



# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

**Due Date: February 1, 2022**

## **Regional Team Co-chairs:**

	Name	Institution/School	Phone	Email
USD(s)	Dan Grundy	Principal, USD493	620-428-3821	dgrundy@usd493.com
Postsecondary Institution(s)	Darlene Wood Jacob Reichard	Fort Scott Community College	620-223-2700	<a href="mailto:darlenew@fortscott.edu">darlenew@fortscott.edu</a> <a href="mailto:jacobr@fortscott.edu">jacobr@fortscott.edu</a>

Date \_\_\_\_\_ Regional Team \_\_\_\_\_ Pittsburg \_\_\_\_\_

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

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

### **What is the purpose of this Template?**

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

### **What are the tasks of the Regional Needs Assessment Stakeholder Team?**

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

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

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

### **What is a comprehensive regional needs assessment?**

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

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

### **Why complete a comprehensive regional needs assessment?**

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

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

## **How often is a comprehensive regional needs assessment needed?**

The needs assessment must be:

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

## **Who should participate in the needs assessment process?**

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

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

## **Who is considered a member of special populations?**

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

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;

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

## Process:

1. Assign co-chairs for the regional team
2. Assemble the regional stakeholder team. **All groups of stakeholders must be represented on each regional team.**
3. Gather, review, and analyze data
4. Convene the regional stakeholder team (must **meet at least twice** throughout this process; virtual meetings are acceptable)
5. Complete the needs assessment Template
  - All steps and all parts are required
  - Incomplete assessments will not be approved
  - Add rows to tables as needed
  - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated
  - Include a copy of meeting documentation and/or minutes
6. Submit the finalized Template for the state approval at [PerkinsV@ksbor.org](mailto:PerkinsV@ksbor.org)

## Template:

### STEP 1: Analyze Labor Market Information

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

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

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

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

**Part 5:** Based on the input from local stakeholders, use this template to provide or update answers to the needs assessment questions

### STEP 2: Analyze Student Performance

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

### STEP 3: Analyze CTE Programs

**Part 1:** Size, Scope, and Quality

**Part 2:** Progress Toward Implementing Programs of Study

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

**Part 4:** Progress toward Improving Access and Equity

# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

<b>Regional Team</b>		
<b>Name:</b> _____ <b>Pittsburg</b> _____ <b>Date:</b> _____		
<b>Regional Needs Assessment Team Co-chairs:</b>	<b>Email:</b>	<b>Phone number:</b>
<b>Secondary: Dan Grundy</b>	<b>dgrundy@usd493.com</b>	<b>620-429-3821</b>
<b>Postsecondary: Darlene Wood Jacob Reichard</b>	<b>darlenew@fortscott.edu jacobr@fortscott.edu</b>	<b>620-223-2700</b>

## Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair	Darlene Wood	Fort Scott Community College Assistant to President, Perkin's Coordinator Director of Institutional Research
	Jacob Reichard	
Postsecondary Co-chair	Dan Grundy	Principal, Columbus, USD493
Teacher(s) - Secondary	Michelle Laubenstein	CTE Lead Instructor, USD234
Faculty – Postsecondary	Dale Griffiths	Fort Scott Community College, John Deere Instructor Pittsburg State University, Chair Engineering and Technology
	Greg Murray	
Secondary Administration	Kelynn Heardt	Principal, USD 250
	Todd Ferguson	Principal Girard High School
Postsecondary Administration	Adam Borth	Fort Scott Community College, Vice-President of Academic Affairs College of Technology, PSU Dean
	Robert Frisbee	
Specialized instructional support and paraprofessional(s)	Marie Walker	Greenbush Instructional Coach
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Amy Comer	DCF
Representative(s) of Special Populations	Keith Overton	School Psychologist SEK INTERLOCAL 637
Career Guidance and Academic Counselor(s)	Gina Ulbrich	Counselor, USD250
Student(s)	Emily Welch	Senior, Columbus High School
	Jasmin Clayton Winningham	Fort Scott Community College Student

Community	Liz Simpson	Community Relations Associate Crossland Construction
Business & Industry	Matt Ross	Teacher USD 493, entrepreneur
Workforce Development	Jennifer Graber	SE Kansas Works, Operations Manager
Parent(s)	Dale Griffiths	Fort Scott Community College, John Deere Instructor
Representatives of Indian Tribes and Tribal organizations (where applicable)		
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Jacob Reichard	Fort Scott Community College Director of IR



# 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 have a source of local data that is not included on this list, email [PerkinsV@ksbor.org](mailto: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](https://www.ksdegreestats.org/program_search.jsp)
4. K-TIP Report  
[https://kansasregents.org/workforce\\_development/k-tip-report](https://kansasregents.org/workforce_development/k-tip-report)

In order to use the abovementioned reports effectively, the regional teams will be provided with training on how to crosswalk Classification of Instructional Programs (CIP) used in education to Standard 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](mailto:PerkinsV@ksbor.org)

**Part 3:** Conduct preliminary data analysis

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

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

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

**Q1: How do the pathways and programs already offered in the region compare to regional job demand?**

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p><b>Postsecondary Programs that Align with Labor Market Needs:</b></p> <ul style="list-style-type: none"> <li>Construction Technology is offered by FSCC and in 11 of 13 secondary districts. Over 500 jobs are needed in the labor market demand.</li> <li>Welding jobs are in high demand. Programs at CTEC and instruction within Agricultural and Manufacturing pathways support skill development and opportunities for certification for students interested in this career pathway.</li> <li>Precision Machining Technology Hospitality / Culinary Arts (large demand / very low wage) Long Term Care / Home Health Aide (large demand / low wage) Administrative Office Management (large demand / low wage)</li> <li>Environmental Water Technology has a demand of 19 and concentrators of 12, putting it in line with regional demand.</li> </ul> <p>Farm and Ranch Management and Agricultural Technology programming aligns with the region's agriculture-related pathways supported at the secondary level. This provides opportunities for students to remain in the region and pursue postsecondary degrees and/or certifications.</p>	<p>Health Science is offered in six districts. More than 750 job openings are reported with only 98 concentrators documented. This pathway is newly implemented in most districts; it will be important to monitor the number of concentrators to see if the new programs show an increase in concentrators to close the gap in reaching the demand.</p> <p>Teaching / Training is offered in 3 districts. Demand is high in this area, and more concentrators are needed to meet the demand in this area as there were only 5 concentrators compared to over 700 job openings reported.</p>	<p>Agriculture pathways are offered in 8 of 13 districts; however, labor market data reflects a very low level of need. This lack of labor market data related to agricultural jobs is consistent throughout the state. Locally, agricultural jobs are typically not posted in a manner that would show up in labor market research. Laborers and jobs paying cash are prevalent in the Agricultural industry.</p> <p>Digital Media pathways are offered at 4 secondary districts but there is no corresponding high demand for concentrators from this pathway. Like agriculture pathways, jobs that require the audio/visual background are often cash paying jobs that do not show up on the labor market data. At the post-secondary level, there is support for this pathway with the Graphics and Imaging program at Pittsburg State University (although it is a four-year degree program and not Perkins eligible).</p> <p>Motorcycle Mechanics is offered at FSCC with 13 concentrators. With zero demand in the region and only 22 needed in the entire state, this program would fit into this category. However, since it is the only program in the state, the overall state demand is met here instead of only in the region.</p>

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Transport Management/Commercial Truck Driving  This program was implemented by FSCC but ceased when it proved to be unaffordable/unsustainable despite the demand.	335 openings reported	Local industry partners report the need as noted in Labor Market data.
Hospitality/Tourism - Restaurant/Event Management	1,375 openings reported	
Marketing	1,486 openings reported	

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Cosmetology	The program is offered because it helps meet the demand for this occupation in not only the Pittsburg region, but also in the Kansas City region.	*Due to the occupation not being considered high wage, it is not shown on the Kansas labor market data source.
Comprehensive Agriculture Science	Although the data does not show that there is a need for concentrators from this pathway, the secondary and post-secondary institutions know there is a need due to information from advisory boards and/or industry input.	Advisory boards and/or industry input.
Motorcycle Service Technology	A unique partnership with Harley Davidson and FSCC provides opportunities for the larger region and state to provide certification and training. This training program is one of only three in the nation for Harley Davidson technicians. This local program helps meet the national demand.	This program helps meet the national demand for Harley Davidson technicians even though there are no facilities/businesses in the Pittsburg region providing this service. There are zero openings reported in this field.
Digital Media	The digital media pathway does not have corresponding data from the Kansas labor data that shows a high enough demand for the number of concentrators. However, from industry input and advisory boards, secondary districts know that there is a higher demand for this pathway than is shown in the report.	Advisory boards and/or industry input.

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White

7. Two or More Races
8. Unknown

## **Secondary Performance**

### **1S1 – Four-year Graduation Cohort Rate**

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

### **2S1 – Academic Proficiency in Reading/Language Arts**

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

### **2S2 – Academic Proficiency in Mathematics**

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

### **2S3 – Academic Proficiency in Science**

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

### **3S1 – Post-Program Placement**

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

### **4S1 – Nontraditional Program Concentration**

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

### **5S2 – Program Quality – Attained Postsecondary Credits**

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

## **Postsecondary Performance**

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

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990



(42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

**2P1 – Earned Recognized Postsecondary Credential**

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

**3P1 – Nontraditional Participation**

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

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

	<b>Identify Strength(s) How are these strengths being sustained in the region?</b>	<b>Identify Gap(s) What are the root causes of the gaps?</b>
Overall Student Performance in the Region	<p>At the secondary level, five out of the seven core indicators exceeded the level that the state set as a goal. At the post-secondary level, all three core indicators exceeded the goals set by the state.</p> <p><b>*Following cells will only look at special populations and/or subgroups if they have 5 or more concentrators.</b></p>	Of the two core indicators that were missed at the secondary level, one of them was missed by 0.12% and the other indicator was missed with an 8.42% gap.
<b><i>Performance of Special Populations</i></b>		
Individuals with disabilities	Secondary – Graduation rate is exceeding goal.	Secondary – All other core indicators are not being met by this special population group.
Individuals from economically disadvantaged families, including low-income youth and adults	<p>Secondary – The only core indicator goal that was exceeded was the attainment of post-secondary credits. Post-secondary – All three core indicator goals were exceeded.</p>	Secondary – All other core indicator goals were not met by this special population group.
Individuals preparing for non-traditional fields	<p>Secondary – This special population group exceeded 3 out of 7 core indicator goals. They exceeded the goals on academic attainment science, non-traditional concentration, and post-secondary credit attainment. Post-secondary – All three core indicator goals were exceeded by this special population.</p>	Secondary – The four core indicator goals that were missed were reading, math, graduation, and total placement. Two of the four missed goals were missed by 4% and 6%.
Single parents, including single pregnant women	<p>Secondary – The only two core indicator goals that were exceeded by this special population group were the non-traditional concentrator and the post-secondary credit attainment. Post-secondary – This special population met and exceeded all three core indicator goals.</p>	Secondary – The special population group missed the goal set for the following core indicators: graduation rate, academic attainment reading, academic attainment science, academic attainment math, and total placement.
Out-of-workforce individuals		

	<b>Identify Strength(s) How are these strengths being sustained in the region?</b>	<b>Identify Gap(s) What are the root causes of the gaps?</b>
English learners	Secondary – Only one goal was met by this group: post-secondary credit attainment. Post-secondary – All three core indicator goals were met by this special population.	Secondary – All other goals aside from post-secondary credit attainment were missed.
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Secondary – Three of the core indicator goals (graduation rate, academic attainment reading, and non-traditional concentrators) were met by this special population.	Secondary – All other goals were missed by this special population group.
Youth who are in, or have aged out of, the foster care system		
Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)	Secondary – This special population group met the goal for post-secondary credit attainment.	Secondary – All other goals were missed by this group.
<b><i>Performance of Students from Major Racial and Ethnic Groups</i></b>		
American Indian or Alaskan Native		
Asian		
Black or African American		Post-secondary – The group missed the goal in the non-traditional participation.
Hispanic/Latino	Post-secondary – The group hit the placement/retention and recognized credentials core indicator goals.	Post-secondary – The group missed the goal in the non-traditional participation.
Native Hawaiian or Other Pacific Islander		
White	Post-secondary – The group hit all three core indicator goals.	
Two or More Races	Post-secondary – The group hit the placement/retention and recognized credentials core indicator goals.	Post-secondary – The group missed the goal in the non-traditional participation.
Unknown		

**Questions for Discussion:**

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

## STEP 3: Analyze CTE Programs

### Part 1: Size, Scope, and Quality

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

*The local needs assessment shall include*

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

#### What does the law mean?

Each needs assessment must include a description of how CTE programs offered in the region are sufficient in size, scope, and quality to meet the needs of all students.

#### State Definitions:

##### Size:

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

##### Scope:

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

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

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

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

**Quality:**

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

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

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

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

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

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

## Q5: How do schools and colleges in the region determine that programs...

Question	Answer	Areas for Improvement
<p><b>Are of sufficient size</b></p>	<p>Schools in the region report that input from advisory councils and industry partners along with student interests are the driving factors when considering pathway offerings. Most schools in the region encourage students to participate in relevant pathways and work within existing guidelines to combine classes (Double Up or Nesting).</p> <p>Schools monitor students who are university bound per their individualized plans of study and compare that with the number of students in CTE programs. The number of job openings as reported by Labor Market data helps determine the need for and size of the program.</p> <p>The ratio of students to teachers and facility capacity are also factors for consideration in determining the number of students who can actively participate in a program.</p>	<p>The availability of a highly qualified instructor can pose challenges to offering additional pathways. Some pathways may not be offered because there are no qualified teachers available. Facility and funding limitations also prohibit expanding programs.</p> <p>Hold more regular conversations with business and industry to determine fluctuations with workforce demand</p>
<p><b>Relate to real-world work environment (Scope)</b></p>	<p>All CTE pathways include a real-world work component to develop general skills for success in the workplace. Before students are assigned to an off-campus workplace experience, instructors work to prepare them to navigate the environment in their respective fields. This includes communication skills, understanding and developing effective relationships, and practicing basic employability skills.</p> <p>Exposure to a variety of programs at a younger age than traditionally thought, specifically exposure to CTE programs at the middle school level to establish an interest in a CTE pathway.</p> <p>In addition to gathering input through Advisory Council meetings, schools invite business/industry partners to present to classes and/or observe programs and provide feedback to help better prepare students. Guest speakers may offer direct guidance for students to prepare them for workplace experiences. Many CTE instructors continue to work in their respective fields outside of their teaching/academic commitments. This work enhances their practical understanding of the industry and current workplace needs.</p> <p>Students have the opportunity to participate in off-campus job shadowing and internships in local industry, which often leads to</p>	<p>Some schools in the Pittsburg region recognize the need to expand programs to better meet local business and industry demand. Collaboration with other school districts and stakeholders may be one avenue to expand student offerings by sharing facilities, instructors, and other resources. Geography is sometimes a barrier when student transportation and school schedules become prohibitive for students to be off campus to participate in courses or internship opportunities.</p> <p>Coordinating logistics and placement for off-campus experiences can be a time-consuming challenge. Still, more work-based learning opportunities are needed.</p>

Question	Answer	Areas for Improvement
	<p>future employment in that field. Students in pathways may be hired by business/industry partners or local clubs/organizations to collaborate and complete projects.</p> <p>Supplies and materials purchased for use in pathway courses are selected based on their industry use and applicability.</p>	
<p><b>Help students advance to future education (Scope)</b></p>	<p>Schools monitor certifications attained and post-graduation data to look for trends and areas for improvement. Some schools administer a follow up survey after one year post graduation and five years after graduation. This data is used to guide process decisions and guidance practices.</p> <p>Teachers and counselors work with students to articulate clear goals and identify next steps to make progress toward the education needed to reach individualized goals.</p> <p>Dual credit opportunities help establish clear pathways for students to pursue postsecondary education. The ongoing process of aligning FSCC and PSU programs with local industry and student needs is important to support regional and individual student success.</p> <p>Articulation agreements streamline the processes for students to extend their learning at postsecondary institutions. Relationships among local schools, FSCC, and PSU are strong.</p>	<p>Continue formal and informal communication and collaboration among secondary and postsecondary partners to expand articulation, ensure alignment, and clear pathways so students can pursue future education to reach their individualized goals.</p> <p>Community college and university program and admissions representatives have conducted limited on-campus visits to meet with potential students to share information about educational programs to which students may advance. Increasing this outreach would ensure students, guidance counselors, and parents are more aware of the options available for advanced education.</p>
<p><b>Are of high quality</b></p>	<p>School improvement, accreditation, and transformational efforts facilitated through the redesign process emphasize college and career readiness. Systems thinking is a critical element to implementing high quality CTE programs.</p> <p>Schools in the region utilize Individualized Plans of Study and encourage every student who wants to pursue a CTE pathway to take the necessary courses in that pathway. Pathways are designed with local industry demand and student interest in mind as informed by advisory councils.</p> <p>Facility capacity and the availability of sufficient resources to ensure students experience how to safely utilize industry grade tools and equipment/supplies must be considered to ensure student safety and quality of the learning experience.</p>	<p>Continue to provide professional development opportunities focused on improving instructional practice. Connect new CTE teachers with mentors to help support everything from classroom management to CTSOs to instructional practices.</p> <p>Increasing non-traditional participation would enhance program quality for all students.</p>



Question	Answer	Areas for Improvement
	<p>Standards guide curriculum development to set the foundation for student achievement. Student competencies are demonstrated and measured within each pathway to monitor student outcomes. Completion of projects, feedback from stakeholders involved with projects and workplace experiences are reviewed for successes and areas for improvement.</p> <p>Schools review the number/percentage of students attaining certifications/third party credentials, pursuing postsecondary education, and placement in a related industry job to determine whether programs are achieving the level of quality desired.</p>	

### **STEP 3: Analyze CTE Programs**

#### **Part 2: Progress toward Implementing Programs of Study**

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

*The local needs assessment shall include*

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

**What does the law mean?**

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

**Perkins V Sec. 2(41)**

**Program of Study:**

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

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

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

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

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	Most secondary districts have a curriculum director and have implemented curriculum maps for core, CTE, and elective courses. Most districts have added an instruction coach to assist with curriculum needs.	Time dedicated to professional development is always hard to allocate at both the administration and faculty level.
(B) addresses both academic and technical knowledge and skills, including employability skills	At both the secondary and post-secondary level, schools and colleges utilize their advisory boards to get information about how to structure and teach their programs or pathways.	At the post-secondary level, it is often hard to get business and industry members to participate on advisory boards. Quite often, there are more college representatives than there are industry representatives. Industry also would like to see the time-to-attainment for credentials and/or degrees to be less to get new employees sooner.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	At both the secondary and post-secondary level, schools and colleges utilize their advisory boards to get information about how to structure and teach their programs or pathways.	At the post-secondary level, it is often hard to get business and industry members to participate on advisory boards. Quite often, there are more college representatives than there are industry representatives. Industry also would like to see the time-to-attainment for credentials and/or degrees to be less to get new employees sooner. At both the secondary and post-secondary level, there is a need for more local business opportunities.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Established relationships with industry partners support effective planning for pathways and create opportunities to collaborate on workplace experiences for students	
(E) has multiple entry and exit points that incorporate credentialing	School districts and postsecondary institutions have a solid foundation for collaboration and sharing resources to ensure opportunities for students.	

Implementation Process	Strengths	Needs/Gaps
(F) culminates in the attainment of a recognized postsecondary credential.	Postsecondary institutions are accredited by HLC, and programs are approved by the Kansas Board of Regents. This ensures that the programs meet this definition.	

### STEP 3: Analyze CTE Programs

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

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

*The local needs assessment shall include...*

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

**What does the law mean?**

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

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

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

Process	Strengths	Needs/Gaps
<b><i>Recruitment</i></b>		
<p>Secondary &amp; Post-secondary – Schools and colleges recruit some of their CTE instructors from the students that have graduated and/or received a credential from their programs or pathways, allowing them to become the instructors for the next generation.</p> <p>Secondary – Recruitment from post-secondary students completing their internships and/or field experience in the secondary school setting.</p>	<p>Secondary &amp; Post-secondary – At both levels, students that go through the pathways and/or programs see the benefit that the students receive. FSCC has graduated students that have returned and are now instructors for programs.</p>	<p>Secondary &amp; Post-secondary – At both levels, it is hard to provide competitive pay to recruit new instructors.</p>
<p>Secondary &amp; Post-secondary – Advisory boards can assist schools and colleges find new instructors for their programs and pathways.</p>	<p>Secondary &amp; Post-secondary – With local business members and industry professionals on these boards, they can assist both levels with finding new instructors.</p>	<p>Secondary &amp; Post-secondary – At both levels, it is hard to provide competitive pay to recruit new instructors when compared to industry wages.</p>
<b><i>Training</i></b>		
<p>Professional development aligned with program goals developed by CTE teachers plays a significant role in retention of CTE teachers. Allowing CTE teachers to continue to work in their respective fields outside of the academic year supports relevant experiences that can be</p>	<p>The proximity of KCCTE and Greenbush makes accessing professional development opportunities easier for regional schools, and thus helps teachers stay current in their fields.</p>	<p>Secondary &amp; Post-secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the post-secondary level to not having available substitutes.</p>

Process	Strengths	Needs/Gaps
<b><i>Recruitment</i></b>		
shared with students. Administrative support and overall engagement in school/institutional activities is another key noted by regional schools.		At the secondary level, there is a need for more time built into the contract day for the instructors to participate in PD with other instructors.
Regionally, schools access professional development through the Education Service Center at Greenbush and the Kansas Center for Career and Technical Education (KCCTE) at Pittsburg State University. Having opportunities to learn the latest content and skills at nearby locations is unique to the Pittsburg region	KCCTE also offers online mentoring for CTE teachers. Mentoring was identified as one of the Center’s core programs. In 2017, KCCTE and Greenbush partnered to pursue a US DOE grant focused on retention of CTE teachers. Although the grant has expired, the mentoring program is in its seventh year of implementation, serving approximately 80 CTE teachers statewide, and engages 60 CTE teachers as mentors.	Secondary & Post-secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the post-secondary level to not having available substitutes.
The Association of General Contractors (AGC) and NCCER are available at the post-secondary level. John Deere University (JDU) is available for instructors in the Agriculture Technology program.	These groups allow post-secondary instructors the ability to network with industry members, attend PD, and maintain or earn industry credentials.	Secondary & Post-secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the post-secondary level to not having available substitutes.
<b><i>Retention</i></b>		
Secondary & Post-secondary – At both levels, the retention level for CTE staff/instructors is the same as academic staff/instructors.	Post-secondary – Instructors have the option to apply for Perkins grants that will allow them to work in the industry with the grant helping to pay for their work and experience.	Secondary – There is a need for schools to work better with industries and businesses to increase internship and/or workplace experience for students.
Secondary & Post-secondary – Ensuring that the programs or pathways have the support of the institution.	Secondary & Post-secondary – Instructors will utilize the Perkins Grant to purchase equipment, resources, and/or attend professional development.	Secondary & Post-secondary – Instructors are not always willing or able to attend some PD due to not being able to miss class time. This is due at the post-secondary level to not having available substitutes.
Pay and benefits.	At both levels, instructors will have several benefits as compared to working in the industry. Those include the amount of time off each year (summers and breaks), shorter work weeks, and/or easier working conditions.	As always, the overall pay that instructors receive is typically much lower than what they could make working in the industry.



## STEP 3: Analyze CTE Programs

### Part 4: Progress toward Improving Access and Equity

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

*The local needs assessment shall include...*

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

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

#### What does the law mean?

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

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

#### Perkins V Sec. 2(48)

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

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

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

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;



- (C) children with disabilities; and
- (D) English learners.

### Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	<b><i>Perkins V – special populations Sec. 2(48)</i></b>
	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
	(C) individuals preparing for non-traditional fields;
	(D) single parents, including single pregnant women;
	(E) out-of-workforce individuals;
	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
	(H) youth who are in, or have aged out of, the foster care system; and
	(I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
	<b><i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i></b> (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
Student on IEP still get accommodation -	All special populations and all racial/ethnic groups would fit this strength.	Proper staffing of para support.
Diversified instruction methods More option as compared to some core (math/Eng/etc.) classes	All special populations, except for English learners, and all racial/ethnic groups would fit this strength.	Continued PD and networking, see how others are doing it.
At the secondary level, there is a movement to start pathway classes at an early age. This includes having some of the introductory courses in 8 <sup>th</sup> grade, allowing the student to start the technical courses in the freshman year.	All special populations and all racial/ethnic groups would fit this strength.	Secondary schools have implemented an individual plan of study for all students grade eight and above.
No restrictions for any of the groups to take the courses (aside from some pre-requisites).	All special populations and all racial/ethnic groups would fit this strength.	
Gap	Which special population(s)	Strategies for Improvement
Post-secondary – Students must self-identify their disability to get accommodation. IEP does not auto-transfer from secondary level.	All special populations and all racial/ethnic groups would fit this gap.	Communicate back to secondary level to instruct the students/parents of those with disabilities to bring it to awareness at post-secondary level.
Accessibility software does not always meet the needs of the student at either level.	English Learners Individuals with disabilities.	Explore options of newer, more accommodating software

## Q9: How do schools and colleges ensure that programs are designed for success of students in special populations?

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

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

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

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

<b>Strength</b>	<b>Which special population(s)</b>	<b>Strategies for Sustaining</b>
Advisory boards at both levels assist schools and colleges with ensuring that their students are meeting industry needs and requirements.	All special populations and all racial/ethnic groups would fit this strength.	Work with current members of the advisory board to find new and/or replacement members to sustain the board.
Career Fair (secondary) and Career Day/Senior Day (post-secondary) are hosted regularly to help students find pathways/programs that they would enjoy and provide them with career options.	All special populations and all racial/ethnic groups would fit this strength.	Continue to host these events and work with local businesses and industry to ensure participation.
Partnerships between industry and schools/colleges that lead to opportunities for students to have internships.	All special populations and all racial/ethnic groups would fit this strength.	Continue working with local businesses and industry on finding internship opportunities for students.
The relationship between the secondary and post-secondary level, including both the administration level and the instructor/faculty level.	All special populations and all racial/ethnic groups would fit this strength.	Continue to maintain and improve communication between the schools and colleges.
<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
The relationship between the secondary and post-secondary level, including both the administration level and the instructor/faculty level.	All special populations and all racial/ethnic groups would fit this gap.	Continue to improve communication between schools and colleges to narrow or remove this gap. This includes newsletters, emails, and more in-person contact.
Availability of jobs in relation to physical distance from high school and/or college is high.	All special populations and all racial/ethnic groups would fit this gap.	Work on finding partnership with industry, grants, and/or other schools/colleges to provide money for transportation.