stay abreast of the ever-changing technology in industry. This allows faculty to bring back relevant information to the classroom to better prepare graduates.	Increasing participation from area business/industry leaders with advisory committees is an area for improvement. Typically, agriculture, healthcare and emergency services programs have strong community support and participation. However, other programs (manufacturing and computer-related) struggle to garner participation from area leaders. Expansion of job shadowing and internships with area business/industries may provide additional benefits to students.
Help students advance to future education (Scope)	Secondary and postsecondary personnel work closely to develop and implement articulation agreements to provide a seamless pathway for secondary students to advance their education. Counseling and admissions personnel provide career exploration opportunities, career & technical education days, business/industry field trips, and tours of area educational institutions to provide students with a wide-range of experiences to continue their education beyond high school.	Institutions need to continue to explore articulation agreements to expand educational opportunities for program students. The inclusion of program-to-program articulation agreements between community colleges and universities would reduce student debt and time needed to complete a four-year degree. Additional career exploration activities may be beneficial to expand a student's knowledge and experience to make an informed career choice.

Are of high quality	Secondary institutions utilize a faculty and program evaluation process to assess the quality of instruction and program performance in an effort to improve quality. Several school districts annually survey students to determine their level of satisfaction with a program and the instruction provided. Data from the surveys are utilized to make recommended improvements. Program faculty attend CTE conferences and utilize instructional teacher evaluations. Continuing education and professional development for teachers helps to ensure high quality instruction. Also, ensuring that student equipment and technology is industrial grade so that students have the knowledge and skills necessary to begin working upon graduation. For program evaluation, secondary schools utilize input from CTE advisory committee members, parents, and community members to make improvements to programs. The schools also use enrollment, participant, and concentrator data to evaluate programs' success. Each of the area postsecondary institutions implement a program review process as part of their regional accreditation activities to ensure programs are operating at a sufficient size, scope, and quality. The Program Review process utilizes data from the following areas: Graduation and program completion rates; completion of industry-recognized certifications; job placement; profit/loss reports; faculty participation in professional development opportunities; industry demand/input from advisory committee members; faculty and student evaluations; and, area/regional labor market information. Institutions conduct faculty and student evaluations each semester to gather input and evaluate program effectiveness, needs, and demand. Input from advisory	Secondary schools cited limited budgets and finding quality CTE instructors as a challenge to ensure a high quality program is available for their students. Schools are faced with phasing out one pathway to free up money for a new pathway, or to expand/improve an existing pathway. Strategies to attract quality CTE faculty is a future area of focus. The postsecondary program review processes are normally in a 5-year cycle. Institutions may explore shortening the evaluation process to 3-5 years to be more responsive to area needs and to ensure program quality and performance is consistently at a high level. Graduate follow up reporting continues to be a challenge. Identifying strategies to secure the needed data is an area for improvement.

	committees are an additional avenue to assess the quality of the program and the program graduates.	

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

(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
(B) addresses both academic and technical knowledge and skills, including employability skills;
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
(E) has multiple entry and exit points that incorporate credentialing; and
(F) culminates in the attainment of a recognized postsecondary credential.

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

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	Post-secondary programs are designed and implemented in accordance with KBOR aligned program requirements, giving students the opportunity to graduate from programs with industry-recognized credentials. Program outcomes are laid out by their associated accrediting bodies or credentialing bodies. ESSA results are used in Perkins and Cognia initiatives to help improve student performances and scores. Data is compiled and additional staff has been employed to help with gaps in students' test scores.	To inform all staff, students, and parents about the content of the data. We need to know the specifics of all data and what to do with it. Not that many opportunities to collaborate curriculum with other content areas within the school and professional development opportunities are available. More staff is needed to help offset the gaps in academic scores due to the coronavirus. Technology has been a gap according to location of WI-FI and adequate computer hardware for students that have been quarantined multiple times. With lunches becoming free the data will be harder to track for each school district. Our demographics have changed over the last few years. Equity has to be utilized for effective comprehension and mastery of academic standards.
(B) addresses both academic and technical knowledge and skills, including employability skills	Post-secondary and secondary programs rely on advisory boards to determine needed technical knowledge and employability skills to incorporate into the curriculum.	Work more closely with advisory boards to create internships or externships for students to apply learned skills before entering the workforce.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	New pathways are determined by community and student interest, and from area workforce demand. Annual meetings with advisory committee members keep program faculty up to date on what needs to be offered to students	Budget limitations don’t always allow for new pathways/programs to be added that are needed.

	as well as identifying what we are lacking that needs to be added to the existing curriculum. Career fairs address the needs of industry and it allows those industries to find potential future employees, interns, etc.	Secondary schools cited the availability of qualified personnel and limited budgets as barriers to adding new pathways/programs for their school districts.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Post-secondary students take prerequisite courses in certain career fields (such as healthcare) that apply to many different programs and allow the student to determine if they want to continue in that field or move to something different. Due to the lifting of Covid-19 restrictions, we are allowing our face to face activities to resume (example guest speakers, mentorships and College exploration trips). Due to the Covid-19 face to face limitations we researched and found various virtual activities that we can incorporate into our CTE curriculum. We plan on continuing these added resources into our current curriculum and expanding them to include the middle school career exploration classes.	Extensive professional development in Equity. Purchasing virtual software to meet the needs of special populations and All students. Field trips are canceled due to Covid. Attendance of work based learning sites are canceled by business and industry leaders due to Covid.
(E) has multiple entry and exit points that incorporate credentialing	Post-secondary students have the option in some programs just to complete the certificate and exit, or they can continue on and complete an AAS degree. Multitude of pathways that include certifications such as Microsoft, OSHA, etc.	Healthcare programs cannot have students enter and exit at multiple points due to accreditation standards for their disciplines.
(F) culminates in the attainment of a recognized postsecondary credential.	Post-secondary programs provide students with a postsecondary credential that allows them to get a job in their field of study.	Industry sometimes does not want students with postsecondary credentials because they have to hire them at a higher rate than if they just train them themselves.

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?

Process	Strengths	Needs/Gaps
Recruitment		

Secondary institutions recruit CTE educators from area/regional university teacher education programs and business/industry to fill vacancies for CTE programs and/or for new curriculum initiatives.	Close communication with area/regional university teacher education programs and business/industry through advisory board member contacts will provide an avenue for hiring secondary educators for instructional positions.	Financial considerations continue to be a challenge to attract qualified candidates to the education field (e.g. they can make much more in the field than they can in education). This is primarily found with instructors transitioning from Business/Industry in the CTE fields. Strategies to attract and retain qualified faculty is needed to address the challenge of hiring qualified CTE faculty. Location also plays a key in recruitment of Quality CTE Instructors
Postsecondary institutions recruit qualified applicants from area and regional business/industry and universities. Institutions utilize Perkins Program Improvement and local professional development funding to provide training for CTE instructors. CTE instructors are retained through continued education, work conditions, benefits packages, and work schedules.	CTE faculty members hired from industry have direct knowledge about what is needed in the field and are, therefore, interested in the perpetuation of their work. As a result, CTE instructors work to provide curriculum and training which is relevant to prepare a qualified workforce. CTE instructors also encourage students to persevere in their studies.	Financial considerations continue to be a challenge to attract qualified candidates to the education field (e.g. they can make so much more in the field than they can in education). It is difficult for Community Colleges to compete with Business/Industry to attract and keep quality program faculty.
Training		
Several secondary schools utilize a mentor training process to match a new instructor with a veteran instructor for the first two years of employment with the district. This process helps new instructors to "learn the ropes" and build their confidence to teach; thus, improving the learning experience for students.	This process helps train instructors who may otherwise have left the district. Summer externships for CTE faculty is a valuable learning tool to help faculty stay abreast of the ever changing technology and workforce needs.	Funding by local school districts and post-secondary schools provide an obstacle for attendance to National, State and local events.
Colleges utilize Perkins Program Improvement and local professional	Community Colleges provide faculty with continued education, vacation, better work	Oftentimes, CTE faculty members come to us directly from the field and are, therefore, practitioners. While their knowledge is

development funding to provide training for CTE instructors.	schedules, and more flexibility than traditionally found in business/industry.	relevant, they don't always have a good understanding of pedagogy and are in need of additional education to become more effective in the classroom. A better understanding of a variety of teaching strategies and understanding today's students would improve their instruction and assist in retaining quality faculty.
Retention		
Several secondary schools utilize a mentor training process to match a new instructor with a veteran instructor for the first two years of employment with the district. This process helps new instructors to "learn the ropes" and build their confidence to teach; thus, improving the learning experience for students. This process also helps schools retain CTE instructors for future years.	This process helps train and retain instructors who may otherwise have left the district. Summer externships for CTE faculty is a valuable learning tool to help faculty stay abreast of the ever changing technology and workforce needs.	Need to push local boards to improve wages for area schools to compete with other Kansas Educational institutions
CTE instructors are retained through continued education, work conditions, benefits packages, and work schedules.	Community Colleges provide faculty with continuing education, vacation, better work schedules, and more flexibility than traditionally found in business/industry.	Need to continue to push for higher wages in area schools

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
	Perkins V – special populations Sec. 2(48)
Y	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))

Y	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
Y	(C) individuals preparing for non-traditional fields;
Y	(D) single parents, including single pregnant women;
Y	(E) out-of-workforce individuals;
Y	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
Y	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
Y	(H) youth who are in, or have aged out of, the foster care system; and
Y	(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.
	ESEA of 1965 Sec. 1111(h)(1)(C)(ii) (B) students from major racial and ethnic groups;
	American Indian or Alaskan Native
	Asian
	Black or African American
	Hispanic/Latino
	Native Hawaiian or Other Pacific Islander
	White
	Two or More Races
	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
All institutions provide student accommodations for special populations to ensure equal access and equity. Institutions make accommodations as needed to address current and future student needs (e.g. extending testing time, tutoring services, ADA, etc).	Individuals with disabilities	Provide professional development opportunities for secondary and postsecondary staff to ensure up-to-date knowledge of programs and services available to current and prospective students. Possible tracking system for special populations after they exit Secondary schools.

Postsecondary institutions provide access to federal financial aid; foster care, active military and veteran administration programs; and, provide assistance to all students to apply for numerous financial aid programs. Financial Aid personnel are assigned to assist special population students to ensure a smooth transition into college.	All categories	Work closely with area school districts to schedule additional "Financial Aid Assistance" events to assist high school students and parents to understand how to apply for federal financial aid, the types of aid available, their eligibility, and most importantly key deadlines for applications. Provide help to answer student questions through live chats with staff from college websites. Cover financial aid opportunities through webinars that happen in the evenings and may better fit students' life schedules.
Postsecondary recruiters are aware of the need for non-traditional participants. Recruiters take additional steps to both educate and recruit potential non-traditional CTE students through high school career fairs, visits with local workforce counselors, and collaboration with area school counselors.	All categories	Continued exposure and marketing of CTE opportunities and services available to all students is needed. Cultivating relationships with area high school career counselors and area workforce counselors is continually needed to improve awareness of available programs and services as well as updating individuals on changing programs and/or workforce needs. Quarterly meetings with the vested partners would be beneficial to ensure everyone is working in concert to meet student needs.
Gap	**Which special population(s)**	**Strategies for Improvement**
Awareness of services available to current and future students. Currently college-aged students must self-identify to request accommodations.	All categories	Include information in admission packets to direct inquiries to more detailed information on the processes and services available at the respective schools.
Limited scholarship funding available.	Economically disadvantaged, single parents, students in non-traditional fields, out-of-workforce individuals, English learners	Research additional funding opportunities that may exist for these particular groups through organizations like KansasWorks, Connect students to

		outside agencies for potential assistance through better advising of students early on.

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
Some post-secondary colleges employ a social worker and ADA coordinator on campus to assist students with needs both in and out of the college. This individual can be a liaison between students and program faculty/staff to ensure the students' and program's needs can be met.	All categories	Building the relationship quickly when students are in their programs of study with these individuals will assist both students and faculty/staff meet various needs as they arise.
Equitable selection processes are put into place for competitive programs.	All categories	Program faculty/staff annually review admission/selection process to ensure it meets the needs of students from special populations. They can also review student feedback from graduates to see how improvements can be made.
A student grievance procedure exists that all students have access to and can employ if they feel there is a misuse or inequitable practice on campus.	All categories	Review number/category of student grievances annually to ensure students are being treated equitably and fairly across campus.
Gap	**Which special population(s)**	**Strategies for Improvement**
At the post-secondary level, programs and student support may not meet regularly to re-evaluate whether programs are designed for the success of special populations.	All Categories	Program Directors could try to meet once a year with support staff to ensure programs are still meeting the needs of special population student groups.

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
Equitable selection processes are put into place for competitive programs.	All categories	Program faculty/staff annually review the admission/selection process to ensure it meets the needs of students from special populations. They can also review student feedback from graduates to see how improvements can be made. Need to provide professional development for equity in the classroom.
Students at the post-secondary level are able to join the TRiO program and have access to tutoring, advising, workshops, etc. throughout their program to ensure their needs are met.	All categories	TRiO is a different federal grant that must be applied to and accepted on a 3-5 year basis. Colleges need to continually apply to have these support services on their campuses.
Gap	**Which special population(s)**	**Strategies for Improvement**
Students who do not meet program requirements in a single semester may be dismissed from the program and students must find alternative career options.	All categories	Provide intrusive advising for students who must exit the current program that works with students to find alternate programs they may be interested in that meet their needs/goals.

Table of High Demand Jobs (High Demand, High Wage wages in gold)
(Select Region & Select Education Levels):

Show High Demand High Wage Only

Region	Education	Occupational Group
Southeast Projection Region	(Multiple values)	(All)

SOC + Title	Education	Work Experience	Job Training	Median Annual Wage
53-3032 Heavy and Tractor-Trailer Truck Drivers	Postsecondary nondegree aw..	None	Short-term on-the-job traini..	$39,277
31-1131 Nursing Assistants	Postsecondary nondegree aw..	None	None	$25,094
25-9045 Teaching Assistants, Except Postsecondary	Some college, no degree	None	None	$22,624
43-3031 Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	None	Moderate-term on-the-job tr..	$31,925
29-2061 Licensed Practical and Licensed Vocational Nurses	Postsecondary nondegree aw..	None	None	$40,252
29-2053 Psychiatric Technicians	Postsecondary nondegree aw..	Less than 5 yea..	Short-term on-the-job traini..	$26,762
29-2040 Emergency Medical Technicians and Paramedics	Postsecondary nondegree aw..	None	None	$29,292
49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Inst..	Postsecondary nondegree aw..	None	Long-term on-the-job training	$58,655
31-9092 Medical Assistants	Postsecondary nondegree aw..	None	None	$29,350
33-2011 Firefighters	Postsecondary nondegree aw..	None	Long-term on-the-job training	$21,965
15-1232 Computer User Support Specialists	Some college, no degree	None	None	$42,063
49-2022 Telecommunications Equipment Installers and Repairers, Excep..	Postsecondary nondegree aw..	None	Moderate-term on-the-job tr..	$65,351
29-2034 Radiologic Technologists and Technicians	Associate's degree	None	None	$49,268
19-4051 Nuclear Technicians	Associate's degree	None	Moderate-term on-the-job tr..	$85,661
51-9162 Computer Numerically Controlled Tool Programmers	Postsecondary nondegree aw..	None	Moderate-term on-the-job tr..	$48,784
25-2011 Preschool Teachers, Except Special Education	Associate's degree	None	None	$40,557
29-2098 Medical Dosimetrists, Medical Records Specialists, and Health T..	Postsecondary nondegree aw..	None	None	$34,548
49-3023 Automotive Service Technicians and Mechanics	Postsecondary nondegree aw..	None	Short-term on-the-job traini..	$32,804
25-4031 Library Technicians	Postsecondary nondegree aw..	None	None	$42,005
51-5111 Prepress Technicians and Workers	Postsecondary nondegree aw..	None	None	$29,279
49-9081 Wind Turbine Service Technicians	Postsecondary nondegree aw..	None	Long-term on-the-job training	$62,381
31-2021 Physical Therapist Assistants	Associate's degree	None	None	$57,656

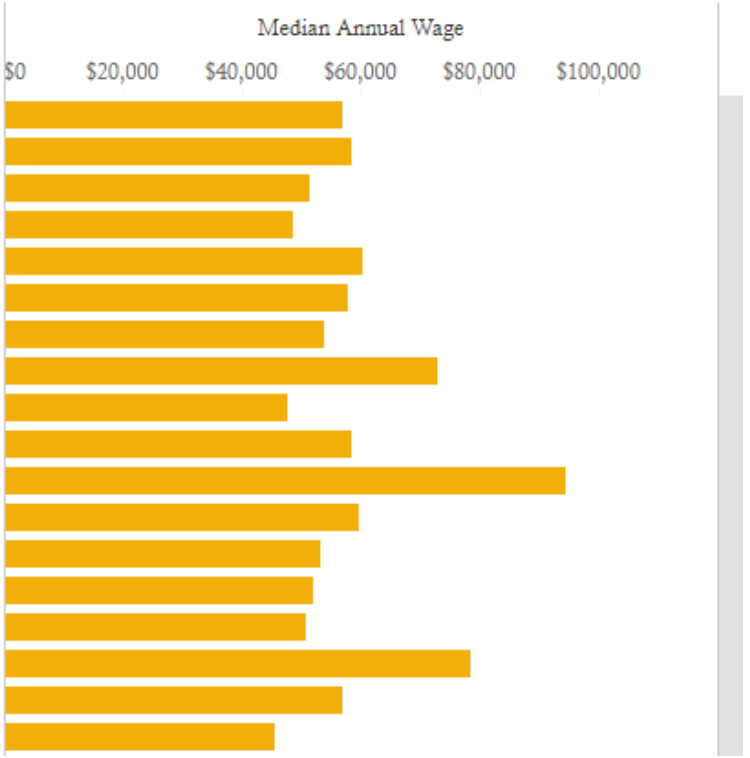
Source: https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA==

High Demand Occupations and Median Wage by Demand Score (High Demand, High Wage jobs in Gold)

Show All High Demand (Select a Region)

Region: Southeast Projection Region

SOC + Title	Rank	Total Score
29-1141 Registered Nurses	14	29
51-1011 First-Line Supervisors of Production and Operating Workers	19	28
25-2031 Secondary School Teachers, Except Special and Career/Technical Educ..	20	28
25-2021 Elementary School Teachers, Except Special Education	24	27
47-2111 Electricians	31	25
41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical..	37	24
49-9041 Industrial Machinery Mechanics	38	24
11-1021 General and Operations Managers	43	23
47-2152 Plumbers, Pipefitters, and Steamfitters	44	23
49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers	63	20
11-9021 Construction Managers	68	19
13-1198 Project Management Specialists and Business Operations Specialists, Al..	69	19
13-1071 Human Resources Specialists	76	18
13-1161 Market Research Analysts and Marketing Specialists	77	18
21-1012 Educational, Guidance, and Career Counselors and Advisors	78	18
51-8093 Petroleum Pump System Operators, Refinery Operators, and Gaugers	81	17
13-2011 Accountants and Auditors	82	17
43-1011 First-Line Supervisors of Office and Administrative Support Workers	83	17



Source: https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA==

Appendix B

Region Name:		Independence 5						
CIP	SOC	Program Name	College:	Program Size	2018-22 Kansas Projected Need	2018-22 Kansas Projected Need	Wage (SE Kansas)	Wage (All Kansas)
				2-year Average Concentrator Count	Total Annual Southeast Kansas Openings	Total Annual Kansas Openings	Annual Wage	Annual Wage
11.0901	15-1231	COMPUTER AND INFORMATION TECHNOLOGY	CCC	9	*	103	N/A	$43,270
11.0901	15-1231	COMPUTER AND INFORMATION TECHNOLOGY	ICC	*		103		$43,270
11.1006	15-1231	COMPUTER SUPPORT SPECIALIST	LCC	*	*	103	N/A	$43,270
11.0801	15-1254	WEB DESIGN AND DEVELOPMENT	ICC	*		n/a		$48,220
19.0708	25-2011	EARLY CHILDHOOD EDUCATION	ICC	*		117		$38,533
51.0810	29-2042	EMT: BASIC	ICC	*		148		N/A
51.0810	29-2042	EMS EDUCATION	ICC	*		148		N/A
51.0810	29-2042	ADVANCED EMS ED	ICC	*		148		N/A
51.0810	29-2042	EMT:BASIC	CCC	10	23	148	$29,292	N/A
51.0904	29-2042	EMERGENCY MEDICAL TECHNICIAN	LCC	11	28	148	N/A	N/A

51.0904	29-2043	EMERGENCY MEDICAL TECHNICIAN/PARAMEDIC (EMT-P)	CCC	14	23	148	$29,292	N/A
51.1004	29-2011	MEDICAL LABORATORY TECHNOLOGY	CCC	*	22	242	$50,861	$47,622
51.3901	29-2061	PRACTICAL NURSING	CCC	16	56	610	$40, 252	$45,147
51.3901	29-2061	NURSING-LPN	LCC	22	30	610	$40, 252	$45,147
51.3801	29-1141	REGISTERED NURSE	CCC	23	135	1,965	$57,095	$62,552
51.3801	29-1141	NURSING-ADN	LCC	34	116	1,965	$57,095	$62,552
51.0908	29-1126	RESPIRATORY THERAPY	LCC	10	9	104	$52,542	$58,040
51.0910	29-2032	DIAGNOSTIC MEDICAL SONOGRAPHY	LCC	13	*	49	$71,621	$77,282
51.0911	29-2034	RADIOGRAPHY	LCC	28	12	130	$49,268	$55,080
1.8301	29-2056	VETERINARY TECHNICIAN	ICC	9		8		$39,268
51.3902	31-1131	CERTIFIED NURSE AIDE	ICC	42		2,762		$25,320
51.2601	31-1131	LONG TERM CARE	ICC	*		2,762		$25,320
51.3902	31-1131	NURSING AIDE	CCC	40	253	2,762	$25,094	$25,320
51.3902	31-1131	NURSING AIDE	LCC	97	199	2,762	$23,249	$25,320

51.0601	31-9091	DENTAL ASSISTANT	LCC	6	12	326	$36,756	$39,591
51.0801	31-9092	MEDICAL ASSISTANT	CCC	17	45	571	$29,350	$31,559
51.1009	31-9097	PHLEBOTOMY	CCC	11	*	173	$27,823	$33,415
51.1009	31-9097	PHLEBOTOMY	LCC	0	*	173	$27,823	$33,415
51.2603	31-9099	MEDICATION AIDE	ICC	17		47		$43,261
51.2603	31-9099	MEDICATION AIDE	CCC	13	*	47	N/A	$43,261
51.2603	31-9099	MEDICATION AIDE	LCC	17	*	47	$27,823	$43,261
51.0806	31-2021	PHYSICAL THERAPY ASSISTANT	LCC	30	20	188	$57,656	$59,077
43.0203	33-2011	FIRE SCIENCE/FIREFIGHTER	CCC	8	*	249	$21,965	$34,656
12.0401	39-5012	COSMETOLOGY	ICC	28		n/a		$18,400
51.0716	43-6013	BUSINESS ADMIN TECH MEDICAL OFFICE ASSISTANT	LCC	7	26	461	$30,550	$35,460
52.0401	43-6014	BUSINESS ADMIN TECH ADMINISTRATIVE ASSISTANT	LCC	*		2936		$34,712
52.0401	43-6014	ADMINISTRATIVE OFFICE MANAGEMENT	ICC	*	189	2936	$32,238	$34,712
10.0303	43-9031	GRAPHIC DESIGN TECHNOLOGY	LCC	11	*	14	$29,074	$47,674

52.0408	43-9061	BUSINESS ADMIN TECH CLERICAL ASSISTANT	LCC	*	138	2102	$20,154	$26,929
46.0201	47-2031	CONSTRUCTION TECHNOLOGY	CCC	33	85	853	$36,293	$40,624
46.0302	47-2111	ELECTRICAL TECHNOLOGY	CCC	9	71	704	$60,246	$53,756
47.0105	49-2094	ELECTRONICS TECHNOLOGY/TECHNICIAN	LCC	10	*	35	$50,924	$62,356
47.0603	49-3021	AUTOMOTIVE COLLISION AND REFINISHING TECHNOLOGY	CCC	16	22	151	$45,632	$40,309
47.0604	49-3023	AUTOMOTIVE SERVICE TECHNOLOGY	CCC	60	46	687	$32,804	$40,166
48.0501	51-4041	PRECISION MACHINING TECHNOLOGY	CCC	13	27	418	$39,272	$43,662
48.0508	51-4121	WELDING TECHNOLOGY	CCC	68	87	788	$39,225	$41,370
48.0508	51-4121	WELDING	LCC	32	94	788	$39,225	$41,370

Concentrator Data by Pathway - Independence Workgroup				
USD	**District**	**Pathway**	**CIP**	**Total Conc.**
D0506	Labette Cnty	Power Struct. & Tech Syst.	1.0201	13
D0445	Coffeyville	Power Struct. & Tech Syst.	1.0201	21
D0484	Fredonia	Power Struct. & Tech Syst.	1.0201	13
D0461	Neodesha	Power Struct. & Tech Syst.	1.0201	3
D0447	Cherryvale	Power Struct. & Tech Syst.	1.0201	11

D0436	Caney Valley	Power Struct. & Tech Syst.	1.0201	15
D0387	Altoona-Midway	Power Struct. & Tech Syst.	1.0201	5
D0286	Chautauqua Co	Power Struct. & Tech Syst.	1.0201	3
D0283	Elk Valley	Power Struct. & Tech Syst.	1.0201	4
D0282	West Elk	Power Struct. & Tech Syst.	1.0201	4
				92
D0446	Independence	Animal Science	1.0901	16
D0445	Coffeyville	Animal Science	1.0901	7
D0484	Fredonia	Animal Science	1.0901	3
D0387	Altoona-Midway	Animal Science	1.0901	2
				28
D0506	Labette Cnty	Plant Systems	1.1101	2
D0484	Fredonia	Plant Systems	1.1101	1
				3
D0506	Labette Cnty	Comp Ag Science	1.9999	15
D0445	Coffeyville	Comp Ag Science	1.9999	5
D0461	Neodesha	Comp Ag Science	1.9999	6
D0447	Cherryvale	Comp Ag Science	1.9999	30
D0436	Caney Valley	Comp Ag Science	1.9999	28
D0387	Altoona-Midway	Comp Ag Science	1.9999	1
D0286	Chautauqua Co	Comp Ag Science	1.9999	13
D0283	Elk Valley	Comp Ag Science	1.9999	11

D0282	West Elk	Comp Ag Science	1.9999	6
				115
D0503	Parsons	Digital Media (AV Com.)	9.0702	5
D0445	Coffeyville	Digital Media (AV Com.)	9.0702	1
D0461	Neodesha	Digital Media (AV Com.)	9.0702	3
D0436	Caney Valley	Digital Media (AV Com.)	9.0702	17
				26
D0506	Labette Cnty	Web & Digital Com.	11.1004	1
D0446	Independence	Web & Digital Com.	11.1004	1
D0445	Coffeyville	Web & Digital Com.	11.1004	3
D0461	Neodesha	Web & Digital Com.	11.1004	3
D0282	West Elk	Web & Digital Com.	11.1004	5
				13
D0506	Labette Cnty	Rest. & Event Mgt.	12.0504	19
D0503	Parsons	Rest. & Event Mgt.	12.0504	19
D0445	Coffeyville	Rest. & Event Mgt.	12.0504	3
D0484	Fredonia	Rest. & Event Mgt.	12.0504	2
D0436	Caney Valley	Rest. & Event Mgt.	12.0504	4
				47
D0446	Independence	Teaching/Training	13.0101	2
				2

D0506	Labette Cnty	Engineering & Applied Math	14.0101	18
				18
D0484	Fredonia	BioMedical	14.0501	6
D0484	Fredonia	BioChemistry	14.1401	11
				17
D0447	Cherryvale	Early Childhood Dev. & Svcs.	19.0709	2
				2
D0484	Fredonia	Family, Com. & Cons. Svcs.	19.0799	5
D0461	Neodesha	Family, Com. & Cons. Svcs.	19.0799	6
D0447	Cherryvale	Family, Com. & Cons. Svcs.	19.0799	4
D0387	Altoona-Midway	Family, Com. & Cons. Svcs.	19.0799	11
D0286	Chautauqua Co	Family, Com. & Cons. Svcs.	19.0799	2
D0283	Elk Valley	Family, Com. & Cons. Svcs.	19.0799	2
D0282	West Elk	Family, Com. & Cons. Svcs.	19.0799	2
				32
D0445	Coffeyville	Emergency & Fire Mgt. Svcs.	43.0299	1
				1
D0506	Labette Cnty	Construction & Design	46	5
D0503	Parsons	Construction & Design	46	27

D0446	Independence	Construction & Design	46	11
D0484	Fredonia	Construction & Design	46	13
D0461	Neodesha	Construction & Design	46	1
D0447	Cherryvale	Construction & Design	46	3
D0436	Caney Valley	Construction & Design	46	15
D0282	West Elk	Construction & Design	46	1
				76
D0503	Parsons	Mobile Equip. Maint.	47.9999	7
D0484	Fredonia	Mobile Equip. Maint.	47.9999	3
				10
D0506	Labette Cnty	Manufacturing	48	16
D0503	Parsons	Manufacturing	48	12
D0446	Independence	Manufacturing	48	2
D0484	Fredonia	Manufacturing	48	1
D0461	Neodesha	Manufacturing	48	3
				34
D0503	Parsons	Graphic Design (VA)	50.0499	10
D0484	Fredonia	Graphic Design (VA)	50.0499	2
				12
D0506	Labette Cnty	Health Science	51.9999	30
D0503	Parsons	Health Science	51.9999	9

D0446	Independence	Health Science	51.9999	13
D0445	Coffeyville	Health Science	51.9999	28
D0484	Fredonia	Health Science	51.9999	6
D0461	Neodesha	Health Science	51.9999	1
D0436	Caney Valley	Health Science	51.9999	20
				107
D0503	Parsons	Bus. Mgt & Ent.	52.0799	1
D0446	Independence	Bus. Mgt & Ent.	52.0799	1
D0445	Coffeyville	Bus. Mgt & Ent.	52.0799	1
D0484	Fredonia	Bus. Mgt & Ent.	52.0799	4
D0461	Neodesha	Bus. Mgt & Ent.	52.0799	1
D0447	Cherryvale	Bus. Mgt & Ent.	52.0799	2
D0283	Elk Valley	Bus. Mgt & Ent.	52.0799	4
				14
D0446	Independence	Business Finance	52.0801	2
D0484	Fredonia	Business Finance	52.0801	3
D0461	Neodesha	Business Finance	52.0801	3
D0283	Elk Valley	Business Finance	52.0801	1
				9
D0503	Parsons	Travel and Tourism	52.0901	1
				1

D0503	Parsons	Marketing	52.1402	3
D0445	Coffeyville	Marketing	52.1402	4
D0484	Fredonia	Marketing	52.1402	1
				8
			Total Concentrators	

Appendix C

Kansas Career Cluster Annual Openings

KS Career Cluster	KS Career Pathway	Annual Total Openings							
		Kansa	KC	NC	NE	NW	SC	SE	SW

		s							
Agriculture, Food & Natural Resources	Agribusiness Systems	645	20	60	80	113	42	34	297
Agriculture, Food & Natural Resources	Animal Science	1,497	323	118	231	181	208	73	377
Agriculture, Food & Natural Resources	Comprehensive Agriculture Science	0	0	0	0	0	0	0	0
Agriculture, Food & Natural Resources	Food Products & Processing Systems	1,374	143	48	88	33	224	145	706
Agriculture, Food & Natural Resources	Natural Resources & Environmental Services	425	142	25	103	18	63	44	18
Agriculture, Food & Natural Resources	Plant Systems	2,718	919	218	534	152	402	142	307
Agriculture, Food & Natural Resources	Power, Structural & Technical Systems	389	12	62	64	83	33	26	116
Architecture & Construction	Construction & Design	8,994	2,802	616	1,739	480	2,201	584	524
Arts, AV Technology & Communications	Digital Media	492	192	16	107	9	119	18	24
Arts, AV Technology & Communications	Graphic Design	229	108	13	42	6	47	7	4
Business Management & Administration	Business Management & Entrepreneurship	7,461	3,334	401	1,460	254	1,450	341	213
Education & Training	Teaching/Training	8,994	2,408	763	1,946	428	2,066	735	538

Engineering	Aviation Production	516	45	6	11	0	500	9	6
Engineering	Energy	265	24	33	45	9	54	55	41
Engineering	Engineering & Applied Mathematics	1,214	517	35	198	4	401	58	4
Finance	Business Finance	7,943	3,510	530	1,300	342	1,485	353	377
Government & Public Administration	Government & Public Administration	531	120	35	157	38	82	39	65
Health & Bio Sciences	Biochemistry	54	32	3	4	0	5	1	2
Health & Bio Sciences	Biomedical	25	14	3	6	1	0	1	0
Health & Bio Sciences	Health Science	11,177	3,854	898	2,194	576	2,372	752	469
Hospitality & Tourism	Restaurant & Event Management	22,253	7,247	1,657	4,638	984	5,366	1,375	1,103
Hospitality & Tourism	Travel & Tourism	5,115	1,358	448	1,050	312	1,139	350	449
Human Services	Early Childhood Development & Services	1,676	801	215	250	55	289	89	66
Human Services	Family, Community & Consumer Services	5,836	1,645	410	961	198	1,602	615	227
Human Services	Fashion, Apparel, Interior Design (FAID)	390	178	21	40	15	110	13	16
Information Technology	Information Support & Services	2,128	929	149	367	63	472	96	59
Information Technology	Network Systems	1,079	625	30	205	19	165	21	10

Information Technology	Programming & Software Development	1,289	855	19	240	6	159	17	2
Information Technology	Web & Digital	119	70	4	20	0	20	1	0
Law, Public Safety & Security	Corrections, Security, Law & Law Enforcement Services	3,526	1,355	229	709	113	846	135	164
Law, Public Safety & Security	Emergency & Fire Management Services	687	156	51	139	55	136	63	59
Manufacturing	Manufacturing	13,048	3,565	1,069	2,283	466	3,174	1,275	930
Marketing	Marketing	25,767	10,776	1,716	4,150	1,044	5,769	1,486	1,116
Transportation	Aviation Maintenance	130	5	1	7	0	122	3	0
Transportation	Mobile Equipment Maintenance	2,930	953	241	492	174	679	225	205

Appendix D

Region 5 Special Population Data

	Graduation Rate	Academic Attainment Reading	Academic Attainment Math	Academic Attainment Science	Total Placement	Non-Traditional Concentration	Post Secondary Credits Attained
Performance Goal	85	31	24	27	85	30	52

State All Students	97.74	30.88	27.56	35.79	76.58	37.89	70.5
GAP in Performance- all students	12.74	-0.12	3.56	8.79	-8.42	7.89	18.5

Active Military Parent	67	0	33	33	33	0	100
Gap in Performance- All Military	-18	-31	9	6	-52	-30	48

Economically Disadvantaged	74	23	16	28	28	24	69
Gap in Performance- Econ. Dis.	-11	-8	-8	1	-57	-6	17

English Learners	67	22	17	39	0	39	61
Gap in Performance- ELL	-18	-9	-7	12	-85	9	9

Homeless (includes Migrant)	100	50	50	100	0	0	67
Gap in Performance- Homeless	15	19	26	73	-85	-30	15

Appendix E

Perkins V Comprehensive Regional Need Assessment Stakeholder Meeting Minutes

Date: Tuesday, November 9, 2021
Time: 6:00-7:00PM
Location: Independence High School Cafeteria
Stakeholders Present, Institution/Position, Representative Category:
Alan Speicher, IHS, Secondary Co-chair
Jaicey Gillum, ICC, Postsecondary Co-chair
Kara Wheeler, LCC, Postsecondary Co-chair, Postsecondary Admin.
Heather Pollet, CCC, Postsecondary Co-chair, Postsecondary Admin.
Jessica Childress, Tri County Special Ed. Co-op Independence Instructor, Special Populations
Nicole Kraft, CCC Student Precision Machining, Student
Anastasia O'Connell, USD 445 Middle School Parent, Parent
Wendi McDaniel, CCC Medical Assisting Program Director, Postsecondary Faculty
Dora Morris, CCC Technical Campus Admin. Assistant, Optional Stakeholder, Admin. Assistant
Jennifer Augustine, Program Administrator East Region – Vocational Rehab, Special Populations
Karen Barger, GED, LCC, Specialized Instructional Support
Tom Korhn, Textron Aviation, Business & Industry
Kristie Hawley, JAG-K Sponsor Independence HS, Representative for at-risk youth
Laura McClure, USD 446 Business Instructor, Secondary Teacher
Lacie Bohr, KS Dept. of Commerce Regional Operations Manager, Workforce Development
Melissa Johnson, KS Works Rep One-Stop Operator, Workforce Development
Taylor Crawshaw, ICC, Vice President for Academic Affairs, Postsecondary Admin.
Valon Jones, Neodesha HS, CTE Coordinator, Career Guidance & Academic Counselor
Rusty Arnold, USD 446 Superintendent, Secondary Administration
Travis Brumback, USD 503 Welding Instructor, Secondary Teacher
Leigh Ann Martin, LCC Dental Asst. Program Instructor, Postsecondary Faculty
Ashley Horton, LCC Student/SGA, Student
Christina Sykes, Labette Health, Business & industry
Marc Slavin, CRMC Surgery Dept. Director/CCC Nursing Advisory Board, Business & Industry

- Welcome and Introductions

- Review of the Perkins Needs Assessment Presentation by Alan Speicher

- Tasks for members moving forward

- Detailing available Programs and Pathways of the local USD and Community Colleges in the area
- Noted that USD 387 Altoona-Midway will need added to our area of focus since the last Needs Assessment was completed
- Labor market needs addressed in the meeting:
    - -Childcare
    - -Labette Health and CRMC both have multiple medical positions and are really needing help. COVID has made it difficult to recruit-Need Nurses, Paramedics, Radiology techs, Surgery Techs, and Respiratory Therapists. Highest turnover rates in history.
    - -Medical Assisting is starting a Certificate A to address Business & Industry needs for quicker education to be prepared for that role.
    - -Lower starting wages in EMT and Paramedic can be a barrier to fill the gap
    - -Teacher/para openings, unable to fill all positions
    - -Soybean Processing Plant, what new opportunities do we have to prepare- CDL drivers, Railway needs
- Handouts provided on the review of concentrator data for programs within the USD/CC's in the area.
- Defined Special Populations
- Discussed Secondary/Postsecondary Special Populations, resources to help special populations in performance in academics, and opportunities for those students with jobs, concerned with employers willing to accept employees with disabilities. KS Works offers a trial hiring period

where they pay for the employee while the employer gives them trail employment to see if it will work out. Trying to limit the barriers seen.

- KS Works working on resources for Justice-involved students seeking education and employment opportunities
- Looked into the Assessment gap dealing with Special Populations and need to formulate a plan for equity.
- Reviewed Secondary Special Populations Documents
- Project-based learning needs to address gaps in the Secondary Special Populations academic attainment
- Need to increase Internship and OJT opportunities with local Business & Industry to help fill the needs in the labor market.
- Announcements: March 23, 2022 is the Career Fair for all USD 446 students, this event is partnered with Cessna
- Next Steps- Review the last Needs Assessment, look at current data and projections, and formulate a plan moving forward. Next meeting is TBD.

Perkins V Comprehensive Regional Need Assessment Stakeholder Meeting
Meeting Minutes

Date: Tuesday, January 18, 2022
Time: 12:00-1:00PM
Location: Via Zoom
Stakeholders Present, Institution/Position, Representative Category:
Alan Speicher, IHS, Secondary Co-chair
Jaicey Gillum, ICC, Postsecondary Co-chair
Kara Wheeler, LCC, Postsecondary Co-chair, Postsecondary Admin.
Heather Pollet, CCC, Postsecondary Co-chair, Postsecondary Admin.
Leigh Ann Martin, LCC Dental Asst. Program Instructor, Postsecondary Faculty
Jennifer Augustine, Program Administrator East Region – Vocational Rehab, Special Populations
Melissa Johnson, KS Works Rep One-Stop Operator, Workforce Development
Lacie Bohr, KS Dept. of Commerce Regional Operations Manager, Workforce Development
Tiffany Bruce, Post-Secondary Success, CVHS, Career Guidance and Academic Counselor
Taylor Crawshaw, ICC, Vice President for Academic Affairs, Postsecondary Admin.
Wendi McDaniel, CCC Medical Assisting Program Director, Postsecondary Faculty
Travis Stalford, FKHS Principal, Secondary Administration
Taasha Viets, USD 445 FKHS Instructor (Business/Academic Advisor), Teacher-Secondary
Christina Sykes, Labette Health, Business & Industry
Melissa Ashford, ICC Business/Accounting, Faculty-Postsecondary
Ashley Horton, LCC Student/SGA, Student
Marla Sterling, USD 447 Cherryvale Instructor (Family and Consumer Science Instructor/FCCLA Adviser), Teacher-Secondary

- Welcome
- Review of the Perkins Needs Assessment document rough draft
- Reviewed Q1 – How do pathways and programs already offered in the region compare to regional job demand?
  No additional comments or additions
- Reviewed Q2 – What pathways/programs (if any) are not offered, but are needed in the region?
  Additional comments by Melissa Johnson, stating they see the requests on a regular basis by students seeking Diesel Mechanics, CDL, and Teaching programs. Lacie Bohr agrees that CDL is a big request frequently and much needed in the area. She feels our local needs data is well represented in the document. Al Speicher commented with starting the Aviation pathway at IHS, it would be nice for that program to expand over on the post-secondary side. We reminded the group that all possible programs not currently being offered in the region to meet demand would need addressed in this document to contribute to the application of requesting these programs to be added in the future.
- Reviewed Q3 – Provide justification for offering the pathway(s)/program(s) that have too many concentrators for the job openings/demand (Q1, column 3), include additional supporting data.

The group discussed Web & Digital Design as the program that prepares students for 21st century learning as well as preparing them for usage of the latest technology apps, with this young population doing very well and easily understanding the use of technology, preparing them for the workforce in technology-based skills. The performance data on this program was reviewed.

- Reviewed 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.

  No additional comments or additions

- Reviewed Q5 – How do schools and colleges in the region determine that programs are of sufficient size, relate to real-world environment, help students advance to future education, and are of high quality?

  No additional comments or additions

- Reviewed Q6 – How do schools and colleges in the region implement programs of study?

  No additional comments or additions

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

  No additional comments or additions

- Reviewed Q8 – What strategies are used to remove barriers to success of students in special populations?

  Discussed needing the stakeholders to review the data on the draft and report back any additions that may have been left off by the team.

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

  No additional comments or additions

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

  No additional comments or additions

- Next Steps- Review the last Needs Assessment rough draft, and report back any additions that may have been left off by the team. This will need to be submitted by Monday, January 24, 2022.
- Meeting adjourned