



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

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

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Michelle Laubenstein	Fort Scott High School/USD 234	620-704-9374	Michelle.laubenstein@usd234.org
Postsecondary Institution(s)	Ben Souza Allie Birket	Fort Scott Community College	620-223-2700	<u>Bens@fortscott.edu</u> <u>Allieb@fortscott.edu</u>

Add rows as needed

Date _____ 01-31-2024 _____

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

“regional” are used interchangeably.

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

What is the purpose of this Template?

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

What are the tasks of the Regional Needs Assessment Team?

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

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

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

1. Evaluation of regional labor market data.
2. Evaluation of student performance.

3. Evaluation of programs of study:
 - Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
 - Evaluation of the progress toward implementing CTE programs and programs of study.
 - Description of recruitment, retention, and training for CTE educators.
 - Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who is required to participate in the needs assessment process?

The regional needs assessment team is comprised of a diverse group of local community partners who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following community partners to participate in the needs assessment, the local grant application development, and the on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and Postsecondary levels:
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives.
3. Representatives from a range of local businesses and industries.
4. Parents and students.
5. Representatives of special populations (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields (gender);
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

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

Needs Assessment Process:

- 1. Assign co-chairs for the regional team.
- 2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of two community partners for each category are required.**
- 3. Gather, review, and analyze data.
- 4. Convene the regional team (must **meet at least twice** throughout this process; virtual meetings are acceptable).
- 5. Complete the needs assessment Template:
 - All steps and all parts are required.
 - Incomplete assessments will not be approved.
 - Add rows to tables as needed.
 - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated.
 - Include a copy of meeting documentation and/or minutes.
- 6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org by February 1, 2024.
- 7. Depending on service areas and partnerships, secondary and Postsecondary partners can participate in multiple regions.

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality.

Part 2: Progress Toward Implementing Programs of Study.

Part 3: Recruitment, Retention, and Training of CTE Educators.

Part 4: Progress toward Improving Access and Equity.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team		
Name:	Southeast Kansas Consortium	Date: 01-25-2024
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Michelle Laubenstein	michelle.laubenstein@usd234.org	620-223-2600
Postsecondary: Ben Souza	Bens@fortscott.edu	620-223-2700 ext. 4090
Postsecondary: Allie Birket	Allieb@fortscott.edu	620-223-2700 ext. 3410
Postsecondary: Melanie Wallace	Mwallace@allencc.edu	620-901-6227

Postsecondary: Robert Frisbee	Rfrisbee@pittstate.edu	620-235-4380
Postsecondary: Tish Potter	Lpotter@pittstate.edu	620-235-4351
Postsecondary: Matthew Kittrell	Mkittrell@indycc.edu	620-332-5470

Regional Needs Assessment Team

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

Representative	Name	Institution and Position
Secondary Co-chair(s)	Michelle Laubenstein - michelle.laubenstein@usd234.org	USD 234/Instructor & CTE Coordinator
Postsecondary Co-chair(s)	Ben Souza – bens@fortscott.edu	Fort Scott Community College/Director of Institutional Research

	<p>Allie Birket – allieb@fortscott.edu</p> <p>Melanie Wallace - mwallace@allencc.edu</p> <p>Robert Frisbee - rfrisbee@pittstate.edu</p> <p>Tish Potter - lpotter@pittstate.edu</p> <p>Matthew Kittrell – mkittrell@indycc.edu</p>	<p>Fort Scott Community College/Instruction Office Assistant/Concurrent and Secondary Coordinator</p> <p>Allen Community College/Dean for Distance and General Education</p> <p>Pittsburg State University/Special Assistant to the Provost</p> <p>Pittsburg State University/ Executive Associate – College of Technology</p> <p>Independence Community College/Sr. Director for Industry and Employer Engagement</p>
Teachers - Secondary	<p><u>Morgan Sage</u></p> <p>Ryan Thies</p>	<p>USD 234 Business Teacher</p> <p>USD 250 CTE Teacher</p>
Faculty - Postsecondary	<p>Nicci Denny</p> <p>Beth Toland</p> <p>Anthony Maness</p>	<p>Allen Community College/Business Instructor</p> <p>Allen Community College/Education and Human Services Program Director</p> <p>Allen Community College/Criminal Justice Studies Program Coordinator</p>
Secondary Administration	<p>Melissa Stiffler</p> <p>Chris Swartz</p> <p>Alex Specht</p> <p>Kelynn Heardt</p>	<p>ANW Coop CTE Coordinator</p> <p>USD 248 High School Asst.Principal</p> <p>USD 234 Assistant Principal</p> <p>USD 250 Principal</p>

Postsecondary Administration	Lisa Wicoff Sonia Gugnani	Allen Community College/Dean for CTE and Business and Industry Partnerships Fort Scott Community College/Vice President of Academic Affairs
Specialized instructional support and paraprofessionals	Thomas Sharbutt Tom Burns	USD 247 Special Education Teacher USD 250 Paraprofessional
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Robert Nolan	USD 344 School Counselor
Representatives of Special Populations	Julie Defebaugh Elaine Kirby	ANW Coop Coordinator Retired Child Psychiatrist
Career Guidance and Academic Counselors	Josh Messer Rory Chaplin	USD 234 High School Counselor Fort Scott Community College/Academic Advisor and BTEC Coordinator
Students	Jackson Brown - Nathaniel Newell -	Fort Scott Community College Ag Tech Student Fort Scott Community College Ag Tech Student
Community Members	Mary Ann Childers Dave Elliot	Retired Dean of Instruction for FSCC Peerless Products, Inc/Culture and Morale Manager
Business & Industry Representatives	Crystal Mason Craig Murray – Troy Leith	Fort Scott Real Estate Agent Heritage Tractor Prairieland Partners

Workforce Development Representatives	Seth Needham – Mary Hunt Brandy Benedict	KEY Industries/Commercial Sales Development KansasWorks/Workforce Program Director KansasWorks/Workforce Program Manager
Parents	Juley McDaniel Gina Shelton	Fort Scott Community College/Director of Human Resources Fort Scott Community College/Director of Business Operations
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Aubrey Duft	Fort Scott Community College/ABE Instructor
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	B.B. Stotts	Pittsburg State University/First Year Programs Associate Director
Representatives of Indian Tribes and Tribal organizations (where applicable)	NA	NA
Representatives from CTE programs at correctional institutions (where applicable)	NA	NA
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Ben Souza Juley McDaniel	Fort Scott Community College/ Director of Institutional Research Fort Scott Community College/Director of Human Resources

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):

The local needs assessment shall include...

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

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What does the law mean?

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

Part 1: Identify sources of labor market data

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

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

Approved Sources of Data:

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

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

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

Part 4: Convene the regional team to discuss the findings from Parts 1, 2, and 3
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Part 5: Based on the input from the regional team, use this template to provide answers to the regional needs assessment questions

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>Postsecondary Welding Trades: 72 Concentrators (48.0508) Dept of Labor: 88 Regional Job Openings</p> <p>Postsecondary students can earn a Cert A in Welding at Fort Scott Community College.</p>	<p>Postsecondary Construction Trades: 33 Concentrators (46.0201) Dept of Labor: 341 Regional Job Openings</p> <p>Dept of Labor indicates a high demand for this pathway in the region. Construction Trades ties into many occupations that are not wholly represented by the SOC codes. Business and Industry data indicates that many completers in this pathway carry on into apprenticeships or word-of-mouth job fulfillment.</p> <p>Postsecondary students can earn a Cert A or AAS in Construction Trades at Fort Scott Community College.</p>	
<p>Postsecondary Environmental Water Technologies: 24 Concentrators (15.0506) Dept of Labor: 19 Regional Job Openings (51-8031) and 153 State Openings (17-3025, 51-8031)</p> <p>Postsecondary students can earn a Cert A or AAS at Fort Scott Community College. The American Waterworks Association predicts an increase in job openings between 2024-2026.</p>	<p>Postsecondary Farm and Ranch Management: 46 Concentrators (01.0104) Dept of Labor: 57 Regional Job Openings (Farmers, Ranchers, other agricultural managers)</p> <p>Business and Industry, Follow-up data, and local representatives find that concentrators in this field may go into other occupations peripheral to farming. Bankers, real estate</p>	

	<p>agents, extension officers, and insurance brokers, are only a handful of occupations in the SEK Region that hinge upon a thriving agricultural workforce.</p> <p>Postsecondary students can earn an Associate's Degree or Cert A from Allen Community College, or an AAS or Cert B from Fort Scott Community College.</p> <p>Farm and Ranch Management and Agricultural Technology programming aligns with the region's agriculture-related pathways supported at the secondary level. This provides opportunities for students to remain in the region and pursue Postsecondary degrees and/or certifications.</p>	
<p>Postsecondary Motorcycle Service Technology: 9 Concentrators (47.0611) Current Job Openings state-wide are 12. We have the only program state-wide, so we have an adequate number of concentrators. Business and Industry partners also sponsor students during their education and hire them after program completion. The demand may not be reflected in Dept of Labor data due to the current structure of this occupation.</p> <p>Postsecondary students can complete a Cert B and AAS in Motorcycle Service Technology at Fort Scott Community College.</p>	<p>Postsecondary Ag Technology: 31 Concentrators (01.0205) Dept of Labor: Farm Equipment Mechanics and Service Technicians. Dept of Labor indicates this field is anticipating a significant increase in growth and job openings between 2024-2026. Business and Industry experts are seeing growth in the commercial farm industry and technicians who can develop, operate, and repair farm technology are growing in demand. Due to the nature of this field, many job openings are fulfilled by word of mouth or by agreements with dealerships.</p> <p>Dealerships sponsor students during their course participation, and the majority of these students end up working for their sponsors. The Ag Technology program intends to introduce Cert C to increase the number of concentrators in order to meet the anticipated job growth.</p>	

	<p>Postsecondary students can earn a Cert C or AAS in Construction Trades at Fort Scott Community College.</p>	
<p>Postsecondary Cosmetology: 37 Concentrators (12.0401) Dept of Labor: 20 Regional Job Openings</p> <p>The number of concentrators is adequate considering many program concentrators will become business owners, booth renters, or are hired by word of mouth in rural towns in the Southeast Kansas region. Additionally, there is a surplus of job openings at the state level, especially in high population areas.</p> <p>Postsecondary students can earn a Cert B or AAS in Cosmetology at Fort Scott Community College.</p>	<p>Postsecondary Criminal Justice: 13 Concentrators (43.0107) Dept of Labor: 351 Regional Job Openings (utilized same crosswalks as Secondary data – crosswalks for 43.0107 are not wholly representative of the types of concentrators produced in the region)</p> <p>The number of concentrators is adequate for the job demand in the region. Business and Industry indicates the demand is underrepresented in job market data. Many local job openings are filled by word-of-mouth, and there are many occupations peripheral to Criminal Justice not explicitly defined in the crosswalk. We will continue to facilitate growth within Criminal Justice and provide more opportunities for students with a revised Cert C offering.</p> <p>Postsecondary students can earn a Cert C or AAS in Criminal Justice at Fort Scott Community College or an AS in Criminal Justice from Allen County Community College.</p>	
<p>Postsecondary Manicuring: 6 Concentrators (12.0410) Dept of Labor: *no data exists for this specific occupation</p> <p>The number of concentrators is adequate considering many program concentrators will become business owners, booth renters, or are hired by word of mouth in rural towns in the Southeast Kansas region. Additionally, there is</p>	<p>Postsecondary Heavy Equipment Operator – 6 Concentrators (49.0202) Dept of Labor: 122 Regional Job Openings</p> <p>While Heavy Equipment Operator is a Postsecondary-supported program, most students are Secondary-level or have not graduated from High School. Students can earn a Cert B in Heavy Equipment Operator at Fort Scott Community College.</p>	

<p>a surplus of job openings at the state level, especially in high population areas.</p> <p>Postsecondary students can complete a SAPP in Manicuring at Fort Scott Community College.</p>		
<p>Postsecondary Emergency Medical Technician (EMT): 22 Concentrators (51.0810) Dept of Labor: 17 Job Openings in Southeast Kansas region. Adequate number of concentrators. While concentrators are more than job openings, it's not an exorbitant number.</p> <p>Postsecondary students can complete a SAPP in Emergency Medical Technician (EMT) at Fort Scott Community College.</p> <p>Allen County Community College intends to add this program to increase offerings in the region to respond to requests from local hospitals and local EMS providers.</p>	<p>PSU – Postsecondary Automotive Service Technology (CIP 47.0604): Concentrators 52. Dept of Labor: KS Dept of Labor 329 job openings in SE KS region. 53-6031, 49-1011, 49-9071</p>	
<p>Postsecondary Masonry Certificate Program: 11 Concentrators (46.0101) Dept of Labor: *no data for SEK region.</p> <p>While the Dept of Labor does not reflect job openings in the SEK region, most job openings in the region are fulfilled by word of mouth. Students also carry on into apprenticeships. The number of jobs at the state level shows that there is a demand, especially in high population areas. Business and Industry partners indicate a growing need for experts in the field. Postsecondary students can earn a Cert B in Masonry at Fort Scott Community College.</p>	<p>PSU – Postsecondary Plastics Technology (CIP 15.0607) Concentrators less than 5. Dept of Labor: 46 job openings in SE KS region. 17-3026, 17-2112, 11-3051</p>	
<p>Postsecondary Heating, Air Conditioning, and Refrigeration – 9 Concentrators (47.0201) Dept of Labor: *no data for SEK region.</p>	<p>PSU-Postsecondary Electrical Technology (CIP 47.0101) Concentrators: 58, Dept. Of</p>	

<p>While the Dept of Labor does not reflect job openings in the SEK region, most job openings in the region are fulfilled by word of mouth. The number of jobs at the state level shows that there is a demand, especially in high population areas.</p> <p>Postsecondary students can earn a Cert B in Masonry at Fort Scott Community College.</p>	<p>Labor: 259 job openings in SE KS region. 17-2071, 51-2028, 47-2111, 49-9071</p>	
<p>Postsecondary Production Media and Web Design – 11 Concentrators (11.0801) Dept of Labor: *no data for this occupation in the SEK region.</p> <p>15-1257 Web Developers and Digital Interface Designers category does not include data for SEK. These positions may not be reported because they are being completed by consultants or freelance remote professionals.</p> <p>In the State of Kansas, there is a projected growth in Web Developer positions with 1303 current openings and 130 projected annual openings. With the current state-wide need for Web Developers, it is important to continue to increase the number of program students from SEK.</p> <p>Postsecondary students can earn a Cert A in Production Media and Web Design from Allen County Community College.</p>	<p>PSU – Postsecondary Architectural Manufacturing Technology (CIP 15.0612) Concentrators 0. Dept of Labor: 847 job openings in SE KS region.</p>	
<p>PSU – Postsecondary Mechanical CAD Certificate (CIP 15.1302) Concentrators 10. Dept of Labor: 5 job openings in SE KS region. Concentrators from this pathway will find many opportunities not explicitly identified in the SIP-SOC crosswalk, and there is a continuous need for CAD professionals in the SEK Region.</p>	<p>Postsecondary Early Childhood Education – 21 Concentrators (19.0708) Dept of Labor: *no data for this occupation in SEK Region.</p> <p>The difference between concentrators and openings clearly shows that there is a need to</p>	

	<p>grow the early childhood education program offerings. Additionally, Child Care Aware of Kansas states that Kansas needs 84,000 slots to meet demands. In SEK, one county has over 40 children for every slot, three counties have 11-20 children per slot, and five counties have up to 10 children per slot.</p> <p>Postsecondary students can earn a SAPP, Cert A or AAS in Early Childhood Education from Allen County Community College.</p>	
	<p>Postsecondary Information Networking Technology – 23 Concentrators (11.0901) Dept of Labor: 35 Regional Job Openings</p> <p>The difference between concentrators and openings in SEK clearly shows a need to continue to increase the number of program students from SEK.</p> <p>Postsecondary students can earn an AAS in Information Networking Technology from Allen County Community College.</p>	
	<p>Postsecondary Pharmacy Technician – 10 Concentrators (51.0805) Dept of Labor: 37 Regional Job Openings</p> <p>Based on area health care, business, hospital and pharmacy industry input, employers are not able to fill current openings and are concerned about filling retirement openings in the future.</p> <p>Postsecondary students can earn a Cert B or AAS for Pharmacy Technician from Allen County Community College.</p>	

<p>Secondary Family, Community, & Consumer Services (19.0799): 115 concentrators, KS Dept Labor 143 job openings in SE KS region.</p> <p>Secondary Fashion, Apparel, Interior Design (19.0999): less than 5 concentrators, KS Dept of Labor has no data for job openings related to this industry.</p> <p>Secondary Graphic Design (50.0499): 21 concentrators, KS Dept of Labor 9 job openings in SE KS region. *no data exists for some of the jobs in this pathway. This could be due to lack of job postings for freelance work.</p> <p>Secondary Health Science (51.999): 59 concentrators, KS Dept of Labor 23 job openings in SE KS region. *no data exists for many of the jobs in this pathway.</p> <p>Secondary BioChemistry (14.1401): less than 5 concentrators, KS Dept of Labor 7 openings in SE KS region. *also called Environmental Health Engineering</p> <p>Secondary Biomedical (14.0501): less than 5 concentrators, KS Dept of Labor 7 openings in SE KS region.</p>	<p>Secondary Early Childhood Dev & Services (19.0709): 15 concentrators, Dept of Labor 54 job openings in SE KS region.</p> <p>Secondary Marketing Research (52.1402): less than 5 concentrators, Dept of Labor 28 job openings in SE KS region.</p> <p>Secondary Animal Science, Gen (01.0901): 33 concentrators, 86 Openings (29.1131 Veterinarians)</p> <p>Secondary Bus Mgt & Entrepreneurship (52.0799): 89 concentrators, Dept of Labor 171 job openings in SE KS region.</p> <p>Secondary Business Finance (52.0801): 62 concentrators, Dept of Labor 193 job openings in SE KS region.</p> <p>Secondary Construction Trades (46.000): 138 Concentrators, Dept of Labor 341 openings in SE KS region.</p> <p>Secondary Corrections, Security & Law Enforcement (43.0199): less than 5 concentrators & only 2 pathways in SE KS, Dept of Labor 132 job openings in SE KS region.</p> <p>Secondary Govt & Public Admin (44.0401): less than 5 concentrators & only 1 pathway in SE KS, KS Dept of Labor 128 job openings in SE KS region.</p> <p>Secondary Info Support & Services (11.0301): 7 concentrators, KS Dept Labor 37 job openings in SE KS region.</p>	<p>Secondary Digital Media (9.0702): 58 concentrators, Dept of Labor 26 job openings in SE KS region. *no data for photographers, video editors, writers, or broadcast tech. 26 represents radio announcer & PR Specialists</p> <p>Secondary Engineering & Applied Math (14.0101): 30 concentrators, KS Dept of Labor 7 job openings in SE KS region. This aligns with the manufacturing career areas, which have too few concentrators.</p> <p>Secondary Web & Digital Comm (11.1004): 11 concentrators, KS Dept of Labor has no data for job openings related to this industry.</p> <p>Secondary Ag Business Mgt (01.0101): less than 5 Ag Mech (PS&T)(01.0201): 67 - no data Comp Ag Science (01.9999): 155 – no match Plant Science (01.1101): less than 5 Nat Resource & Env Sys (3.0101): 0 – no data KS Dept of Labor 57 job openings for 11-9013 Farmers, ranchers, and other Ag Mgt. Total Ag concentrators is 255 and total openings is 57. While the Dept of Labor does not reflect job openings in the SEK region, most job openings in the region are fulfilled by word of mouth. Students also carry on into apprenticeships.</p>
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	<p>Secondary Manufacturing (48.000): 8 concentrators & only 2 pathways, KS Dept of Labor 811 job openings in SE KS region.</p> <p>Secondary Marketing (52.1402): less than 5 concentrators, KS Dept of Labor 35 job openings in SE KS region.</p> <p>Secondary Mobile Equipment Maint. (47.999): 42 concentrators, KS Dept of Labor 329 job openings in SE KS region.</p> <p>Secondary Programming & Software Dev (11.0201): less than 5 concentrators, KS Dept of Labor 53 job openings in SE KS region.</p> <p>Secondary Restaurant & Event Mgt. (12.0504): 34 concentrators & 5 pathways, KS Dept of Labor 202 job openings in SE KS region.</p> <p>Secondary Teach/Train (13.0101): 30 concentrators & 9 pathways, KS Dept of Labor 659 job openings in SE KS region.</p>	
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Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Postsecondary Esthetician Program (12.0409)	Dept of Labor classifies Esthetics as a Bright Outlook with a faster-than-average employment growth from 2022-2023.	A majority of Business and Industry leaders indicate a need for estheticians at their companies, and also anticipate growth in this pathway.
Postsecondary Graphic Design (50.0409)	Dept of Labor shows 9 Regional Job Openings (27-1024) and 232 State Job Openings (27-1024). It is currently a high-demand, high-wage job, and the annual job openings and	There are many Graphic Design programs at the Secondary level that would benefit from a pathway into Postsecondary. Business and Industry at all levels in the SEK region require

	wages are projected to stay on course through Year 2030.	graphic design services and will benefit from an increase in the workforce in this pathway.
Postsecondary Plumbing Technology (46.0503)	Dept of Labor shows 440 State Job Openings (47-2152). It is currently a high-demand, high-wage job, and the annual job openings are projected to increase by Year 2030.	While the Dept of Labor does not reflect regional job openings, Business and Industry indicates local jobs are fulfilled by word of mouth in low population areas.
Postsecondary Lineworker (46.0303)	Dept of Labor shows 17 Regional Job Openings (49-9051). The annual median wage is significantly high considering the number of opportunities in our region.	Business and Industry data indicates a high number of job openings in the region.
Postsecondary Truck and Bus Driver/Commercial Vehicle Operator and Instructor (49.0205)	Dept of Labor shows 332 regional job openings and there are zero schools offering this certification in SE KS. These jobs require a Commercial drivers license.	This certification is also required by Lineworker career, which is in high demand.
Postsecondary Marketing Management (52.1401)	Dept of labor shows 35 openings but there are less than 5 students in a secondary marketing pathway and no programs offered at Postsecondary level.	Some of these jobs require some Postsecondary certifications.
Secondary & Postsecondary Machining & Manufacturing (CNC) (48.0501)	Dept of Labor shows 811 Regional Job Openings (51-9161, 52-2090, 51-4041 and others). The annual job openings are projected to increase by Year 2030. This area covers a wide range of production occupations – welding, machining, assemblers, fabricators, machine setters, CNC etc. Many are high wage and high need, but only require High School Diploma and on-the-job training.	Business and Industry data indicates a high number of job openings in the region. Students can gain necessary skills in HS and/or Postsecondary.
Postsecondary Medical Billing and Coding (51.0713)	Dept of Labor shows 23 Regional Job Openings (29-2072). The annual job openings are projected to increase by Year 2030	Business and Industry data indicates a high number of job openings in the region.
Postsecondary Business Accounting (52.0401, 52.0408, 52.0302)	Dept of Labor shows 154 Regional Job Openings (13-2011). The annual job openings are projected to increase by Year 2030	Business and Industry data indicates a high number of job openings in the region.
Postsecondary Medical Office Assistant (51.0801)	Dept of Labor shows 73 Regional Job Openings (31-9092). The annual job openings are projected to increase by Year 2030	Business and Industry data indicates a high number of job openings in the region.

Secondary Corrections, Security & Law Enforcement (43.0199)	There are only 2 districts offering this pathway and combined, they have less than 5 concentrators. Dept of Labor shows 132 job openings in SE KS region.	Business and Industry data indicates a high number of job openings in the region.
Secondary Govt & Public Admin (44.0401)	There's only 1 district offering this pathway with less than 5 concentrators, KS Dept of Labor 128 job openings in SE KS region.	Business and Industry data indicates a high number of job openings in the region.

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Secondary Digital Media (9.0702)	Public Relations Specialist is the career field many of these pathway courses lead to. Kansas is currently re-designing this cluster/pathway to reflect and align with industry needs. Merging with graphic design pathway will accommodate the gap in concentrators and job openings. The courses in the Digital Media pathway are essential to graphic designers and public relation specialists.	*no data for photographers, video editors, writers, or broadcast tech. 26 represents radio announcer & PR Specialists Every business needs employees with these skills, not the only job but needs to be part of their job.
Secondary Engineering & Applied Math (14.0101):	Architectural and Engineering Managers & Engineers are the 2 SOC code areas we analyzed for this pathway. This is an extremely necessary curriculum for students to engage in preparation for Postsecondary work in these areas.	30 concentrators, KS Dept of Labor 7 job openings in SE KS region. Some of these students crossover into manufacturing. Secondary schools need to help Postsecondary in this area by providing the foundation of education in math so they can carry these credits into Postsecondary education.
Secondary Web & Digital Comm (11.1004)	Web Developers & Web and Digital Interface Designers are the 2 SOC code areas we analyzed for this pathway. These courses are necessary for the future growth in technology centered occupations. We realize the state is re-designing this pathway to better fit the needs of the workforce and feel it will be more accurately reflected in the job market data over the next few years.	11 concentrators, KS Dept of Labor has no data for job openings related to this industry. Freelance, self-employed, & word of mouth are where jobs exist in this industry.

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

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

According to Perkins V Sec. 2(48), the term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and

(D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:

9. American Indian or Alaskan Native
10. Asian
11. Black or African American
12. Hispanic/Latino
13. Native Hawaiian or Other Pacific Islander
14. White
15. Two or More Races
16. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in Postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

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

5S2 – Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained Postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in Postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential: The percentage of CTE concentrators who receive a recognized Postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

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

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	At the secondary level, all seven core indicators exceeded the level that the state set as a goal. At the Postsecondary level, all core indicators met or exceeded the goals set by the state. *Following cells will only look at special populations and/or subgroups if they have 5 or more concentrators.	
<i>Performance of Special Populations</i>		
Individuals with disabilities	Secondary – Graduation rate is exceeding goal. Fort Scott Community College – met or exceeded the target.	Secondary – All other core indicators are not being met by this special population group. Pittsburg State University and Allen Community College - Not enough graduation data to determine.
Individuals from economically disadvantaged families, including low-income youth and adults	Secondary – the indicator goals for this subgroup that exceeded the state level set as a goal were Graduation Rate (1S1), Postsecondary Placement (3S1), and Attained Postsecondary Credential (5S2). Postsecondary – met or exceeded the target.	Secondary – All other core indicators are not being met by this special population group. Reading (2S1), Math (2S2), Science (2S3), & Nontraditional Completion (4S1).
Individuals preparing for non-traditional fields	Secondary – this subgroup exceeded the state level goal in all areas except one.	Secondary – this subgroup did not meet the state Math (2S2) goal. -3.46% gap.

	Fort Scott Community College and Allen Community College – met or exceeded the target.	Pittsburg State University - this subgroup fell just short of the state goal for 2P1 and 3P1.
Single parents, including single pregnant women	Secondary – The only three core indicator goals that were exceeded by this special population group were the Graduation Rate (1S1), Postsecondary Placement (3S1), & Attained Postsecondary Credential (5S2). Postsecondary – met or exceeded the target.	Secondary – this subgroup did not meet the state Reading (2S1), Math (2S2), Science (2S3), & Nontraditional Completion (4S1) goal.
Out-of-workforce individuals	Secondary - Data does not exist for this subgroup. Postsecondary – met or exceeded the target.	
English Learners	Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region. Postsecondary – met or exceeded the target.	
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region.	Postsecondary – no data for this subgroup.
Youth who are in, or have aged out of, the foster care system	Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region. Postsecondary – met or exceeded the target.	
Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)	Secondary – this special population group exceeded all core indicators as set by the state. Pittsburg State University and Allen Community College – met or exceeded the target.	Fort Scott Community College – did not assess this subgroup due to a lack of statistically significant data.
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	Secondary – The four core indicator goals that were exceeded by this special population group were the Reading (2S1), Math (2S2), Science (2S3), & Attained Postsecondary Credential (5S2). Postsecondary – met or exceeded the target.	Secondary – This subgroup did not meet the state goal for Graduation Rate (1S1), Postsecondary Placement (3S1), & Nontraditional Completion (4S1).
Asian	Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region. Postsecondary – met or exceeded the target.	

Black or African American	<p>Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region.</p> <p>Pittsburg State University and Allen Community College – met or exceeded the target.</p>	Fort Scott Community College did not assess this special population due to a lack of statistically significant data. Each student in this category entered the job market but FSCC plans to increase recruitment of this special population.
Hispanic/Latino	<p>Secondary – this subgroup exceeded the state level goal in all areas except two.</p> <p>Postsecondary – met or exceeded the target.</p>	Secondary – This subgroup did not meet the state goal for Science (2S3) and Postsecondary Placement (3S1).
Native Hawaiian or Other Pacific Islander	<p>Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region.</p> <p>Postsecondary – met or exceeded the target.</p>	
White	<p>Secondary – The four core indicator goals that were exceeded by this special population group were Graduation Rate (1S1), Science (2S3), Postsecondary Placement (3S1), & Attained Postsecondary Credential (5S2).</p> <p>Postsecondary – met or exceeded the target.</p>	Secondary – This subgroup did not meet the state goal for Reading (2S1), Math (2S2), & Nontraditional Completion (4S1).
Two or More Races	<p>Secondary – data indicates there are zero enrolled in this subgroup across all pathways in SE KS region.</p> <p>Postsecondary – met or exceeded the target.</p>	
Unknown	Postsecondary – not enough statistically relevant data.	

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	<p>Schools in the region report that input from advisory councils and industry partners, occupations demonstrating an increasing demand in the Labor Market data, along with student interests, are the driving factors when considering pathway offerings.</p> <p>Schools monitor students who are university bound per their individualized plans of study and compare that with the number of students in CTE programs. The number of job openings reported by Labor Market data and region-specific needs reported by business and industry helps determine the program's necessity and size.</p> <p>The ratio of students to teachers and facility capacity are also factors for consideration in determining the number of students who can actively participate in a program.</p>	<p>The availability of a highly qualified instructor can pose challenges to offering additional pathways. Some pathways may not be offered because there are no qualified teachers available. Facility and funding limitations also prohibit expanding programs.</p> <p>The SEK Region will expand professional development for instructors to increase their qualifications. Educators in the region will monitor business and industry workforce demand and Market Labor data to ensure CTE offerings are striking the correct targets.</p>
Relate to real-world work environment (Scope)	All CTE pathways include a real-world work component to develop general skills for success in the workplace. Before students are assigned to off-campus workplace experiences, instructors work to prepare them to navigate the environment in their respective fields. This includes communication skills, understanding and developing effective relationships, and practicing basic employability skills.	Some schools in the region recognize the need to expand programs to better meet local business and industry demand. Collaboration with other school districts and stakeholders may be one avenue to expand student offerings by sharing facilities, instructors, and other resources. Geography is sometimes a barrier when student transportation and school schedules become

	<p>Secondary educators expose students to a variety of CTE programs, specifically at the middle school level to establish an interest in CTE pathways early on.</p> <p>In addition to gathering input through Advisory Council meetings, schools invite business/industry partners to present to classes and/or observe programs and provide feedback to help better prepare students. Guest speakers may offer direct guidance for students to prepare them for workplace experiences. Many CTE instructors continue to work in their respective fields outside of their teaching/academic commitments. This work enhances their practical understanding of the industry and current workplace needs.</p> <p>Students can participate in off-campus job shadowing and internships in local industry, which often leads to future employment in that field. Students in pathways may be hired by business/industry partners during their education. Students may also participate in local clubs/organizations to collaborate and complete projects.</p> <p>Supplies and materials purchased for use in pathway courses are selected based on their industry use and applicability.</p>	<p>prohibitive for students to be off campus to participate in courses or internship opportunities.</p> <p>The region will expand coordination of logistics and placement for off-campus experiences. The region will strengthen partnerships with local business and industry to foster more work-based opportunities for learners in the area.</p>
<p>Help students advance to future education (Scope)</p>	<p>Schools monitor certifications attained and post-graduation data to look for trends and areas for improvement. Some schools administer a follow up survey after one year post graduation and five years after graduation. This data is used to guide process decisions and guidance practices.</p> <p>Teachers and counselors work with students to articulate clear goals and identify next steps to make progress toward the education needed to reach individualized goals.</p> <p>Dual credit opportunities help establish clear pathways for students to pursue Postsecondary education. The ongoing process of aligning Postsecondary programs with local industry and student needs is important to support regional and individual student success.</p>	<p>Continue formal and informal communication and collaboration among secondary and Postsecondary partners to expand articulation, ensure alignment, and clear pathways so students can pursue future education to reach their individualized goals.</p> <p>Community college and university program and admissions representatives will conduct on-campus visits to meet with potential students to share information about educational programs to which students may advance. Increasing this outreach will ensure students, guidance counselors, and parents are more aware of the options available for advanced education.</p>

	<p>Articulation agreements streamline the processes for students to extend their learning at Postsecondary institutions. Relationships among local schools and Postsecondary institutions are strong.</p>	
<p>Are of high quality</p>	<p>School improvement, accreditation, and transformational efforts facilitated through the redesign process emphasize college and career readiness. Systems thinking is a critical element to implementing high quality CTE programs.</p> <p>Schools in the region encourage every student who wants to pursue a CTE pathway to take the necessary courses in that pathway. Pathways are designed with local industry demand and student interest in mind as informed by advisory councils.</p> <p>Facility capacity and the availability of sufficient resources are measured to ensure students experience a safe and industry-equivalent environment when utilizing industry grade tools and equipment/supplies.</p> <p>Curriculum development follows guided standards to set the foundation for student achievement. Student competencies are demonstrated and measured within each pathway to monitor student outcomes. Completion of projects, feedback from stakeholders involved with projects and workplace experiences are reviewed for successes and areas for improvement.</p> <p>Schools review the number/percentage of students attaining certifications/third party credentials, pursuing Postsecondary education, and placement in a related industry job to determine whether programs are achieving the level of quality desired.</p>	<p>The region will continue to provide professional development opportunities focused on improving instructional practice. Connect new CTE teachers with mentors to help support everything from classroom management to CTSOs to instructional practices.</p> <p>The region will expand non-traditional participation to enhance program quality for all students.</p>

STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

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

Perkins V Sec. 2(41)

Program of Study:

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

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

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

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

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	Most secondary districts have a curriculum director and have implemented curriculum maps for core, CTE, and elective courses. Most districts have added an instruction coach to assist with curriculum needs.	Time dedicated to professional development is always hard to allocate at both the administration and faculty level.
(B) addresses both academic and technical knowledge and skills, including employability skills	At both the secondary and Postsecondary level, schools and colleges utilize their advisory boards and partnerships with local business and industry to get information about how to structure and teach their programs or pathways.	At the Postsecondary level, it is often hard to get business and industry members to participate on advisory boards. Quite often, there are more college representatives than there are industry representatives. Industry has requested the time-to-attainment for credentials and/or degrees to be less to get new employees sooner.

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	At both the secondary and Postsecondary level, schools and colleges utilize their advisory boards and partnerships with local business and industry to get information about how to structure and teach their programs or pathways.	At the Postsecondary level, it is often hard to get business and industry members to participate on advisory boards. Quite often, there are more college representatives than there are industry representatives. Industry has requested the time-to-attainment for credentials and/or degrees to be less to get new employees sooner. At both the secondary and Postsecondary level, there is a need for more local business opportunities.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	CTE offerings at both the Secondary and Postsecondary level are designed to progress in specificity, leading to high employability in both broad and/or focused areas. The region facilitates relationships between educators and industry partners to support effective planning for pathways and create opportunities to collaborate on workplace experiences for students	
(E) has multiple entry and exit points that incorporate credentialing	Secondary and Postsecondary institutions share a solid foundation for collaboration and unifying resources to create opportunities for students. Articulated agreements ensure CTE students have many opportunities to work toward credentialing.	
(F) culminates in the attainment of a recognized Postsecondary credential.	Postsecondary institutions are accredited by HLC, and programs are approved by the Kansas Board of Regents. This ensures that the programs meet this definition.	

STEP 3: Analyze CTE Programs

Part 3: Recruitment, Retention, and Training of CTE Educators

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

The local needs assessment shall include...

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

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require analysis of teacher or other professional shortage. The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

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

RECRUITMENT		
Process	Strengths	Needs/Gaps
<p>Postsecondary and Secondary – Schools and colleges recruit some of their CTE instructors from the students that have graduated and/or received a credential from their programs or pathways, allowing them to become the instructors for the next generation.</p> <p>Secondary – Recruitment from Postsecondary students completing their internships and/or field experience in the secondary school setting.</p>	<p>Postsecondary and Secondary – At both levels, students that go through the pathways and/or programs see the strengths and gaps in the learning process. FSCC has graduated students that have returned and are now instructors for programs.</p>	<p>Postsecondary and Secondary – At both levels, it is difficult to provide competitive pay to recruit new instructors.</p>
<p>Postsecondary and Secondary – Advisory boards can assist schools and colleges in finding new instructors for their programs and pathways.</p>	<p>Postsecondary and Secondary – With local business members and industry professionals on these boards, they can assist both levels with finding new instructors.</p>	<p>Postsecondary and Secondary – At both levels, it is hard to provide competitive pay to recruit new instructors when compared to industry wages.</p>

TRAINING		
Process	Strengths	Needs/Gaps
<p>Professional development for CTE instructors and support staff is an ongoing effort across the SEK Region. Allowing CTE faculty to continue to work in their respective fields outside of the academic year supports relevant experiences that can be shared with students. Professional development in the region is well-engaged and well-supported by schools and administrative staff.</p>	<p>Postsecondary and Secondary administrators advocate for CTE faculty to attend training. Professional development from the state is a high priority, along with PD offered by relevant industry experts and/or fellow schools. New PD opportunities are frequently created to find new pathways for professional learning in the CTE world.</p>	<p>Postsecondary and Secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the Postsecondary level to not having available substitutes. At the secondary level, there is a need for more time built into the contract day for the instructors to participate in PD with other instructors.</p>
<p>Regionally, schools can access professional development through the Education Service Center at Greenbush and the Kansas Center for Career and Technical Education (KCCTE) at Pittsburg State University. Having opportunities to learn the latest content and skills at nearby locations is a unique benefit in the SEK Region.</p>	<p>KCCTE also offers online mentoring for CTE teachers. Mentoring was identified as one of the Center’s core programs. Partnerships between workforce development professionals and Postsecondary/secondary institutions continue to grow to allow more opportunities for CTE faculty to improve their skills.</p>	<p>Postsecondary and Secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the Postsecondary level to not having available substitutes.</p>

The Association of General Contractors (AGC) and NCCER are available at the Postsecondary level. John Deere University (JDU) is available for instructors in the Agriculture Technology program.	These groups allow Postsecondary instructors the ability to network with industry members, attend PD, and maintain or earn industry credentials.	Postsecondary and Secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the Postsecondary level to not having available substitutes.
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RETENTION		
Process	Strengths	Needs/Gaps
Postsecondary and Secondary – At both levels, the retention level for CTE staff/instructors is the same as academic staff/instructors.	Postsecondary – Instructors have the option to apply for Perkins grants that will allow them to work in the industry with the grant helping to pay for their work and experience.	Secondary – There is a need for schools to work better with industries and businesses to increase internship and/or workplace experience for students.
Postsecondary and Secondary – Ensuring that the programs or pathways have the support of the institution.	Postsecondary and Secondary – Instructors will utilize the Perkins Grant to purchase equipment, resources, and/or attend professional development.	Postsecondary and Secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the Postsecondary level to not having available substitutes.
Pay and benefits.	At both levels, instructors will have several benefits as compared to working in the industry. Those include the amount of time off each year (summers and breaks), shorter work weeks, and/or easier working conditions.	As always, the overall pay that instructors receive is typically much lower than what they could make working in the industry.

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

What does the law mean?

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

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

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.

Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
	(C) individuals preparing for non-traditional fields;
	(D) single parents, including single pregnant women;

	(E) out-of-workforce individuals;
	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
	(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.
	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
Students on IEP still get accommodation.	All special populations and all racial/ethnic groups would fit this strength.	Proper staffing of para support.
Instruction methods are frequently reviewed and diversified to accommodate a variety of students. Secondary and Postsecondary offer a wealth of options for core (math/Eng/etc.) classes.	All special populations, except for English learners, and all racial/ethnic groups would fit this strength.	Continued PD and professional networking to identify strategies that are succeeding, as well as strategies that are not effective so they can be revised.
At the secondary level, there is a movement to start pathway classes at an early age. This includes having some of the introductory courses in 8 th grade, allowing the student to start the technical courses in the freshman year.	All special populations and all racial/ethnic groups would fit this strength.	Secondary schools have implemented an individual plan of study for all students grade eight and above.
No restrictions for any of the groups to take the courses (aside from some prerequisites).	All special populations and all racial/ethnic groups would fit this strength.	
Instructional staff at Allen Community College attended training and developed an Access and Equity Team. This has assisted in facilitating Professional Development for CTE Coordinators.	All special populations and all racial/ethnic groups would fit this strength.	Continuation of offering this training.

Perkins funding is being used to provide specialized equipment and resources to assist special populations in the classroom. This includes specific PPE for non-traditional nursing students, varying sizes of welding masks, etc.	All special populations and all racial/ethnic groups would fit this strength.	Continue to research and invest in classroom equipment that can support students from all populations.
Additional modes added for Early Childhood for all Spanish certificate that bridges into full Associate's AS.	English Language Learners	
Work enclaves for students with disabilities. Paras take students to different places of work for job exposure.	Special Education students	Continue to evaluate opportunities for additional credits based on student involvement in job opportunities.
Embedded credits through work programs (ex. PE credit for working stalls on a farm, etc).	Special Education students	Continue to evaluate opportunities for additional credits based on student involvement in job opportunities.
Secondary IEP meetings offered for all CTE staff.	All special populations and all racial/ethnic groups would fit this strength.	
Secondary - Funding for Special populations to belong to CTSOs.	All special populations and all racial/ethnic groups would fit this strength.	Write this into the Perkins application yearly budget.
Secondary - assigning advocates to work alongside counselors, some of them taking on a night for ESOL students to explain all scheduling and pathways/programming. (pre-enrollment event)	English Language Learners	Provide ESOL students with unbarred access to support advocates for continuous support throughout their journey.
Advertising special population involvement in ongoing CTE courses.	All special populations and all racial/ethnic groups would fit this strength.	Increase output of advertising material intended for special population audiences.
Gap	Which special population(s)	Strategies for Improvement
Postsecondary – Students must self-identify their disability to get accommodation. IEP does not auto-transfer from secondary level.	All special populations and all racial/ethnic groups would fit this gap.	Communicate back to secondary level to instruct the students/parents of those with disabilities to bring it to awareness at Postsecondary level. Increase awareness of tools and resources available to students in this criteria.
Accessibility software does not always meet the needs of the student at either level.	English Learners Individuals with disabilities.	Explore options of newer, more accommodating software such as Snap-and-Read.

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
Communication between CTE instructors, academic instructors, and paraprofessionals.	All special populations and all racial/ethnic groups would fit this strength.	Continue to foster open communication between all staff.
With the Excel in CTE funding from the state of Kansas, Kansas high school students that are Kansas residents can take qualified courses from colleges with their costs covered.	All special populations and all racial/ethnic groups would fit this strength.	Continue to monitor these courses to ensure that there are no additional costs that secondary students would have to cover themselves.
Gap	Which special population(s)	Strategies for Improvement
Communication between CTE instructors, academic instructors, and paraprofessionals.	All special populations and all racial/ethnic groups would fit this gap.	Continue to foster open communication between all staff.
Communication gap between the secondary and Postsecondary level about issues with student IEPs not transferring.	All special populations and all racial/ethnic groups would fit this gap.	Continue to improve communication between schools and colleges to narrow or remove this gap.
Lack of knowledge for students about Excel in CTE and Kansas Promise Act at the secondary level.	All special populations and all racial/ethnic groups would fit this gap.	Continue to improve communication between schools and colleges to narrow or remove this gap.

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
Advisory boards at both levels assist schools and colleges with ensuring that their students are meeting industry needs and requirements.	All special populations and all racial/ethnic groups would fit this strength.	Work with current members of the advisory board to find new and/or replacement members to sustain the board.
Career Fair (secondary) and Career Day/Senior Day (Postsecondary) are hosted regularly to help students find pathways/programs that they would enjoy and provide them with career options.	All special populations and all racial/ethnic groups would fit this strength.	Continue to host these events and work with local businesses and industry to ensure participation.
Partnerships between industry and schools/colleges that lead to opportunities for students to have internships.	All special populations and all racial/ethnic groups would fit this strength.	Continue working with local businesses and industry on finding internship opportunities for students.
The relationship between the secondary and Postsecondary level, including both the administration level and the instructor/faculty level.	All special populations and all racial/ethnic groups would fit this strength.	Continue to maintain and improve communication between the schools and colleges.
Great variety of work-based learning opportunities.	All special populations and all racial/ethnic groups would fit this strength.	Continue to build opportunities for students in work-based learning
Gap	Which special population(s)	Strategies for Improvement

The relationship between the secondary and Postsecondary level, including both the administration level and the instructor/faculty level.	All special populations and all racial/ethnic groups would fit this gap.	Continue to improve communication between schools and colleges to narrow or remove this gap. This includes newsletters, emails, and more in-person contact.
Availability of jobs in relation to physical distance from high school and/or college is high.	All special populations and all racial/ethnic groups would fit this gap.	Work on finding partnership with industry, grants, and/or other schools/colleges to provide money for transportation.
More programs at the secondary level need to have in-school mock internship or mock workforce environments to assist special population learners.	All special populations and all racial/ethnic groups would fit this strength.	Local businesses can help provide guidance on what the mock environments should look like.
Increase teacher externship opportunities for instructors to stay up-to-date with the workforce to improve quality of education in the classroom.	All special populations and all racial/ethnic groups would fit this strength.	Introduce partnerships with Business and Industry to remove roadblocks preventing instructors from participating in externships and workforce experiences. Possibly write funding for this into Perkins PD budget.