



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)	Alan Speicher- Woods Teacher	Independence High School	620-926-0786	aspeicher@indyschools.com
	Laura McClure- Business Teacher	Independence High School	620-870-0894	lmclure@indyschools.com
Postsecondary Institution(s)	Ross Harper- Dean of CTE and Workforce	Labette Community College	620-820-1278	rossharper@labette.edu
	Matthew Kittrell- Sr. Director for Industry and Employer Engagement	Independence Community College	620-332-5470	mkittrell@indycc.edu
	Heather Pollet- Vice President for Career & Technical Education	Coffeyville Community College	620-252-7503	heatherp@coffeyville.edu

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Add rows as needed

Date October 1, 2023

Regional Team Name Region 5 Independence

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and “regional” are used interchangeably.
- An individual can only serve as a co-chair on one regional team but could participate in more than one region’s needs assessment.

What is the purpose of this Template?

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

What are the tasks of the Regional Needs Assessment Team?

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

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

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

What is a comprehensive regional needs assessment?

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

1. Identify participants on the regional team.

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

Why complete a comprehensive regional needs assessment?

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

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

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who is required to participate in the needs assessment process?

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

1. CTE program representatives at the secondary and postsecondary levels:
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives.
3. Representatives from a range of local businesses and industries.

4. Parents and students.
5. Representatives of special populations (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

Who is considered a member of special populations?

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

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

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

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

Needs Assessment Process:

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

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality.

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

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team		
Name: <u>Region V Independence</u>		Date: <u>October 1, 2023</u>
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Alan Speicher- Woods Teacher Laura McClure- Business Teacher	aspeicher@indyschools.com lmcclore@indyschools.com	620-926-0786 620-870-0894
Postsecondary: Ross Harper- Dean of CTE and Workforce Matthew Kittrell- Sr. Director for Industry and Employer Engagement Heather Pollet- Vice President for Career & Technical Education	rossharper@labette.edu mkittrell@indycc.edu heatherp@coffeyville.edu	620-820-1278 620-332-5470 620-252-7503

Add rows as needed

Regional Needs Assessment Team

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

Representative	Name	Institution and Position	Email
Secondary Co-chair(s)	Alan Speicher	Independence High School- Woods Teacher	aspeicher@indyschools.com
	Laura McClure	Independence High School- Business Teacher	lmclure@indyschools.com
Postsecondary Co-chair(s)	Ross Harper	Labette Community College- Dean of CTE and Workforce	rossharper@labette.edu
	Matthew Kittrell	Independence Community College- Sr. Director for Industry and Employer Engagement	mkittrell@indycc.edu
	Heather Pollet	Coffeyville Community College- Vice President for Career & Technical Education	heatherp@coffeyville.edu
	Marla Sterling	USD 447 Cherryvale Instructor (Family and Consumer Science Instructor/FCCLA Adviser)	
Teachers - Secondary	Karen Roush	USD 445 Field Kindley Instructor (Marketing/Personal Finance/Academic Advisor)	
	Travis Brumback	USD 503 Parsons Instructor (Welding)	

	Kelsey Crissman	USD 506 Labette County High School (Health Science)	
Faculty - Postsecondary	James Grimmett	CCC Fire Science Program Coordinator/Instructor	
	Melissa Ashford	ICC Business/Accounting	
	Susan Stolte	LCC Respiratory Care	
Secondary Administration	Jimmy Littleford	Caney Valley High School Principal	
	Travis Stalford	Field Kindley High School Principal	
	Jason McAfee	USD 446 Superintendent	
Postsecondary Administration	Ross Harper	Labette CC, Dean of CTE & Workforce	
	Taylor Crawshaw	ICC, Vice President for Academic Affairs	
	Heather Pollet	Coffeyville CC, Vice President for Career & Technical Education	
Specialized instructional support and paraprofessionals	Karen Barger Kayla Angleton Carol Mooney	GED, Labette Community College ABE, Independence Community College Para, Independence High School	
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Brandy Benedict	KansasWorks-Youth Program Representative	
	Kelly Stammer	Regional Resource Coordinator - East Region- Economic and Employment services - KS DCF	

Representatives of Special Populations	Jessica Childress Jennifer Augustine	Tri County Special Ed. Co-op Independence Instructor Program Administrator East Region - Vocational Rehabilitation	
Career Guidance and Academic Counselors	Dalton Powell Delia Northup Roman Lopez Valon Jones	CTE Academic Advsiior, Caney Valley High School USD 445 FKHS Counselor USD 445 FKHS Counselor Neodesha High School - CTE Coordinator	
Students	Mia Howard Jessie Gay Billie Sallee Bethany Beshear	LCC student, SGA ICC student CCC student, Nursing USD 446 student	
Community Members	Candi Westbrook Lisa Wilson Robert Spinks	Coffeyville Chamber of Commerce Director Independence Chamber of Commerce Director Parsons Chief of Police	
Business & Industry Representatives	Christina Sykes Marc Slavin	Labette Health CCC Nursing Program Advisory Board Member/ CRMC Surgery Dept. Director	

	Tom Korhn Travis Blankinship	Rep. from Textron Aviation Owner-Blankinship Electric	
Workforce Development Representatives	Jim Zaleski Lacie Bohr Melissa Johnson	Economic Development Director Kansas Department of Commerce/ KS Works Rep Executive Director-Montgomery County Action Council (MCAC)	
Parents	Anastasia O'Connell Elisa/Andy Beshear	USD 445 MS/HS parent USD 446 High School Parent	
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Krista Clay	Director of Adult Basic Education Eastern Kansas Adult Education Independence Community College - Adult Education Success Center	
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Pam Feerer	Senior Director of Enrollment Management and Student Success-Coffeyville Community College	
Representatives of Indian Tribes and Tribal organizations (where applicable)	Erin Lee Angela Price	USD 445 Indian Education Program USD 436 Indian Education Program	
Representatives from CTE programs at correctional institutions (where applicable)	N/A		
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Dora Morris April Parsons	CCC Technical Campus Administrative Assistant Administrative Assistant to Academic Affairs	

	Anita Chappuie	Director of Institutional Research	
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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 above mentioned reports effectively, the regional teams will be provided with training on how to crosswalk Classification of Instructional Programs (CIP) used in education to Standard Occupational Classification (SOC) used by the U.S. Department of Labor.

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

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

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

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>Diagnostic Medical Sonography (LCC) Concentrator Count: 9 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: 48 Long-term KS Annual Demand: 64 *Data not available 2023 KS High Demand High Wage List</p> <p>Electronics Technology/Technician (LCC) Concentrator Count: 12 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: 32 Long-term KS Annual Demand: 32 *Data not available</p> <p>Emergency Medical Technician (CCC, ICC,LCC)/ Paramedic (CCC)</p>	<p>Automotive Collision and Refinishing Technology (CCC) Concentrator Count: 11 Short-term SEK Demand: 12 Long-term SEK Annual Demand: * Short-term KS Demand: 176 Long-term KS Annual Demand: 172 2023 KS High Demand High Wage List</p> <p>Administrative Assistant (ICC,LCC) Concentrator Count: ** Short-term SEK Demand: 49 Long-term SEK Annual Demand: 34 Short-term KS Demand: 756 Long-term KS Annual Demand: 2,639 ** Concentrator count <5 2023 KS/SEK High Demand List</p> <p>Automotive Service Technology (CCC)</p>	<p>Graphic Design Technology (LCC) Concentrator Count: 12 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: * Long-term KS Annual Demand: * *Data not available</p>

<p>Concentrator Count: 22 Short-term SEK Demand: 19 Long-term SEK Annual Demand: 17 Short-term KS Demand: 125 Long-term KS Annual Demand: 200 2023 KS High Demand List</p> <p>Information Systems Technology/Computer & Information Technology (CCC,ICC)/Computer Support Specialist (LCC) Concentrator Count: 6 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: 27 Long-term KS Annual Demand: 67 *Data not available</p> <p>Medication Aide (CCC,ICC,LCC) Concentrator Count: 41 Short-term SEK Demand: * Long-term SEK Annual Demand: * Short-term KS Demand: 64 Long-term KS Annual Demand: 59 *Data not available</p> <p>s</p> <p>Physical Therapy Assistant (LCC) Concentrator Count: 22 Short-term SEK Demand: 12 Long-term SEK Annual Demand: 22 Short-term KS Demand: 174 Long-term KS Annual Demand: 169 2023 KS/SEK High Demand High Wage List</p> <p>Radiography (LCC) Concentrator Count: 27 Short-term SEK Demand: 8 Long-term SEK Annual Demand: 10 Short-term KS Demand: 153 Long-term KS Annual Demand: 163</p>	<p>Concentrator Count: 59 Short-term SEK Demand: 41 Long-term SEK Annual Demand: * Short-term KS Demand: 680 Long-term KS Annual Demand: 599 *Data not available 2023 KS/SEK High Demand High Wage List</p> <p>Fire Science/Firefighter (CCC) Concentrator Count: 12 Short-term SEK Demand: 20 Long-term SEK Annual Demand: * Short-term KS Demand: 230 Long-term KS Annual Demand: 299 *Data not available 2023 KS/SEK High Demand List</p> <p>Clerical Assistant (LCC) Concentrator Count: ** Short-term SEK Demand: 43 Long-term SEK Annual Demand: 99 Short-term KS Demand: 677 Long-term KS Annual Demand: 1,202 ** Concentrator count <5</p> <p>Construction Technology (CCC) Concentrator Count: 50 Short-term SEK Demand: 28 Long-term SEK Annual Demand: 52 Short-term KS Demand: 773 Long-term KS Annual Demand: 771 2023 KS/SEK High Demand High Wage List</p> <p>Nursing—LPN (CCC,LCC) Concentrator Count: 43 Short-term SEK Demand: 39 Long-term SEK Annual Demand: 39 Short-term KS Demand: 597 Long-term KS Annual Demand: 555</p>	
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<p>2023 KS/SEK High Demand High Wage List</p> <p>Respiratory Care (LCC) Concentrator Count: 7 Short-term SEK Demand: 5 Long-term SEK Annual Demand: 6 Short-term KS Demand: 90 Long-term KS Annual Demand: 99 2023 KS/SEK High Demand High Wage List</p> <p>Welding Technology (CCC,ICC,LCC) Concentrator Count: 145 Short-term SEK Demand: 103 Long-term SEK Annual Demand: 88 Short-term KS Demand: 815 Long-term KS Annual Demand:787 2023 KS/SEK High Demand High Wage List</p>	<p>2023 KS/SEK High Demand High Wage List</p> <p>Nursing-RN (CCC,LCC) Concentrator Count: 43 Short-term SEK Demand: 106 Long-term SEK Annual Demand: 92 Short-term KS Demand: 1,976 Long-term KS Annual Demand: 2,005 2023 KS/SEK High Demand High Wage List</p> <p>Phlebotomy (CCC,LCC) Concentrator Count: 9 Short-term SEK Demand: 9 Long-term SEK Annual Demand: 7 Short-term KS Demand: 183 Long-term KS Annual Demand: 178 *Data not available 2023 KS/SEK High Demand List</p> <p>Veterinary Technician (ICC) Concentrator Count: 7 Short-term SEK Demand: 13 Long-term SEK Annual Demand: * Short-term KS Demand: 178 Long-term KS Annual Demand: 117 *Data not available 2023 KS High Demand List</p> <p>Commercial Driver's License (CCC) Concentrator Count: 0 (Program started 6/2023) Short-term SEK Demand: 182 Long-term SEK Annual Demand: 171 Short-term KS Demand: 3,253 Long-term KS Annual Demand: 2,643 2023 KS/SEK High Demand High Wage List</p> <p>Cosmetology (ICC)</p>	
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Concentrator Count: 19
Short-term SEK Demand: *
Long-term SEK Annual Demand: 20
Short-term KS Demand: 740
Long-term KS Annual Demand: 648
*Data not available
2023 KS/SEK High Demand List

Dental Assistant (LCC)
Concentrator Count: **
Short-term SEK Demand: 22
Long-term SEK Annual Demand: *
Short-term KS Demand: 504
Long-term KS Annual Demand: 328
** Concentrator count <5
*Data not available
2023 KS/SEK High Demand List

Early Childhood Education (ICC)
Concentrator Count: **
Short-term SEK Demand: 9
Long-term SEK Annual Demand: *
Short-term KS Demand: 190
Long-term KS Annual Demand: 183
** Concentrator count <5
*Data not available
2023 KS High Demand/SEK High Demand High
Wage List

Electrical Technology (CCC)
Concentrator Count: 13
Short-term SEK Demand: 52
Long-term SEK Annual Demand: 40
Short-term KS Demand: 691
Long-term KS Annual Demand: 573
2023 KS/SEK High Demand High Wage List

Medical Assistant (CCC)

Concentrator Count: 14
Short-term SEK Demand: 38
Long-term SEK Annual Demand: 43
Short-term KS Demand: 804
Long-term KS Annual Demand: 779
2023 KS/SEK High Demand List

Medical Laboratory Technology (CCC)

Concentrator Count: **
Short-term SEK Demand: 14
Long-term SEK Annual Demand: 16
Short-term KS Demand: 272
Long-term KS Annual Demand: 267
** Concentrator count <5
2023 KS/SEK High Demand High Wage List

Medical Office Assistant (LCC)

Concentrator Count: **
Short-term SEK Demand: 49
Long-term SEK Annual Demand: 34
Short-term KS Demand: 756
Long-term KS Annual Demand: 630
** Concentrator count <5
2023 KS/SEK High Demand List

Nursing Aide (CCC,ICC,LCC)

Concentrator Count: 141
Short-term SEK Demand: 243
Long-term SEK Annual Demand: 134
Short-term KS Demand: 3,484
Long-term KS Annual Demand: 2,899
2023 KS/SEK High Demand List

Precision Machining Technology (CCC)

Concentrator Count: 8
Short-term SEK Demand: 53
Long-term SEK Annual Demand: 28

Short-term KS Demand: 509
 Long-term KS Annual Demand: 462
 2023 KS/SEK High Demand High Wage List

Web Design & Development (ICC)
 Concentrator Count: **
 Short-term SEK Demand: *
 Long-term SEK Annual Demand: *
 Short-term KS Demand: 90
 Long-term KS Annual Demand:130
 ** Concentrator count <5
 *Data not available

**Secondary Pathways
 Data from KBOR/KSDE Secondary
 total**
Document #1 in appendix
 All concentrator Data came from KSDE
 All Demand Data came from KLIC
Animal Science Pathway
 Concentrator Count - 31
 Demand - 126

Comprehensive Agriculture Science
 Concentrator Count - 95
 Demand - no data

Power, Structural & Technical systems
 Concentrator Count - 113
 Demand - 16

Graphic Design
 Concentrator Count - 38
 Demand - 15

**Secondary Pathways
 Data from KBOR/KSDE Secondary
 total**
Document #1 in appendix
 All concentrator Data came from KSDE
 All Demand Data came from Klic
Plant Systems
 Concentrator Count - 16
 Demand - 170

Construction & Design
 Concentrator Count - 61
 Demand - 512

Business Management and Entrepreneurship
 Concentrator Count - 13
 Demand - 504

Teaching and Training
 Concentrator count - *
 Demand - 818

Business Finance

**Secondary Pathways
 Data from KBOR/KSDE Secondary
 total**
Document #1 in appendix
 All concentrator Data came from KSDE
 All Demand Data came from Klic
Web and Digital
 Concentrator Count - 28
 Demand - 1

Digital Media

Concentrator Count - 40

Demand - *

Concentrator Count - 6

Demand - 371

Health Science

Concentrator Count - 68

Demand - 378

Restaurant and Event Management

Concentrator Count - 46

Demand - 1401

Travel and Tourism

Concentrator Count - *

Demand - 27

Family and Consumer Services

Concentrator Count - 40

Demand - 324

Emergency and Fire Management

Concentrator Count - 6

Demand - 24

Manufacturing

Concentrator Count - 36

Demand - 1703

Marketing

Concentrator Count - *

Demand - 8

Mobile Equipment Maintenance

Concentrator Count - 20

Demand - 522

Aviation Maintenance

Concentrator Count - 0

Demand - *

	<p>Early Childhood Development and Services Concentrator Count - 6 Demand – 25</p> <p>Fashion, Apparel, Interior Design Concentrator Count - * Demand - *</p> <p>Programming and Software Development Concentrator Count - * Demand – 17</p> <p>Engineering - * Demand -16</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
Powersports Technology CIP Code 47.0606	The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Small Engine Mechanics and Repair Technology under SOC 49-3053 shows an annual median wage of \$37,710. A high school diploma or equivalent with moderate on-the-job training is the typical education needed for entry. Annual openings equate to 33 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show 35 annual openings. There is a state-wide change of employment of 1.2% annually.	<p>The popularity and utility of the powersports vehicles is increasing, and in this rural region, many people own utility vehicles for agricultural and entertainment purposes.</p> <p>The Kansas Department of Labor SEK Short-Term and Long-Term Occupation Projections both show confidential data and no specific number of jobs available. In a local google search, there are 15 small engine repair companies in the SEK region, which could offer OJT/internship opportunities.</p>
Robotics/Mechatronics, CIP 15.0405	The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Engineers, All others, under SOC 17-3024 shows an annual median wage of \$52,651. An associate’s degree with moderate on-the-job training is the typical education needed for entry. Annual openings were not defined. The KS Long-Term Occupation Projections 2020-2030 were not defined.	The Kansas Department of Labor SEK Short-Term and Long-Term Occupation Projections both show confidential data and no specific number of jobs available.

<p>Mechatronics, Robotics, and Automation Engineering, CIP 14.4201</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Engineers, All others, under SOC 17-2199 shows an annual median wage of \$70,997. A Bachelor's degree with moderate on-the-job training is the typical education needed for entry. Annual openings were not defined.. The KS Long-Term Occupation Projections 2020-2030 were not defined.</p>	<p>Due to the local need and the voices of local manufacturers, the need for mechatronics, robotics, and automation is significantly increasing with the use of robots in the workforce.</p>
<p>Police and Sheriff patrol officers - Demand score - 24</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Police and sheriff patrol officers shows an annual median wage of \$42,360. A high school diploma or equivalent and on the job training is needed. Annual openings equate to 522 jobs per year and an annual growth of 6 percent. The KS Long-Term Occupation Projections 2020-2030 show a growth of 6307 or 456 per year. Long term median salary \$51,990</p> <p>Lawyers short term projection 2022-24 is 225 and a growth to 231 for a 1.3 percent annual growth. A medium wage of \$ 86,019 and Kansas long term Occupation growth shows 4,415 state wide to 4,826, long term medium salary of \$115,860</p>	<p>The Kansas Department of Labor SEK Short-Term and Long-Term Occupation Projections both show growth in numbers and wages.</p> <p>Local evidence was driven from Educational Administrators , Police officers and fire chiefs of local communities. There are 278 opening for Police officers in the SEK area</p>

<p>Industrial Maintenance Technician , CIP 46.0401</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Maintenance and Repair Workers under SOC 49-9071 shows an annual median wage of \$37,820. A high school diploma or equivalent with moderate-term OJT is the typical education needed for entry. Annual openings equate to 1,436 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show 1,507 annual openings, with an annual median salary of \$39,870. There is a state-wide change of employment of 1.0% annually.</p>	<p>The Kansas Department of Labor SEK Short-Term Occupation Projections 2022-2024 for Maintenance and Repair Workers under SOC 49-9071 shows an annual median wage of \$37,197. A high school diploma or equivalent with moderate-term OJT is the typical education needed for entry. Annual SEK openings equate to 142 jobs per year. The SEK Long-Term Occupation Projections 2020-2030 show 151 annual openings, with an annual median salary of \$38,227. There is a state-wide change of employment of 1.1% annually.</p>
<p>Plumbers, Pipefitters, and Steamfitters, CIP Code 46.0503</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Plumbers, Pipefitters, and Steamfitters under SOC 47-2152 shows an annual median wage of \$48,710. A high school diploma or equivalent with an apprenticeship is the typical education needed for entry. Annual openings equate to 453 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show 440 annual openings, with an annual median salary of \$51,350. There is a state-wide change of employment of 0.8% annually.</p>	<p>The Kansas Department of Labor SEK Short-Term Occupation Projections 2022-2024 for Plumbers, Pipefitters, and Steamfitters under SOC 47-2152 shows an annual median wage of \$47,473. A high school diploma or equivalent with an apprenticeship is the typical education needed for entry. Annual SEK openings equate to 22 jobs per year. The SEK Long-Term Occupation Projections 2020-2030 show confidential data, with no specific openings, with an annual median salary of \$47,438. There is a state-wide change of employment of 0.5% annually.</p>
<p>Heating, Air Conditioning, and Refrigeration Mechanics and Installers, CIP Code 47.0201</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Heating, Air Conditioning, and Refrigeration Mechanics and Installers under SOC 49-9021 shows an annual median wage of \$47,860. A post-secondary non-degree award, with long-term OJT training needed for entry. Annual openings equate to 434 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show 434 annual openings, with an annual median salary of \$49,020. There is a state-wide change of employment of 1.2% annually.</p>	<p>The Kansas Department of Labor SEK Short-Term Occupation Projections 2022-2024 for Heating, Air Conditioning, and Refrigeration Mechanics and Installers under SOC 49-9021 shows an annual median wage of \$45,541. post-secondary non-degree award, with long-term OJT training needed for entry. Annual SEK openings equate to 15 jobs per year. The SEK Long-Term Occupation Projections 2020-2030 show confidential data, with no specific openings. There is a state-wide change of employment of 0.7% annually.</p>

<p>Bus and Truck Mechanics and Diesel Engine Specialists, CIP Code 47.0613</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Bus and Truck Mechanics and Diesel Engine Specialists under SOC 49-3031 shows an annual median wage of \$47,860. A high school diploma or equivalent with long-term OJT is the typical education needed for entry. Annual openings equate to 383 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show 273 annual openings, with an annual median salary of \$49,630. There is a state-wide change of employment of 1.5% annually.</p>	<p>The Kansas Department of Labor SEK Short-Term Occupation Projections 2022-2024 for Bus and Truck Mechanics and Diesel Engine Specialists under SOC 49-3031 shows an annual median wage of \$46,845. A high school diploma or equivalent with long-term OJT is the typical education needed for entry. Annual SEK openings equate to 32 jobs per year. The SEK Long-Term Occupation Projections 2020-2030 18 annual openings, with an annual median salary of \$48,698. There is a state-wide change of employment of 1.1% annually.</p>
<p>Surveying Technology/Surveying, 15.1102</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Surveyors under SOC 17-1022 shows an annual median wage of \$60,420. A Bachelor's degree with an Internship/Residency OJT is the typical education needed for entry. Annual openings equate to 57 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show 37 annual openings, with an annual median salary of \$60,740. There is a state-wide change of employment of .7% annually.</p> <p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Surveyors under SOC 17-3031 shows an annual median wage of \$46,140. A High school diploma or equivalent OJT is the typical education needed for entry. Annual openings equate to 53 jobs per year.</p> <p>The KS Long-Term Occupation Projections 2020-2030 show 42 annual openings, with an annual median salary of \$46,300. There is a state-wide change of employment of .7% annually.</p>	<p>The Kansas Department of Labor SEK Short-Term Occupation Projections 2022-2024 for Surveying and Mapping Technicians under SOC 17-1022 shows an annual median wage of \$48,430. A Bachelor's degree with an Internship/Residency OJT is the typical education needed for entry. Annual SEK openings equate to 5 jobs per year.</p> <p>The SEK Long-Term Occupation Projections 2020-2030 have an annual median salary of \$60,268. Annual openings and change of annual employment are small cell suppressed. The Kansas Department of Labor SEK Short-Term Occupation Projections 2022-2024 for Surveying and Mapping Technicians under SOC 17-3031 shows an annual median wage of \$46,140. High school diploma or equivalent OJT is the typical education needed for entry. Annual SEK openings per year are small cell suppressed.</p> <p>The SEK Long-Term Occupation Projections 2020-2030 have an annual median salary of \$40,040. Annual openings and change of annual employment are small cell suppressed.</p>
<p>Wind Energy Technology/Technician, CIP Code 15.1704</p>	<p>The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Surveyors under SOC 49-9081 shows an annual median wage of \$48,670. Postsecondary non-degree award with long-term OJT is the typical education needed for entry. Annual openings equate to 92 jobs per year.</p>	<p>All of the the SEK Short-Term Occupation Projections 2020-2030 is small cell suppressed.</p> <p>There is not data for Long-Term SEK Occupational Projections.</p>

	The KS Long-Term Occupation Projections 2020-2030 have an annual median salary of \$54,480. Annual openings and change of annual employment are small cell suppressed.	
25-2021: Teaching and Learning Elementary \$ 49,418, 25-2031 Secondary School Teachers, \$49,176 Demand score 28	The Kansas Department of Labor KS Short-Term Occupation Projections 2022-2024 for Elementary teaching and learning shows an annual median wage of \$50,341. A high school diploma, Bachelor degree Annual openings equate to 1400 jobs per year. The KS Long-Term Occupation Projections 2020-2030 show annual openings of 15,137 with a growth of 15,310, with an annual median salary of \$56,060.	Severe local need to fill positions in the SEK area, requested by superintendents and administration of private and public schools. A number of open teaching positions are listed in educatekansas.org.
25-2058 Special Education \$47,139 25-1194 Career/Technical Education \$49,377	Secondary school teacher- 2022-2030 Kansas - 11,743 growth 11,891 and an average salary of \$56, 320 Special Education - Secondary 2022-30 1,494 with a growth to 1,510 Annual Median Salary of \$60,790 Career and Technical Education 2022-2033 489 with a projection of 507 average median salary 58,750 2022-24 Kansas State data 582 to 588 \$57,820	Secondary school teacher- SEK - Projections 1,231 and a medium wage of \$51,379 Secondary school teacher- SEK - Projections 1,231 and a medium wage of \$51,379 Special Education - Secondary Mean salary is 52,434 SEK projection - 200 with a growth of 201 Career and Technical Education- Secondary SEK has no data but the average median salary is \$ 52,069 2022-2033 489 with a projection of 507
Aviation Maintenance Pathway	At the request of Textron Aviation secondary and post-secondary institutions in the Independence area were requested to add the Aviation pathway and/or programs to build the future workforce in Southeast Kansas to address the shortages in the Aviation industry. Textron noted a need for over 4,000 aviation workers in the next 5 years. USD 446 Independence implemented the pathway in 2020. Textron operates a plant in Montgomery county producing cessna aircraft for the aviation Industry	High demand in our area, unable to fill local needs.

Q3: Provide justification for offering the pathway(s) 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
Web and Digital	<p>Regional discussion noted the competencies developed in this pathway are needed for 21st Century jobs. The consensus was these skills will be critical in most workplaces. These roles may be performed away from the workplace allowing and encouraging people to stay “home” in rural areas rather than leave the area or state to seek employment.</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. 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>	Limited Annual Openings 1 annual opening, \$34,753 Entry level wage

STEP 2: Analyze Student Performance

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

The local needs assessment 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 Post-Secondary AY 2023	Post-Secondary: 1P1 94%-LCC 1P1 95%-CCC 1P1 98 %-ICC (KS: 93.03%) 2P1 89%-LCC 2P1 87%-CCC 2P1 87%-ICC (KS: 82.38%) 3P1 10%-LCC 3P1 6.2%-CCC 3P1 6.2 %-ICC (KS: 10.95%)	Post-secondary programs still struggle to recruit non-traditional students to certain programs, such as health science and manufacturing. Specific advertising for non-traditional roles in technical education have been placed within the community. Examples of these are included in the appendices. Non-traditional gender role specific handouts and events have been held to increase involvement within the program and gain interest. Examples of these are included in the appendices. Each college has a difficult time with hiring and providing gender specific role models and advisors. As a whole we

<p>Overall secondary performance in the region FY 2023</p> <p>Independence SDLP data compiled received from KBOR/KSDE. We removed all zero's and pathways with no completer data available. See appendices document 4.</p>	<p>Post-secondary programs still have strong placement of students after completing programs, as well as having credentials within 1 year of completion. Each college has a very strong advisory board that gives sufficient feedback allowing each college's program to make changes and allows for great communication between manufacturers/businesses and the college's program.</p> <p>Secondary: 1s1 - Graduation We have exceeded the State percentile score Regional Score 90% State 85.5% Exceeded .5%</p> <p>2S3- Science We have exceeded the State Percentile Score Regional Score- 32.25% State-27.10% Percentile Gap Exceeded - 5.15%</p> <p>5S2 Post Secondary Credits- We have exceeded the State Percentile Score Regional - 76.41% State 52.5</p>	<p>are working to hire non-traditional instructors and advisors to fill this gap. Examples include; female welding instructor, female automotive tech instructor, as well as a male nursing instructor.</p> <p>Professional development opportunities recently given to all Perkins coordinators included Perkins Coordinators Annual Training, KCCTE's Nontraditional Careers Workshop and NAPE's Equity in Perkins V workshop. These professional development opportunities have helped to bridge the gap in inequity in special populations and support students through resources to lessen barriers to education and training.</p> <p>Secondary - 2s1 and 2s2 percentile Gap is due to across the pathways poor scores in English language arts and Math. Socioeconomic challenges hinder academic success across the board. 2s1 - Reading/Language Arts Regional Score-18.41 State - 31.1% Percentile gap-12.69%</p> <p>2S2 - Math- Regional Score 12.72% State 24.10% Percentile Gap - 11.38%</p> <ol style="list-style-type: none"> 1. We need to convince kids to care about professionalism and coming from the viewpoint that how they write and communicate is a reflection of their work ethics and personal pride. 2. Lack of Staff in all areas of student development . 3. Data Reported to KSDE may not be accurate 4. Another cause is retention or turnover rate of teachers and retention of students Along these same
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		<p>lines, hiring highly qualified instructors in areas of special education, English language and Math.</p> <ol style="list-style-type: none"> 5. Overworked certified staff and classified staff. 6. Sustaining interest in math, science, and technology fields seems to be as important as achievement. Intervene early to make math more interesting and relevant. 7. Build growth mindset training into professional development <p>3S1 - Post Program Placement Regional 76% State 85.5% Gap-9.5% The reason for the gap are as followed:</p> <ol style="list-style-type: none"> 1. Data not turned in correctly to KSDE- provide more training to enter data correctly 2. Lack of tracking students after Graduation 3. Nontraditional placement due to lack of support, transportation and funding to continue. 4. Visitation to post secondary institutions 5. Make sure all secondary schools turn in correct data for accurate disaggregation of that data. <p>4s1 Non-Traditional Regional Score 25% State 30.50 Gap-5.5%</p> <p>A reason for this gap is due to the lack of career awareness programs within the K-12 classrooms.</p> <ol style="list-style-type: none"> 1. Hard to identify industry professionals that are non-traditional who have the time to mentor our
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		<p>students. Finding non-traditional representatives in some careers can be difficult in rural Kansas.</p> <ol style="list-style-type: none"> 2. Hire more nontraditional educators 3. Invite nontraditional speakers in the classroom / career fairs and Industry tours. 4. Early intervention in elementary schools to talk about non traditional opportunities in all pathways.
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<i>Performance of Special Populations</i>		
<p>Individuals with disabilities</p>	<p>1P1 100%-LCC 1P1 No data-CCC 1P1 100%-ICC</p> <p>2P1 No data-LCC 2P1 100%-CCC 2P1 100%-ICC</p> <p>3P1 0.00%-LCC 3P1 0.00%-CCC 3P1 0.00%-ICC</p> <p>Post-secondary- Individuals with disabilities have done a great job of receiving placement once they have exited a program. Each college offers an accommodations department with an ADA officer as well as a Student Success Center to assist students to provide the needed resources for retention, completion, and program success. The accommodations department can help to determine the resources the student will need and the appropriate accommodations to improve retention and completion. Each program faculty/director can help students to apply for accommodations for certification exams if needed to ensure success with attainment of credentials.</p>	<p>Post-secondary/Secondary- Special Populations data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Strategy for Improvement: Broaden the work with local workforce centers such as KansasWorks and Vocational Rehabilitation offices to determine businesses that have successfully hired students/graduates with disabilities to help assist with work-based learning experiences and employment placement. Local industry representatives involved with advisory boards have assisted CTE instructors by sharing strategies used by their own businesses to accommodate the needs of employees with disabilities. A survey of special populations and their needs would identify this group as well, and could allow for sharing of resources to help those students. Sample of survey included in the appendices.</p>

	<p>Secondary - 7.5 of our completers are students with disabilities. Their 1s1 percentile is 98.6 Percent according to KSDE pathway data.</p> <p>2s2 - 68.92 % 2s3 - 41.67 % 3s1 - 95.45 % 4s1 - 69.25 % 5s2 - 68.92 %</p>	<p>Gap for 2s1 18.34 Percent below the state average Secondary -</p> <p>A reason for this gap is:</p> <ol style="list-style-type: none"> 1. Low number of SPED teachers and para support staff contributes to high caseload, thus not giving students the academic support for all classes that are needed. 2. More training is needed on the available resources in our area that will help support special populations 3. Continue to push students into work based learning opportunities for growth in all aspects of education. 4. Continue to develop onsite work based learning opportunities
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p>1P1 98.04%-LCC (KS overall goal: 92.19%) 1P1 95.74%-CCC 1P1 100 %-ICC</p> <p>2P1 91.43-LCC (KS overall goal: 79.93%) 2P1 84.00%-CCC 2P1 86.67%-ICC</p> <p>3P1 11.43%-LCC (KS overall goal: 9.17%) 3P1 5.43%-CCC 3P1 11.11%-ICC</p> <p>Post-secondary has done a good job of meeting the needs of this group of students. Students have institutional scholarship opportunities as well as Federal Financial Aid to assist with the cost of attendance. Many technical programs are also Kansas Promise eligible to remove any financial barriers to attending.</p>	<p>Post-secondary- Special Populations data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Many technical programs have offered free books, material, tools, uniforms, computers, internet access and other resources necessary to ensure student success.</p> <p>Post-secondary- Kansas Community Colleges were given grant funding to provide a college pantry for students to include both food/personal hygiene products. Students can access the pantry on campus for free items when needed.</p> <p>Post-secondary- Strategy for Improvement: Utilize Perkins supplemental grant opportunities when available to purchase additional program resources as listed above, to lessen the financial burden of students to attend.</p>

	<p>Secondary - 1s1 - 96.6 % according to KSDE Pathway Data 2s1 - 34.9 % 2s2 - 75.81% 2s3 - 38.3 % 3s1 - 94.29 4s1 - 45.05 % 5s2 - 75.81 %</p>	<p>Post-secondary- Strategy for Improvement: Work closely with local workforce centers to help provide additional financial resources while students are attending technical programs, such as mileage reimbursement, child care assistance, and tuition payment. A survey of special populations and their needs would identify this group as well, and could allow for sharing of resources to help those students. Sample of survey included in the appendices.</p> <p>Secondary - exceeded the state average</p>
<p>Individuals preparing for non-traditional fields</p>	<p>1P1 5.23%-LCC 1P1 8.03%-CCC 1P1 5.97%-ICC</p> <p>2P1 6.96%-LCC 2P1 8.55%-CCC 2P1 6.06%-ICC</p> <p>3P1 11.74%-LCC 3P1 4.50%-CCC 3P1 9.68%-ICC</p> <p>*In conversations with KBOR liaisons, for some reason this data is not accurate from the state.</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Each college is working to expose students to non-traditional fields earlier in their educational journey. Some of these examples include taking 6th through 8th grade students to manufacturers to get hands-on experience. 6th grade girls went to John Deere to see that any gender can take on this role. Increase offerings</p>

	<p>Post-secondary-Students have typically done well preparing for non-traditional fields.</p> <p>Secondary - 1s1 95.44% 2s1 - 45.96 % 2s2 - 86.5 % 2s3 -42.72 % 3s1 - 94.07 % 4s1 - 100 % 5s2 - 86.6 %</p> <p>Secondary – Development of the IPS and additional career research creates a foundation for students to search careers of interests.</p>	<p>of informal hands-on skill development experience for students to try in a non-traditional program. CCC recently purchased smaller size gear for their female firefighter students. A survey of special populations and their needs would identify this group as well, and could allow for sharing of resources to help those students. Sample of survey included in the appendices.</p> <p>Secondary - Placement in a work based learning program can be beneficial for students to gain experience and observe a non traditional mentor in the workplace. Lack of openings in rural areas with non-traditional mentors will be a factor in the success.</p>
<p>Single parents, including single pregnant women</p>	<p>1P1 100%-LCC 1P1 100%-CCC 1P1 100%-ICC</p> <p>2P1 92.86%-LCC 2P1 50%-CCC 2P1 100%-ICC</p> <p>3P1 3.85% -LCC 3P1 0.00%-CCC 3P1 0.00% -ICC</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Strategy for Improvement: Continued connection with KansasWorks to identify this group is needed. A survey of special populations and their needs would identify</p>

	<p>Secondary- 1s1- 100 % 2s1- no data 2s2 - 100 % 2s3 - no data 3s1 - 100 % 4s1 - no data 5s2 - 100 %</p> <p>Secondary - Development of an onsite daycare facility through renovating an existing building will help encourage students to stay in school and graduate by removing the barrier of childcare during the day. Utilizing area teaching and learning students will help with the needed staff.</p>	<p>this group as well, and could allow for sharing of resources to help those students. Sample of survey included in the appendices. Each college is trying to accommodate this population by offering alternative course schedules to include nights and weekends. An increase of online options has also emerged to help students with educational opportunities without having the burden of childcare or other needs. Library hours have also been extended through some colleges to offer extra resources for these students.</p> <p>Secondary - exceeded all scores</p>
<p>Out-of-workforce individuals</p>	<p>1P1 100%-LCC 1P1 100%-CCC 1P1 No data-ICC</p> <p>2P1 100%-LCC 2P1 100%-CCC 2P1 No data-ICC</p> <p>3P1 0.00%-LCC</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p>

	<p>3P1 0.00%-CCC 3P1 No data-ICC</p> <p>Secondary- No Data 2s1 - no data 2s2 - no data 2s3 - no data 3s1 - no data 4s1 - no data 5s1 - no data</p>	<p>Strategy for Improvement: Continued connection with KansasWorks to identify this group is needed. A survey of special populations and their needs would identify this group as well, and could allow for sharing of resources to help those students. A survey of special populations and their needs would identify this group as well, and could allow for sharing of resources to help those students. Sample of survey included in the appendices. Each college is trying to accommodate this population by offering alternative course schedules to include nights and weekends. An increase of online options has also emerged to help students with educational opportunities without having the burden of childcare or other needs. Library hours have also been extended through some colleges to offer extra resources for these students.</p> <p>Secondary - N/A</p>
English Learners	<p>1P1 No data-LCC 1P1 No data-CCC 1P1 No data-ICC</p> <p>2P1 No data-LCC 2P1 No data-CCC 2P1 No data-ICC</p> <p>3P1 No data-LCC 3P1 No data-CCC 3P1 No data-ICC</p>	<p>Post-secondary- Special Populations data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Colleges are not getting English learners to join programs. More work needs to be done to recruit these</p>

	<p>Secondary - 1s1- 100 Percent 2s1 no data 2s2 100 % 2s3 - 50 % 3s1 100 % 4s1 - 100 % 5s2 - 100 %</p>	<p>students and better understand their needs. Facilitating collaboration between CTE and ESL teachers to increase retention and completion rates. This data may also not have been captured, but with the help of the survey, this soon will also be captured. Some other options can include offering instructional materials, when available, in other languages as well as flipping the classroom with prep materials being in the English learner’s language.</p> <p>Secondary - exceeded all scores</p>
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<p>1P1 No data-LCC 1P1 No data-CCC 1P1 No data-ICC</p> <p>2P1 No data-LCC 2P1 No data-CCC 2P1 No data-ICC</p> <p>3P1 No data -LCC 3P1 0.00%-CCC 3P1 100%-ICC</p>	<p>Post-secondary- Special Populations data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Colleges are not getting homeless individuals to join programs. More work needs to be done to recruit these students and better understand their needs through working with KansasWorks. Students are also not reporting to schools if they are homeless, or may not understand what homeless technically means. This data may also not have been captured, but with the help of the survey, this soon will also be captured. Pairing students with mentors who encourage them to attend</p>

	<p>Secondary - 1s1-100% 2s1 no data 2s2 no data 2s3 no data 3s1 100 % 4s1 - 100 %</p>	<p>school every day, and provide accountability through attendance monitoring. Each college is offering more student pantries, as well as working with the local community to partner with and help these individuals find housing and other necessities that are needed.</p> <p>Secondary-</p> <ol style="list-style-type: none"> 1. Students, due to the lack of attendance or other related concerns, create a gap in staying up to date in class learning. 2. Students who lack appropriate living arrangements have difficulty in completing work outside of the school day. 3. Students may not always be willing to share their homeless status and thus cannot access resources that are available through McKinney-Vento.
<p>Youth who are in, or have aged out of, the foster care system</p>	<p>1P1 No data -LCC 1P1 No data-CCC 1P1 100%-ICC</p> <p>2P1 No data-LCC 2P1 No data-CCC 2P1 100%-ICC</p> <p>3P1 0.00% -LCC 3P1 0.00%-CCC 3P1 No Data-ICC</p>	<p>Post-secondary and secondary have a lack of data to determine root causes. <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Each college and high school needs to be more flexible with homework, due dates, and testing, while also staying in touch with foster parents to know when a student will have a family member visit. This is not as</p>

	<p>Secondary 1s1 100 % 2s1 50.00 % 2s2 100 2s3 100 % 3s1 no data 4s1 no data 5s2 - 100 %</p>	<p>easy right now due to some students not sharing that they are in foster care.</p> <p>Secondary - meeting or exceeding</p> <p>DCF needs to train school staff on how to access such programs as the Independent Living Program</p>
<p>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)</p>	<p>1P1 No data -LCC 1P1 No data-CCC 1P1 No data-ICC</p> <p>2P1 No data -LCC 2P1 No data-CCC 2P1 No data-ICC</p> <p>3P1 No data -LCC 3P1 0.00%-CCC 3P1 No data-ICC</p> <p>Secondary -</p>	<p>Post-secondary- Special Populations data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Colleges are not getting youth with parents in the armed forces to join programs. More work needs to be done to recruit these students and better understand their needs. Some of the resources that are available to colleges to share with students may not be publicly known, such as military.tutor.com. LCC and ICC do have a veterans center for military students to get additional help.</p> <p>Secondary is meeting or exceeding this category</p>

	1s1 100 % 2s1 no data 2s2 100 % 2s3 no data 3s1 no data 4s1 - no data 5s2 - 100 %	1. The small number of students has not created enough for professional development across the region. 2. Counselors and teachers have limited knowledge on how to identify and address needs of this special population.,
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native	1P1 100% -LCC 1P1 100%-CCC 1P1 No data-ICC 2P1 100% -LCC 2P1 66.67%-CCC 2P1 No data-ICC 3P1 11.11% -LCC 3P1 5.00%-CCC 3P1 0.00%-ICC Post-secondary- Each college has clubs/organizations with student activities focused on minority/ethnic groups to increase a sense of belonging as well as educate the student body as a whole on differing cultural practices and beliefs. Example-Native American Heritage Month, where different speakers and performers were on campus with activities for students. Secondary - 1s1 92.85 % 2s1 50.0 % 2s2 89.44 % 2s3 45 % 3s1 - 100 % 4s1 - 80 %	Post-secondary- Special Populations data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward. Each college is continually reaching out to Indian and Native organizations and populations to recruit in those areas. With the offerings of clubs/organizations as well as different activities from each school, students come and visit the colleges, but may not commit due to reasons out of our control. CCC has a growing Native American student population, as it is most closely related in proximity to Cherokee Nation just over the Kansas/Oklahoma border. Secondary is meeting or exceeding this category

	5s2 - 89.44 %	
Asian	<p>1P1 No data -LCC 1P1 100%-CCC 1P1 No data-ICC</p> <p>2P1 100% -LCC 2P1 100%-CCC 2P1 No data-ICC</p> <p>3P1 0.00% -LCC 3P1 No data-CCC 3P1 No data-ICC</p> <p>Post-secondary- Each college has clubs/organizations with student activities focused on minority/ethnic groups to increase a sense of belonging as well as educate the student body as a whole on differing cultural practices and beliefs.</p> <p>Secondary - 1s1 no data 2s1 - 100 % 2s2 100 % 2s3 no data 3s1 no data 5s2 100 %</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Due to the lack of data in this area, colleges are working to make sure that all marketing material and promotional materials include different ethnic groups and populations to make them feel welcome on our campuses. Each college also working to welcome all backgrounds with different clubs and organizations.</p> <p>Secondary is meeting or exceeding this category</p>
Black or African American	<p>1P1 100% -LCC 1P1 100%-CCC 1P1 100%-ICC</p> <p>2P1 100% -LCC 2P1 85.71%-CCC 2P1 50%-ICC</p> <p>3P1 25% -LCC</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during</p>

	<p>3P1 5.26%-CCC 3P1 0%-ICC</p> <p>Post-secondary- Each college has clubs/organizations with student activities focused on minority/ethnic groups to increase a sense of belonging as well as educate the student body as a whole on differing cultural practices and beliefs.</p> <p>Secondary - 1s1 100 % 2s2 - 60 % 2s3 - no data 3s1 no data 4s1 - 42.86 % 5s2 - 60 %</p>	<p>the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>The current data shows that each college is meeting or exceeding this category. There is always room for improvement in this area and one way that each college is working to improve is by celebrating black history month and giving the students an opportunity to share what they would like to see for this celebration.</p> <p>Secondary is meeting or exceeding this category</p>
Hispanic/Latino	<p>1P1 100% -LCC 1P1 100%-CCC 1P1 100%-ICC</p> <p>2P1 61.54% -LCC 2P1 85.71%-CCC 2P1 66.67-ICC</p> <p>3P1 8.70% -LCC 3P1 3.45%-CCC 3P1 0.00%-ICC</p> <p>Post-secondary- Each college has clubs/organizations with student activities focused on minority/ethnic groups to increase a sense of belonging as well as educate the student body as a whole on differing cultural practices and beliefs.</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>The current data shows that each college is meeting or exceeding this category. There is always room for improvement in this area and one way that each college is working to improve is by celebrating cinco de mayo and giving the students an opportunity to share what they would like to see for this celebration. This gives the students an opportunity to show their talents and backgrounds and gives other students the ability to learn new things about their peers.</p>

	<p>Secondary - 1s1 - 100 % 2s1 - 53.89 % 2s2 - 87.85 % 2s3 - 42.79 % 3s1 - 100 % 4s1 - 87.5 % 5s2 - 87.85 %</p>	<p>Secondary is meeting or exceeding this category</p>
<p>Native Hawaiian or Other Pacific Islander</p>	<p>1P1 No data -LCC 1P1 No data-CCC 1P1 No data-ICC</p> <p>2P1 No data -LCC 2P1 No data-CCC 2P1 No data-ICC</p> <p>3P1 No data -LCC 3P1 0.00%-CCC 3P1 0.00%-ICC</p> <p>Post-secondary- Each college has clubs/organizations with student activities focused on minority/ethnic groups to increase a sense of belonging as well as educate the student body as a whole on differing cultural practices and beliefs.</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Due to the lack of data in this area, colleges are working to make sure that all marketing material and promotional materials include different ethnic groups and populations to make them feel welcome on our campuses. Each college also working to welcome all backgrounds with different clubs and organizations.</p> <p>Secondary is meeting or exceeding this category</p>

	<p>Secondary - 1s1 no data 2s2 100 % 2s3 - no data 3s1 - 100 % 5s2 100 %</p>	
White	<p>1P1 92.57% -LCC 1P1 93.94%-CCC 1P1 95.92%-ICC</p> <p>2P1 90.09% -LCC 2P1 89.52%-CCC 2P1 88.89%-ICC</p> <p>3P1 13.02% -LCC 3P1 2.99%-CCC 3P1 9.84%-ICC</p> <p>Post-secondary- With each college offering different clubs/organizations with a focus on student activities and a sense of belonging, the white, non-minority group takes the opportunity to partake in other groups' activities to learn about their backgrounds and cultural heritage, therefore, increasing their cultural competency.</p> <p>Secondary - 1s1 - 98.47 % 2s2 88.01 % 2s3 - 40.2 % 3s1 96 % 4s1 41.12 % 5s2 - 88.01 %</p>	<p>Post-secondary- This category is the largest for each college represented. Even though this category is meeting and exceeding each area, there is always room for improvement. The white population still wants their voice to be heard and likes to have a say in campus activities and how they can help bridge the gap between other ethnicities. Some of the weaknesses that are seen include community engagement, challenges of cultural change in CTE areas, as well as parent and family engagement.</p> <p>Secondary is meeting or exceeding this category</p>

<p>Two or More Races</p>	<p>1P1 100% -LCC 1P1 88.89%-CCC 1P1 100%-ICC</p> <p>2P1 100% -LCC 2P1 85.71%-CCC 2P1 100%-ICC</p> <p>3P1 4.76% -LCC 3P1 8.45%-CCC 3P1 18.18%-ICC</p> <p>Post-secondary- Each college has clubs/organizations with student activities focused on minority/ethnic groups to increase a sense of belonging as well as educate the student body as a whole on differing cultural practices and beliefs.</p> <p>Secondary 1s1 100 % 2s1 41.27 % 2s2 85.43 % 2s3 - 73.91 % 3s1 - 100 % 4s1 - 65.15 % 5s2 - 85.43 %</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p> <p>Some of the root causes for this gap include those that are in the other ethnic backgrounds, such as; lack of role models and mentors, support groups or peers, stereotype threat from others.</p> <p>Secondary is meeting or exceeding this category</p>
<p>Unknown</p>	<p>1P1 93.75% -LCC 1P1 100%-CCC 1P1 100%-ICC</p> <p>2P1 100% -LCC 2P1 No data-CCC 2P1 100%-ICC</p> <p>3P1 4.76% -LCC</p>	<p>Post-secondary- <i>Special Populations</i> data may not be as reflective as a whole of our current student body make-up, as it has previously been obtained through volunteer student disclosure. Attempts are currently being made to obtain data on all Special Populations and Ethnic/Racial Groups on all students through the use of surveys during the enrollment process. This will allow for a better data collection of these populations moving forward.</p>

	<p>3P1 25.00%-CCC 3P1 10%-ICC</p> <p>Post-secondary- This performance gap is comparable to those identified in the other categories.</p> <p>Secondary - No Data</p>	<p>This performance gap is comparable to those identified in the other categories.</p>
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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
<p>Are of sufficient size</p>	<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. According to the local interest, CLNA, advisory committees and the abundance of qualified staff to operate a highly qualified program with funding.</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>Secondary- Increased marketing of available programs to middle school students through career exploration activities is a strategy to increase program enrollments in the future at both the secondary and postsecondary levels.</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>Post-secondary- Facilities are an obstacle for sufficient space and quality for needed programs. Hire high quality staff and provide funding to make the program sufficient.</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>
<p>Relate to real-world work environment (Scope)</p>	<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 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>Increasing participation from area business/industry leaders with advisory committees is an area for improvement. Typically, agriculture, healthcare and emergency services programs have strong community support and participation. However, other programs (manufacturing and computer-related) struggle to garner participation from area leaders. Expansion of job shadowing and internships with area business/industries may provide additional benefits to students.</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 recommendations and improvements. Data from WorkKeys is used to improve curriculum to meet the needs of Students and employers. KSDE program's evaluation process is used to determine high quality programs and show areas of needed improvement.</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</p>	<p>Secondary schools cited limited budgets and funding for quality CTE programs. Finding Instructors is a challenge to ensure a high quality program. 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>

	<p>enrollment, participant, and concentrator data to evaluate programs' success.</p> <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>	
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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	<p>Post-secondary programs are designed and implemented in accordance with KBOR aligned program requirements, giving students the opportunity to graduate from programs with industry-recognized credentials. Program outcomes are laid out by their associated accrediting bodies or credentialing bodies.</p> <p>ESSA results are used in Perkins and Cognia initiatives to help improve student performances and scores. Data is compiled and additional staff has been employed to help with gaps in students' test scores.</p>	<p>To inform all staff, students, and parents about the content of the data. We need to know the specifics of all data and what to do with it.</p> <p>Not that many opportunities to collaborate curriculum with other content areas within the school and professional development opportunities are available.</p> <p>More staff is needed to help offset the gaps in academic scores .</p> <p>Technology has been a gap according to location of WI-FI and adequate computer hardware for students that have been quarantined multiple times.</p>

		<p>With lunches becoming free the data will be harder to track for each school district.</p> <p>Our demographics have changed over the last few years. Equity has to be utilized for effective comprehension and mastery of academic standards.</p>
(B) addresses both academic and technical knowledge and skills, including employability skills	<p>Post-secondary and secondary programs rely on advisory boards to determine needed technical knowledge and employability skills to incorporate into the curriculum.</p> <p>Secondary schools are using work based learning for exploration and applying employability skills. Secondary schools use Workkeys to monitor student improvements and drive curriculum changes Writing initiatives for proper spelling, punctuation and grammar across the curriculum. Use common core technical skills to transition students from academic subjects to the workforce employability skills.</p>	<p>Work more closely with advisory boards to create internships or externships for students and teachers to apply learned skills before entering the workforce.</p> <p>Use KansasWorks for:</p> <ol style="list-style-type: none"> 1. To inform students on soft skills needed in every job. 2. For up to date data regarding employability skills and potential employment. 3. For mock interviews and reverse job fairs <p>Assist all academic classes in achieving the state standards.</p> <ol style="list-style-type: none"> 1. AVID strategies 2. Cross curricular collaboration 3. Use real world applications to support the Why question.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	<p>New pathways are determined by community and student interest, and from area workforce demand. Annual meetings with advisory committee members keep program faculty up to date on what needs to be offered to students as well as identifying needs to be added to the existing curriculum.</p> <p>Career fairs address the needs of industry and it allows those industries to find potential future employees, interns, etc.</p>	<p>Budget limitations don't always allow for new pathways/programs to be added that are needed. Secondary schools cited the availability of qualified personnel and limited budgets as barriers to adding new pathways/programs for their school districts. Low Socioeconomic status is also a contributor.</p>

	Completion of the Comprehensive Local Needs Assessment.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	<p>Post-secondary students take prerequisite courses in certain career fields (such as healthcare) that apply to many different programs and allow the student to determine if they want to continue in that field or move to something different.</p> <p>Secondary Implementation of workplace experience courses in all pathways</p> <p>Individual programs of study help guide the student to Pathway completion, certifications, work based learning and workplace experiences.</p>	<p>Lack of time and organization of staff to complete specific instructions</p> <p>Extensive professional development in Equity.</p> <p>Lack of understanding of specificity in CTE from counselors, teachers and administration.</p>
(E) has multiple entry and exit points that incorporate credentialing	<p>Post-secondary students have the option in some programs just to complete the certificate and exit, or they can continue on and complete an AAS degree.</p> <p>Multitude of pathways that include certifications such as Microsoft, OSHA, etc.</p>	Healthcare programs cannot have students enter and exit at multiple points due to accreditation standards for their disciplines.
(F) culminates in the attainment of a recognized postsecondary credential.	Post-secondary programs provide students with a postsecondary credential that allows them to get a job in their field of study.	Industry sometimes does not want students with postsecondary credentials because they have to hire them at a higher rate than if they just train them themselves.

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

RECRUITMENT		
Process	Strengths	Needs/Gaps
Secondary institutions recruit CTE educators from area/regional university teacher education programs and business/industry to fill vacancies for CTE programs and/or for new curriculum initiatives.	Close communication with area/regional university teacher education programs and business/industry through advisory board member contacts will provide an avenue for hiring secondary educators for instructional positions.	Financial considerations continue to be a challenge to attract qualified candidates to the education field (e.g. they can make much more in the field than they can in education). This is primarily found with instructors transitioning from Business/Industry in the CTE fields. Strategies to attract and retain qualified faculty is needed to address the challenge of hiring qualified CTE faculty. Location also plays a key in recruitment of Quality CTE Instructor.s
Postsecondary institutions recruit qualified applicants from area and regional business/industry and universities. Institutions utilize Perkins Program Improvement and local professional development funding to provide training for CTE instructors. CTE instructors are retained through continued education, work conditions, benefits packages, and work schedules.	CTE faculty members hired from industry have direct knowledge about what is needed in the field and are, therefore, interested in the perpetuation of their work. As a result, CTE instructors work to provide curriculum and training which is relevant to prepare a qualified workforce. CTE instructors also encourage students to persevere in their studies.	Financial considerations continue to be a challenge to attract qualified candidates to the education field (e.g. they can make so much more in the field than they can in education). It is difficult for Community Colleges to compete with Business/Industry to attract and keep quality program faculty.
		Increase communications between secondary and post-secondary partners pertaining to all students, not only special population students. Secondary

		education staff can communicate with post-secondary staff and student/guardian consent.

TRAINING		
Process	Strengths	Needs/Gaps
Several secondary schools utilize a mentor training process to match a new instructor with a veteran instructor for the first two years of employment with the district. This process helps new instructors to “learn the ropes” and build their confidence to teach; thus, improving the learning experience for students.	This process helps train instructors who may otherwise have left the district. Summer externships for CTE faculty is a valuable learning tool to help faculty stay abreast of the ever changing technology and workforce needs.	Funding by local school districts and post-secondary schools provide an obstacle for attendance to National, State and local events.
Colleges utilize Perkins Program Improvement and local professional development funding to provide training for CTE instructors.	Community Colleges provide faculty with continued education, vacation, better work schedules, and more flexibility than traditionally found in business/industry.	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 students would improve their instruction and assist in retaining quality faculty.

RETENTION		
Process	Strengths	Needs/Gaps
Several secondary schools utilize a mentor training process to match a new instructor with a veteran instructor for the first two years of employment with the district. This process helps new instructors to “learn the ropes” and build their confidence to teach; thus, improving the learning experience for	This process helps train and retain instructors who may otherwise have left the district. Summer externships for CTE faculty is a valuable learning tool to help faculty stay abreast of the ever changing technology and workforce needs.	Need to push local boards to improve wages for area schools to compete with other Kansas Educational institutions.

students. This process also helps schools retain CTE instructors for future years.		
CTE instructors are retained through continued education, work conditions, benefits packages, and work schedules.	Community Colleges provide faculty with continuing education, vacation, better work schedules, and more flexibility than traditionally found in business/industry.	Need to continue to push for higher wages in area schools.

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

What does the law mean?

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

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

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term "special populations" means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;

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

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

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

Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	<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— <ul style="list-style-type: none"> (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).
	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
	American Indian or Alaskan Native
	Asian

	Black or African American
	Hispanic/Latino
	Native Hawaiian or Other Pacific Islander
	White
	Two or More Races
	Unknown

Q8: What strategies are used to remove barriers to success of students in special populations? *Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.*

Strength	Which special population(s)	Strategies for Sustaining
All institutions provide student accommodations for special populations to ensure equal access and equity. Institutions make accommodations as needed to address current and future student needs (e.g. extending testing time, tutoring services, ADA, etc).	Individuals with disabilities	Provide professional development opportunities for secondary and postsecondary staff to ensure up-to-date knowledge of programs and services available to current and prospective students. Possible tracking system for special populations after they exit Secondary schools.
Postsecondary institutions provide access to federal financial aid; foster care, active military and veteran administration programs; and, provide assistance to all students to apply for numerous financial aid programs. Financial Aid personnel are assigned to assist special population students to ensure a smooth transition into college.	All categories	<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> <p>Provide help to answer student questions through live chats with staff from college websites.</p> <p>Cover financial aid opportunities through webinars that happen in the evenings and may better fit students’ life schedules.</p>
Postsecondary recruiters are aware of the need for non-traditional participants. Recruiters take additional steps to both educate and recruit potential non-traditional CTE students through high school career fairs, visits with local workforce counselors, and collaboration with area school counselors.	All categories	Continued exposure and marketing of CTE opportunities and services available to all students is needed. Cultivating relationships with area high school career counselors and area workforce counselors is continually needed to improve awareness of available programs and services as well as updating individuals on changing programs and/or workforce needs. Quarterly meetings with the vested partners would be beneficial to ensure

		everyone is working in concert to meet student needs.
Gap	Which special population(s)	Strategies for Improvement
Awareness of services available to current and future students. Currently college-aged students must self-identify to request accommodations.	All categories	Include information in admission packets to direct inquiries to more detailed information on the processes and services available at the respective schools.
Limited scholarship funding available.	Economically disadvantaged, single parents, students in non-traditional fields, out-of-workforce individuals, English learners	Research additional funding opportunities that may exist for these particular groups through organizations like KansasWorks, Connect students to outside agencies for potential assistance through better advising of students early on.

Q9: How do schools and colleges ensure that programs are designed for success of students in special populations? *Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.*

Strength	Which special population(s)	Strategies for Sustaining
Some post-secondary colleges employ a social worker and ADA coordinator on campus to assist students with needs both in and out of the college. This individual can be a liaison between students and program faculty/staff to ensure the students' and program's needs can be met.	All categories	Building the relationship quickly when students are in their programs of study with these individuals will assist both students and faculty/staff meet various needs as they arise.
Equitable selection processes are put into place for competitive programs.	All categories	Program faculty/staff annually review the admission/selection process to ensure it meets the needs of students from special populations. They can also review student feedback from graduates to see how improvements can be made.

A student grievance procedure exists that all students have access to and can employ if they feel there is a misuse or inequitable practice on campus.	All categories	Review number/category of student grievances annually to ensure students are being treated equitably and fairly across campus.
Gap	Which special population(s)	Strategies for Improvement
At the post-secondary level, programs and student support may not meet regularly to re-evaluate whether programs are designed for the success of special populations.	All Categories	Program Directors could try to meet once a year with support staff to ensure programs are still meeting the needs of special population student groups.

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

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

Strength	Which special population(s)	Strategies for Sustaining
Equitable selection processes are put into place for competitive programs.	All categories	Program faculty/staff annually review the admission/selection process to ensure it meets the needs of students from special populations. They can also review student feedback from graduates to see how improvements can be made. Need to provide professional development for equity in the classroom.
Students at the post-secondary level are able to join the TRIO program and have access to tutoring, advising, workshops, etc. throughout their program to ensure their needs are met.	All categories	TRIO is a different federal grant that must be applied to and accepted on a 3-5 year basis. Colleges need to continually apply to have these support services on their campuses.

Gap	Which special population(s)	Strategies for Improvement
Students who do not meet program requirements in a single semester may be dismissed from the program and students must find alternative career options.	All categories	Provide intrusive advising for students who must exit the current program that works with students to find alternate programs they may be interested in that meet their needs/goals.