



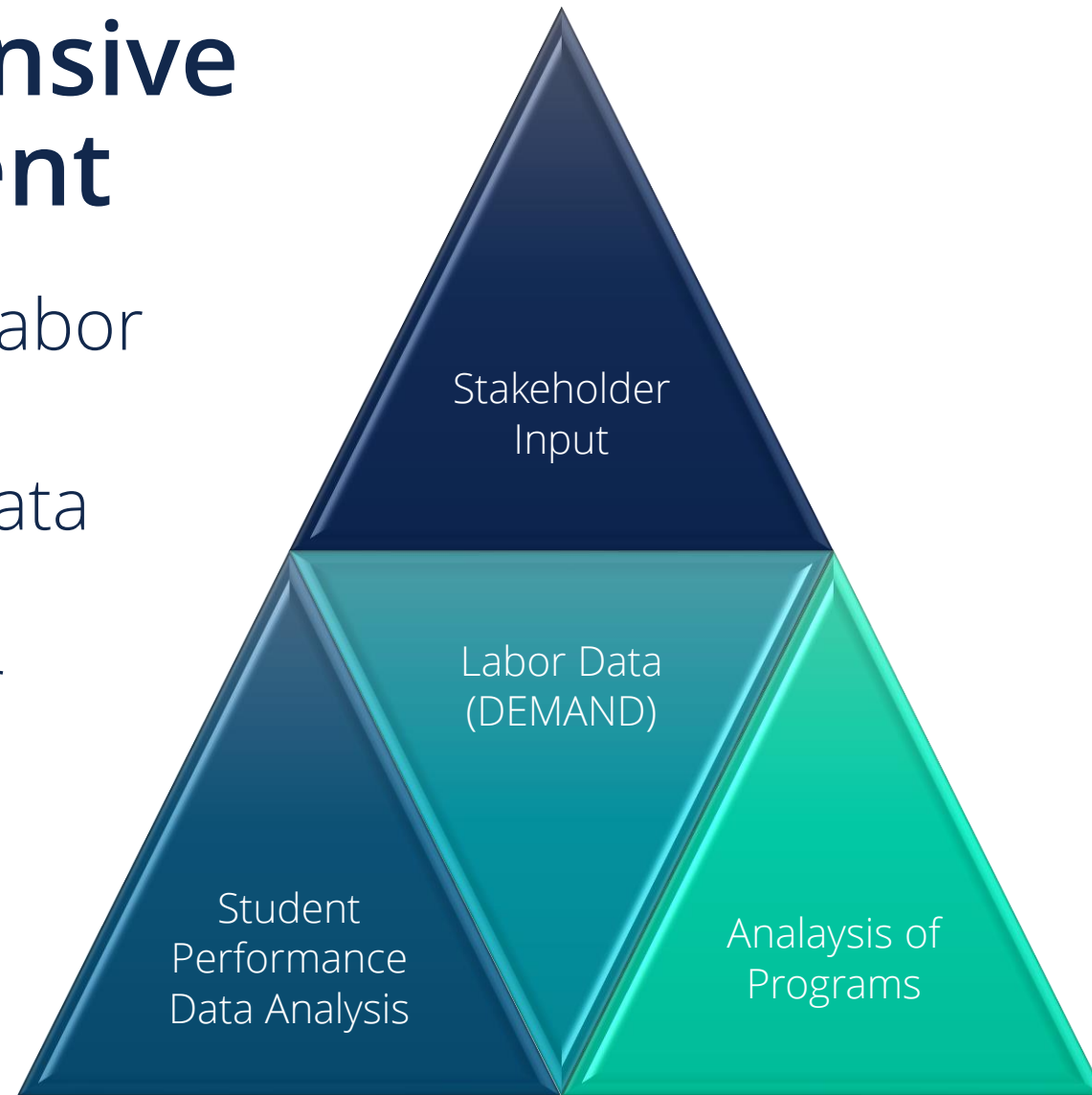
# Needs Assessment and Labor Data

November 13, 2019

*Kansas leads the world in the success of each student.*

# Local Comprehensive Needs Assessment

- Evaluation of Regional Labor Data
- Student Performance Data Analysis
- Analysis of Programs (or Pathways)



# What is in the Needs Assessment?

- Step 1: Evaluation of Regional Labor Market Data
- Step 2: Evaluation of Student Performance
- Step 3: Analysis of Programs



# Step 1: Labor Market Data

## What does the law say?

The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.

## What does the law mean?

The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.



# Additional Data Related to Agriculture

06/07/2019

Using the most recent IMPLAN data available (2017) adjusted for 2019, 68 agriculture and agriculture related sectors were analyzed to determine their overall contribution to the Kansas economy.<sup>1</sup>

These 68 sectors have a total direct output of approximately \$ **46.9 billion** and support **134,057 jobs** in Kansas.

Running the model for all 68 sectors simultaneously produces the following results:

2019 Adjusted Agriculture, Food, and Food Processing Sector Contribution to Overall Kansas Economy					
Contribution Type <sup>2</sup>	Employment	% Employment	Total Value Added <sup>3</sup>	% of Gross Regional Product <sup>4</sup>	Output <sup>5</sup>
Direct Effect	134,057	7.0%	11,460,174,958	7.1%	46,384,549,519
Indirect Effect	56,598	2.9%	6,098,781,727	3.8%	12,080,816,993
Induced Effect	54,884	2.8%	4,221,207,037	2.6%	7,266,713,167
<b>Total Effect</b>	<b>245,539</b>	<b>12.7%</b>	<b>21,780,163,722</b>	<b>13.4%</b>	<b>65,732,079,679</b>

As shown in the above table, agriculture and agriculture related industries support **245,539 jobs**, or **12.7%** of the entire workforce in the state. The total final sales of all products in these sectors is approximately \$ **65.7 billion**.

Another metric used to calculate the importance of sectors in an economy is their value added as a percentage of GRP. Total value added by the 68 sectors is approximately \$ **21.8 billion**, or **13.4% of the GRP**.



# Additional Data Related to Agriculture

The following tables document top industries affected by employment and output, as well as a listing of all industries that were analyzed.

In the top ten by employment, Beef cattle ranching and farming, including feedlots and dual-purpose ranching and farming is the top employer in the agriculture industry with 42,801 employees. This table also shows the amount of jobs that are created by the agriculture industry in Kansas.

Description	Total Employment	Total Output
Beef cattle ranching and farming, including feedlots and dual-purpose ranching and farming	42,801.6	8,281,329,288.4
Wholesale trade	11,413.2	2,604,521,402.0
Animal, except poultry, slaughtering	11,151.7	7,832,767,277.6
Landscape and horticultural services	10,974.1	712,975,467.4
Grain farming	9,041.7	4,202,572,254.9
Support activities for agriculture and forestry	8,863.6	489,190,182.1
Truck transportation	7,707.9	1,287,383,768.6
Meat processed from carcasses	6,900.4	3,611,849,226.7
Real estate	6,611.4	1,189,425,039.3
Farm machinery and equipment manufacturing	4,431.3	1,753,688,715.1

The Beef cattle ranching and farming, including feedlots and dual-purpose ranching and farming industry directly contributes approximately \$ 8.3 billion to the Kansas economy. This table also shows how much revenue is generated in other industries by having a strong agriculture industry.



# Additional Data Related to Agriculture

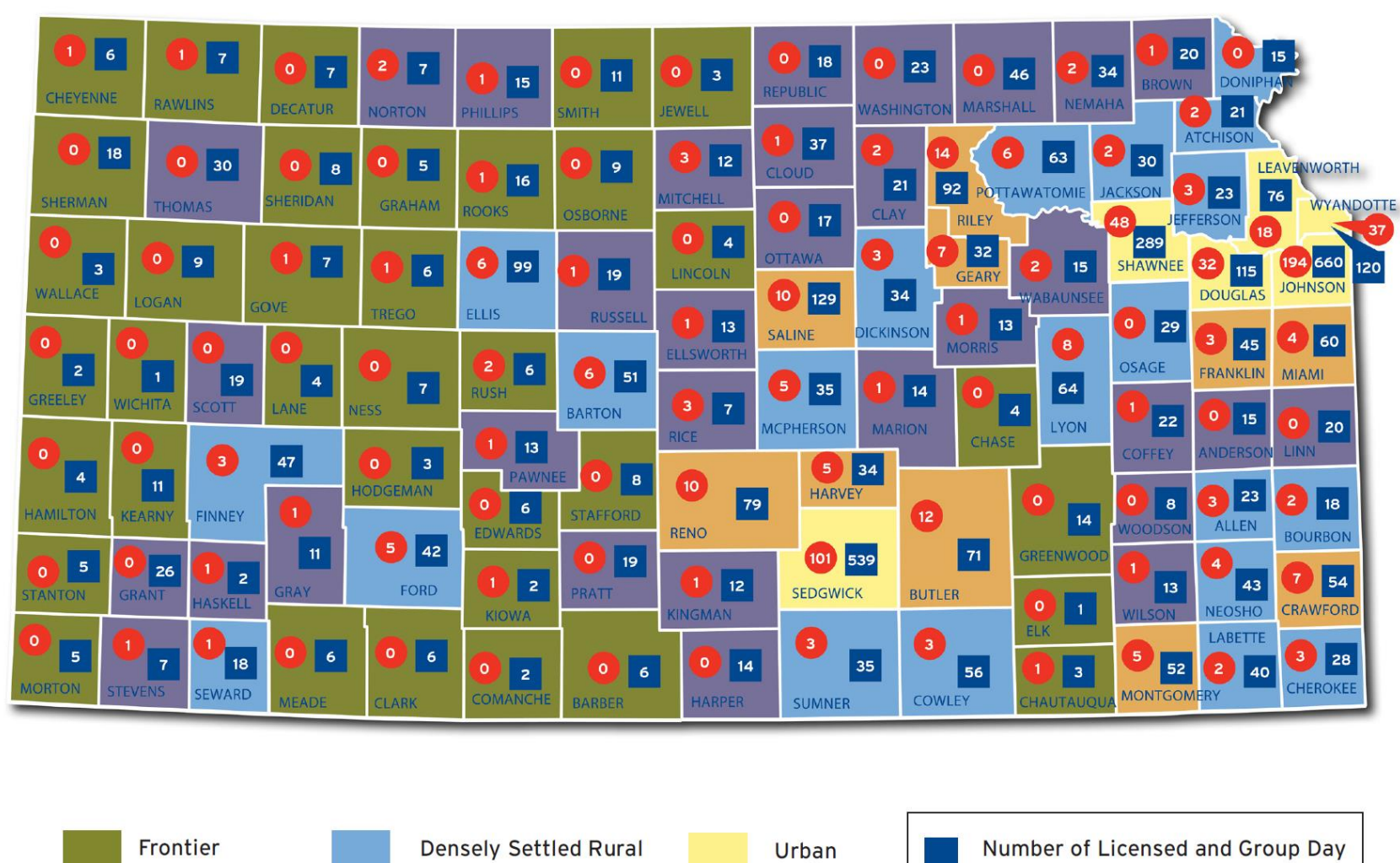
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Grain farming	9,041.7	4,202,572,254.9
Meat processed from carcasses	6,900.4	3,611,849,226.7
Dog and cat food manufacturing	2,443.9	3,419,976,618.5
Wholesale trade	11,413.2	2,604,521,402.0
Other animal food manufacturing	1,363.7	1,799,894,926.9
Farm machinery and equipment manufacturing	4,431.3	1,753,688,715.1
Oilseed farming	1,796.4	1,713,614,375.5
Flavoring syrup and concentrate manufacturing	490.2	1,424,062,987.8





# Additional Data Related to Early Childhood





# Additional Data Related to Early Childhood

County	County Settlement	Licensed Family and Group Day Care Homes	Child Care Centers	Programs That Provide Care During Nontraditional Hours	Number of Children <6 Receiving DCF Child Care Subsidy	Number of Children a Facility is Willing to Accept (Desired Capacity)	Number of Children <6 Potentially Needing Care	Extent Desired Capacity Meets Potential Demand
Allen	Densely Settled Rural	23	3	1	18	424	651	65%
Anderson	Rural	15	0	0	6	132	475	28%
Atchison	Densely Settled Rural	21	2	4	26	539	680	79%
Barber	Frontier	6	0	0	1	66	254	26%
Barton	Densely Settled Rural	51	6	5	46	846	1,419	60%
Bourbon	Densely Settled Rural	18	2	2	14	365	817	45%
Brown	Rural	20	1	4	10	341	655	52%
Butler	Semi-Urban	71	12	7	66	1,627	3,018	54%
Chase	Frontier	4	0	0	1	28	132	21%
Chautauqua	Frontier	3	1	0	2	41	164	25%
Cherokee	Densely Settled Rural	28	3	2	37	532	695	77%
Cheyenne	Frontier	6	1	0	0	76	128	59%
Clark	Frontier	6	0	2	1	64	76	84%
Clay	Rural	21	2	1	19	297	409	73%
Cloud	Rural	37	1	0	26	393	565	70%
Coffey	Rural	22	1	1	6	249	372	67%



# Step 2: Student Performance

What does the law say?

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

What does the law mean?

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



# Step 3: Analysis of Programs (and Pathways)

- Part 1: Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
- Part 2: Evaluation of the progress toward implementing CTE programs and programs of study
- Part 3: Description of recruitment, retention and training for CTE educators.
- Part 4: Description of progress toward implementing equal access to CTE for all students, including special populations.



# Step 3: Analysis of Programs (or Pathways)

Part 1: Description of how Programs (or Pathways) are of sufficient size, scope and quality

What does the law say?

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

What does the law mean?

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



# Step 3: Analysis of Programs (or Pathways)

## Part 2: Progress toward implementation of CTE Programs (or Pathways)

### What does the law say?

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

### What does the law mean?

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



# Step 3: Analysis of Programs (or Pathways)

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

### What does the law say?

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

### What does the law mean?

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





# Step 3: Analysis of Programs (or Pathways)

## Part 4: Progress Toward Improving Access and Equity

### What does the law say?

The needs assessment shall include a description of:

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

### What does the law mean?

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



# Use of the Needs Assessment

- The Needs Assessment should be a process you are undertaking to analyze elements of CTE in your Region- not to determine which Pathways should or should not be in place.
- Each recipient will use this information to formulate a 4 year plan for the use of funds and to determine appropriate Pathways
- Each group must have active input from all levels of participation in the region involved in creation of the Needs Assessment for the region.



# Weighted Funding (KS Statutes)

- 72-5155. Same; career technical education weighting.
  - (a) The career technical education weighting of each school district shall be determined by the state board by multiplying the full-time equivalent enrollment in approved career technical education programs during the preceding school year by 0.5. The resulting product is the career technical education weighting of the school district.

Source: [https://www.ksrevisor.org/statutes/chapters/ch72/072\\_051\\_0055.html](https://www.ksrevisor.org/statutes/chapters/ch72/072_051_0055.html)



# Weighted Funding (KS Statutes)

- 72-5162. Same; career and postsecondary education fund; use.
  - (a) There is hereby established in every school district a career and postsecondary education fund, which shall consist of all moneys deposited therein or transferred thereto according to law. All moneys received by a school district for any course or program authorized and approved under the provisions of article 38 of chapter 72 of the Kansas Statutes Annotated , and amendments thereto, except for courses and programs conducted in an area vocational school, shall be credited to the career and postsecondary education fund.

All moneys received by the school district from tuition, fees or charges or from any other source for career technical education courses or programs, except for courses and programs conducted in an area vocational school, shall be credited to the career and postsecondary education fund. All moneys received by the school district from tuition, fees or charges or from any other source for postsecondary education courses or programs shall be credited to the career and postsecondary education fund.

Source: [https://www.ksrevisor.org/statutes/chapters/ch72/072\\_051\\_0062.html](https://www.ksrevisor.org/statutes/chapters/ch72/072_051_0062.html)



# Weighted Funding (KS Statutes)

(b) Expenditures made by a school district that are directly attributable to the following shall be paid from the career and postsecondary education fund:

- (1) Career technical education;
- (2) postsecondary education courses; and
- (3) courses provided through distance-learning technology

Source: [https://www.ksrevisor.org/statutes/chapters/ch72/072\\_051\\_0062.html](https://www.ksrevisor.org/statutes/chapters/ch72/072_051_0062.html).



# Rose Standard Capacities, Kansas Requirements and Outcomes

- Rose standard capacities - Adopted by Kansas Supreme Court in *Gannon v. Kansas*. The 2014 Legislature passed and the Governor signed HB 2506, which directs the State Board of Education to “design subjects and areas of instruction to achieve the goal established by the Legislature of providing every child with at least the following capacities” as listed below.
- State Board/Department of Education College and Career Ready definition: “College and Career Ready means an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation”
- Required by state law and the State Board of Education regulations: Every accredited school shall teach the subjects and provide the programs as specified below. Every accredited high school must require at least the following for graduation, and must provide curricula to meet the Board of Regents qualified admissions requirements for state universities and the state scholarship program.

• Source: [http://www.kslegislature.org/li\\_2016/b2015\\_16/committees/ctte\\_h\\_ed\\_1/documents/testimony/20150203\\_02.pdf](http://www.kslegislature.org/li_2016/b2015_16/committees/ctte_h_ed_1/documents/testimony/20150203_02.pdf)





**Capacity 6.** Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.

**For qualified admissions:**

*English:* 4 units of approved courses including reading, writing, and literature.  
*Mathematics:* 3 units completed in grades 9-12; selected from algebra I; geometry; algebra II; or any mathematics course that has algebra II as a prerequisite;  
*Natural science:* 3 units including biology; advanced biology; chemistry; physics; earth-space science; principles of technology; with at least 1 unit in chemistry or physics.

**Capacity 7.** Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

*Social science:* 3 units including: (A) minimum ½ unit of U.S. government; (B) minimum of ½ unit of world history; world geography; or international relations; (C) minimum of 1 unit of U.S. history; (D) not more than one unit of the following: anthropology; current social issues; economics; psychology; race and ethnic group relations; sociology; U.S. history; U.S. government

**For graduation:**

In addition to above requirements, 6 units of elective courses for a total minimum of 21 units of credit required for graduation.

**Secondary schools must provide:**

business; family and consumer science; foreign language; and industrial and technical education.

# Rose Capacities

**ACT College Readiness Test.**

Approximately 75% of high school graduates, annually. Composite score and subtest scores and “college ready benchmarks” in English, mathematics, reading and science.

*Graduation rates, including high school completion by age 24.*

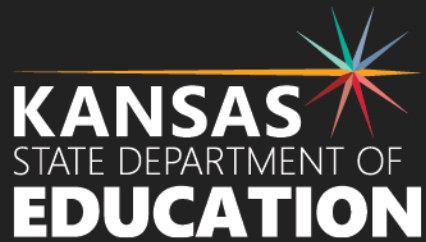
Participation in higher education 3 years after graduation.

Remedial coursework.

Adult (over age 24) education completion rates.

[http://www.kslegislature.org/li\\_2016/b2015\\_16/committees/ctte\\_h\\_ed\\_1/documents/testimony/20150203\\_02.pdf](http://www.kslegislature.org/li_2016/b2015_16/committees/ctte_h_ed_1/documents/testimony/20150203_02.pdf)





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