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)	Becky Hickert	USD 489 Hays High	785.623.2600	bhickert@usd489.com
Postsecondary Institution(s)	Jennifer Brown	North Central Ks Tech College	785.738.9085	Jbrown@ncktc.edu
	Amanda Strait	Cloud Co. Community College	785.243.1435 ext 377	astrait@cloud.edu

Add rows as needed

Date__2/1/2024_____Regional Team Name__Hays Region_____

- 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:
   o Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
   o Evaluation of the progress toward implementing CTE programs and programs of study.
   o Description of recruitment, retention, and training for CTE educators.
   o 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 <u>two</u> community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least <u>twice</u>** 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: Hays Region		Date: 2/1/2024
Regional Needs Assessment Team Co-chairs:	**Email:**	**Phone number:**
Secondary: Becky Hickert	bhickert@usd489.com	785.623.2600
Postsecondary: Jennifer Brown Amanda Strait	Jbrown@ncktc.edu astrait@cloud.edu	785.738.9085 785.243.1435 ext 377

Regional Needs Assessment Team

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

Representative	Name	Institution and Position
Secondary Co-chair(s)	Becky Hickert	Hays High
Postsecondary Co-chair(s)	Jennifer Brown Amanda Strait	NCKTC Dean of Instruction CCCC Perkins Coordinator
Teachers - Secondary	Nicole Linenberger Jennifer Olt Ruth Ann Zimmer	FCS Teacher, Hays High Health Science & Teaching/Training Teacher, Hays High Senior/ELA Teacher, Hays High
Faculty - Postsecondary	Levi Clark Monte Poersch	Automotive Instructor, NCK Tech Renewable Energy, CCCC
Secondary Administration	Becky Hickert	Hays High
Postsecondary Administration	Jennifer Brown	Dean of Instruction, NCK Tech
Specialized instructional support and paraprofessionals	Kayla Nelson Danielle Knoll Lori Sadler Brock Hartshorn	Director of Learning Resources, NCK Tech In-School Solutions, Hays High Hays High SPED Job Coach Concordia High SPED Rep
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Bryan Zollinger Sondra Hickert	JAG-K Specialist, Hays High Hays Virtual School
Representatives of Special Populations	Zoe Merz	Retention Specialist
Career Guidance and Academic Counselors	Alyssa Deneke Alyssa Chappell	NCK Tech – Advisor Hays High School Counselor
Students	Cy Drobeck	Hays High

	Marisa Wasinger	Hays High
	Cooper Flickinger	NCK Tech
	Leah Benne	CCCC
Community Members	David Clingan	Grow Hays, Community Development
	Annie Bergmann	Concordia Area Chamber Member
Business & Industry Representatives	Rodella (Della) Strait	Senior Director of Nursing, North Central Kansas Medical Center
	Advisory Committee Members	Input from several members included
Workforce Development Representatives	Abigail Crandall	Workforce One
Parents	Tracy Vignery	Renewable Energy Parent
	Nicole Linenberger	Hays High Parent
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Debbie Kearn	Director of ABE
	Sondra Hickert	Hays Virtual School
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	John Hafliger	HHS CTE/SPED Teacher
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	
Representatives from CTE programs at correctional institutions (where applicable)	N/A	
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Pam Kraus	Smoky Hill Educational Service Center

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. KSDegreeStats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

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

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

Part 2: Use additional approved sources of data
Request approval for additional local sources of labor market data by email - PerkinsV@ksbor.org

Part 3: Conduct preliminary data analysis

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

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 <u>currently being offered</u> 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
CNA CIP 51.3902/CMA CIP 51.2603 courses are offered in the region and are in demand. At NCK Tech these courses are offered as a SAPP and are a prerequisite into the Nursing programs. For NCK Tech Business Office Management CIP 52.0204 and Business Technology CIP 52.0408 is offered on the Hays campus. Students can earn a Certificate B or combine the two for an AAS degree. Concentrators are placed in a variety of office positions across the region from marketing to finance to insurance. Many concentrators use the skills gained for entrepreneurial pursuits such as combining Business Office Management with Plumbing, Heating and Air-conditioning to start their own business. Business Management & Entrep CIP 52.0799 is offered at only 5 regional secondary schools. Business Finance CIP 52.0801 is offered at 16 schools Travel and Tourism CIP 52.0901 is offered at only one school (Russell). Marketing CIP 52.1402 is offered at only one school (Hays). While post-secondary schools report adequate concentrators to fill job needs, secondary schools in our region produce a relatively low numbers of concentrators in these pathways, indicating that students may begin the pathway at the post-secondary level or	Agricultural Production Operations CIP 01.0301 Precision Agriculture CIP 01.0304 Power, Structural, & Technical Systems Pathway CIP 01.0201 is offered at 22 secondary schools in our region Animal Science CIP 01.0901 is offered at only two secondary schools in our region. Biotechnology in Ag CIP 26.1202 is offered at only one secondary school (Concordia) in our region. Comprehensive Ag Science CIP 01.9999 is offered at 21 secondary schools in our region, and despite the high number of concentrators, there is still demand for labor in our region. Agriculture is the backbone of our region. Efforts are being made to recruit and retain more students at CCCC and to have more students complete agricultural pathways at the secondary level and continue to post-secondary. NCK Tech offer Agriculture Equipment Technology CIP 01.0205. Labor data does not indicate a demand in this field, but advisory members for the past few years have indicated differently as many technicians are retiring and it is hard to find technicians. Students from this program also chose to be independent contractors or return home	Digital Media CIP 09.0702/Graphic Design pathway CIP 50.0499 – These pathways are offered at 12 secondary schools and 3 post-secondary schools, respectively, in the region. The regional post-secondary institutions do not offer programs in these areas at the 2-year level. The regional university does offer degree options in digital and graphic design. Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills are needed for the future workforce. Web and Digital pathway CIP 11.1004 is offered at 10 secondary schools in our region– Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills needed for the future of work. Solar Energy Technology CIP 15.1703 Wind Energy Technology CIP 47.0704/15.1704 Unmanned Aircraft Systems (UAS) CIP 49.0199 For post-secondary, there is currently more demand by employers for all CTE programs offered than concentrators

transfer from Digital Media, Graphic Design, or Web Design Pathways at the secondary level.

Automotive Technology CIP 47.0604 is offered on both NCK Tech's Beloit and Hays campuses. As noted in several areas, the demand for auto technicians encompasses the state. Concentrators are employed throughout Kansas and into Nebraska.

to family businesses as local producers. Skills from this program are utilized within the farming operation.

NCK Tech will offer Powersports Technology 47.0606 in Fall 2024. This program will be a transition for secondary students in a Power, Structural, & Technical Systems Pathway and feed into the agricultural, recreation, and tourism industries.

Pharmacy Technician CIP 51.0805 This is a new program for CCCC. The first class was offered in the Fall of 2023. NCK Tech offers this program on the Hays campus as a Certificate A. We have offered it as an AAS option and a Certificate B option. We are currently finding more success attracting concentrators as a Certificate A. Only two secondary schools in our region offer the BioChemistry Pathway CIP 14.101, which has the potential to feed into Pharm Tech at the post-secondary level.

Registered Nurse CIP 51.3801 Our class size is at capacity, but job openings remain high due to our aging population and current healthcare needs. CCCC is pursuing an LPN exit point to help with completion and additional student credentialing.

NCK Tech added a second year of nursing for an ADN CIP 51.3801 program on the Beloit campus to help meet the demand in healthcare. We currently offer this program in Hays are at capacity as to the number of seats we are allowed per the Kansas Board of Nursing.

CIP 51.3901 Practical Nursing is offered on both the Beloit and Hays campuses. While the demand is stronger for the RN level at regional medical centers, we still see a demand for LPNs, especially in long term care facilities.

Health Sciences CIP 51.9999 is only offered at 10 of the regional secondary schools, up from 4 schools just two years ago. Despite producing 80 concentrators, this is still not enough to meet entry-level job need or to feed into the post-secondary pathways listed above.

NCK Tech's Culinary Arts program CIP 12.0505 is offered on the Hays campus. As noted in data, there is a great demand for food service within the Hays region. Only three secondary schools in our region offer the Restaurant & Event Mgt Pathway CIP 12.0504. Family, Com & Consumer Svs CIP 19.0799 is offered at 17 secondary schools, and despite the seemingly high number of concentrators, there is higher job demand than concentrators for consumer service jobs. It was noted during the CLNA meetings the need for more capacity and upgraded facilities to attract secondary students to the postsecondary.

Welding CIP 48.0508 is a new program for CCCC, classes started Spring 2022 and a full-time instructor was hired Fall 2023. The program will be housed in the Innovation and Tech Center which is slated to open in the Fall of 2024.

NCK Tech offers Welding CIP 48.0508 on both the Hays and Beloit campus. Both programs attract concentrators, but graduates tend to find jobs outside of the region due to national opportunities and better pay outside of the Hays region.

Manufacturing CIP 48.0000 is offered at only three secondary schools. This is a high-expense, low-capacity pathway at the secondary level. Many schools are unable to purchase adequate industry-grade equipment to offer the pathway, and pathways must keep low maximum enrollment capacity due to lab safety concerns. Secondary students interested in Manufacturing or Welding often take courses through the Power and Structural Pathway.

Commercial Truck Driving CIP 49.0205 CCCC offers a Certificate A at its Geary Campus to help students move through the program at an accelerated rate and face the same issues as NCK Tech . CCCC is also planning to offer CDL in the Innovation and Tech Center which is slated to open in the Fall of 2024 provided instructor availability.

NCK Tech offers Commercial Truck Driving as a short-term, SAPP program on both the Beloit and Hays campuses. There is a high demand for commercial drivers and limited space and time in which to train.

Automotive Collision Technology, CIP 47.0604, Diesel Technology CIP 47.0613, Agricultural Equipment Technology CIP 01.0205 has too few concentrators and greater demand. Advisory members for the above programs continually stress the need for more technicians. With future retirements, this need will be greater.

From discussions with various community groups including the Dane G. Hansen Foundation, North-central and Northwest Kansas have a large demand for skilled employees in the construction areas. Housing or lack of available housing is noted as a weakness in attracting population to western Kansas communities. For NCK Tech, we offer the following programs on both the Beloit and Hays campuses:
Building Construction Technology CIP 46.9999
Carpentry CIP46.0201
Plumbing Heating and Air-Conditioning CIP 47.0201
Electrical Technology CIP46.0302
Construction & Design is offered at 17 regional secondary schools. This is a low-capacity pathway at the secondary level as pathways must keep low maximum enrollment capacity due to lab safety concerns.

Heavy Equipment Operation CIP 49.0202 also falls within the above category of construction, but also local municipalities. As with Welding, many of the concentrators find positions outside of the region because of strong demand and higher pay opportunities.

Information Technology and Telecommunication and Networking CIP 11.0901 is offered at NCK Tech. Information Support & Services CIP 11.0301 is offered at two secondary schools. Telecommunications and Networking returned as an AAS program offered on the

Hays campus as a response to the demand of business and industry. The demand exists for these concentrators but is statewide versus just within the region. This program currently has more demand from both employers and students than its current capacity.

Early Childhood Education CIP 19.0708 CCCC offers a Certificate B for students to be work-ready and plans to implement an AA and AAS degree.
Teaching/Training Pathway CIP 13.0101 is offered at only 7 of our regional secondary schools.
Early childhood Dev. & Services CIP 19.0709 is offered at only two secondary schools.
The demand for PreK-12 educators and para-educators and the demand for childcare providers is consistently high – regional, statewide, and nationwide teacher shortages are at a critical level.

The information collected from student visits and inquiries shows students are interested in shorter CTE programs such as Certificate B and Certificate A options.

As the affiliation between NCK Tech, Northwest Tech and Fort Hays State University continues to develop, NCK Tech will explore new program development in key areas within the region such as health, agriculture, and construction. The affiliation has created teams including business and industry representation to review curricular areas between all three institutions.

Q2: What pathways and/or programs (if any) <u>are not currently offered, but are needed</u> in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Emergency & Fire Management pathway	19 Annual Openings	
Security & Law Enforcement pathway	29 Annual Openings	
Mobile Equipment maintenance pathway	146 Annual Openings	
Plant Systems pathway	121 Annual Openings	

Early Childhood & Development Services CIP 19.0708 CCCC offers this as a certificate and plans to implement an AA and AAS degree.	38 Annual Openings	A greater need in rural communities for this pathway. Openings are not always listed for data purposes, but quality childcare remains a barrier to attracting people to rural communities.
Animal Science	No openings reported	Openings for animal science are not evident in workforce data but this did come up within the committee conversations. Many of these positions support rural ag communities and job openings are communicated via word of mouth.
Health Science pathway	255 Annual Openings	Seamless transition from secondary to post-secondary More programs are needed such as lab tech and respiratory therapy for our region. Health is an area of concentration within the NCK Tech, Northwest Tech and Fort Hays affiliation.
Family, Community. & Consumer Services pathway	907 Annual Openings	Data shows a demand for food service, hospitality and general service positions. This pathway with a seamless transition to post-secondary would help fill these positions. NCK Tech offers Culinary Arts on the Hays campus and provides an option for high school students to enroll. Enrollment is limited due to capacity.
Restaurant & Event Mgt pathway	383Annual Openings	The food industry continues to have a high demand for openings.
Teaching and Training pathway	419 Annual Openings	

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
Solar Energy Technology CIP 15.1703	This is an emerging field in the region and across the country. Solar energy is more affordable for residential and smaller commercial properties, so demand is projected to be on the rise.	
Wind Energy Technology CIP 47.0704	This field is in demand across the nation. Many of our students are hired away from the program because the demand for workers is so great.	

Unmanned Aircraft Systems (UAS) CIP 49.0199	This is another emerging field in our region and across the country. As technology increases, the demand for UAS pilots is increasing to allow companies bird-eye views of equipment and resources.	
Digital Media/Graphic Design pathway – These pathways are offered at many of the secondary institutions in the region. The regional postsecondary institution does not offer programs in these pathways at the 2-year level. The regional university does offer degree options in digital and graphic design.	Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills are needed for the future of work	Digital Media – 179 pathways, Graphic Design – 23 pathways Many times these positions are posted as combination skills in other areas such as business and marketing positions. Rural employers need employees with a variety of applicable skills. Anecdotal data suggests a need for these skills within the region.
Web and Digital pathway	Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills needed for the future of work	86 pathways offered in the region. Openings in IT, Web and Digital are often listed under other occupation areas such as Healthcare (hospital needed IT services), Insurance, Business, etc. Anecdotal data suggests a need for these skills within the region. Members within the team all could share stories of local business and industry looking for web and digital skills. IT is an area of concentration within the NCK Tech, Northwest Tech and Fort Hays affiliation.
Comprehensive Agricultural Science pathway	This is a pathway that does not align directly with any occupations, but it is a broad pathway that often leads to careers in related ag fields.	Agricultural-based occupations are in demand within the region, but often not reported to area agencies through employment surveys. Agriculture is an area of concentration within the NCK Tech, Northwest Tech and Fort Hays affiliation.

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 placement rate 1P1 - Connections by faculty with business and industry helps place students in their career. High demand for several areas at the post-secondary level is also a factor. Using supplied state performance data, placement at Cloud is 99.17% for AY2020. Credentials 2P1 – Cloud is 80.43% for AY2020 in Credential Performance. Faculty instill in the students the importance of obtaining third-party credentials and ensuring their curriculum prepares them for success. Programs align curriculum to ensure stackable certificates and degrees for multiple exit points. Placement rate, core indicator 1P1 is a strength for NCK Tech at 96.00%. The institution uses business and industry connections through advisory groups for placement. Students find positions in their field across the state and even the country's demand for skilled positions is strong. Credential attainment, core indicator 2P1 is also a strength for NCK Tech with a performance rate of 87.00%. The College continues to look for additional credentials for students to earn while at NCK Tech to prepare them for workforce. There is a strong demand for many of the skills from the post-secondary programs. The post-secondary institutions will continue to utilize strong advisory	For NCK Tech, 3P1 continues to be a challenge with a performance rate of 7.70%. This past year, NCK Tech did meet their institutional target, but continues to find ways to increase non-traditional participation. The college has conducted specific marketing campaigns for non-traditional gender enrollment. Recruiting is structured to be inclusive to all genders. Secondary performance gaps: 1S1 – no gaps, even in disaggregation 2S1 – Five pathways under the state goal: Comprehensive Agriculture; Construction & Design; Manufacturing; Power, Structural & Technical Systems; Web & Digital Communications 2S2 – Eight pathways under the state goal: Biotechnology in Agriculture; Comprehensive Agriculture (by .11%); Construction & Design; Digital Media (by 1.22%); Family, Community & Consumer Services; Manufacturing; Power, Structural & Technical Systems; Web & Digital Communications 2S3 – Three pathways under the state goal: Early Childhood Development & Services (by .9%); Manufacturing; Travel & Tourism 3S1 – gaps in specific demographics by pathway: Males in Business Management & Entrepreneurship; Individuals with Disabilities in Business Finance; Economically Disadvantaged in Graphic Design & Teaching/Training 4S1 – Three pathways under the state goal: Construction & Design; Manufacturing; Power, Structural & Technical Systems

	groups to help shape curriculum and resources for students to succeed at the academic level and be prepared for their careers. Secondary Performance overall: 1S1 – graduation rate – over 95% for all pathways with concentrators, far exceeding the state goal (FY24) of 81.1% 2S1 – Reading State Assessment – all but 5 pathways with concentrators exceed state goal (FY24) of 29.7% 2S2 – Math State Assessment – all but 8 pathways with concentrators exceed state goal (FY24) of 23% 2S3 – Science State Assessment – all but 3 pathways with concentrators exceed state goal (FY24) of 25.9% 3S1 – placement – over 85% for all pathways with concentrators, exceeding the state goal (FY24) of 81.7% 4S1 – Non-Traditional Completion – all but 3 pathways with concentrators exceed state goal (FY24) of 29.1% 5S2 – Program Quality – all but one pathway with concentrators were over 64%, exceeding state goal (FY24) 50.1%	5S1 – One pathway under the state goal: Travel & Tourism (by .1%) Increasing state assessment scores is always a goal with targeted literacy and math programs, including LETRS and MTSS, and continuing to incorporate literacy and math in the content areas. We continue to promote non-traditional enrollment in all pathways, and the advisory team considered culturally relevant teaching training, which has potential to create a more welcoming environment for all learners, particularly where females are the non-traditional groups – as those are our underperforming pathways in 4S1.
Performance of Special Populations		
Individuals with disabilities	NCK Tech: CCCC: 1S1 – 100% 1P1 - 100% 2P1 – 87.5%	CCCC: 2P1 –60% Secondary 1S1 – 62% 2S1 – 4 2S2 – 4 2S3 – 10 3S1 – 32 4S1 – 16 5S2 - 41
Individuals from economically disadvantaged families, including low-income youth and adults	NCK Tech: CCCC: 1P1 – 99.19% 1P1 - 100% 2P1 – 88.33% 2P1 – 84.62%	NCK Tech CCCC: 3P1 – 3.75% 3P1 – 7.41% Secondary 1S1 – 59% 2S1 – 17 2S2 – 13 2S3 – 19 3S1 – 57 4S1 – 18 5S2 - 67

Individuals preparing for non-traditional fields	NCK Tech CCCC: 1P1-100% 1P1 – 100% 2P1 – 66.67% 2P1 – 100% 3P1 – 100% 3P1 – 100% Secondary: 2S3 – 10 4S1 – 84 5S2 - 71	Secondary 1S1 – 66% 2S1 – 26 2S2 – 20 3S1 – 50
Single parents, including single pregnant women	NCK Tech CCCC : 1P1 – 100% 1P1 – 100% 2P1 – 86.67% 2P1 – 100% 3P1 – 20% Secondary 5S2 - 86	Secondary 1S1 – 0% 2S1 – 7 2S2 – 7 2S3 – 7 3S1 – 43 4S1 – 7
Out-of-workforce individuals	NCK Tech 1P1 2P1	
English Learners	NCK Tech CCCC: 1P1 1P1 – 100% 2P1 2P1 – 100% Secondary 4S1 – 42 5S2 - 71	Secondary 1S1 – 43% 2S1 – 5 2S2 – 16 2S3 – 0 3S1 – 43
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	NCK Tech 1P1 2P1 Secondary 4S1 – 42	Secondary 1S1 – 533 2S1 – 17 2S2 – 17 2S3 – 17 3S1 – 17 5S2 - 50
Youth who are in, or have aged out of, the foster care system	NCK Tech CCCC 1P1 – 100% 1P1 – 100% 2P1 – 100% 2P1 – 100%	
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	NCK Tech 1P1 –100% 2P1 – 100% Secondary 2S3 – 28	Secondary 1S1 – 22% 2S1 – 11 2S2 – 22 3S1 – 33 4S1 – 28

is on active duty (as such term is defined in section 101(d)(1) of such title)	5S2 - 56	
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native	NCK Tech CCCC 1P1 - 1P1- 100% 2P1- 2P1- 100%	
Asian		
Black or African American		
Hispanic/Latino	NCK Tech CCCC 1P1 - 1P1-100% 2P1- 2P1 –71.43% 3P1- 3P1- 25%	
Native Hawaiian or Other Pacific Islander		
White	NCK Tech CCCC 1P1 - 1P1- 99.03% 2P1- 2P1- 83.54%	CCCC 3P1-2.73%
Two or More Races	NCK Tech CCCC 1P1 - 1P1 – 100% 2P1-	
Unknown	NCK Tech CCCC 1P1 - 1P1 – 100% 2P1- 3P1- 18.18%	CCCC 2P1- 66.67%

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;

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

State Definitions:

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

Scope: As specified in K.S.A. 71-1802, CTE programs must:
- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
- lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree
- be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:
- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	- Focus on recruiting efforts by showcasing careers and opportunities in CTE. - Advisory Committee Feedback - Local Business/Industry Feedback, such as projected job openings. - Completer Rates - Follow-Up Data - Sufficient enrollment in Introductory-level class to have students prepared to continue to Technical and application-level (Secondary) - Sending secondary students to postsecondary for coursework. - Compare CTE enrollment to overall school enrollment. - Available clinical/training site placements available in local area (healthcare program) - Demand and proper faculty/student ratios required for external healthcare program accreditation.	- Recruiting students to CTE programs. - Improving students' understanding of the career opportunities available with CTE. - Some schools don't have a specific measure or don't address/monitor program size - Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry) - Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult. - Limited capital funding to assist with necessary facility expansion
Relate to real-world work environment (Scope)	- Utilize best practices in advisory committees. At the post-secondary level, advisory members are often selected outside of the region. - Collaboration with community and local industry - Consulting with professionals and postsecondary students - Project-Based Learning Activities - Students complete work for others outside the classroom - CTE pathways follow Kansas State Standards - Skill sets taught in technical/application-level courses align with real-world work environments - Utilize walk-through, evaluation data, teacher lesson plans	- Continue to seek out new advisory members and develop strong committees. - Invite business and industry speakers to provide connection between learning and the workplace. - Utilize more internships to allow students to receive hands-on work experience - Some schools are still offering traditional programs. - Adequate funding to stay current with technology and equipment advances in industry - Invite former students to speak about their experiences in the work-world.

	• Curriculum mapping and meeting with Pathway Advisors • Internships, OJT, Certifications, Volunteer work outside of school day • Industry standards and Accreditation standards • Faculty current in field.	
Help students advance to future education (Scope)	• Articulation Agreements (between secondary and post-secondary) • Advising at both levels for best placement • Additional Pathways and offerings within the pathway • Concurrent opportunities (Excel in CTE) • Completer/Follow-Up Questionnaire • Offer real-world skills necessary for students to advance to future education/career • Students/employers report back readiness of the students • Certifications • College enrollment, students completing post-secondary curriculum • Communication between secondary and postsecondary schools • Conversations with graduates • Success/Effectiveness Rating from KSDE • Student meetings with Academic Advisors • Data from Student Services Transition Specialist and Institutional Research • CTE program days for area high school students to visit the post-secondary campus and meet faculty and students while learning about the program.	• More options for Excel in CTE for students to earn credit and credentials while in high school • Expanded pathway options for students in small, rural schools. • Articulation agreements with four-year intuitions. • Some schools struggle with Follow-Up data (finding students & getting responses) to know if students advanced to future education. • Help inform students and parents of the benefits of furthering their education.
Are of high quality	• Post-secondary and secondary institutions in the region follow approved curriculum per KBOR and KSDE requirements. • Institutions also rely on qualified faculty expertise to deliver high-quality programs. • Rubric is utilized • Students meeting/exceeding competencies • Students pass end and pathway assessments, obtaining credentials, and certifications.	• Highly qualified faculty are difficult to find and/or retain for smaller, rural schools.

	- Students obtaining employment. - Feedback from Business/Industry. - Feedback from Advisory Committee, Pathway Committee - Feedback from students & teachers. Graduate surveys. - Instructors review pathways & KSDE updates annually - Comparing course outlines with state standards - Generating a list of soft skills taught in CTE programs - Supervision of instruction & programs. - ACT WorkKeys data - Students who are successful in postsecondary and/or career - Instructors attending workshops to stay relevant - Having teachers skilled in their area of study - Providing students with tools and equipment like those used in the real world to ensure workplace standards are met. - Accreditation	

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.

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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.

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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	Professional development for all staff in teaching and using curricula aligned with state standards and competencies.	

(B) addresses both academic and technical knowledge and skills, including employability skills	Post-secondary programs follow all curriculum standards as aligned through the Kansas Board of Regents and approved through the Kansas Technical Education Authority. Programs include general education requirements for degree completion and soft skills are assessed through institutional outcomes. Secondary programs follow curriculum standards, benchmarks, and outcomes as aligned through KSDE CTE Pathway guidance.	Continue to reinforce academic skills within the technical classroom. Encourage more business and industry partners to campus to visit with students about the need for these skills.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Seek Advisory Committee input to ensure students have the necessary skills for the industry.	Grow advisory membership to include more business and industry as well as connections with secondary.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Statewide articulation agreements are in place for many of the areas to help students move seamlessly through their education. Secondary pathway completion is based on each student's IPS and includes courses at the introductory, technical, and application levels. It also includes work-based learning elements in all CTE coursework on campus and within the community.	Utilization and tracking of articulation agreements to ensure students have a seamless transition.
(E) has multiple entry and exit points that incorporate credentialing	Post-Secondary: Offer short term, certificates, and AAS degrees. Students earn third-party credentials during their coursework and are eligible to sit for credentialing exams upon completion	Multiple start dates – courses in technical programs are sequenced to build on skills. Small number of faculty prevents multiple offerings and multiple start dates (i.e January)
(F) culminates in the attainment of a recognized postsecondary credential.	If an industry-recognized credential is available students are encouraged to complete it.	Not all programs currently have an industry-recognized credential available.

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**
Post-secondary institutions typically hire faculty directly from industry. Positions are advertised across the state, mentioned in advisory committees and shared with past graduates via social media. Secondary institutions seek to hire faculty from approved content-based teacher training programs and/or from industry who are willing to complete transition to teaching programs. Positions are advertised locally and across the state.	Instructors bring strong industry experience and connections. Individuals who have been in the industry for several years look at teaching to give back to their industry and possibly slowdown from the physical labor involved with many CTE programs. For nursing faculty, a consistent schedule is often attractive.	Difficult to find individuals willing to make the transition from industry to teaching due to the pay gap. This issue has become even more of a challenge since the pandemic. Not all industry vetted faculty have formal education required by the Higher Learning Commission.
		Need to develop networking connections to have a better handle on finding potential faculty. Advertising on higher education websites is not the right audience for finding people interested in transitioning to teaching.

TRAINING		
Process	**Strengths**	**Needs/Gaps**
Post-secondary – New faculty attend training prior to their first-semester teaching providing a crash course on lesson planning, and course development through state organizations such as KCWE and KCCTE. Colleges follow an aligned curriculum as established through business and industry meetings. Secondary – New faculty attend on-boarding prior to the start of their first year, including training on necessary programs and protocols per district. CTE teachers are encouraged to join and attend trainings through K-ACTE and its affiliate organizations and KCCTE.	NCK Tech and CCCC emphasize the importance of professional development. Perkins funds are used for faculty training in both industry and stronger teaching skills. Internships are also encouraged to help faculty stay abreast of current industry practices. Secondary schools train CTE staff alongside general curriculum to provide consistent communication tools and use of programs across campus, which facilitates access for students and families.	Faculty are interested in professional development but struggle with finding subs or time away from students. More opportunities are needed for faculty of similar disciplines to meet and discuss best practices in the classroom.

RETENTION		
Process	**Strengths**	**Needs/Gaps**
Secondary uses the transition to teaching program to attract CTE instructors. They follow up with a mentoring program for the first two years. Secondary also encourages networking with other schools to find educators who teach the same content as often they may be the only one within a district. Networking connects new teachers with veteran teachers.	Teachers who are mentored are more likely to be engaged in student learning.	Competing with industry pay has become more of a challenge in recent years.
Secondary connects faculty with career student organizations such as FFA, FCCLA, DECA, HOSA, Skills USA. Faculty networking and best practices occur at events.	Student organizations allow faculty the opportunity to see students showcase their abilities and successes.	Not all pathways have an organization associated with them.
Pay for memberships and provide access to professional development on both the secondary and post-secondary sides.	Rotating schedule to provide opportunities for professional development and attendance at state and national conferences.	Funding may not always be available to all who want it.

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
	Perkins V – special populations Sec. 2(48)
	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
	(C) individuals preparing for non-traditional fields;
	(D) single parents, including single pregnant women;
	(E) out-of-workforce individuals;
	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
	(H) youth who are in, or have aged out of, the foster care system; and
	(I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
	ESEA of 1965 Sec. 1111(h)(1)(C)(ii) (B) students from major racial and ethnic groups;
	American Indian or Alaskan Native
	Asian
	Black or African American
	Hispanic/Latino
	Native Hawaiian or Other Pacific Islander
	White
	Two or More Races
	Unknown

Q8: What strategies are used to remove barriers to success of students in special populations?

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

Strength	Which special population(s)	Strategies for Sustaining
Accessibility directors working with secondary partners to transition students. Creating more awareness of this process.	Individuals with disabilities	Continue to provide one-on-one advising for students. Develop a transition fair early in the process for secondary students.
Secondary – Counselors help place students in pathways most suitable for student success.	Individuals with disabilities Economically disadvantaged Limited English proficient	Continual assessment of the student and their success in the pathway.

Post-secondary – Student success initiatives such as tutoring, Early Alert systems, proactive advising and student success seminars provide resources for navigating higher education systems and help with retention.	Individuals with disabilities Limited English proficient Economically disadvantaged Youth in Foster Care Single Parents	Continue to refine student success initiatives at the post-secondary level including education for both students and faculty as to what is available. Work with secondary counselors to know what resources are available at the post-secondary side to help students be successful.
Financial Aid and grant options for students. Examples include the Promise Act for some programs and NCK Tech offers a Dane Hansen grant for non-traditional (age) students. CCCC offers a Dane Hansen scholarship for nursing students. Additional scholarships are also available for students.	Single parents Economically disadvantaged	Continue to seek support for students like scholarships, grants, and other resources for CTE programs.
Counselors encourage students to explore career opportunities	All	Counselors utilize programs to help determine students' interests. Provide opportunities for students to explore a wide range of careers at a young age.
Gap	**Which special population(s)**	**Strategies for Improvement**
Access to resources outside the institution, such as food banks, transportation resources, affordable housing, and childcare.	Economically disadvantaged Youth in Foster Care Single Parents	Continue to work with local communities to provide resources for students Leverage financial aid and grant opportunities for students.
Limited electives – can only offer so many at 9th and 10th grades. This does not give students enough opportunity to experience a variety of careers. Scheduling constraints prevent students from completing a pathway.	All	Keep students motivated and engaged to complete pathways when possible.
Lack of resources – example lab fees – may limit who can take CTE courses	Economically disadvantaged	Investigate ways for scholarships to be given to students unable to afford fees.

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
Accommodations plans – Once a student discloses a disability, Accessibility Directors determine eligibility for accommodations and services through Section 504. The process to determine eligibility is interactive, including an interview, documentation provided by the student, and observation.	Individuals with disabilities Limited English proficient	Encourage students to self-identify so accommodation can be made as needed.

Tutoring and success centers – higher education institutions have focused on creating and developing resources for student success which provides tutoring, quiet study areas, and available technology.	All	Institutions will provide all students access to tutoring and success centers not dependent on the modality of learning.
Access to technology and technology available to students – Covid has encouraged institutions to have more technology including laptops and other devices available to students.	All	Laptop check out and/or laptop grants available to students. Provide one-to-one education on assistive technology tools for students who qualify. Educate staff and faculty on the types of assistive technology available for students who qualify. Collaborate with high school special education teams to ensure that similar assistive technology is available to make transitions smoother
Utilize learning management systems to enhance learning	All	Learning management systems allow instructors to enhance classroom learning but give students 24/7 access to content and other resources.
Co-teaching to support students needing accommodation in CTE classes	Individuals with disabilities	Co-teaching allows for assignment modification for continued learning.
Gap	**Which special population(s)**	**Strategies for Improvement**
Self-identify – students must self-disclose their disability to receive accommodation.	All	Encourage students to self-identify so accommodation can be made as needed. Accessibility offices can do more outreach during prospective student visits, registration and orientation events, first-year experience courses, and collaborate with high schools to ensure students and their families have information about accessibility services and transition to college earlier.
Size of institutions and human resources – lack of staff for one-on-one with students	Individuals with disabilities	Advocate for more staff to assist students.
Students who qualify for accommodations do not often utilize them at the post-secondary level.	All	Develop peer mentoring, academic coaching, or other programming to help students develop self-advocacy skills. Educate instructors and faculty on the value of accommodation and that workplace accommodations can be an option after college.
Educating instructors who come from industry on best educational practices	All	Identify professional development opportunities to assist instructors. Universal Design for Learning is a framework to design instruction to be inclusive and accessible.
Hiring non-traditional instructors to model options for incoming students	All	Identify areas of need and recruitment.
Accommodation is not allowed on credentials, etc.	Individuals with disabilities Limited English proficient	Advocate for accommodations on credentials.

| Teachers either leaving the profession or moving into private education or remote education | All | Encourage teachers to remain in their current positions. Offer incentives to retain them. |

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
Work-based learning – internships, job shadows, externships	All	Encourage all students to participate in as many work-based learning opportunities as possible.
Soft skills - many programs at the post-secondary level have included courses focused on employability skills. Higher education institutions often use broader soft skills as institutional or general education outcomes.	All	Incorporate soft skills into curriculum as needed. This should be mapped to assessments and program outcomes.
Career services – help with developing resumes and application letters. Help practice interviewing. Connect students to potential employers	All	Encourage students to utilize career services.
Industry field trips, speakers to showcase careers	All	Provide opportunities for students to attend industry fieldtrips and encourage instructors to invite speakers to their classrooms.
Students develop an individual plan of study starting in middle school taking them through two years post-secondary	All	Not fully fledged – many required courses – struggle to get all the courses in the plan Working on transition skills assessment Invest in inventories
Gap	**Which special population(s)**	**Strategies for Improvement**
Promote general education as part of the program to develop stronger writing, speaking, and math skills. Often employers express the need for stronger communication skills and other soft skills such as time management.	All	Encourage instructors to incorporate general education into classroom learning. Soft skills should be part of the general education curriculum and incorporated into the program curriculum under professionalism.
Financial Management/Cost of living/pay versus benefits – more education needs to occur about the return on investment of finishing the certificate or degree plan as well as general personal finance.	All	Provide opportunities to educate students on personal finance. This will help students in their career search to make solid decisions about future employment – wages and benefits included.