COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School		Email
USD(s)	Dr. Cindy Swartz	USD 232 De Soto		cswartz@usd232.org
Postsecondary Institution(s)	Dr. Shelia Mauppin	Johnson County Community College		smauppin@jccc.edu

Date _____ January 31, 2020 _____ Regional Team _____ Overland Park/Johnson County _____

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

Purpose

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

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

By conducting regional needs assessment, the Regional Team will:

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

1. Evaluation of Regional Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention and training for CTE educators.

6. Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

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

Who should participate in the comprehensive regional needs assessment process?

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

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals

   - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth.

Process:

1. Establish a Regional Needs Assessment Team

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

Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

  Part 1: Utilize the Labor Market Analysis Tool (Excel)

  Part 2: Use additional approved sources of data and compare the data to Part 1 findings.

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

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

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs

  Part 1: Size, Scope and Quality

  Part 2: Progress Toward Implementing Programs of Study

  Part 3: Recruitment, Retention and Training of CTE Educators

  Part 4: Progress toward Improving Access and Equity

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

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

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

Regional Team Name:	**Overland Park / Johnson County**	Date:	**January 31, 2020**
Needs Assessment Lead Co-Coordinators:		**Contact Information:**	
Secondary: Dr. Cindy Swartz		**cswartz@usd232.org**	
Postsecondary: Dr. Shelia Mauppin		**smauppin@jccc.edu**	

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Dr. Shelia Mauppin	JCCC - Dean, Career and Technical Education Transitions	Co-Coordinator of Needs Assessment
	Secondary Perkins Grant Coordinator	Dr. Cindy Swartz	USD 232 - De Soto School District, CTE Coordinator	Co-Coordinator of Needs Assessment
Teacher(s) - Secondary		Jaylene Freeman	USD 231 - Gardner School District, Teacher	Ms. Freeman has been a CTE Teacher for more than a decade. She understands the past, present and future of CTE.
Faculty - Postsecondary		Andrew Lutz	JCCC - Professor & Chair, Information Technology	Professor Lutz teaches in a growing career area in Johnson County. He will provide a faculty perspective for the group and share classroom opportunities and challenges.
Secondary Administration		Dr. Ryan Flurry Barbra Gonzales Katie Bonnema Clay Frigon	USD 512 - Shawnee Mission School District, Principal of Career Education Campuses USD 233 - Olathe Public Schools, CTE Coordinator USD 229 - Blue Valley School District, Director, Career Ready Programs USD 230 - Spring Hill School District, CTE Coordinator	Our CTE Administrators will be responsible for providing an admin perspective when it comes to analyzing the Needs Assessment data.
Postsecondary Administration		Dr. Shelia Mauppin	JCCC - Dean, Career and Technical Education Transitions	Responsible for writing the Carl Perkins Grant and keeping President's Cabinet Leadership informed.
Specialized instructional support and paraprofessional(s)		Dr. Vincent Miller	JCCC - Dean, Academic Support	Responsible for campus-wide academic support services for students
Representative(s) of Special Populations		Dr. Tyrone Bates Heather Schoonover	USD 512 - Shawnee Mission School District, Coordinator of Diversity & Inclusion USD 233 - Olathe Public Schools, Community Liaison	At the secondary level, these individuals assist students/parents with special service needs.

	Holly Dressler	JCCC - Access Services	At JCCC, Ms. Dressler ensures that students receive requested classroom accommodations and services. These individuals will assist with special populations data review.
Career Guidance and Academic Counselor(s)	Melissa McIntire Alex Wells	USD 231 - Gardner School District JCCC - Chair, Counseling Faculty	Ms. McIntire has over 20 years of experience in secondary counseling and assists with CTE data in her role. She will assist us with data analysis on the Needs Assessment. Alex Wells will provide a postsecondary counseling perspective and serve as a connector for secondary counselors
Student(s)		USD 512 - Shawnee Mission School District, Students	Provide a student perspective from as current CTE students.
Community	Stephanie Jones-Hines Danny Helmich	Kauffman Foundation - Chief Academic Officer YMCA - Executive Director	Through philanthropy, the Kauffman Foundation provides funding for Education and Entrepreneurship. The representative brings a community needs perspective. The YMCA focuses on strengthening communities through youth development, social responsibility, and healthy living. Mr. Helmich will provide a community development perspective.
Business & Industry	Jennifer Pozzuolo Andie Young Dennis Ridenour Greg Lever	Garmin - Human Resources Manager Cerner - Associate Program Manager, Community & Pipelines Bionexus KC - CEO National Institute for Construction Excellence	Business reps will review labor market data and provide various industry perspectives.
Workforce Development	Keely Schneider	Executive Director, Workforce Partnership	Ms. Schneider will provide expertise as it relates to workforce development for Johnson County.
Parent(s)	Yessica Chavira	USD 512 - Shawnee Mission School District	Provide a parent perspective for multiple school districts

	Dr. Ryan Flurry	USD 512 - Shawnee Mission School District, Parent	
	Barbra Gonzales	USD 233 - Olathe Public Schools, Parent	
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Misty Sawner Dianne Smethers Natalie Alleman Beyers Jamie Manhart	USD 232 - De Soto School District, Technology Information Systems Specialist JCCC - Program Coordinator, CTE JCCC - Director, Institutional Planning & Research Greenbush Rep - Spring Hill	Misty Sawner will provide data and assist with data analysis for the Needs Assessment. Dianne Smethers assists w/Carl Perkins application development and reporting. Natalie Alleman Beyers and Jamie Manhart will provide data analysis.

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include…

> *(B) A description of how career and technical education programs offered by the eligible recipient are—*
>
> *(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or*
>
> *(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

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

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data
Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2

Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions.
Based on the information determined in the abovementioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

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

GAPS NOTE: Secondary/Postsecondary needs the CIP codes from KBOR & KSDE to match. This needs attention from KBOR & KSDE. <mark>Other areas highlighted contain special notes.</mark>
Chart KEY - JCCC = **Red**
Chart KEY - Secondary = **Blue**
Chart KEY - JCCC & Secondary Match = **Green**
Chart KEY – <mark>JCCC programs highlighted will no longer be Perkins eligible</mark>

CIP Code	Program Name (Perkins Approved)	JCCC Program Degree/Cert	Secondary Cluster/Pathway	Strengths	Gaps
1.0101	**Agribusiness Systems**		**0 student #s**	**High Wage**	**Low demand for area not available as full pathway regionally** **KSDE Pathway does not match KBOR**
1.0201	**Power, Structural & Technical Systems**		**0 student #s**	**Low Demand** **Low Wage**	**Low demand for area not available as full pathway regionally** **KSDE Pathway does not match KBOR**
1.0308	AGROECOLOGY AND SUSTAINABLE AGRICULTURE.	Sustainable Agriculture Certificate CERT		In Demand Special Populations Represented - Includes Non-Traditional	Low Wage KBOR Pathway does not match KSDE
1.0401	**Food Products & Processing Systems**		**0 student #s**	**High Wage**	**Low demand for area not available as full pathway regionally** **KSDE Pathway does not match KBOR**

1.0601	APPLIED HORTICULTURE/HORTICULTURE OPERATIONS, GENERAL.	Horticulture Sciences Certificate CERT, Horticulture Sciences AAS ASSOC		In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE
1.0605	LANDSCAPING AND GROUNDSKEEPING.	N/A		In Demand High Wage	No Data KBOR Pathway does not match KSDE
1.0608	FLORICULTURE/FLORISTRY OPERATIONS AND MANAGEMENT.	Floral Design Certificate CERT		In Demand Special Populations Represented	Low Wage KBOR Pathway does not match KSDE
1.0901	**Animal Science**		**Low student #s**	**High Demand** **High Wage**	**KSDE Pathway does not match KBOR** **Area to evaluate**
1.1101	**Plant Systems**		**Low student #s**	**High Demand** **High Wage**	**KSDE Pathway does not match KBOR** **Area to evaluate**
1.9999	**Comprehensive Agriculture Science**		**No student #s**	**Zero Demand**	**Zero demand for our region** **KSDE Pathway does not match KBOR**

9.0702	**Digital Media**		**High student #s**	**Some demand** **Average Wage**	**Supply of students outweighs the demand; Not enough jobs in area** **KSDE Pathway does not match KBOR**
10.0304	ANIMATION, INTERACTIVE TECHNOLOGY, VIDEO GRAPHICS AND SPECIAL EFFECTS.	Animation, Entertainment and Game Art Design AAS ASSOC		No Data Special Populations Represented	No Data KBOR Pathway does not match KSDE 2020 – ==NOT PERKINS ELIGIBLE - KBOR==
11.0201	COMPUTER PROGRAMMING/PROGRAMMER, GENERAL.	Computer Information Systems AAS ASSOC; Computer Information System-Software Developer Certificate CERT;	High Student #s	High Demand High Wage Special Populations Represented - Includes Non-Traditional	Zero Gaps - Continued and growing partnerships from Secondary to Post-Secondary; Need to work on Apprenticeships/ Work-based Learning
11.0801	WEB PAGE, DIGITAL/MULTIMEDIA AND INFORMATION RESOURCES DESIGN.	Digital Media Certificate CERT; Web Development and Digital Media AAS ASSOC; Web Development Certificate CERT; Web Technologies Certificate CERT	**Some crossover to Digital Media & Web/Digital Pathways with Web Page Design classes**	High Demand High Wage Special Populations Represented	**KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
11.0901	COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS; Network Systems	Information Technology - Networking AAS ASSOC	Zero student #s	High Demand High Wage Special Populations Represented - Includes Non-Traditional	Secondary needs to offer this pathway; Secondary needs to work on Post-Secondary partnership and work-based learning

11.1004	**WEB/MULTIMEDIA MANAGEMENT AND WEBMASTER; Web & Digital**	**N/A No Data**	**High student #s**	**Low demand** **High Wage**	**Low demand in our region; Secondary & Post-Secondary do not match**
11.1006	COMPUTER SUPPORT SPECIALIST.	Computer Support Specialist Networking+/Security+ Certificate CERT: Computer Support Specialist AAS ASSOC; Computer Support Specialist A+ Certificate CERT		In Demand High Wage Special Populations Represented	KBOR Pathway does not match KSDE; **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
12.0401	COSMETOLOGY/COSMETOLOGIST, GENERAL.	Cosmetology AAS ASSOC; Cosmetology Certificate CERT;		In Demand Special Populations Represented	Low Wage KBOR Pathway does not match KSDE
12.0409	AESTHETICIAN/ESTHETICIAN AND SKIN CARE SPECIALIST.	Esthetics CERT		Special Populations Represented - Includes Non-Traditional	Low Wage Oversupply of graduates KBOR Pathway does not match KSDE
12.0410	NAIL TECHNICIAN/SPECIALIST AND MANICURIST.	Nail Technology Certificate CERT		In Demand Special Populations Represented - Includes Non-Traditional	Low Wage KBOR Pathway does not match KSDE
12.0501	BAKING AND PASTRY ARTS/BAKER/PASTRY CHEF.	Pastry/Baking Certificate CERT		In Demand Special Populations Represented	Low Wage KBOR Pathway does not match KSDE

Code	Program				
12.0503	CULINARY ARTS/CHEF TRAINING.	Chef Apprenticeship AAS ASSOC		In Demand Special Populations Represented - Includes Non-Traditional	Low Wage KBOR Pathway does not match KSDE
12.0504	RESTAURANT, CULINARY, AND CATERING MANAGEMENT/MANAGER; Restaurant & Event Management	N/A	High student #s	In Demand Special Populations Represented	Low Wage (according to regional data); Need to look at Greater KC Area Data
13.0101	Teaching/Training		Student Interest; Need more to fulfill the demand	High Demand High Wage Special Populations Represented	KSDE Pathway does not match KBOR Note: Demand & Wage
14.0101	Engineering & Applied Mathematics		High Student Interest; Need more to fulfill the demand	High Demand High Wage Special Populations Represented	KSDE Pathway does not match KBOR Note: Demand & Wage
14.0501	Biomedical		Low student numbers	Low Demand High Wage Special Populations Represented	KSDE Pathway does not match KBOR
14.1401	Biochemistry		Low student numbers	Low Demand High Wage Special Populations Represented	KSDE Pathway does not match KBOR

15.0000	**Aviation Production**		**Low student numbers**	**Low Demand** **High Wage** **Special Populations Represented**	**KSDE Pathway does not match KBOR**
15.0406	AUTOMATION ENGINEER TECHNOLOGY/TECHNICIAN.	Automation Engineer Technology AAS ASSOC		Special Populations Represented - Includes Non-Traditional	Oversupply of Completers KBOR Pathway does not match KSDE
15.1302	CAD/CADD DRAFTING AND/OR DESIGN TECHNOLOGY/TECHNICIAN.	Computer-Aided Drafting and Design Technology AAS ASSOC	**Some crossover to Engineering Pathway & Construction Design Pathway with CAD and Arch Design classes**	In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
16.0103	LANGUAGE INTERPRETATION AND TRANSLATION.	Health Care Interpreting Certificate CERT; Legal Interpreting Certificate CERT;		In Demand Special Populations Represented	Low Wage
16.1603	SIGN LANGUAGE INTERPRETATION AND TRANSLATION.	American Sign Language Studies Certificate CERT;		In Demand Special Populations Represented	Low Wage
17.2071	**Energy**		**Low student #s**	**Low Demand** **High Wage**	**KSDE Pathway does not match KBOR**

19.0708	CHILD CARE AND SUPPORT SERVICES MANAGEMENT.	N/A No Data	**Some crossover with FACS Pathway & Early Childhood**	High Demand	N/A No Data
19.0709	**Early Childhood Development & Services**		**Low Student Interest (25)**	**High Demand** **Low Wage**	**KSDE Pathway does not match KBOR**
19.0799	**Family, Community & Consumer Services**		**Some Student Interest (101)**	**High Demand** **Low Wage**	**KSDE Pathway does not match KBOR**
19.0999	**Fashion, Apparel, Interior Design (FAID)**		**Zero Student #s**	**Low Demand**	**KSDE Pathway does not match KBOR**
22.0302	LEGAL ASSISTANT/PARALEGAL.	Paralegal Certificate CERT		In Demand Special Populations Represented - Includes Non-Traditional	Low Wage
43.0199	**Corrections, Security, Law & Law Enforcement Services**		**Low student #s**	**High Demand**	**KSDE Pathway does not match KBOR** **Students cannot apply to most jobs until age 21**

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43.0203	FIRE SCIENCE/FIRE-FIGHTING.	Fire Services Administration Certificate CERT		In Demand Special Populations Represented - Includes Non-Traditional	High Wage
43.0299	**Emergency & Fire Management Services**		**Low student #s**	**Some Demand** **High Wage**	**KSDE Pathway does not match KBOR**
44.0401	**Government & Public Administration**		**Zero student #s**	**Some Demand**	**KSDE Pathway does not match KBOR**
46.0000	**Construction & Design**		**Interested students but not enough for demand**	**High Demand** **High Wage**	**KSDE Pathway does not match KBOR**
46.0302	ELECTRICIAN.	Electrical Technology AAS ASSOC; Electrical Technology Certificate CERT		In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**

47.000	Aviation Maintenance			Zero Student #s	Low Demand High Wage	Low demand for area pathway regionally KSDE Pathway does not match KBOR
47.0101	ELECTRICAL/ELECTRONICS EQUIPMENT INSTALLATION AND REPAIR, GENERAL.	Electronics Technology AAS ASSOC; Electronics Technology Certificate CERT			In Demand Special Populations Represented - Includes Non-Traditional	Low Wage
47.0104	COMPUTER INSTALLATION AND REPAIR TECHNOLOGY/TECHNICIAN.	N/A No Data			No Data	No Data
47.0201	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION MAINTENANCE TECHNOLOGY/TECHNICIAN.	HVAC Technology Certificate CERT; HVAC Technology AAS ASSOC	Some crossover with secondary Manufacturing Pathway and certain classes	In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
47.0604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN.	Automotive Technology AAS ASSOC; Automotive Technology Repair Certificate CERT	Crossover with secondary pathway 47.9999 Mobile Equipment Maintenance classes	In Demand Special Populations Represented - Includes Non-Traditional	Low Wage KBOR Pathway does not match KSDE
47.9999	Mobile Equipment Maintenance	Crossover with 47.0604 coursework	High student #s	High Demand Special Populations Represented - Includes Non-Traditional	Low Wage KSDE Pathway does not match KBOR

48.0000	**Manufacturing**	Crossover with 48.0508 & 47.0201	**Low student #s**	**High Demand** **High Wage** **Special Populations Represented - Includes Non-Traditional**	**KSDE Pathway does not match KBOR** **Demand is higher than our supply** **Area to evaluate**
48.0508	WELDING TECHNOLOGY/WELDER.	Metal Fabrication/Welding Technology AAS ASSOC; Metal Fabrication/Welding Certificate CERT	**Some crossover with secondary Manufacturing Pathway and certain classes**	In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
49.0208	RAILROAD AND RAILWAY TRANSPORTATION.	Railroad Conductor Certificate CERT; Railroad Operations AAS ASSOC; Railroad Signal Certificate CERT		In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
50.0407	FASHION/APPAREL DESIGN.	Apparel Design and Technology AAS ASSOC	**Crossover with secondary FAID Pathway 19.0999, note different CIP Families**	Special Populations Represented	2020 – NOT PERKINS ELIGIBLE - KBOR
50.0408	INTERIOR DESIGN.	Interior Design AAS ASSOC; Interior Design: Kitchen and Bath AAS ASSOC; Interior Design Marketing and Management AAS ASSOC; Interior Design Sales Certificate CERT	**Crossover with secondary FAID Pathway 19.0999, note different CIP Families**	High Wage Special Populations Represented	Oversupply of Completers

50.0409	GRAPHIC DESIGN.	Graphic Design AAS ASSOC	**Crossover with 50.0499**	Special Populations Represented	2020 – NOT PERKINS ELIGIBLE - KBOR
50.0499	**Graphic Design**	Crossover with 50.0409	**Very high student #s**	**Low Demand** **High Wage**	**Need KSDE & KBOR to have same CIP Codes** **Oversupply of students**
50.0411	GAME AND INTERACTIVE MEDIA DESIGN.	Game Development AAS ASSOC	**Crossover with courses in the Web & Digital Pathway - Game Design**	Special Populations Represented	2020 – NOT PERKINS ELIGIBLE - KBOR
51.0602	DENTAL HYGIENE/HYGIENIST.	Dental Hygiene AAS ASSOC		In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
51.0706	HEALTH INFORMATION/MEDICAL RECORDS ADMINISTRATION/ADMINISTRATOR.	Health Information Systems Workflow Management and Training Specialist Certificate CERT		Special Populations Represented	2020 – NOT PERKINS ELIGIBLE - KBOR
51.0709	MEDICAL OFFICE COMPUTER SPECIALIST/ASSISTANT.	Health Information Systems Implementation and Support Specialist Certificate CERT		In Demand High Wage Special Populations Represented	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**

51.0710	MEDICAL OFFICE ASSISTANT/SPECIALIST.	N/A		In Demand Special Populations Represented - Includes Non-Traditional	Low Wage
51.0713	MEDICAL INSURANCE CODING SPECIALIST/CODER.	Medical Coding Specialist Certificate CERT		In Demand Special Populations Represented - Includes Non-Traditional	Low Wage
51.0903	ELECTRONEURODIAGNOSTIC/ELECTROENCEPHALOGRAPHIC TECHNOLOGY/TECHNOLOGIST.	Neurodiagnostic Technology AAS ASSOC		In Demand High Wage Special Populations Represented	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**
51.0904	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC).	Emergency Medical Science AAS ASSOC; Mobile Intensive Care Technician Certificate CERT	**Possible crossover with Health Science Pathway**	In Demand Special Populations Represented	Low Wage
51.0908	RESPIRATORY CARE THERAPY/THERAPIST.	Respiratory Care AAS ASSOC	**Possible crossover with Health Science Pathway**	In Demand High Wage Special Populations Represented	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary**

51.3801	REGISTERED NURSING/REGISTERED NURSE.	Nursing - Registered Nurse AAS ASSOC	**Health Science crossover**	In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary** Streamline our partnerships from Secondary to Post-Secondary; Need to work on Apprenticeships/ Work-based Learning
51.3901	LICENSED PRACTICAL/VOCATIONAL NURSE TRAINING.	Practical Nursing Certificate CERT	**Health Science crossover**	In Demand High Wage Special Populations Represented - Includes Non-Traditional	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary** Streamline our partnerships from Secondary to Post-Secondary; Need to work on Apprenticeships/ Work-based Learning
51.9999	**Health Science**	Crossover with: 51.0908 51.3801 51.3901	**High student interest and #s**	**High Demand** **High Wage** **Special Populations Represented - Includes Non-Traditional**	**KSDE Pathway does not match KBOR Pathway** **Need to Streamline our Pathways to help our Post-Secondary Partnerships**
52.0799	**Business Management & Entrepreneurship**		**Low student #s** **DECA as CTSO**	**High Demand** **High Wage** **Special Populations Represented - Includes Non-Traditional**	**KSDE Pathway does not match KBOR** **Demand is higher than our supply** **Area to evaluate**
52.0801	**Business Finance**		**Low student #s**	**High Demand** **High Wage** **Special Populations Represented -**	**KSDE Pathway does not match KBOR** **Demand is higher than our supply** **Area to evaluate**

				Includes Non-Traditional	
52.0901	**Travel & Tourism**		**Zero student #s**	**Some demand** **Low wage**	**KSDE Pathway does not match KBOR**
52.1401 52.1402	MARKETING/MARKETING MANAGEMENT, GENERAL. **Marketing**	Digital Marketing Certificate CERT; Marketing Management AAS ASSOC; Sales and Customer Relations Certificate CERT;	**Crossover with secondary Marketing Pathway 52.1402** **DECA as CTSO**	Special Populations Represented **High Demand**	2020 – NOT PERKINS ELIGIBLE - KBOR **Low starting salary, yet very high demand for our region with average of 10,776 job openings**
52.1902	FASHION MERCHANDISING.	Fashion Merchandising and Marketing AAS ASSOC; Visual Merchandising Certificate CERT;	**Crossover with secondary FAID Pathway 19.0999, note different CIP Families**	In Demand High Wage Special Populations Represented	KBOR Pathway does not match KSDE **KSDE Pathway needed for Secondary to target demand and to target the gap from Secondary to Post-Secondary** Streamline our partnerships from Secondary to Post-Secondary; Need to work on Apprenticeships/ Work-based Learning
52.2001	CONSTRUCTION MANAGEMENT.	Construction Management CERT; Construction Management Technology AAS ASSOC	**Crossover with secondary Construction & Design Pathway**	Special Populations Represented - Includes Non-Traditional	2020 – NOT PERKINS ELIGIBLE - KBOR

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region? (Note: Co-coordinators added areas that need EXPANSION since most pathways are offered at either secondary or postsecondary.)

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
● Network Systems is offered but could expand. ● Cybersecurity is also an area needing expansion. ● Need for expansion in all Information Technology fields.	Kansas labor market data shows this area to be High Demand and High Wage. Workforce Partnership confirms these programs to be High Demand and High Wage for the Overland Park/Johnson County region.	Regional sources indicate a demand for an Information Technology workforce. http://www.kcworkforce.org/Assets/ITCareersinKansasCity.pdf TOP EMPLOYERS FOR THE KC REGION: Accenture, Cerner, DST Systems, Garmin, General Dynamics IT, H&R Block, IBM, Jack Henry & Associates, Oracle, Sprint Economic Modeling Specialist International (EMSI) supports these programs. https://www.economicmodeling.com/data/
● Animal Science is an area the Assessment Team indicated needs to expand due to demand. ● Animal Health Pharmaceuticals is an area the Assessment Team determined is needed..	Kansas labor market data shows this area to be High Demand and High Wage. Workforce Partnership confirms these programs to be High Demand and High Wage for our region.	Economic Modeling Specialist International (EMSI) supports these programs. https://www.economicmodeling.com/data/
● The Assessment Team indicated there is a need to prepare for future job growth in Natural Resource Management.	Kansas labor market data shows this area to be High Demand and High Wage. Workforce Partnership confirms these programs to be High Demand and High Wage for our region.	Economic Modeling Specialist International (EMSI) supports these programs. https://www.economicmodeling.com/data/
● The Assessment Team determined the need to greatly expand in the areas of Welding and Manufacturing to meet High Demand.	Kansas labor market data shows this area to be High Demand and High Wage. Workforce Partnership confirms these programs to be High Demand and High Wage for our region.	Economic Modeling Specialist International (EMSI) supports these programs. https://www.economicmodeling.com/data/

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Interior Design—Labor Market Data provided by the State indicate there are 23 annual openings in Johnson County and a two-year average of 46 completers.	The U.S. Bureau of Labor Statistics (Occupational Outlook Handbook) indicates that employment is projected to grow 4 percent from 2018 to 2028, about as fast as the average for all occupations. Student Interest—Each year, the foundational courses fill to capacity.	Short Term Occupational Projections in Kansas (First Quarter of 2018 to First Quarter of 2020) show a .5% annual increase in job openings (Kansas Department of Labor).
Esthetics—Labor Market Data provided by the State indicate there are 14 annual openings and a two-year average of 21 completers.	The U.S. Bureau of Labor Statistics (Occupational Outlook Handbook) indicates that employment is expected to grow 11% from 2018 to 2028, much faster than the average for all occupations. Student Interest—Each year, the program is at capacity with student enrollment.	Short Term Occupational Projections in Kansas (First Quarter of 2018 to First Quarter of 2020) show a 1.2% annual increase in job openings (Kansas Department of Labor).

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)
The local needs assessment shall include…
(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

What Information Should Locals Collect: Student Performance Data	
What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**	The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

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

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

Postsecondary Performance
1P1 – Postsecondary Retention and Placement
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Secondary Performance

1S1 – Four-year Graduation Cohort Rate
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(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 section1111(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 section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S1 – Nontraditional Program Concentration
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

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

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

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

Secondary Performance Indicators	Regional Percentages	State Goal - Percentage State Average - Percentage	Secondary Strengths and Gaps
1S1 - Graduation Rate for Concentrators	2016- 99% 2017- 100% 2018- 99%	State Goal - 90% State Average - 99% each year	The region exceeded the State goal; Exceeded the State Average in 2017; and met the State Average in 2016 & 2018.
2S1 - Academic Proficiency in Reading/Language Arts	2017 - 50% 2018 - 45%	2017 - 29% *State goal = 35%* 2018 - 27% *2020*	The region exceeded the State Goal and Average.
2S2 - Academic Proficiency in Math	2017 - 46% 2018 - 41%	2017 - 22% *State goal = 26%* 2018 - 21% *2020*	The region exceeded the State Goal and Average.
2S3 - Academic Proficiency in Science	2017 - 18% 2018 - 39%	2017 - 14% *State goal = 27%* 2018 - 30% *2020*	The region exceeded the State averages; Our 2018 performance exceeds the State's 2020 goal.
3S1 - Post-Program Placement of Concentrators who Exited	2016 - 92% 2017 - 87% 2018 - 97%	2016 - 94% *State goal = 90%* 2017 - 94% *2020* 2018 - 93%	The region exceeded the State averages and exceeded the State goal in 2016 & 2018.
4S2 - Postsecondary Credits Attained by Concentrators who Exited	2016 - 57% 2017 - 54% 2018 - 52%	2016 - 58% *State goal = 55%* 2017 - 56% *2020* 2018 - 57%	Steady decline of dual-credit. HLC requirements have reduced the number of teachers able to support these classes. Teacher motivation to get a master's degree is a discussion item...maybe add an incentive to Negotiated Agreement. Teacher recruitment is a discussion item. JCCC will assist secondary schools with knowing the HLC requirements in advance of hiring and will communicate changes to these requirements.
5S1 - Non-traditional Concentration	2016 - 16% 2017 - 17% 2018 - 32%	2016 - 22% *State goal = 32%* 2017 - 30% *2020* 2018 - 35%	Area(s) to work on between secondary and postsecondary: The region provides many pathway offerings,

			which could relate to the low non-trad, when compared with other regions that offer fewer choices. HR involvement with non-trad hires has an impact. Secondary is advertising to the non-trad pathways but need the enrollment. JCCC non-trad activities could help to promote these areas, such as Girls Who Code and Dudes in Nursing. JCCC had a non-trad Advisory Committee...could revitalize this team as a Steering Committee and possibly have a Non-Trad Conference for educators...maybe a panel of non-trad success stories.

DATA USED FOR ANALYSIS ON PAGES 38-42
Based on the secondary and <mark>postsecondary</mark> performance data, what are the region's strengths in student performance?

CIP Code	Program Name (Perkins Approved)	JCCC Program Degree/Cert	Strengths & Gaps
01.0308	AGROECOLOGY AND SUSTAINABLE AGRICULTURE.	Sustainable Agriculture Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional Exceeded **Completion Not Met**
01.0601	APPLIED HORTICULTURE/HORTICULTURE OPERATIONS, GENERAL.	Horticulture Sciences Certificate CERT, Horticulture Sciences AAS ASSOC	PostSecondary: Placement Met Non-Traditional Exceeded **Completion Not Met**
01.0605	LANDSCAPING AND GROUNDSKEEPING.	N/A	PostSecondary: Placement Exceeded Non-Traditional Exceeded Completion Met
01.0608	FLORICULTURE/FLORISTRY OPERATIONS AND MANAGEMENT.	Floral Design Certificate CERT	PostSecondary: **Placement Not Met** Non-Traditional N/A **Completion Not Met**
10.0304	ANIMATION, INTERACTIVE TECHNOLOGY, VIDEO GRAPHICS AND SPECIAL EFFECTS.	Animation, Entertainment and Game Art Design AAS ASSOC	PostSecondary: **Placement Not Met** Non-Traditional N/A **Completion Not Met** 2020 – NOT PERKINS ELIGIBLE - KBOR

11.0201	COMPUTER PROGRAMMING/PROGRAMMER, GENERAL.	Computer Information Systems AAS ASSOC; Computer Information System-Software Developer Certificate CERT;	PostSecondary: Placement Met Non-Traditional Exceeded **Completion Not Met**
11.0801	WEB PAGE, DIGITAL/MULTIMEDIA AND INFORMATION RESOURCES DESIGN.	Digital Media Certificate CERT; Web Development and Digital Media AAS ASSOC; Web Development Certificate CERT; Web Technologies Certificate CERT	PostSecondary: Placement Met Non-Traditional N/A Completion Met
11.0901	COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS.	Information Technology - Networking AAS ASSOC	PostSecondary: Placement Met Non-Traditional Met **Completion Not Met**
==11.1004==	==WEB/MULTIMEDIA MANAGEMENT AND WEBMASTER.==	==N/A==	PostSecondary: Placement N/A Non-Traditional N/A Completion N/A
11.1006	COMPUTER SUPPORT SPECIALIST.	Computer Support Specialist Networking+/Security+ Certificate CERT: Computer Support Specialist AAS ASSOC; Computer Support Specialist A+ Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional N/A Completion Exceeded
12.0401	COSMETOLOGY/COSMETOLOGIST, GENERAL.	Cosmetology AAS ASSOC; Cosmetology Certificate CERT;	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Exceeded

12.0409	AESTHETICIAN/ESTHETICIAN AND SKIN CARE SPECIALIST.	Esthetics CERT	PostSecondary: **Placement Not Met** **Non-Traditional Not Met** **Completion Not Met**
12.0410	NAIL TECHNICIAN/SPECIALIST AND MANICURIST.	Nail Technology Certificate CERT	PostSecondary: **Placement Not Met** **Non-Traditional Not Met** Completion Exceeded
12.0501	BAKING AND PASTRY ARTS/BAKER/PASTRY CHEF.	Pastry/Baking Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional N/A **Completion Not Met**
12.0503	CULINARY ARTS/CHEF TRAINING.	Chef Apprenticeship AAS ASSOC	PostSecondary: Placement Exceeded Non-Traditional Exceeded **Completion Not Met**
12.0504	RESTAURANT, CULINARY, AND CATERING MANAGEMENT/MANAGER.	N/A	PostSecondary: Placement Met Non-Traditional N/A Completion Exceeded
15.0406	AUTOMATION ENGINEER TECHNOLOGY/TECHNICIAN.	Automation Engineer Technology AAS ASSOC	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Exceeded

15.1302	CAD/CADD DRAFTING AND/OR DESIGN TECHNOLOGY/TECHNICIAN.	Computer-Aided Drafting and Design Technology AAS ASSOC	PostSecondary: Placement Met Non-Traditional Exceeded **Completion Not Met**
16.0103	LANGUAGE INTERPRETATION AND TRANSLATION.	Health Care Interpreting Certificate CERT; Legal Interpreting Certificate CERT;	PostSecondary: Placement Met Non-Traditional N/A Completion Exceeded
16.1603	SIGN LANGUAGE INTERPRETATION AND TRANSLATION.	American Sign Language Studies Certificate CERT;	PostSecondary: Placement Exceeded Non-Traditional N/A Completion Met
19.0708	CHILD CARE AND SUPPORT SERVICES MANAGEMENT.	N/A	PostSecondary: Placement N/A Non-Traditional N/A Completion N/A
22.0302	LEGAL ASSISTANT/PARALEGAL.	Paralegal Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional Exceeded Completion Met
43.0203	FIRE SCIENCE/FIRE-FIGHTING.	Fire Services Administration Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional Exceeded Completion Exceeded

46.0302	ELECTRICIAN.	Electrical Technology AAS ASSOC; Electrical Technology Certificate CERT	PostSecondary: Placement Met **Non-Traditional Not Met** Completion Exceeded
47.0101	ELECTRICAL/ELECTRONICS EQUIPMENT INSTALLATION AND REPAIR, GENERAL.	Electronics Technology AAS ASSOC; Electronics Technology Certificate CERT	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Met
47.0104	COMPUTER INSTALLATION AND REPAIR TECHNOLOGY/TECHNICIAN.	N/A	PostSecondary: Placement N/A Non-Traditional N/A Completion N/A
47.0201	HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION MAINTENANCE TECHNOLOGY/TECHNICIAN.	HVAC Technology Certificate CERT; HVAC Technology AAS ASSOC	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Met
47.0303	INDUSTRIAL MECHANICS AND MAINTENANCE TECHNOLOGY.	N/A	PostSecondary: Placement N/A Non-Traditional N/A Completion Exceeded
47.0604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN.	Automotive Technology AAS ASSOC; Automotive Technology Repair Certificate CERT	PostSecondary: **Placement Not Met** **Non-Traditional Not Met** **Completion Not Met**

48.0508	WELDING TECHNOLOGY/WELDER.	Metal Fabrication/Welding Technology AAS ASSOC; Metal Fabrication/Welding Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional Exceeded Completion Exceeded
49.0208	RAILROAD AND RAILWAY TRANSPORTATION.	Railroad Conductor Certificate CERT; Railroad Operations AAS ASSOC; Railroad Signal Certificate CERT	PostSecondary: Placement Met **Non-Traditional Not Met** Completion Exceeded
50.0407	FASHION/APPAREL DESIGN.	Apparel Design and Technology AAS ASSOC	PostSecondary: Placement Met Non-Traditional N/A **Completion Not Met** 2020 – NOT PERKINS ELIGIBLE - KBOR
50.0408	INTERIOR DESIGN.	Interior Design AAS ASSOC; Interior Design: Kitchen and Bath AAS ASSOC; Interior Design Marketing and Management AAS ASSOC; Interior Design Sales Certificate CERT	PostSecondary: **Placement Not Met** Non-Traditional N/A **Completion Not Met**
50.0409	GRAPHIC DESIGN.	Graphic Design AAS ASSOC	PostSecondary: Placement Met Non-Traditional N/A Completion Exceeded 2020 – NOT PERKINS ELIGIBLE - KBOR
50.0411	GAME AND INTERACTIVE MEDIA DESIGN.	Game Development AAS ASSOC	PostSecondary: Placement Met Non-Traditional N/A Completion Met 2020 – NOT PERKINS ELIGIBLE - KBOR

51.0602	DENTAL HYGIENE/HYGIENIST.	Dental Hygiene AAS ASSOC	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Exceeded
51.0706	HEALTH INFORMATION/MEDICAL RECORDS ADMINISTRATION/ADMINISTRATOR.	Health Information Systems Workflow Management and Training Specialist Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional N/A Completion Exceeded 2020 – NOT PERKINS ELIGIBLE - KBOR
51.0708	MEDICAL TRANSCRIPTION/TRANSCRIPTIONIST.	N/A	PostSecondary: Placement N/A Non-Traditional N/A Completion N/A
51.0709	MEDICAL OFFICE COMPUTER SPECIALIST/ASSISTANT.	Health Information Systems Implementation and Support Specialist Certificate CERT	PostSecondary: **Placement Not Met** Non-Traditional N/A Completion Exceeded
51.0710	MEDICAL OFFICE ASSISTANT/SPECIALIST.	N/A	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Exceeded
51.0713	MEDICAL INSURANCE CODING SPECIALIST/CODER.	Medical Coding Specialist Certificate CERT	PostSecondary: Placement Met **Non-Traditional Not Met** Completion Met

51.0903	ELECTRONEURODIAGNOSTIC/ELECTROENCEPHALOGRAPHIC TECHNOLOGY/TECHNOLOGIST.	Neurodiagnostic Technology AAS ASSOC	PostSecondary: **Placement Not Met** Non-Traditional N/A Completion Exceeded
51.0904	EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC).	Emergency Medical Science AAS ASSOC; Mobile Intensive Care Technician Certificate CERT	PostSecondary: Placement Exceeded Non-Traditional N/A **Completion Not Met**
51.0908	RESPIRATORY CARE THERAPY/THERAPIST.	Respiratory Care AAS ASSOC	PostSecondary: Placement Exceeded Non-Traditional N/A Completion N/A
51.3801	REGISTERED NURSING/REGISTERED NURSE.	Nursing - Registered Nurse AAS ASSOC	PostSecondary: Placement Exceeded Non-Traditional Exceeded Completion Exceeded
51.3901	LICENSED PRACTICAL/VOCATIONAL NURSE TRAINING.	Practical Nursing Certificate CERT	PostSecondary: Placement Exceeded **Non-Traditional Not Met** Completion Exceeded
52.1401	MARKETING/MARKETING MANAGEMENT, GENERAL.	Digital Marketing Certificate CERT; Marketing Management AAS ASSOC; Sales and Customer Relations Certificate CERT;	PostSecondary: Placement Met Non-Traditional N/A **Completion Not Met** 2020 – NOT PERKINS ELIGIBLE - KBOR

52.1902	FASHION MERCHANDISING.	Fashion Merchandising and Marketing AAS ASSOC; Visual Merchandising Certificate CERT;	PostSecondary: Placement Met Non-Traditional N/A **Completion Not Met**
52.2001	CONSTRUCTION MANAGEMENT.	Construction Management CERT; Construction Management Technology AAS ASSOC	PostSecondary: Placement Met Non-Traditional Exceeded **Completion Not Met** 2020 – NOT PERKINS ELIGIBLE - KBOR

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

Postsecondary Strengths	How are these strengths being sustained in the region?	Local Example
Of the 37 postsecondary career and technical education programs that will remain Carl D. Perkins eligible for 2020-2021, 49% (18 of 37) reached performance levels of 90% or more of the overall State Performance for at least two core indicators (Completion & Placement). 11.0801 Web/Digital 11.1006 Computer Support Specialist 12.0401 Cosmetology 15.0406 Automation Engineer Technology 16.0103 Language Interpreting 16.1603 Sign Language Interpreting 22.0302 Paralegal 43.0203 Fire Science 46.0302 Electrical Technology 47.0101 Electronics Technology 47.0201 Heating, Vent., Air Cond. (HVAC) 48.0508 Metal Fabrication 49.0208 Railroad 51.0602 Dental Hygiene 51.0710 Medical Office Specialist 51.0713 Medical Coding 51.3801 Registered Nurse (RN) 51.3901 Licensed Practical Nurse (LPN) **Of the 37 postsecondary programs, 4 reached performance levels of at least 90% of the overall State's performance on all core indicators (Completion, Placement, Non-Traditional):** 22.0302 Paralegal 43.0203 Fire Science 48.0508 Metal Fabrication 51.3801 Registered Nurse	**Program Chairs/Directors work closely with the following:** Local advisory committees Licensing/accrediting agencies Local Employers **The following programs are selective admission or have departmental admission requirements:** 12.0401 Cosmetology 16.0103 Language Interpreting 16.1603 Sign Language Interpreting 22.0302 Paralegal 43.0203 Fire Science 46.0302 Electrical Technology 49.0208 Railroad 51.0602 Dental Hygiene 51.3801/51.3901 Nursing (LPN/RN) Students who are selected for these programs are committed to completing their educational programs and seeking a career in their chosen field. 51.3801—The Nursing Program is considering utilizing an Emotional Intelligence (EI) survey as part of the selective admissions process. An EI instrument can provide an indicator in a student's ability to engage with patients. 51.3901—In an effort to increase the diversity of the students in the program, the Practical Nursing (PN) Program opened its admission requirements and allowed all students with completed pre-requisites to enroll. While the diversity increased, which is a strength, there was a 28% drop-out rate. The PN Program is planning to continue to encourage diversity while balancing student preparedness. The program will weight completion of a study strategies course (College Study Strategies—COLL 176) in the admissions process.	11.0801—Web/Digital—Faculty work closely with the Student Agency that offers students real-world application projects for local business clients. Faculty also offer mock employment interviews and a reverse career fair. 11.1006—Computer Support Specialist—GMetrix software integration; Microsoft Office Specialist preparation and the A+ Certification. 12.0401—Cosmetology——Faculty mentor students and help them to create individual program and skill goals. 16.0103/16.1603—Language Interpreting/Sign Language Interpreting—Program graduates are members of the Mid-American Translators Association. The Association provides a forum for networking and continuing education. 51.0602—Dental Hygiene faculty provide students with daily formative feedback. For students who are not meeting their skills targets, faculty create individual student performance improvement plans that include strategies and expectations for improvement.

Postsecondary Strengths	How are these strengths being sustained in the region?	Local Example
Of postsecondary programs with a Non-traditional core indicator, 42% (10 of 24) reached performance levels of at least 90% of the State's overall performance: 01.0308 Agroecology & Sustainable Agriculture 01.0601 Horticulture 11.0201 Computer Information Systems 11.0901 Information Technology 12.0503 Chef Apprenticeship 15.1302 Computer Aided Design 22.0302 Paralegal 43.0203 Fire Science 48.0508 Metal Fabrication 51.3801 Registered Nurse	01.0601—Horticulture and 43.0203—Fire Science both employ female Program Chairs, and 15.1302—Computer Aided Design Program employs a full-time female faculty member. This offers female students an opportunity to see their gender represented in their chosen field. During the reporting period, 01.0308—Agroecology & Sustainable Agriculture employed a female adjunct instructor who managed the student practicum experience. The Sustainable Agriculture program recently joined with the Environmental Science Department, which has a female Chair and a robust advisory committee. 15.1302—Computer Aided Design Program employs a full-time female faculty member.	The Chair of 01.0601—Horticulture Program conducts outreach to middle and high school students, and young women are included in the outreach efforts. Introductory courses in the 15.1302—Computer Aided Design Program require that students engage in job shadowing. The job shadow experience is coordinated by JCCC. This provides first semester students with a real-world opportunity to experience their profession.

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

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

Gap	Root Cause
The following programs did not reach performance levels of at least 90% of overall State performance on one or more core indicators: 01.0608 Floriculture (Completion) 12.0409 Esthetics (Completion & Non-Trad) 12.0410 Nail Technology (Placement & Non-Trad) 12.0501 Pastry/Baking (Completion) 47.0604 Automotive Technology (Completion, Non-Trad & Placement) 50.0408 Interior Design (Placement & Completion) 51.0709 Health Information Systems (Training Certificate) (Placement) 51.0903 Neurodiagnostic Technology (Placement) 51.0904 Emergency Medical Science (Completion) 51.0908 Respiratory Care (Completion) 52.1902 Fashion Merchandising (Completion)	01.0608—Floriculture & 50.0408—Interior Design—There are a number of students taking courses in the Floriculture and Interior Design programs who are primarily interested in personal enrichment and/or specific skill development. Students gain the skillset they are seeking and are able to demonstrate their abilities through their portfolio of design projects. The demonstrable skillset is the primary driver of employment for these disciplines. There are no specific strategies being utilized to encourage an increase in non-trad enrollment. 12.0409—Esthetics—The Esthetics program adheres to a strict absence policy. Each course has a maximum number of absent hours that may be missed. Once a student exceeds the maximum absent hours allowed for each set of courses, the student will be dismissed from the program. FY2017-18, JCCC dismissed students from the program due to exceeding the maximum absent hours. JCCC School of Cosmetology has now implemented a selective admissions process. This process is designed to more systematically communicate the goals and expectations of the program. 12.0410—Nail Technology—Several students dropped the course due to inadequate research of the career field and program expectations. JCCC School of Cosmetology has now implemented a selective admissions process. This process is designed to more clearly communicate the goals and expectations of the program. 12.0501—Pastry/Baking—This program offers the entry level courses for the hospitality discipline. In addition to the certificate option, these courses may be taken for personal enrichment and/or career exploration. 47.0604—Automotive Technology—The lack of performance on the core indicators may stem from comparing the enrollment between entry level courses and second year courses. The entry level courses are at capacity, and the second-year courses are around 50% capacity. First-year students are able to take the skills they have acquired and secure an entry level position. 51.0709—Health Information Systems (Training Certificate)—Several students have reported to the Program Chair that they are receiving employment offers prior to program completion. In addition, the program is having difficulty with garnering student responses on the formal follow-up survey. 51.0903—Neurodiagnostic Technology—With only two years of program data being reported, Neurodiagnostic Technology is a relatively new program, and there

Gap	Root Cause
	is a need to continue to develop relationships with employers and work on strategies to encourage students to complete the follow-up survey.
	51.0904—Emergency Medical Science (EMS)— Currently, graduates must complete a two-part test for Certification/Licensure:
	1) The first is a Kansas Practical examination; and
	2) The second is a computer adaptive cognitive test (The National Registry is the Kansas vendor).
	Once the student passes both components he/she receives a National Registry Certification and a State of Kansas Certification.
	The practical exam instituted by the Kansas Board of EMS now requires candidates to manage a random medical or trauma patient for 15 minutes. The candidate must choose and perform the appropriate skills and care for the patient. The former exam only required the candidate to demonstrate isolated skill performance.
	The Board of EMS does not provide aggregated results to the institutions; however, they reported at their December 2019 Board meeting that the aggregate results for all Kansas programs is a 68% pass and 32% fail rate for the former exam. The new exam is a significant shift in complexity for the student. The expectation has changed from a student correctly performing a skill when directed to selecting the appropriate skill at the appropriate time and performing it correctly while leading the call. To ensure that students are prepared to pass the new certification exam, the program will need to provide more in-depth, hands-on patient management.
	51.0908—Respiratory Care—While the Respiratory Care Program was in the midst of reworking the sequencing of the program (5 semesters—no break to include a summer break), they did not admit a class for one of the reporting years, and this impacted the data being reported.
	Respiratory Care has an excellent placement rate (92.86%) due to their engagement with their advisory committee as well as their preceptor model of clinicals. Experienced Respiratory Care professionals employed by the clinical site serve as the role models for students. Given the on-site student contact in the clinical setting, the Respiratory Care professionals have an opportunity to more comprehensively gauge competencies and skill levels.
	52.1902— Fashion Merchandising—Course level data shows a gap in the number of students matriculating between introductory courses and more advanced courses. Some of the first-year students taking introductory courses are exploring fashion as a career and use these courses to determine their career and educational objectives. Students may choose to move on to further their studies at four-year

Gap	Root Cause
	institutions or simply discover that the career path does not align with their strengths or interests and choose to go in a different direction.

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

STEP 3: Analysis of Programs
Part 1: Size, Scope and Quality

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

The local needs assessment shall include

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

(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...

What Information Should Locals Collect: Size, Scope & Quality	
What does the law say? The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	**What does the law mean?** The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

Size:

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

Scope:

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

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

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

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study

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- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Definitions Continued:

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	Career and Technical Education (CTE) Programs have varying enrollment capacities and teacher to student ratios as determined by state licensing agencies and program accreditors as well as equipment, facility and instructional capacity. Carl D. Perkins eligibility guidelines, which are designed to adhere to size, scope, and quality measures, are set by the Kansas Board of Regents. This is similar for Secondary; we look at enrollment data, Xello, and student surveys.	Secondary CTE staffing needs improvement as staffing does not mirror the Pathway needs. Administrators will typically hire a core teacher (Math, English, etc.) instead of a CTE teacher, regardless of needs.

Secondary facilities sometimes are lacking in size due to the numbers of students interested in the Pathways. |
| **Relate to real-world work environment (Scope)** | CTE Programs strive to offer state-of-the art technology, software, and classroom resources that are designed to provide students with the opportunity to develop and utilize skill sets that are critical for real-world application. CTE Programs meet with their advisory board each semester to review curriculum and course offerings as well as to discuss skill, employment, and industry needs (both current and future).

CTE Programs utilize industry consultants/leaders to assist with curriculum enhancements, to serve as guest speakers, and to offer workplace tours, internships, and work-based learning experiences for students.

CTE Secondary Programs follow the career continuum providing internships, job shadows, field trips, etc. | At JCCC, each discipline creates expectations for work-based learning opportunities (internships/job shadowing/experiential learning. There is a need to scale, streamline, and more effectively coordinate work-based learning opportunities.
Secondary is looking for scaling up the market value assets, including real world learning projects and increasing access and equity. |
| **Help students advance to future education (Scope)** | CTE Programs offer Advanced Standing Credit (articulation) or concurrent enrollment opportunities for high school students. JCCC Programs also partner with four-year colleges and universities to create baccalaureate degree opportunities.

Secondary recognizes a student's Individual Plan of Study and provides personalized learning and career opportunities. | Streamlining a process for sharing secondary individualized plans of study with postsecondary admissions staff, student success advocates, and counselors.

Secondary would like to offer CTE credit for Core credit (for example, a Programming credit that counts for a foreign language credit, or an Accounting credit that counts for a Math credit.

Secondary to focus on providing SpEd services "Pre-Employment Transition Services"; possible funding for this coming soon. |

Question	Answer	Areas for Improvement
Are of high quality	CTE Programs offer certificates and degrees and when applicable, they also prepare students to sit for industry recognized certifications/credentials. Secondary uses data: competency scores, surveys, certifications, real world learning projects, to evaluate CTE programs to be high quality. Secondary also relies on Advisory Committees to review programs.	Gathering data from external credentialing agencies and organizations is difficult, and many students do not readily share information about credentialing. Secondary could provide more teacher workshops. Secondary needs ALL PATHWAYS to have an industry recognized credential.
Should be offered in the region	Annually, administrative, academic, and CTE Programs embark on a program review process. Program review, planning, and development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Academic Program Review and Annual Planning and Development. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to: • Ensure that academic/CTE programs remain focused on student success and serving the needs of the community; • Increase coherence of academic/CTE program development and innovation; • Enhance the quality of academic/CTE programs by assessing program strengths and challenges; • Align academic/CTE program needs and campus priorities with the planning and budget process; and • Ensure that program priorities are consistent with the college's mission and strategic plan. Secondary uses regional workforce data, Xello, and local business Chambers to review and plan for CTE programs.	As part of their annual program review process, programs need to embark on a review of long-term labor market data. Advisory committees provide great insight regarding industry needs, but program faculty need to also consider an annual review of industry specific labor market data and trends. Secondary recognizes a disconnect in career interest and workforce needs. For example, we might be over-producing in areas such as journalism, however, these classes provide leadership opportunities and Pathway skills which are applicable in any career field.

STEP 3: Analysis of Programs
Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

The term 'program of study' means a coordinated, 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.

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

Implementation Process	Strengths	Needs/Gaps
Secondary focus on student interest and IPS data, plus look at adequate funding, enrollment needs for FTE, and follow local School Board of Education approval process. Faculty who want to implement new programs or make modifications to existing programs adhere to a number of institutional processes to ensure that the program aligns with the institutional mission as well as meets student and community needs. Faculty members work with their departmental colleagues, advisory board members, and local employers, and the departmental curriculum committee and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes. Once these stakeholders are in agreement about next steps, the faculty member presents the program/program modifications to the division dean, and the dean discusses the recommendation with the Chief Academic Officer. If approved, the division dean determines the human and fiscal resources that are necessary for implementation, and the formal internal proposal process begins with the JCCC Educational Affairs Committee. **Educational Affairs:** The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.	Secondary is regionally fortunate to be able to provide a wide variety of CTE programs. We have recently seen an attitude shift towards adding new programs. The JCCC committee is made up of a cross section of representation and faculty from all divisions are represented. Having a diverse body of faculty provides the committee with an opportunity to consider varying perspectives, to think globally, and to seek campus-wide faculty buy-in for new and modified programs. Program Chairs work with the JCCC Institutional Research staff to conduct needs assessments designed to considerable variables such as occupational demand, student interest, and average wages. JCCC works with Economic Modeling Specialist International (EMSI) to conduct a Program Gap Analysis that indicates employment projections for the existing programs and identifies anticipated employment needs in the region.	Secondary has trouble finding qualified staff. Also need more para support for students with IEPs or needs removal of IEP supports to allow for CTE participation. Secondary finds it difficult to provide dual credit opportunities in high school with certain current HLC requirements. Some Secondary programs are difficult to bring classes up to industry standards. Secondary needs to consider non-trad when implementing new programs. Depending on the timing, JCCC implementation process can take a year or more to complete. For some disciplines, the landscape changes much more rapidly, and this can be a barrier to ensuring that programs are on the cutting edge and designed to meet industry standards.

Implementation Process	Strengths	Needs/Gaps
Educational Affairs is charged with the following: • Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees, • Review and make recommendations on requests from proposers regarding General Education and Cultural Diversity status of courses. • Determine best practices for curriculum review at JCCC. • Utilize the Office of Curriculum and Instruction's representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents, • Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum. Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. Division Curriculum Committee members collaborate with faculty authors to identify proposals that are in the best interest of the division and the college. They serve as a "front line" in all curriculum matters. In addition, they act as a resource and ally for the Educational Affairs committee. The mission of the Division Curriculum Committee is to maintain the quality and integrity of all curricula housed within its division.		

Implementation Process	Strengths	Needs/Gaps
Upon approval from the Educational Affairs Committee, (as needed) the request is formally included in the budgeting process. Many times, program changes do not impact the budget; however, if program implementation requires hiring faculty and purchasing equipment, this request must coincide with the current budgeting process.		

STEP 3: Analysis of Programs
Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include…

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

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say? The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	**What does the law mean?** Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

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

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

Process	Strengths	Needs/Gaps
Recruitment/Hiring Process: JCCC uses a competitive process to recruit and hire the most qualified employee for each position. The faculty chair of each department works with their faculty colleagues and human resources to write the job posting and post the position. Each department selects faculty members to serve on the hiring committee. Prior to serving on a campus hiring committee, all employees and non-employee must complete hiring committee training at least once within 12 months. At the conclusion of the departmental interview process, the hiring committee recommends candidates for a final interview with the dean of the division. In consultation with the hiring committee, the dean selects a candidate for hire. Secondary has contacts with student teacher programs and business/industry retired professionals, which assist with the hiring process. Our HR departments have excellent relationships with postsecondary institutions.	The compensation and benefits package assists the institution in retaining employees for the long term. The employment turnover rate for faculty is 1.9%. Secondary has contacts with student teacher programs and business/industry retired professionals, which assist with the hiring process. Our HR departments have excellent relationships with postsecondary institutions.	Locating secondary and postsecondary faculty who meet Higher Learning Commission Requirements is difficult. Lacking sustained opportunities and expectations for secondary and postsecondary faculty to spend concentrated time working in their field through Educator Internships/Work-Based Learning Experiences (Example—Educator in Industry Program). Secondary found difficulty with non-degree individuals, such as Fire Science.
Training/Retaining: JCCC offers a year-long faculty orientation for new faculty members. The program is designed to acquaint new full-time faculty with JCCC history, culture, procedures, and instructional issues. In addition, the participants are given opportunities to collaborate with each other in leading some of the activities and will share a strong sense of community with other first-year faculty members.	Mandatory program for all new full-time faculty. One full week in August and then monthly meetings throughout the academic year. After completion of New Faculty Orientation, participants should have practical methods of: • Creating a positive learning environment • Developing learning outcomes and competencies • Selecting teaching and learning strategies • Enhancing teaching and learning using educational technologies • Developing classroom assessment for formative or summative purposes	Industry professionals, who transition to the teaching profession, often do not have pedagogical knowledge or curriculum development expertise. Secondary – pay is competitive in our region, so smaller districts lose good teachers to larger neighboring districts who pay more. Secondary – more training programs needed for those who were in business/industry prior to becoming teachers, (How to work with teenagers, What are 504s, what are IEPs, How to write a lesson plan, etc.)

Process	Strengths	Needs/Gaps
Secondary has teacher mentor program, plus, provides regular opportunities for professional development. Secondary focus on building relationships to retain teachers as well as Advisory member relationships to be more connected with community.	In addition, the participants will be given opportunities to collaborate with each other in leading some of the activities and will share a strong sense of community with other first-year faculty members. Secondary provides a wide variety of opportunities for professional development and making teacher needs served. The program, KCCTE, through Pittsburg State, has provided extra mentoring as well as professional development.	
JCCC Master Teachers' Workshop: The Master Teachers' Workshop brings together twenty-four participants to engage in small- and large-group activities that focus on teaching and learning.	The workshop celebrates good teaching and builds a supportive learning community. To accomplish this, we will: • Share teaching and learning tips, • Reflect on professional attitude, knowledge and behaviors, • Promote collegiality, • Open themselves to new ideas, and • Have fun with colleagues. Program for any full-time faculty. Three-day workshop off site between semesters.	Program participation is limited to 24. This workshop could reach more faculty, but it's voluntary.
JCCC Adjunct Faculty Professional Development: Each semester, JCCC offers an evening or Saturday session for adjuncts. Topics vary each semester, but a few previous topics include: • Diversity, Equity, and Inclusion at JCCC • Getting Started with Canvas • Online Instructional Design • Engaging Students in a Variety of Classroom Environments	The Professional Development Session offers relevant topics, includes peer to peer networking, and an opportunity to meet senior level leadership. The Certification Program offers a series of seminars throughout the academic year. Upon completion of ACT, the adjunct instructor should be: • Cognizant of the college's mission; • Aware of policies and procedures of the academic branch; • Comfortable in the college's learning community; and	Program could reach more faculty, but it's voluntary.

Process	Strengths	Needs/Gaps
JCCC Adjunct Certification Training: The Adjunct Certification Training (ACT) provides adjunct faculty with the tools and resources to assist them in becoming more effective educators in the classroom.	• Equipped with more resources to enhance student learning in the classroom.	
JCCC New Full-Time Faculty Mentoring and Peer Review: JCCC also offers mentoring and peer review. The purpose of the JCCC mentoring and peer review program is to acquaint new faculty members with opportunities and resources for their first year.	• Mandatory program for all new full-time faculty. • Mentor meetings are held throughout the academic year.	Program format needs to be reviewed on a regular basis.

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include…

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

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What Information Should Locals Collect: Progress Towards Improving Access & Equity	
What does the law say? The needs assessment shall include a description of: • Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; • How they are providing programs that are designed to enable special populations to meet the local levels of performance; and • How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	**What does the law mean?** This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term "special populations" means--
(A) individuals with disabilities;
(B) individuals from economically disadvantaged families, including low-income youth and adults;
(C) individuals preparing for non-traditional fields;
(D) single parents, including single pregnant women;
(E) out-of-workforce individuals;
(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

    (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

    (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

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

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

Strengths	Gaps	Strategies for Improvement
JCCC has an Accessibility center. The accessibility center helps students on IEPs/504s to navigate college and work with the student and professors to access accommodations needed for success. • Information on how to access reasonable accommodations is available on the Access Services website, the Student Handbook, and every course syllabus. JCCC provides the TIPS program to help students wanting to attend college and start the 2nd semester of their high school year. School district personnel help students complete the JCCC application, but it is not part of curriculum. Students must qualify for the shortened day and the TIPS class is on their own time. Students pay for the class, are responsible for transportation, etc. JCCC partners with local school districts as well as Vocational Rehabilitation, and the University of Kansas Center for Autism Research and Training. • Vocational Rehabilitation • KU Center for Autism Research and Training • School Districts throughout Johnson County and neighboring areas	Secondary: Variety of Job Placements for CBI (Community Based Instructions). Students with special needs would benefit from more real-world experiences. Job Placements that have enough tasks for students to build their on-the-job stamina. Need academic supports at an early age. JCCC: • Students must become their own self-advocates. • Students are responsible for providing disability documentation to the disability services office. • Students notify the disability services office of their need for accommodations/services and must request each new semester. • Students must meet the same course/assignment/test requirements as all other students in the class and should keep up with the pace of the class. • Students need to use resources available to them to improve their time management and study skills. They should take advantage of tutoring centers available on campus. • Students must meet the behavior expectations as outlined in the Student Code of Conduct.	Secondary would benefit from having real-world work experiences as options for all students. Provide more academic support at early age. Plus, academic support within CTE courses and tutoring services.

Strengths	Gaps	Strategies for Improvement
Secondary districts provide opportunities for advocacy skills to be demonstrated by the student. This helps the student request accommodations and share information about themselves to staff at the accessibility center and professors. Awareness of teen mothers/parents.	Secondary students not comfortable with communicating basic needs and food insecurity regardless of advocacy skills. Most pregnant/teen mother programs have been dissolved.	Provide more communication of opportunities, such as the Advent Health program, which provides evening cooking classes. Provide easy access to food pantry, clothing closets, and washer/dryer services. Provide support for teen mother/parents, which could include parenting skills, etc.
Career & Tech Ed Centers - good opportunity for students to access a broader choice of employment skills. Career Fairs at an early age will ensure access due to more awareness.	Getting middle school students more involved with understanding high wage/high demand careers and understanding what different programs are.	Weekend STEM/Science events for middle schools. Career fairs for middle schools. Use special population data to select students for career activities.
Students are willing to actively participate in classes they see value in (i.e. class to support career focus).	Secondary: • Job availability • Work site exposure • Parental support (guardianship) • Transportation needs JCCC: • More access to and use of assistive technology in high school and college. • Access to Individual tutoring for most incoming students with disabilities. • Training for faculty on working with students with disabilities	Need free transportation for CTE students to ensure access to a variety of JCCC and other community college opportunities. Some free transportation does not stop in smaller communities, such as De Soto.