



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

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Postsecondary Institution(s)	Dr. Marlon Thornburg	Coffeyville Comm College		marlont@coffeyville.edu

Date 8/16/19 Regional Team Independence Region

Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.

Purpose

The purpose of this document is to provide a template to prepare the content of the regional needs assessment by:

- Explaining the purpose of the regional needs assessment
- Outlining the required components of the assessment
- Providing tools for identifying regional needs

By conducting regional needs assessment, the Regional Team will:

- Use evidence-based strategies to recognize needs of the regional industry
 - Identify strengths and weaknesses of secondary and postsecondary CTE programs in the region
 - Perform a root-cause analysis of gaps
 - Make progress toward student success and employment
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What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the Regional Needs Assessment Team (stakeholders)
 2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
 3. Engage stakeholders in a review of focused data and analyze the data
 4. Identify areas of growth and strengths (what is working)
 5. Identify areas of opportunity (what is not working)
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Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins application. There are six components of the comprehensive regional needs assessment:

1. Evaluation of Regional Labor Market Data
 2. Evaluation of student performance
 3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
 4. Evaluation of the progress toward implementing CTE programs and programs of study
 5. Description of recruitment, retention and training for CTE educators.
 6. Description of progress toward implementing equal access to CTE for all students, including special populations.
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How often is a comprehensive regional needs assessment needed?

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
 2. State or local workforce development board representatives
 3. Representatives from a range of local businesses and industries
 4. Parents and students
 5. Representatives of special populations
 6. Representatives from agencies serving at-risk, homeless and out-of-school youth.
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Process:

1. Establish a Regional Needs Assessment Team
 - Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. **All groups listed on page 4 must be a part of the Regional Needs Assessment Team.**
 2. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
 3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
 4. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
 5. Complete the needs assessment Template
 - i. All steps and all parts are required
 - ii. Incomplete assessments will not be approved
 - iii. Add rows to tables as needed
 - iv. Include the data analysis documents (required)
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Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

- Part 1:** Utilize the Labor Market Analysis Tool (Excel)
- Part 2:** Use additional approved sources of data and compare the data to Part 1 findings.
- Part 3:** Bring the Regional Team together to discuss the findings from Parts 1 & 2
- Part 4:** Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs

- Part 1:** Size, Scope and Quality
- Part 2:** Progress Toward Implementing Programs of Study
- Part 3:** Recruitment, Retention and Training of CTE Educators
- Part 4:** Progress toward Improving Access and Equity

Career and Technical Education (CTE) Program Comprehensive Regional Needs Assessment Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.

The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.

Regional Team	
Name: <u>Independence</u> Date: <u>8/16/19</u>	
Needs Assessment Lead Co-Coordinator:	Contact Information:
Secondary: Jamie Manhart Greenbush	<u>jamie.manhart@greenbush.org</u>
Postsecondary: Dr. Marlon Thornburg Coffeyville Community College	<u>marlont@coffeyville.edu</u>

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Dr. Marlon Thornburg	Coffeyville Community College President marlont@coffeyville.edu	
	Secondary Perkins Grant Coordinator	Jamie Manhart	Greenbush Perkins Representative jamie.manhart@greenbush.org	
Teacher(s) - Secondary		Michelle Smith Alan Speicher Laura McClure Marla Sterling Taasha Viets	USD 503 Parsons Instructor msmith@vikingnet.net USD 446 Independence Instructor aspeicher@indyschools.com USD 446 Independence Instructor lmclure@indyschools.com USD 447 Cherryvale Instructor msterling@usd447.org USD 445 Coffeyville Instructor vietst@cilleschools.com	
Faculty - Postsecondary		Wendi Simmons	Coffeyville Community College Medical Assisting Instructor simmons.wendi@coffeyville.edu	
Secondary Administration		Travis Stalford	USD 445 Coffeyville FKHS Principal stalfordt@cilleschools.com	
Postsecondary Administration		Dr. Jason Sharp	Labette Community College Dean of Instruction jasons@labette.edu	
Specialized instructional support and paraprofessional(s)		Brenda Jones	USD 503 Parsons bjones@vikingnet.net	
Representative(s) of Special Populations		Jessica Ryan Earnest Moreland	USD 503 Parsons/JAG Rep jryan@vikingnet.net Youth Crisis Center Executive Director youth@terraworld.net	

Career Guidance and Academic Counselor(s)	Jaicey Gillum	Independence Community College ICC Now Coordinator jgillum@indycc.edu	
Student(s)	Parsons Student	USD 503 Parsons	
Community	Candi Westbrook	Coffeyville Chamber of Commerce Director cwestbrook@coffeyville.com	
Business & Industry	Dian Rowe Christina Sykes Trisha Purdun	Textron Aviation/Recruiter drowe@txtav.com Labette Health/HR csykes@lcmc.com Montgomery County Action Council Director tpurdun@actioncouncil.com	
Workforce Development	Lacie Bohr Dylan Wren	KS Works (Southeast KS Works) Business Services Representatives larissa.bohr@ks.gov dwren@sekworks.org	
Parent(s)	Steven Smith	smithstevenr@johndeere.com	
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Brooke Joseph	Independence Community College Perkins Coordinator bjoseph@indycc.edu	

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include...

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

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

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

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

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data

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

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

Based on the information determined in the abovementioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

What programs and pathways in the region align with the labor market needs?

Strengths	Gaps
<p>The Health Science Career Fields and Health-care related Programs (e.g. Allied Health/Nurse Aide, Medical Assisting, Physical Therapy Assistant, Practical Nursing, Registered Nursing, Respiratory Therapy, Sonography, etc.) are in high demand with students, are competitive in enrollment, and many have annual waitlists at the post-secondary level. This demand is driven by the established current shortage of medical professionals and the projected high demand for these jobs in the future as evident in the Kansas and National labor market statistics. More school districts are adding healthcare-related programming at the request of local facilities and students to meet the demand. Secondary schools are utilizing job shadowing/internship opportunities for Juniors and Seniors to expose them to healthcare careers while still in high school. This is a very popular and beneficial program for students to identify future career paths.</p> <p>The community colleges in Southeast Kansas provide a significant number of healthcare-related programs to address the student demand and area workforce needs. Some areas (e.g. Nursing Assistants, Personal Care Assistants, Medication Aides, Home Health Aides) are experiencing an increase in demand and/or are required certifications for the completion of advanced education in Healthcare (e.g. CNA cert required for Nursing program enrollment as required by the Kansas Board of Nursing). Community Colleges are providing CNA classes for area high school students through the KBOR Excel in Education program.</p> <p>Registered Nursing is listed as the #2 rated high wage career field in Kansas and Southeast KS. (See Appendix A) RN's are #2 high demand in KS and 8th in Southeast KS. Nursing Assistants are the 6th highest in demand in Kansas and 3rd in Southeast Kansas.</p> <p>Nationally, the programs are showing a significant demand and growing faster than the national average for occupations (e.g. Dental Assistants – 11% growth; Digital Medical Sonographers – 14%; Home Health Aides</p>	<p>Although the Kansas Department of Labor Data doesn't show a high demand in several health-care areas, overall healthcare-related programs are in high demand and needed in the region. Program placement data and regional labor data show a demand for the programs and graduates. Colleges located near the Kansas border noted that many medical program graduates are securing employment in larger metropolitan health-care facilities in Kansas and across the border into Missouri and Oklahoma (Joplin, Tulsa, Bartlesville markets). This is not reflected in the Kansas Employment and Job Demand data for Southeast Kansas. An example is the Digital Sonography Program – Labette CC has 100% placement on this program, placing eleven of 14 graduates in positions in Kansas and the others out-of-state. However, the State of Kansas Labor data shows just two (2) annual openings a year in Southeast Kansas and 26 projected statewide. The student demand for this program is high. The Bureau of Labor Statistics forecasts Diagnostics Medical Sonography 2018-2028 growth much faster than average at 14%. The Radiography program has similar numbers (38 graduates, 21 placed in KS, 11 in MO, and 6 in OK); however, KS Labor statistics only show a need for 7 positions in Southeast Kansas and 7 positions for the rest of the state.</p>

Strengths	Gaps
<p>– 37%; Medical Assistants – 23%; Medical Lab Technicians – 11%; Nursing Assistants – 9%; Radiography – 9%; Registered Nurses – 28%; Physical Therapy Assistants – 26%; Respiratory Therapists – 21%). Registered Nurses, Medical Assistants, Nursing Assistants, and Home Health Aides are all listed on the highest number of new jobs projected (2018-2028) list from the Bureau of Labor statistics. (See Appendix B) Home Health Aides, Medical Assistants, Personal Care Aides, Phlebotomists, and Physical Therapy Assistants and Aides are all in the Top 20 of the fastest growing jobs nationwide. (See Appendix C & Appendix E)</p>	
<p>Construction & Design Pathway, Construction Occupations, & Production Occupations (e.g. Carpenters, Construction Laborers, Electricians, Machinists, and Welders) - Carpenters, Construction Laborers, Electricians, Machinists, CNC Operators, and Welders are all identified on the Kansas and Southeast Kansas 2019 High Demand occupations list from the KS Department of Labor. In Southeast Kansas alone, there are just under 600 annual Construction-related job openings and 1,500 manufacturing openings. Nationally, these career fields are expected to grow by over 10% through 2028 producing over 704,000 jobs. This is faster than the national average for occupations. Carpenters, Construction Managers, Construction and Building Inspectors, Electricians, Machinists, and Welders are also listed on the 2018-2020 Oklahoma Critical Occupations List.</p> <p>Student demand and placement rates for these trades programs are high averaging over 92% job placement. Several Southeast KS area high schools are currently providing the Construction pathway and most provide welding skills within their Agriculture pathways. These pathways are feeders to the Construction-related career fields available at Coffeyville and Labette Community Colleges.</p>	<p>Although, Machinists and Tool/Die Makers are expected to decline slightly through 2026 in Southeast Kansas, the career fields are expected to increase statewide. The demand for CNC Operators is expected to grow by over 15% through 2026 in Southeast Kansas and statewide. (See Appendix E) Machinists are expected to slightly increase in demand through 2028 nationally.</p>
<p>Environmental and Agricultural Systems Career Field (Animal Science, Agribusiness, Environmental Service Systems, Food Products and Processing Systems, Natural Resources Systems, Plant Systems, & Power, Structural, and Technical Systems) - Agriculture is a top economic driver in Kansas and Ag-related programming at the</p>	<p>Although, the Kansas Labor Statistics do not show a high demand for Ag-related jobs in the future for Southeast Kansas. The Needs Assessment Team noted that many ag-related positions in the local area are not advertised regionally, or with an employment service; thus, potentially are not captured in the labor statistics. Many of the local Co-</p>

Strengths	Gaps
<p>secondary level is one of the top pathways for schools in Southeast KS in regards to student demand. The Kansas Department of Labor data shows over 3,300 ag-related position openings in Kansas and 61 in Southeast Kansas annually. The agriculture industry has a \$47 billion impact on the state and supports over 134,000 jobs annually. Farmers, ranchers, and other agricultural managers in Local Area 5 are listed as the 15th highest in demand on the High Demand/High Wage list for 2019. (See Appendix A)</p>	<p>Ops, farmers, and ag services are advertised in the local newspaper, on the front door of the business, or through word of mouth.</p>
<p>The Law and Public Safety Pathway and Emergency Services programs are vital to the continued development of students to fill the current and future demand for emergency services workers. Police, Fire and EMS personnel are needed to provide critical services to not only the region but the State of Kansas. Exposure to these career options while in high school is vital to developing the future workforce. Emergency Medical Technicians/Paramedics and Firefighters are on the 2019 State of Kansas High Demand Occupations list. Police and Sheriff's Deputies; Firefighters; and, Emergency Medical Technicians/Paramedics are all three listed on the 2018-2020 Oklahoma Critical Occupations List. The State of Oklahoma projects an 18% increase in demand for the Emergency Services through 2028. Nationally, the Bureau of Labor statistics projects the demand for Firefighters and Police to increase by 5% and EMT/Paramedics by 7%, which is faster than the national average. (See Appendix E)</p>	<p>Although, Emergency Medical Technicians/Paramedics, Firefighters, and Police are on the 2018-2020 Oklahoma Critical Occupations List and on the Southeast Kansas high demand list they are not on the high wage list for the State of Kansas, or for Southeast Kansas. Attracting students to these career fields is a challenge when the working wage is low in comparison to other careers. With the pending retirements of many in the Baby Boomer Generation a demand for these career fields exists.</p>
<p>Mobile Equipment Maintenance pathway and Installation, Maintenance, and Repair Occupations (Automotive Service, Collision Repair, Diesel, Electronics, Electrical Line Installers, etc.) – Kansas Labor statistics show 225 annual openings in Southeast Kansas for the Mobile Equipment Maintenance pathway and 58 for Automotive Service and Collision Repair programs. The Collision Repair Technicians, Industrial Machinery Mechanics, Heavy Equipment mechanics, Bus/Truck mechanics/Diesel Engine Technicians, and Electrical Line Installers are listed on the 2018-2020 High Demand Occupations list for Southeast Kansas as well as for the State of Kansas. These programs are also listed on the 2018-2020 Oklahoma Critical Occupations List. Nationally, Autobody Repair Technicians are expected to grow by 4%</p>	<p>Area and regional industry are continually seeking mechanically-minded students to continue their education and/or expand their knowledge base into other career pathways requiring mechanical skills. Additional exposure to these career options are needed.</p>

Strengths	Gaps
<p>through 2028 and Diesel Technicians by 5%.</p>	
<p>Human Services/Family & Consumer Sciences/Early Childhood Development Pathway and Personal Care and Service Occupations (Animal Care, Barbers/Cosmetologists, Manicurists, Personal Care Assistants, Fitness Trainers, Child Care Workers, etc.) – The Bureau of Labor Statistics shows an 8% growth for Barbers, Manicurists, & Cosmetologists; 16% growth for Animal Care and Service workers; and 19% growth for Veterinary Assistants/Technicians through 2028. Kansas Labor data projects a 25% increase in demand for Veterinary Assistants; 15% increase for Animal care workers; 8% increase for Childcare workers; and, 37% increase for Personal Care Aides through 2026 for the State of Kansas. Demand for childcare workers in Southeast Kansas is expected to grow 5% through 2026. The State of Kansas reported annual openings of 717 positions for Human Services positions statewide in 2019.</p>	<p>KS Labor Data for Southeast Kansas is small cell protected on Veterinary Assistants, Animal Care workers, Cosmetologists representing minimal demand. However, statewide and national data shows faster than normal growth for the career fields.</p>
<p>Graphic Design/Digital Media/Web Services Pathways and Computer Support/Information Systems/Computer Programming - According to the Bureau of Labor Statistics, Digital Media, Graphic Designers, and Multimedia Artists/Animator careers are expected to grow at approximately 4% nationally through 2028. Computer support specialists and web developers are expecting a 10% and 13% increase respectively during the same time period. Computer Support Specialists are reported on the high demand lists for Southeast Kansas and statewide. This field is expected to increase by eleven (11.6%) percent statewide and over 2% in Southeast Kansas through 2026.</p>	<p>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.</p> <p>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.</p>

Strengths	Gaps
<p>Business/Finance/Marketing Pathways – The State of Kansas reported over 2,100 annual position openings for Business, Finance and Marketing positions in Kansas in 2019. Nationally, the Bureau of Labor statistics projects a 7% growth in the Business/Finance related fields through 2028. In Kansas, Business-related fields are expected to grow by over 9% through 2026. In Southeast Kansas projected growth is just over one percent; however, Loan Officers and Financial Specialists have significant increases (14.2% & 6.9%). (Appendix D)</p>	
<p>Culinary Arts/Restaurant/Event Management and Travel/Tourism – over 1,800 jobs in Kansas annually and just under 300 jobs in Southeast Kansas. This pathway has high student demand in Southeast Kansas schools. Through 2026 Food Preparation and Service careers are expected to increase over 6% statewide and remain flat in Southeast Kansas.</p>	<p>Although, program enrollments at the secondary level are high the wages available to completers is low, making the sustainability of this career field difficult for most students.</p>
<p>Education/Teaching/Training Pathway – Demand for teachers in the State of Kansas is expected to grow by 6.3% and demand for Nursing specific instructors by 21.3% through 2026. Short term demand through 2020 is expected to grow by 1.6% in Kansas and less than 1% in Southeast Kansas. Postsecondary, Secondary, and Elementary school teachers are listed in the Top 10 of the Kansas High Demand/High Wage list for 2019.</p>	<p>Demand for teachers in Southeast Kansas is expected to decline by 3.8% through 2026; however, demand statewide is significantly higher. As neighboring states increase faculty salaries (e.g. Oklahoma) the loss of faculty to schools across the border will increase.</p>

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>Heavy and Tractor-Trailer Truck Driving</p>	<p>Heavy and tractor-trailer truck drivers are listed as the #2 high demand career field in the 2019 Labor Market Report for Local Area V and #3 overall in Kansas. Although, the program is on the high demand list it is not listed on the high wage list for the State of Kansas and/or for Southeast Kansas.</p>	<p>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. The career field is list on the 2018-2020 Oklahoma Critical</p>

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
		Occupations List as well.
Heating/Ventilation/Air Conditioning	Heating, ventilation, and air conditioning technicians are in slight demand in Kansas in the short term; however, long term projections (2016-2026) show 10.2% (statewide) and 3.5% (Southeast KS) increased demand. HVAC Technician demand is showing a slight demand in Southeast Kansas through 2020.	Nationally, Heating/Ventilation/Air Conditioning jobs are expected to grow by 13% between 2018-2028 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.

What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Environmental and Agricultural Systems Career Field (Animal Science, Agribusiness, Environmental Service Systems, Food Products and Processing Systems, Natural Resources Systems, Plant Systems, & Power, Structural, and Technical Systems)	Agriculture is a top economic driver generating a \$47 billion impact on the Kansas economy. Ag-related programming at the secondary level is one of the top program areas in regards to student demand. Although, the Kansas Labor Statistics for Southeast Kansas do not show a high demand for Ag-related jobs in the future there is a high demand for the programs from students and in the State of Kansas. Local advisory boards and community members reiterate the need and demand for agriculture programs in the school systems. Agriculture programs overlap into other areas like automotive services, business/finance, construction,	The Kansas Department of Labor data shows over 3,300 ag-related position openings in Kansas and 61 in Southeast Kansas annually. Farmers, ranchers, and other agricultural managers in Local Area 5 are listed as the 15 th highest in demand on the High Demand/High Wage list for 2019. (See Appendix A)

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	graphics/design, leadership, manufacturing, marketing, mechanics, and welding.	
Aviation Pathway – (Aircraft Mechanic/Service Technicians, Avionics Technicians, Aircraft Structure/Systems Assemblers, etc.)	At the request of Textron Aviation secondary and postsecondary 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’s Talent Director, Dian Rowe, noted a need for over 4,000 aviation workers with the next 5 years. USD 446 Independence implemented the Aviation pathway at the request of Textron Aviation. Textron operates a plant in Montgomery County producing Cessna aircraft for the aviation industry.	Kansas Department of Labor statistics show minimal demand (small cell protection) for Aviation positions in Southeast Kansas through 2026. Statewide demand is 4.7% for Avionics Technicians and 5.8% for Aircraft Mechanics/Service Technicians through 2026. Nationally, Aircraft Mechanics and Avionics Technicians are expected to grow at 3% which is slower than average.

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Student Performance Data

What does the law say?

The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

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

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

Postsecondary Performance**1P1 – Postsecondary Retention and Placement**

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S2 – Program Quality – Attained Postsecondary Credits

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

5S1 – Nontraditional Program Concentration

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

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

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

Strengths	How are these strengths being sustained in the region?	Local Example
4S2 Program Quality/Completion of Industry-recognized certifications	Community Colleges and secondary schools are working together to provide third-party industry certifications for high school students. These activities are provided as part of the Excel in Education program through the Kansas Board of Regents. The Community Colleges also provide the training and access to third-party certifications for post-secondary students completing programs as required by the Kansas Board of Regents program alignment project and/or by licensing organizations (e.g. KS Board of EMS, KS Board of Nursing, etc). The colleges continue to work with area business/industry to encourage them	Industry certifications are provided for the following areas: AHA/CPR – Medical Programs ASE/NATEF – Automotive AWS – Welding ICAR – Collision Repair National Registry – EMT/Paramedic OSHA – Multiple Programs NCCER – Construction

Strengths	How are these strengths being sustained in the region?	Local Example
	to hire program graduates who possess the third-party certifications.	NCLEX - Nursing NHA – Medical Assisting NIMS – Machining
1S1 4 Yr Graduation Rates/Program Completion Rates	Community Colleges provide advising and tutoring assistance for program students to identify and address student issues. Early awareness of issues allow the schools to assist students to be successful in a program; thus, increasing completion rates.	Student Services Available: Academic advising, assessment testing, financial aid, library services, scholarships, and tutoring. The Independence Region Community Colleges are performing higher than the state average (89% vs. 83%) for program completion rates in 2016 and 2017 (2018 Data not available).
3S1 Post Program Placement rates/Placement Rates	Program faculty at the area secondary schools are working to secure program articulation options for their students to continue their education at the area community colleges. Community Colleges are working closely with area school districts to articulate the high school curriculum into the respective college programs. The secondary school pathways are a feeder to the community college programs allowing the community colleges to further train area students to address the area and regional workforce needs. The community colleges are also working with the area school districts to provide training for their students through the Excel in Education program through the Kansas Board of Regents. In addition, the community colleges work closely with area and regional businesses/industries to provide clinical, internship, and job placement options for program graduates. These articulation agreements and partnerships are vital to the successful placement of program graduates.	Articulations between area high schools and the community colleges encompass the following program areas: Agriculture/Animal Science, Automotive Service, Business/Finance/Marketing, Collision Repair, Construction, Family/Consumer Sciences, Fire Science, Health Occupations, Machining, Medical Assisting, and Welding. The Independence Region Community Colleges are performing higher than the state average for placement of program graduates for the last three years

Strengths	How are these strengths being sustained in the region?	Local Example
		of data (2016-2018 – avg 95% vs. 90%).

Optional Questions for Discussion:

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

Based on available data, what are the student performance gaps in the region?

Gap	Root Cause
Non-traditional participation and completion rates	Non-traditional students tend to face additional challenges to completion of a non-traditional career field compared to a traditional student. Primarily financial and family constraints are the key issues that result in non-traditional students from enrolling in and completing a program.

Optional Questions for Discussion:

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

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

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

The local needs assessment shall include

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

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

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

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Definitions Continued:

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	<p>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.</p> <p>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.</p>	<p>Increased marketing of available programs to middle schools students through career exploration activities is a strategy to increase program enrollments in the future at both the secondary and postsecondary levels.</p> <p>Continue to use programs like Xello so students can gather and research information about potential careers of interest as early as elementary school.</p> <p>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.</p>
Relate to real-world work environment (Scope)	<p>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</p>	<p>Increasing participation from area business/industry leaders with advisory committees is an area for improvement. Typically agriculture, health-care 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</p>

Question	Answer	Areas for Improvement
	<p>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.</p>	<p>shadowing and internships with area business/industries may provide additional benefits to students.</p>
<p>Help students advance to future education (Scope)</p>	<p>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.</p>	<p>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.</p>
<p>Are of high quality</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Graduate follow up reporting continues to be a challenge. Identifying strategies to secure the needed data is an area for improvement.</p>

Question	Answer	Areas for Improvement
	<p>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.</p> <p>Institutions conduct faculty and student evaluations each semester to gather input and evaluate program effectiveness, needs, and demand. Input from advisory committees are an additional avenue to assess the quality of the program and the program graduates.</p>	
<p>Should be offered in the region</p>	<p>Secondary and postsecondary institutions utilize input from program advisory committees to gather data to ensure pathways/programs are relevant for the region to address employment needs. Institutions also utilize area and regional labor market data and input from workforce centers to determine if a continued need exists to justify the offering of a pathway/program.</p> <p>Secondary and post-secondary schools use input from students to determine if a need exists from the student demand perspective as well.</p>	<p>Increased participation from area business/industry leaders on Advisory Committees can benefit institutions by providing more relevant employment data. Schools face a challenge of getting business/industry leaders to attend meetings to gather the needed information. Additional strategies for increased participation is needed.</p> <p>Reviewing employment and labor market data with local officials on a semi-annual basis may provide institutions with more real-time data on program demand.</p>

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

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

What does the law say?

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

What does the law mean?

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

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

The term ‘program of study’ means a coordinated, 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.

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

Implementation Process	Strengths	Needs/Gaps
<p>Secondary schools utilize input from community and student surveys to identify new pathways to offer within their respective districts. District administration develops the pathway in accordance with the Kansas Department of Education requirements to secure approval to provide the pathway.</p>	<p>New pathways are determined by community and student interest, and from area workforce demand. Annual meetings with Advisory Committee members keeps program faculty up-to-date on what needs to be offered to students as well as identifying what we are lacking that needs to be added to the existing curriculum.</p>	<p>Secondary schools cited the availability of qualified personnel and limited budgets as barriers to adding new pathways/programs for their school districts.</p>
<p>Postsecondary institutions utilize input from business/industry, community, and student surveys to gather input for the development of new programs in accordance with Kansas Board of Regents requirements. College administration gathers area and regional labor data to justify the need for new programs and the continuation of existing programs. Existing programs and any new programs are designed to address area industry needs, encompassing the skills needed for employment, industry specific skills, provide for industry-recognized credentials, and provides students with multiple entry and exit points.</p>	<p>Utilization of labor data and input from area business/industry ensures programs are relevant to train workers for area/regional needs.</p> <p>Programs are designed and implemented in accordance with KBOR aligned program requirements, giving students the opportunity to graduate from programs with industry-recognized credentials.</p>	<p>A gap exists because of the high startup and sustainability costs of CTE programs. Without financial support from local, state, and federal sources, small, rural, public community colleges struggle to continue to provide CTE programs for their region.</p>

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff

What does the law say?

The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

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

How do schools and colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps
<p>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.</p>	<p>Several secondary schools utilize a mentor training process to match a new instructor with 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 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.</p>	<p>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). This is primarily found with instructors transitioning from Business/Industry in the CTE fields. Strategies to attract and retain qualify faculty is needed to address the challenge of hiring qualify CTE faculty.</p>
<p>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.</p> <p>Schools also utilize the program advisory board members to find qualified applicants for instructional positions.</p>	<p>Community Colleges provide faculty with continuing education, vacation, better work schedules, and more flexibility than traditionally found in business/industry.</p> <p>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 results, 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.</p>	<p>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 quality program faculty.</p> <p>Oftentimes, CTE faculty members come to us directly from the field and are, therefore, practitioners. While their knowledge is 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 student would improve their instruction and assist in retaining quality faculty.</p>

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say?

The needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)

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

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

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

How do schools and colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement
<p>All 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).</p>	<p>Awareness of services available to current and future students. Currently college-aged students must self-identify to request accommodations.</p>	<p>Include accommodations information in admission packets to direct inquires to more detailed information on the processes and services available at the respective schools.</p> <p>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.</p>
<p>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.</p> <p>Some Postsecondary institutions provide scholarships for economically disadvantaged, single parents, students in non-traditional fields, and out-of-work students in an effort to eliminate barriers to attendance.</p>	<p>Need to increase the awareness and knowledge of available financial aid services. Many students are first generation students and their parents have little to no knowledge of federal financial aid programs and processes.</p> <p>Limited scholarship funding available.</p>	<p>Improve marketing of financial aid and scholarship opportunities and the assistance available to students on college campuses.</p> <p>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.</p>

Strengths	Gaps	Strategies for Improvement
<p>Secondary institutions provide funding to assist economically disadvantaged students with the resources to participate in available CTE pathways/programs.</p>	<p>Limited funding is currently available and some programs are not covered under the KBOR Excel in Education program for free tuition. Southeast Kansas has traditionally been in the bottom five low socio-economic counties in Kansas; thus, many students in the area school districts struggle to pay the basic program fees (uniforms, tools, books, testing fees, etc.) to be able to participate in a CTE program.</p>	<p>Explore additional funding raising activities to expand the scholarship opportunities for secondary students to be able to participate in CTE programming through their local school district, or through an area community college. Excel in Education is available for many CTE programs; however, not all pathways/programs are included in the funding. Additional funding is needed to remove barriers from enrollment to ensure all students have an opportunity to participate in a CTE program.</p>
<p>Postsecondary recruiters are aware of the need for non-traditional and minority program aspirants. 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.</p>	<p>Awareness of opportunities for special population students is always an area for improvement.</p>	<p>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.</p>

APPENDIX A

High Demand - High Wage Occupations

Local Area 5

2019

SOC	SOC Title	JVS ¹	ST ²	LT ³	Wage Score	Demand Score + Wage Score	Rank	Education	Work Experience
29-1141	Registered nurses	10	9	9	3	31	2	Bachelor's degree	None
25-1199	Postsecondary teachers, all other	0	8	8	7	23	5	Doctoral or professional degree	None
47-1011	First-line supervisors of construction trades and extraction workers	6	6	7	3	22	6	High school diploma or equivalent	5 years or more
11-9111	Medical and health services managers	3	5	6	7	21	7	Bachelor's degree	Less than 5 years
25-2031	Secondary school teachers, except special and career/technical education	2	9	8	2	21	9	Bachelor's degree	None
25-2021	Elementary school teachers, except special education	1	10	9	1	21	10	Bachelor's degree	None
49-1011	First-line supervisors of mechanics, installers, and repairers	0	7	7	4	18	14	High school diploma or equivalent	Less than 5 years
11-9013	Farmers, ranchers, and other agricultural managers	0	7	7	3	17	15	High school diploma or equivalent	5 years or more
49-9041	Industrial machinery mechanics	1	7	7	2	17	16	High school diploma or equivalent	None
49-9021	Heating, air conditioning, and refrigeration mechanics and installers	6	3	5	2	16	17	Postsecondary nondegree award	None
31-2021	Physical therapist assistants	0	5	6	4	15	19	Associate's degree	None
21-1012	Educational, guidance, school, and vocational counselors	4	4	4	2	14	22	Master's degree	None
25-2022	Middle school teachers, except special and career/technical education	0	6	6	2	14	23	Bachelor's degree	None

25-1072	Nursing instructors and teachers, postsecondary	0	5	5	1	11	29	Doctoral or professional degree	Less than 5 y
37-1012	First-line supervisors of landscaping, lawn service, and groundskeeping workers	4	3	3	1	11	30	High school diploma or equivalent	Less than 5 y
47-2152	Plumbers, pipefitters, and steamfitters	0	5	5	1	11	31	High school diploma or equivalent	None

Source: Kansas Department of Labor, Labor Market Information Services (LMIS).

1. Job Vacancy Survey Score is based off of the Spring 2019 Kansas Job Vacancy Survey

2. Short-term Projections Score is based off of the 2018-2020 round of projection data

3. Long-term Projections Score is based off of the 2016-2026 round of projection data

4. Wage data is for Local Area 5 from the 2019 Edition of the Kansas Wage Survey (data collected in 2018)

* 2018 Edition of the Kansas Wage Survey for Local Area 5, 2019 edition wage data is not available for Local Area 5.

** 2019 Edition of the Kansas Wage Survey for the statewide area, Local Area 5 wage data is not available.

*** 2018 Edition of the Kansas Wage Survey for the statewide area, 2019 wage data is not available.











**** 2018 U.S. wage data from the Occupational Employment Statistics program.


Note: List only includes occupations with above average wages and occupations with a total demand score greater than or equal to 10

APPENDIX B

Most new jobs: 20 occupations with the highest projected numeric change in employment. *Bureau of Labor Statistics*

OCCUPATION	NUMBER OF NEW JOBS (PROJECTED), 2018-28	2018 MEDIAN PAY
<u>Personal care aides</u>	881,000	\$24,020 per year
<u>Combined food preparation and serving workers, including fast food</u>	640,100	\$21,250 per year
<u>Registered nurses</u>	371,500	\$71,730 per year
<u>Home health aides</u>	304,800	\$24,200 per year
<u>Cooks, restaurant</u>	299,000	\$26,530 per year
<u>Software developers, applications</u>	241,500	\$103,620 per year
<u>Waiters and waitresses</u>	170,200	\$21,780 per year
<u>General and operations managers</u>	165,000	\$100,930 per year
<u>Janitors and cleaners, except maids and housekeeping cleaners</u>	159,800	\$26,110 per year

OCCUPATION	NUMBER OF NEW JOBS (PROJECTED), 2018-28	2018 MEDIAN PAY
<u>Medical assistants</u>	 154,900	\$33,610 per year
<u>Construction laborers</u>	 148,100	\$35,800 per year
<u>Laborers and freight, stock, and material movers, hand</u>	 144,000	\$28,260 per year
<u>Market research analysts and marketing specialists</u>	 139,200	\$63,120 per year
<u>Nursing assistants</u>	 135,400	\$28,540 per year
<u>Management analysts</u>	 118,300	\$83,610 per year
<u>First-line supervisors of food preparation and serving workers</u>	 107,200	\$32,450 per year
<u>Landscaping and groundskeeping workers</u>	 106,400	\$29,000 per year
<u>Financial managers</u>	 104,700	\$127,990 per year
<u>Heavy and tractor-trailer truck drivers</u>	 99,700	\$43,680 per year

OCCUPATION	NUMBER OF NEW JOBS (PROJECTED), 2018-28	2018 MEDIAN PAY
<u>Medical secretaries</u>	 96,400	\$35,760 per year

APPENDIX C

Fastest growing occupations: 20 occupations with the highest percent change of employment between 2018-28. *Bureau of Labor Statistics*

OCCUPATION	GROWTH RATE, 2018-28	2018 MEDIAN PAY
<u>Solar photovoltaic installers</u>	63%	\$42,680 per year
<u>Wind turbine service technicians</u>	57%	\$54,370 per year
<u>Home health aides</u>	37%	\$24,200 per year
<u>Personal care aides</u>	36%	\$24,020 per year
<u>Occupational therapy assistants</u>	33%	\$60,220 per year
<u>Information security analysts</u>	32%	\$98,350 per year
<u>Physician assistants</u>	31%	\$108,610 per year
<u>Statisticians</u>	31%	\$87,780 per year
<u>Nurse practitioners</u>	28%	\$107,030 per year
<u>Speech-language</u>	27%	\$77,510 per year

OCCUPATION	GROWTH RATE, 2018-28	2018 MEDIAN PAY
<u>pathologists</u>		
<u>Physical therapist assistants</u>	27%	\$58,040 per year
<u>Genetic counselors</u>	27%	\$80,370 per year
<u>Mathematicians</u>	26%	\$101,900 per year
<u>Operations research analysts</u>	26%	\$83,390 per year
<u>Software developers, applications</u>	26%	\$103,620 per year
<u>Forest fire inspectors and prevention specialists</u>	24%	\$39,600 per year
<u>Health specialties teachers, postsecondary</u>	23%	\$97,370 per year
<u>Phlebotomists</u>	23%	\$34,480 per year
<u>Physical therapist aides</u>	23%	\$26,240 per year
<u>Medical assistants</u>	23%	\$33,610 per year

APPENDIX D

**High Demand Occupations in Business Management and Administrative Support
Kansas
2019**

SOC Code	Occupation Title	JVS¹	ST²	LT³	Total Score	Rank	Education	Work Experience	Job Training	Median Annual Wage⁴	High Demand High Wage
11-1021	General and operations managers	10	10	10	30	1	Bachelor's degree	5 years or more	None	\$80,860	✓
43-1011	First-line supervisors of office and administrative support workers	7	10	9	26	29	High school diploma or equivalent	Less than 5 years	None	\$50,840	✓
13-1199	Business operations specialists, all other	7	8	8	23	43	Bachelor's degree	None	None	\$69,560	✓
11-9199	Managers, all other	6	7	7	20	64	Bachelor's degree	Less than 5 years	None	\$96,210	✓
13-1071	Human resources specialists	5	7	7	19	74	Bachelor's degree	None	None	\$57,900	✓
13-1111	Management analysts	3	7	7	17	96	Bachelor's degree	Less than 5 years	None	\$69,170	✓
13-1151	Training and development specialists	5	6	6	17	98	Bachelor's degree	Less than 5 years	None	\$55,410	✓

11-3011	Administrative services managers	5	5	5	15	111	Bachelor's degree	Less than 5 years	None	\$84,800	✓
11-1011	Chief executives	0	6	6	12	143	Bachelor's degree	5 years or more	None	####	✓

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

1. Job Vacancy Survey Score is based off of the Spring 2019 Kansas Job Vacancy Survey
2. Short-term Projections Score is based off of the 2018-2020 round of projection data
3. Long-term Projections Score is based off of the 2016-2026 round of projection data
4. Wage data is from the 2019 Edition of the Kansas Wage Survey (data collected in 2018)

* 2018 Edition of the Kansas Wage Survey, 2019 edition wage data is not available

** 2018 U.S. Wage Data, Kansas wage data is not available

Note: The 2019 high demand list includes 197 high demand occupations out of 780 total occupations.

Note: List only includes occupations with above average demand in one of the three categories and a total demand score greater than or equal to 10

APPENDIX E

Occupational Code	Program Title	SEK Short Term Demand	KS Short Term Demand	SEK Long Term Demand	KS Long Term Demand	National Long Term Growth	KS High Demand
11-9013	Farmers, Ranchers, Other Agriculture Managers	0.8%	1.1%	0.9%	-2.6%	-1%	X
15-1151	Computer User Support Specialists	1.1%	2.3%	2.3%	11.6%	10%	X
15-1152	Computer Network Support Specialists	***	1.7%	***	1.5%		
19-4011	Agricultural and Food Service Technicians	1.6%	2.3%			6%	
25-0000	Education, Training, Library Occupations	0.7%	1.6%	-3.8%	6.3%		
29-1141	Registered Nurses	-0.1%	2.9%	-0.1%	10.1%	12%	X
29-2012	Medical and Clinical Laboratory Technicians	-0.6%	2.3%	-6.7%	5.6%	11%	X
29-2032	Diagnostic Medical Sonographers	***	4.2%	***	15.4%	14%	
29-2034	Radiologic Technologists	-0.6%	2.1%	-5.8%	5.4%		X
29-2041	Emergency Medical Technicians and Paramedics	-0.2%	2.2%	-4.6%	6.3%	7%	X
29-2061	Licensed Practical Nurses	-0.8%	0.9%	-5%	-0.7%	11%	X
31-1011	Home Health Aides	***	6.7%	***	32%	36%	X
31-1014	Nursing Assistants	-0.8%	2%	-2.8%	5%	9%	X
31-2021	Physical Therapy Assistants	0.8%	4%	11.5%	13.2%	26%	
31-9091	Dental Assistants	-0.9%	2.1%	-1.3%	1.2%	11%	X
31-9092	Medical Assistants	0	4.1%	7.8%	13.6%	23%	X
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	***	4.1%	***	25.4%	19%	X
31-9097	Phlebotomists	***	3.6%	***	11.3%	23%	
33-2011	Firefighters	***	2%	***	6.6%	5%	X
35-3000	Food Preparation and Serving Related Occupations	0.1%	2.1%	0.1%	6.2%		X
39-2000	Animal Care and Service Workers	1.6%	4.8%	***	15.5%	16%	
39-5012	Hairdressers, Hairstylists, & Cosmetologists	***	2.7%	***	-2.9%	8%	X
45-0000	Farming, Fishing, & Forestry Occupations	0.1%	0.4%	-1.8%	8.2%		
45-2000	Agricultural Workers	0.1%	0.4%	-2.2%	8%		X
45-2011	Agricultural Inspectors	***	2.3%	***	13.1%		
45-2021	Animal Breeders	***	***	***	***		
45-2041	Graders & Sorters, Agricultural Products	***	1.8%	***	11.1%		

45-2091	Agricultural Equipment Operators	0.6%	0.7%	1.1%	8.3%		X
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	***	0.5%	***	14%		X
45-2093	Farmworkers, Farm, Ranch, and Aquacultural Animals	0	-0.1%	-12.5%	2.9%		X
47-2000	Construction Trades Workers	0.1%	2.2%	-1.7%	5.1%		
47-2031	Carpenters	-0.6%	1.8%	-2.4%	3.3%	8%	X
47-2061	Construction Laborers	0.9%	2.8%	-0.8%	6.6%	11%	X
47-2111	Electricians	0.1%	2%	-2.6%	4%	10%	X
47-2152	Plumbers, Pipefitters, & Steamfitters	0.3%	3%	-0.5%	10.3%	14%	X
47-3000	Helpers – Construction Trades	-0.6%	2.5%	0	8%		
47-3012	Helpers – Carpenters	***	3.1%	***	7.4%		
47-3013	Helpers - Electricians	***	2%	***	4.9%		
49-2091	Avionics Technicians	***	4.7%	***	-2.2%	3%	
49-3011	Aircraft Mechanics and Service Technicians	***	5.8%	***	1.4%	3%	
49-3021	Automotive Body and Related Repairers	0	0.5%	-2.5%	-2.5%	4%	
49-3022	Automotive Glass Installers and Repairers	-	***		***		
49-3023	Automotive Service Technicians and Mechanics	-0.9%	0.1%	-4.8%	-1.1%	-1%	X
49-3031	Bus & Truck Mechanics and Diesel Engine Specialists	-0.3%	2.2%	4.4%	4.6%	5%	X
49-3041	Farm Equipment Mechanics & Service Technicians	***	3.8%	2.2%	4.1%		
49-3042	Mobile Heavy Equipment Mechanics	1%	2.9%	-3.0%	6.2%		
49-9021	Heating, Air Conditioning, & Refrigeration Mechanics and Installers	-0.3%	2.6%	3.5%	10.2%	13%	X
51-2011	Aircraft Structure, Surfaces, Rigging and Systems Assemblers	-	***		***		X
51-4011	CNC Machine Tool Operators	1.5%	4%	0	3.1%		X
51-4012	CNC Machine Tool Programmers	3.3%	7.3%	15.8%	16.8%		
51-4041	Machinists	1.6%	4%	-5.8%	2.9%	1%	X
51-4111	Tool and Die Makers	1%	2.9%	-9.9%	-9.9%	1%	
51-4121	Welders, Cutters, Solderers, and Brazers	1.3%	3.6%	3.4%	4.2%	3%	X
53-3032	Heavy and Tractor Trailer Truck Drivers	0.2%	1.9%	4.8%	4.8%	5%	X
53-3033	Light Truck or Deliver Services Drivers	0.2%	2.8%	4.7%	4.7%	2%	X