



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)	Kelly Peak	Greenbush – Southeast Kansas Education Service Center		kelly.peak@greenbush.org
Postsecondary Institution(s)	Darlene Wood	Fort Scott Community College		darlenew@fortscott.edu

Date January 28, 2020 Regional Team Pittsburg

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

Regional Team Name: _____ Pittsburg _____ Date: _____ January 28, 2020 _____	
Needs Assessment Lead Co-Coordinator:	Contact Information:
Secondary: Kelly Peak	<u>kelly.peak@greenbush.org</u>
Postsecondary: Darlene Wood	<u>darlenew@fortscott.edu</u>

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordiators	Postsecondary Perkins Grant Coordinator	Darlene Wood	Fort Scott Community College	Co-chair
	Secondary Perkins Grant Coordinator	Kelly Peak	Greenbush – Southeast Kansas Education Service Center	Co-chair
Teacher(s) - Secondary		Michelle Laubenstein	Fort Scott High School CTE teacher and Team Leaders	<p>Participate in regional stakeholder meeting on Tuesday, October 22nd from 9:00-11:30 to examine and discuss the following:</p> <ul style="list-style-type: none"> •Participate in reviewing labor market and CTE program data •Provide input regarding secondary and postsecondary CTE programs in the region •Provide input regarding CTE programs and student performance •Provide input and feedback on the final Needs Assessment document
Faculty - Postsecondary		Dale Griffith	Fort Scott Community College John Deere Instructor	
Faculty - Postsecondary		Greg Belcher	Kansas Center for Career and Technical Education Pittsburg State University	
Secondary Administration		Kelynn Heardt	Principal, Pittsburg High School	
Secondary Administration		Amber Toth	Principal, Fort Scott High School	
Postsecondary Administration		Adam Borth	Vice President of Academic Affairs Fort Scott Community College	
Postsecondary Administration		Bob Frisbee	Interim Dean of College of Technology Pittsburg State University	
Specialized instructional support and paraprofessional(s)		Kristen Thomas	Freshmen Advocate Pittsburg High School	
Representative(s) of Special Populations		Doug Altic	Homeless Liaison Fort Scott High School	
Career Guidance and Academic Counselor(s)		Gina Ulbrich	Counselor Pittsburg High School	
Student(s)			HVAC student @ CTEC	
Student(s)			Culinary Arts student @ Greenbush – from USD 101-Erie	
Community		Dr. Mary Ann Childers	Retired Educator	

Business & Industry	Jody Hoener	Bourbon County Economic Development Coordinator	
Workforce Development	Matt McNally	KansasWorks	
Parent(s)	Dale Griffiths	Fort Scott	
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Jacob Reichard	IR Director Fort Scott Community College	
			Assist with data collection, analysis, and presentation

In addition to the regional team members identified above, the following individuals participated in regional discussions and provided feedback to finalize this needs assessment document.

Robin Bortzfield, USD 344 - Pleasanton

Kirbie Nutt, USD 246 – Northeast

Mia Elliott, USD 404 – Riverton

Chad Harper, USD 404 – Riverton

Kaci Coots, USD 247 – Southeast

Todd Ferguson, USD 248 – Girard

Blaise Bauer, USD 248 – Girard – both repeated

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

Summary of the Process:

The following institutions and school districts were engaged in the Perkins V Comprehensive Needs Assessment (CLNA) process between June 2019 and submission of the report on January 30, 2020.

Fort Scott Community College and Pittsburg State University represent the two postsecondary institutions within the Pittsburg region. Secondary standalone districts include USD 250-Pittsburg and USD 234-Fort Scott. Other districts whose Perkins funds are administered through the Greenbush Perkins Consortium include: USD 235- Uniontown, USD 247- Cherokee, USD 248- Girard, USD 249- Frontenac, USD 344- Pleasanton, USD 346- Jayhawk, USD 362- Prairie View, USD 404-Riverton, USD 493- Columbus, USD 499- Galena, USD 508- Baxter Springs.

Core team members participated in required training sessions hosted by the Kansas Board of Regents and the Kansas Department of Education. Meetings were held in Topeka on June 13, 2019 and July 24, 2019 in Manhattan. Co-coordinators were identified to facilitate data gathering, identify and engage the regional team, and facilitate a review of needs assessment data for the submission of this Comprehensive Local Needs Assessment for the Pittsburg Region.

The regional team for the Pittsburg Region Comprehensive Local Needs Assessment was convened on October 22, 2019. Area educators, business/economic development representatives, and postsecondary institutions participated in a facilitated discussion to inform the responses included in this document. Analysis of student performance was analyzed by Perkins coordinators at Greenbush and Fort Scott Community College through a comparison of state and regional data for the current year as well as trends over the past three years. An online survey was sent to all districts in the region to gather information to analyze programs. Working relationships allowed co-coordinators to contact schools for additional clarification as needed.

A draft of the CLNA was provided to all participants in the regional process to gather additional input to finalize the Assessment document submitted on January 30, 2020 to the Perkins V State Team comprised of staff from the Kansas Board of Regents and the Kansas State Department of Education.

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

Strengths	Gaps
<p>Secondary Programs that Align with Labor Market Needs</p> <ul style="list-style-type: none"> • Construction and Design is offered in 11 of 13 districts with a centralized program available to Crawford County students at CTEC. • Family, Community & Consumer Services (offered in 10 of 13 districts) • Power, Structure & Technical Systems (offered in 9 of 13 districts) • Culinary Arts is a new collaboration between area schools, Greenbush, and FSCC. 273 jobs are in demand for hospitality/culinary arts jobs. • Business Management & Entrepreneurship (offered in 5 of 13 districts) and Business Finance (offered in 6 of 13 districts) to help meet the demand of nearly 350 jobs. <p>Vertical alignment connecting high school pathways with related postsecondary programs of study requires ongoing communications. Current relationships are strong between FSCC and secondary schools. PSU offers two postsecondary programs of study which are newly approved. Coordination and communication will require effort to ensure alignment and avoid unnecessary duplication.</p>	<p>Secondary Program Gaps</p> <p>Teaching / Training is offered in 4 of 13 districts. Demand is high in this area and it appears more concentrators are needed to meet the demand in this area as there were only 5 concentrators compared to 735 job openings reported.</p> <p>Health Science is offered in 7 of 13 districts. More than 750 job openings are reported with only 26 concentrators documented. This pathway is fairly newly implemented in most districts; it will be important to monitor the number of concentrators to see if the new programs show an increase in concentrators to close the gap in reaching the demand.</p> <p>While only 2 pathways are offered for Biomedical and BioChemistry, the wage potential for these jobs is among the highest. Demand shows only 1 job opening in each of these pathways, but the regional team considers this a high growth area to support the sustainability of regional medical facilities and ensure accessibility to local/regional health care services.</p> <p>The demand for Culinary Arts versus food service training is unclear in Labor Market data. 273 jobs are in demand for hospitality/culinary arts jobs</p> <p>Marketing is only offered in 2 districts despite the high demand (1,486 jobs) throughout the region.</p> <p>Manufacturing is only offered in 2 of 13 districts when nearly 1,300 job openings are reported in Labor Market data.</p> <p>Agriculture pathways are offered in 9 of 13 districts; however, labor market data reflects zero level of need. This lack of labor market data related to agricultural jobs is consistent throughout the state. Locally, agricultural jobs are typically not posted in a manner that would show up in labor market research. Laborers and jobs paying cash are prevalent in the Agricultural industry.</p> <p>Labor market needs in the area of Family, Community & Consumer Services are not reflective of the large number of programs offered throughout the region. 10 of 13 districts offer FCCS programs; however, the demand is not reflected in available labor market data.</p>

Strengths	Gaps
	<p>Engineering & Applied Mathematics is only offered in 2 of 13 districts while more than 100 jobs in information technology, network systems, and programming exist in the region.</p> <p>The team also noted the disconnect between the reported number of pathway concentrators and local knowledge of student enrollment in multiple pathways.</p>
<p>Postsecondary Programs that Align with Labor Market Needs:</p> <ul style="list-style-type: none"> • Construction Technology is offered by FSCC and in 11 of 13 districts. Nearly 600 jobs are noted in the labor market demand. • Welding jobs are in high demand. Programs at CTEC and instruction within Agricultural pathways support skill development and opportunities for certification for students interested in this career pathway. • Precision Machining Technology Hospitality / Culinary Arts (large demand / very low wage) Long Term Care / Home Health Aide (large demand / low wage) Administrative Office Management (large demand / low wage) • Farm and Ranch Management and Agricultural Technology programming aligns with the region’s agriculture-related pathways supported at the secondary level. This provides opportunities for students to remain in the region and pursue postsecondary degrees and/or certifications. • Automotive Service Technology program offered by PSU produces roughly 40 concentrators annually, where the area demand is projected at 42 opening, which aligns to the local job market needs. 	<p>Computer and Information Technology – recruiting and retaining qualified teachers in this field is difficult across the state and within the region.</p> <p>Construction Trades jobs are in demand (104) compared to the number of concentrators (25).</p> <p>Concentrators for Power and Structural Systems (167) outweigh openings (26)</p> <p>Healthcare certification and degree programs are not currently fulfilling the demand identified in Labor Market data.</p> <ul style="list-style-type: none"> ○ Associates degree for Registered Nurses in the region shows 72 graduates annually compared to job openings for 97 RNs. ○ Certified Nurse Aide (CNA) certification is provided for 205 students annually; however, the demand is 257 based on Labor Market data. ○ Programs for Home Health Aid certification includes only 7 concentrators while the reported demand exceeds 500 job openings. <p>Web design concentrators outnumber the reported job openings. Regional discussion noted the applicability of competencies developed in this pathway to 21st Century jobs. The consensus was these skills will be critical to performance in most workplaces. Further, these roles may be performed remotely allowing and encouraging people to stay “home” in rural areas rather than leave the area or state to seek employment.</p> <p>Coordinating opportunities for practicum students is challenging due to geography and the time-consuming process of formalizing agreements and logistics.</p>

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>Transport Management/Commercial Truck Driving</p> <p>This program was implemented by FSCC but ceased when it proved to be unaffordable/unsustainable despite the demand.</p>	<p>335 openings reported</p>	<p>Local industry partners report the need as noted in Labor Market data.</p>
<p>Plastics program - postsecondary</p>	<p>337 openings projected</p>	<p>Local industry partners report the need as noted in Labor Market data.</p>

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
<p>Comprehensive Agriculture is offered in 9 of 13 districts in the region with 36 concentrators reported. However, agriculture-related jobs do not appear to be in high demand according to Labor Market data with only 337 job openings across all pathways.</p>	<p>As an agricultural state and region, jobs in this area are more prevalent than noted in Labor Market data provided for the region or state. CTSOs related to agriculture pathways are essential components of developing leadership and workplace skills for students who would otherwise not have the experiences and opportunities for coaching/mentoring by advisors.</p>	<p>Local needs have been noted through input from local advisory councils and partnerships with area agri-businesses. Job openings are typically not managed and filled in ways that would be included in Labor Market data.</p>
<p>Family, Community, and Consumer Services</p>	<p>Nearly all districts offer this pathway as it is important to local stakeholders for early learning, community engagement, and student involvement. CTSOs offer additional growth and skill development opportunities for students to prepare for the workplace and/or postsecondary studies.</p>	<p>Labor Market data is not clear regarding Restaurant & Event Management (1,502 reported job openings) vs. Hospitality and Tourism (350 job openings) which may have very different wage earning potential.</p>
<p>Motorcycle Service Technology</p>	<p>A unique partnership with Harley Davidson and FSCC provides opportunities for the larger region and state to provide certification and training. This training program is one of only three in the nation for Harley Davidson technicians. This local program helps meets the national demand.</p>	<p>This program helps meet the national demand for Harley Davidson technicians even though there are no facilities/businesses in the Pittsburg region providing this service. There are zero openings reported in this field.</p>
<p>Cosmetology</p>	<p>Meets needs in Pittsburg Workforce area and the Overland Park and KC area</p>	<p>36 concentrators are reported annually with only 26 job openings reported in Labor Market data.</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Environmental Water Technologies	This program offered by FSCC is the only program in the state. The number of concentrators exceeds the regional demand; however, data should reflect the demand across the entire state to recognize the need for this program to successfully meet the needs statewide.	Statewide demand needs to be considered. The number of concentrators within the region (23) is only slightly higher than the total number of openings (19). If the program is only producing an excess of 4 EWT concentrators per year, the need in the State cannot be met with a single program.
Emergency Medical Technicians (EMT)	To serve local needs and address turnover in this high stress role, more concentrators are needed. The number of EMT concentrators is higher than the number of jobs available in southeast Kansas; however, most area fire departments require fire fighters to have EMT certification. This translates to additional needs not shown in labor market data.	The number of openings for EMTs is reported in Labor Market data is zero. There is no quantitative data source available to dispute Labor Market reports.

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?

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

What does the law mean?

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

** 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 section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

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?

Strengths	How are these strengths being sustained in the region?	Local Example
<p>1S1 – The four year Graduation Rate among CTE concentrators in the Pittsburg region is 99% each year for the past three years.</p>	<p>Districts work with local advisory councils to ensure pathways offered are aligned with local needs and to provide instruction that is relevant to student interests (aligned with Individualized Plans of Study). Districts collaborate to share resources and students. Districts support retention of high quality staff through professional development and overall competitive salaries.</p>	<p>CTEC programs serve students from all Crawford county school districts Greenbush Culinary Arts program serves students from four districts. High schools utilize Xello to guide development of Individualized Plans of Study.</p>
<p>2S3 – Academic Proficiency on State Assessments in Science were 28% just above the state target of 27% in 2018.</p>	<p>Core academic programs provide high quality instruction to develop student proficiency.</p>	<p>Professional development for teachers in the area of Science are available regionally. Teacher preparation programs at PSU help feed to pool of highly qualified Science educators in this hard-to-fill role.</p>
<p>3S1 – 96% of the region's CTE concentrators were placed upon exit.</p> <p>For the past three years, more than 92% placement was reported.</p>	<p>Districts provide opportunities for students to develop Individualized Plans of Study as well as guidance to develop needed skills and to access resources to achieve their identified goals.</p>	<p>Xello is used to guide Individualized Plans of Study. Pittsburg High School employs two individuals who serve as Freshmen and Sophomore Advocates to work with students, families, and faculty to support student success. Relationships and communications among postsecondary programs, industry, and secondary schools are built on a solid foundation of trust and collaboration.</p>
<p>4S2 – Postsecondary credits were attained by 57% of CTE Concentrator in 2018.</p>	<p>FSCC has served as a willing partner to support dual credit programs. Excel in CTE has contributed funding that is essential to the implementation of dual credit opportunities for students.</p>	<p>More than 80 Excel in CTE courses are offered through FSCC.</p>

Strengths	How are these strengths being sustained in the region?	Local Example
<p>5S1 – The region exceeded the 2020 State goal for the percentage of CTE concentrators in pathways leading to non-traditional fields. The Pittsburg region had enrollment of 35% of CTE students in nontraditional pathways (5% above the state target).</p>	<p>Districts embrace the individualized interests and goals of each student. Districts offer new pathways included in non-traditional fields and engage guest speakers who represent non-traditional roles models. Job shadowing experiences are encouraged for all students with particular care to pair non-traditional students with non-traditional role models.</p>	<p>Female students enrolled in construction and welding courses are featured (photos, testimonials, etc.) as part of presentations for stakeholders to highlight the involvement of students in non-traditional fields.</p>
<p>POSTSECONDARY: 1P1 – Postsecondary Retention and Placement as measured by concentrators who continue in or complete programs of study and/or are placed in jobs is 94% in the Pittsburg region compared to the state target of 75%.</p>	<p>Partnerships within business/industry in the region.</p>	<p>Agriculture Technology (John Deere has 100% placement rate due to partnership.</p>
<p>2P1 The percentage of CTE concentrators who received recognized postsecondary credentials during participation or within one year of program completion exceeds the state target. In the Pittsburg region, 80% of concentrators attained credentials compared to the state target of 70%.</p>	<p>Students in HVAC stay employed in local area/field. Employers provide frequent feedback on ways to continue program.</p>	<p>100% of HVAC students earned post-secondary credentials in 2017/2018</p>

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
<p>2S1& 2S2 – Academic Proficiency on State Assessments in Reading/Language Arts and Math were below state targets in 2018.</p> <p>In 2018, the Pittsburg region’s Reading/Language Arts proficiency was 23% while the state target for 2020 is 31%.</p> <p>In 2018, Math proficiency in the Pittsburg region was 15% compared to the state target of 24% for 2020.</p>	<p>Integrating math and reading instruction into CTE pathway courses is challenging for teachers, particularly those who come to the role of teacher through industry. Further professional development and curriculum planning is needed to support changes in instruction to meet students’ core academic needs.</p> <p>In addition, students enrolled in CTE courses sometime struggle to succeed in the regular classroom and then find themselves succeeding in the applied learning opportunities provided in a CTE pathway. Their understanding and proficiency may be easier for them to demonstrate through application in the CTE classroom, but might not come as easily during standardized testing.</p> <p>Changes in state assessments occurred during this time period which may have skewed the ability for comparison.</p>
<p>3P1 – In the Pittsburg region, 7% of concentrators in CTE programs are pursuing education/certification in a non-traditional field. While this is equal to the state target, regional partners consider this an ongoing area for improvement.</p>	<p>Stereotypes are difficult to overcome. Conscious and unconscious bias among students, parents, and school personnel influence student’s choices or perceived lack of choices when it comes to non-traditional fields. Increased marketing with better imagery and messaging is needed.</p>

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

Question	Answer	Areas for Improvement
	<p>work in their respective fields outside of their teaching/academic commitments. This work enhances their practical understanding of the industry and current workplace needs.</p> <p>Students have the opportunity to participate in off-campus job shadowing and internships in local industry, which often leads to future employment in that field. Students in pathways may be hired by business/industry partners or local clubs/organizations to collaborate and complete projects.</p> <p>Supplies and materials purchased for use in pathway courses are selected based on their industry use and applicability.</p>	
<p>Help students advance to future education (Scope)</p>	<p>Schools monitor certifications attained and post-graduation data to look for trends and areas for improvement. Some schools administer a follow up survey after one year post graduation and at five-years after graduation. This data is used to guide process decisions and guidance practices.</p> <p>Teachers and counselors work with students to articulate clear goals and identify next steps to make progress toward the education needed to reach individualized goals.</p> <p>Dual credit opportunities help establish clear pathways for students to pursue postsecondary education. The ongoing process of aligning FSCC and PSU programs with local industry and student needs is important to support regional and individual student success.</p> <p>Articulation agreements streamline the processes for students to extend their learning at postsecondary institutions. Relationships among local schools, FSCC, and PSU are strong.</p>	<p>Continue formal and informal communication and collaboration among secondary and postsecondary partners to expand articulation and ensure alignment and clear pathways so students can pursue future education to reach their individualized goals.</p> <p>Community college and university program and admissions representatives have conducted limited on-campus visits to meet with potential students to share information about educational programs to which students may advance. Increasing this outreach would ensure students, guidance counselors, and parents are more aware of the options available for advanced education.</p>

Question	Answer	Areas for Improvement
	<p>Student “scholarships” are made available to help students cover fees associated with secondary and postsecondary educational opportunities when needed.</p>	
<p>Are of high quality</p>	<p>School improvement, accreditation, and transformational efforts facilitated through the redesign process emphasize college and career readiness. Systems thinking is a critical element to implementing high quality CTE programs.</p> <p>Schools in the region utilize Individualized Plans of Study and encourage every student who wants to pursue a CTE pathway to take the necessary courses in that pathway. Pathways are designed with local industry demand and student interest in mind as informed by advisory councils.</p> <p>Facility capacity and the availability of sufficient resources to ensure students experience how to safely utilize industry grade tools and equipment/supplies must be considered to ensure student safety and quality of the learning experience.</p> <p>Standards guide curriculum development to set the foundation for student achievement. Student competencies are demonstrated and measured within each pathway to monitor student outcomes. Completion of projects, feedback from stakeholders involved with projects and workplace experiences are reviewed for successes and areas for improvement.</p> <p>Schools review the number/percentage of students attaining certifications/third party credentials, pursuing postsecondary education, and placement in a related industry job to determine whether programs are achieving the level of quality desired.</p>	<p>Continue to provide professional development opportunities focused on improving instructional practice. Connect new CTE teachers with mentors to help support everything from classroom management to CTSOs to instructional practices.</p> <p>Increasing non-traditional participation would enhance program quality for all students.</p>

Question	Answer	Areas for Improvement
<p>Should be offered in the region</p>	<p>Student interests and employment opportunities are the primary factors when determining whether a pathway/program of study should be offered in the region. Advisory councils which engage industry partners and the recent needs assessment process serve as tools to inform decisions regarding pathways and programs of study. Labor market demand and high wage opportunities are prioritized when determining whether to implement, continue, or expand.</p> <p>Generally, when considering a new program of study, FSCC considers local demand, whether the program is unique to the broader area, and whether the program is financially feasible and sustainable.</p>	<p>Continue to explore partnerships and other funding opportunities.</p>

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?

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

What does the law mean?

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

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
<p>While some districts are able to provide introductory courses for 7th and 8th grade students, most schools begin by assessing student interests using surveys. Xello is the most frequently used tool used by secondary schools to help students document future goals, learning strengths, and make a plan for their education and careers after high school.</p> <p>Business needs are identified through formal and informal interaction with local stakeholders. Teachers may have particular knowledge relevant to their field of expertise to prompt further inquiry. Advisory Councils with industry representatives inform decisions and create opportunities for collaboration to provide workplace experiences for students.</p> <p>Course mapping and the annual approval processes follow KSDE guidance. Teachers whose experience and/or certification can contribute to the development of CTE programs are engaged early in this process.</p> <p>Once pathway improvement plans are approved, teachers develop new or make adjustments to existing curriculum. This process may include engaging core content teachers to integrate cross curricular projects.</p> <p>Typically, advisory councils are convened once in the Fall and once in the Spring. This allows instructors to implement and reflect on student progress and then gather input from stakeholders and industry partners to guide improvements and next steps.</p> <p>CTE teachers gather periodically throughout the year to assess needs, share resources, and determine overall needs regarding the allocation of resources such as Perkins funds or Perkins Reserve funds. Programs are reviewed annually.</p>	<p>Established relationships with industry partners support effective planning for pathways and create opportunities to collaborate on workplace experiences for students.</p> <p>School districts and postsecondary institutions have a solid foundation for collaboration and sharing resources to ensure opportunities for students.</p>	<p>Ongoing professional development and written guidance for district and consortium personnel – particularly for those new to Perkins – is essential.</p>
<p>At the postsecondary level, needs are determined in the curriculum committee. A proposed program is submitted to KBOR to determine if it meets requirements using CA1 and CA1A. Programs are reviewed on a 3-year cycle to determine feasibility and continued support of the program.</p>	<p>The development and review process involves a variety of stakeholders.</p> <p>Annual reviews ensure feasibility and effective use of resources.</p>	<p>Program review processes are not always consistent and systematic processes. Developing a clear and consistent process along with supporting resources and training could help with improvements.</p>

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
<p>Professional development aligned with program goals developed by CTE teachers plays a significant role in retention of CTE teachers. Allowing CTE teachers to continue to work in their respective fields outside of the academic year supports relevant experiences that can be shared with students. Administrative support and overall engagement in school/institutional activities is another key noted by regional schools.</p> <p>Regionally, schools are able to access professional development through the Education Service Center at Greenbush and the Kansas Center for Career and Technical Education (KCCTE) at Pittsburg State University. Having opportunities to learn new content and skills at nearby locations is unique to the Pittsburg region.</p> <p>KCCTE also offers online mentoring for CTE teachers. Mentoring was identified as one of the Center’s core programs. In 2017, KCCTE and Greenbush partnered to pursue a US DOE grant focused on retention of CTE teachers. Now in its second full year of implementation, the mentoring program serves nearly 80 CTE teachers statewide and engages 60 CTE teachers as mentors.</p> <p>CTE teachers are encouraged to attend CTE drive-ins, the annual CTE conference, district CTE work days, K-ACTE summer conference, and regional and national events which are specific to their particular field. FSCC works with Kansas Council on Workforce Education (KCWE) and other professional development entities.</p> <p>Many area districts have been fortunate to retain CTE teachers over the long term. When openings do occur, schools can utilize statewide CTE list serves to recruit new teachers. Traditional career fairs provide general recruitment opportunities. Networking at state and regional conferences and cluster-specific activities provides a more targeted approach to recruiting CTE teachers.</p> <p>Networking with military and business/industry partners to identify qualified individuals with interest.</p>	<p>The proximity of KCCTE and Greenbush make accessing professional development opportunities easier for regional schools., and thus helps teachers stay current in their fields.</p> <p>KCCTE’s mentoring program is an asset to support the retention of CTE teachers across Kansas that is not available in other states.</p> <p>The smaller communities located throughout the Pittsburg region have solid relationships and the ability to collaborate. Frequent networking occurs as educators try to ensure all students have opportunities to prepare for future success. This results in successful recruitment as schools are able to identify potential instructors with ties to the industry and who also understand technical education.</p> <p>Ensuring CTE teachers/faculty are engaged as part of the team of educators in their respective high schools and institutions supports retention and integration of academic core competencies into CTE programs. It is important that CTE teachers are not disconnected from the rest of the educators in their respective schools/institutions.</p> <p>Supplemental income and experience can be gained by allowing CTE teachers to work outside the academic year.</p> <p>Grant opportunities enhance available resources for professional development.</p>	<p>There is not a well-established system for recruitment of CTE teachers outside of the traditional career fairs attended by school districts.</p> <p>Strategies to recruit teachers from industry need to be more fully developed.</p> <p>Recruitment from industry requires schools to provide competitive salaries even when resources are scarce.</p> <p>Competing priorities and/or lack of interest in professional development opportunities for CTE teachers may limit participation.</p> <p>Finding qualified substitutes when teachers are out of the classroom for professional development activities is a strain and creates risk exposure when using equipment/tools without proper safety training.</p>

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.

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

Strengths	Gaps	Strategies for Improvement
<p>All students have access to all courses and pathways. No willing students is ever turned away for any reason.</p> <p>Schools provide special education services to meet the needs of students who have IEPs. Paraprofessional supports are provided. Communication processes are established to share information among teachers, counselors, families, alternative learning centers, and postsecondary institutions as appropriate.</p> <p>Certification opportunities have served as an effective incentive for students with special educational needs. Counselors have developed assessments and resources to help all students identify areas of interest and develop goals and plans to achieve them.</p> <p>Marketing materials are an essential tool to recruit students. Resources need to reflect all students, including students who have special needs and students who are engaged in non-traditional fields.</p> <p>Relationships with Vocational Rehabilitation Services and KansasWorks facilitate identification of potential students from special populations to connect them with educational opportunities in CTE.</p>	<p>Guidance and support services for students who do not have identified disabilities (no IEP) but who struggle in the regular classroom could use more tools to ensure all students have the resources they need to prepare for the workplace.</p> <p>Data is often unavailable due to data privacy and reporting protocols. When the number of students in a special population is too low, as is often the case for smaller rural districts, there is no way to assess or target strategies to address the needs.</p> <p>There is a need to enhance collaboration with organizations and helping professionals who work with students who have special educational needs to develop outreach strategies to inform students about educational options available in the region.</p>	<p>Provide support for student improvement teams to make connections with CTE programming.</p> <p>Helping professionals who serve special populations can serve as a liaison for outreach to inform options available to all learners.</p> <p>Expanding educational effort and formalizing partnerships with helping professionals who work with special populations in rural areas to increase awareness and provide student choice regarding CTE programs.</p>

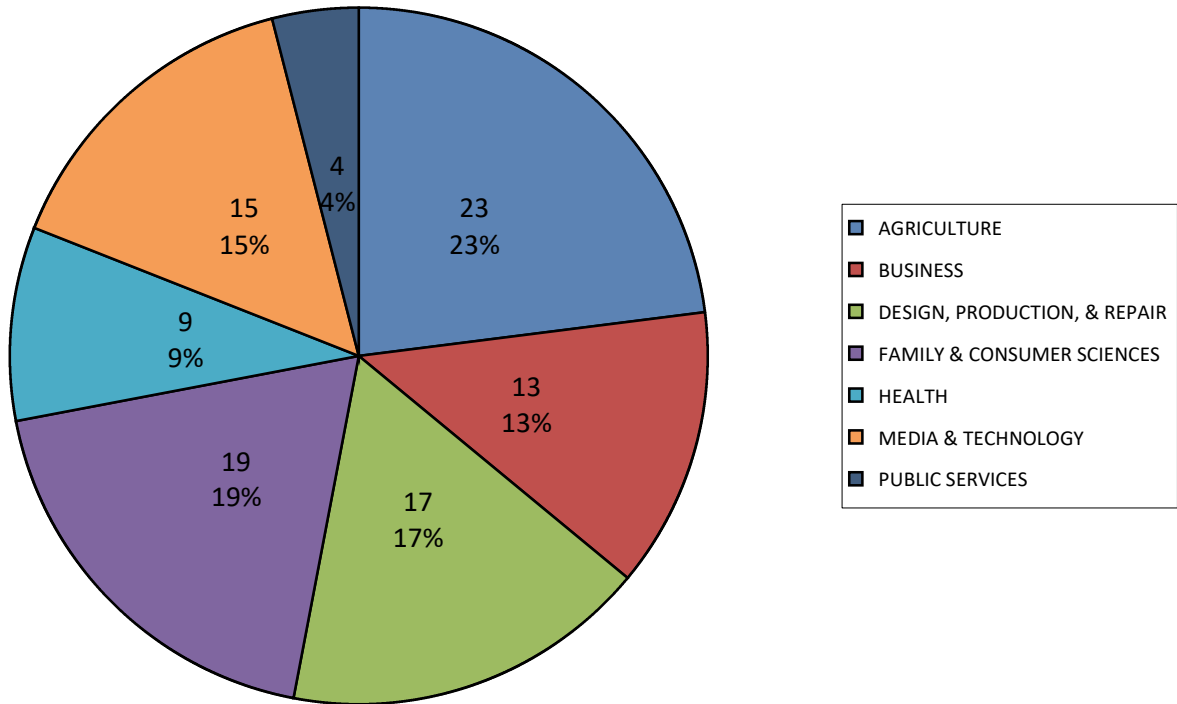
ATTACHMENTS:

- Regional Workgroup: Pittsburg Region – Pathways Overview
- Postsecondary and Secondary Labor Market Data – Pittsburg Region
- Performance Indicator Data and Definitions

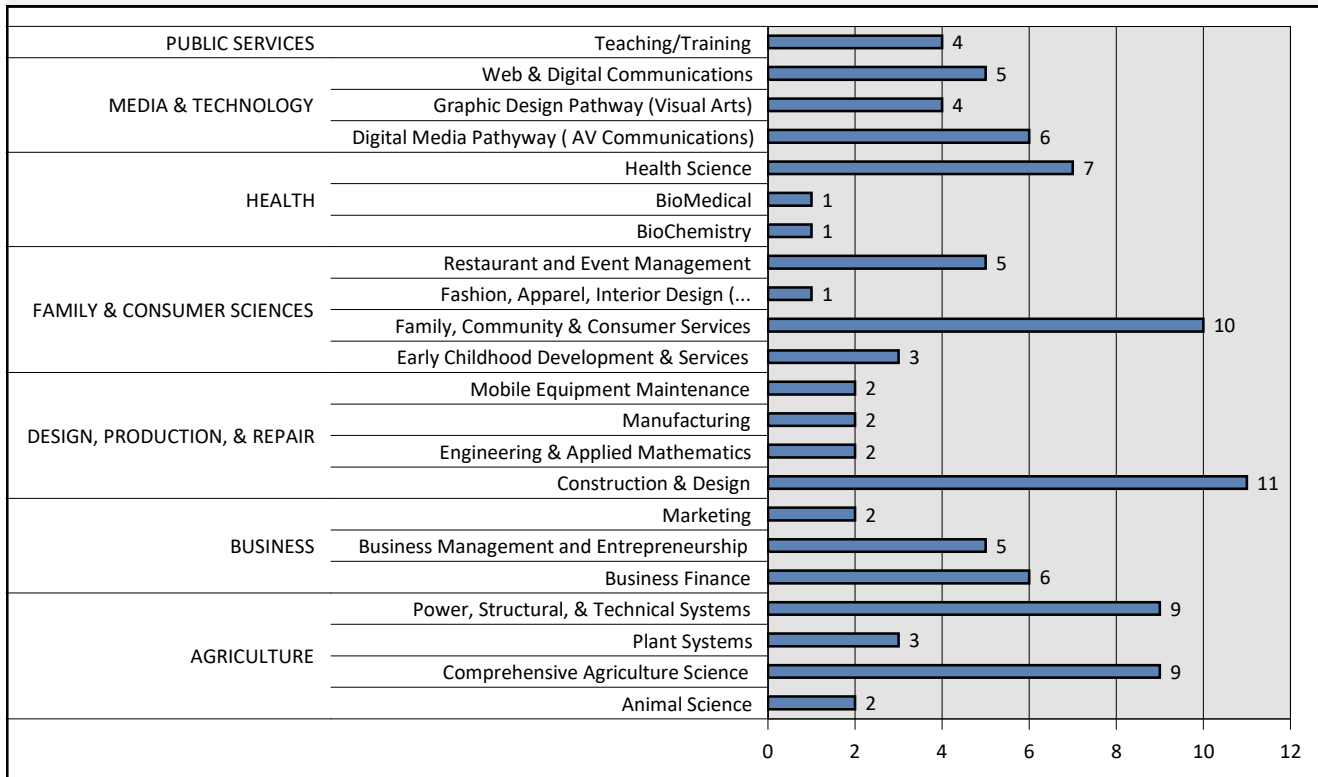
Regional Workgroup: Pittsburgh Region Pathways Overview

REGIONAL WORKGROUP: Pittsburg

Number of Pathways Per Career Cluster



Number of Sections / Districts Per Pathway



AGRICULTURE		23
Animal Science	2	
Comprehensive Agriculture Science	9	
Plant Systems	3	
Power, Structural, & Technical Systems	9	
BUSINESS		13
Business Finance	6	
Business Management and Entrepreneurship	5	
Marketing	2	
DESIGN, PRODUCTION, & REPAIR		17
Construction & Design	11	
Engineering & Applied Mathematics	2	
Manufacturing	2	
Mobile Equipment Maintenance	2	
FAMILY & CONSUMER SCIENCES		19
Early Childhood Development & Services	3	
Family, Community & Consumer Services	10	
Fashion, Apparel, Interior Design (FAID) Pathway	1	
Restaurant and Event Management	5	
HEALTH		9
BioChemistry	1	
BioMedical	1	
Health Science	7	
MEDIA & TECHNOLOGY		15
Digital Media Pathway (AV Communications)	6	
Graphic Design Pathway (Visual Arts)	4	
Web & Digital Communications	5	
PUBLIC SERVICES		4
Teaching/Training	4	
Total Number of Pathways in Region:		100

Postsecondary and Secondary Labor Market Data – Pittsburgh Region

Region Name: Pittsburg

CIP	Program Name	Program Size	Demand	Wage	Programs of Study
		2-year Average Concentrator Count	Total Annual Openings	Entry-level Annual Wage	FSCC/PSU
51.1502	Psychiatric/Mental Health Service Technician	*			FSCC
01.0104	FARM AND RANCH MANAGEMENT	20	36	\$0	FSCC
01.0205	AGRICULTURAL TECHNOLOGY	23	25	\$32,424	FSCC
10.0303	GRAPHIC DESIGN		9	\$21,099	
10.0305	GRAPHIC ARTS TECHNOLOGY		45	\$21,033	
11.0201	COMPUTER PROGRAM DESIGN & DEVELOPMENT		16	\$43,615	
11.0301	BUSINESS COMPUTER SCIENCE	*	3	\$59,005	
11.0801	WEB DESIGN AND DEVELOPMENT		8	\$25,340	
11.0901	COMPUTER AND INFORMATION TECHNOLOGY		9	\$48,197	
11.1006	COMPUTER SUPPORT SPECIALIST		26	\$23,763	
12.0401	COSMETOLOGY	36	26	\$17,375	FSCC
12.0410	MANICURIST	*	0	\$0	
12.0500	HOSPITALITY/CULINARY ARTS		273	\$17,875	
12.0505	CULINARY ARTS AND HOSPITALITY		96	\$17,587	
15.0506	ENVIRONMENTAL WATER TECHNOLOGIES	23	19	\$28,410	FSCC
15.0607	ASSOCIATE OF APPLIED SCIENCE IN PLASTICS TECHNOLOGY		2	\$34,469	
15.0612	INDUSTRIAL ENGINEERING TECHNOLOGY		5	\$38,328	
15.0613	COMPUTERIZED MACHINE TOOL ENGINEERING		5	\$38,328	
15.1702	POWER PLANT TECHNOLOGY		44	\$46,785	
19.0708	EARLY CHILDHOOD EDUCATION		16	\$17,972	
22.0303	COURT REPORTER		1	\$0	
43.0107	CRIMINAL JUSTICE	9	38	\$30,952	
43.0203	FIRE SCIENCE/FIREFIGHTER		29	\$18,908	
46.0101	Masonry	6			FSCC
46.0201	CONSTRUCTION TECHNOLOGY	25	104	\$31,789	FSCC
46.0302	ELECTRICAL TECHNOLOGY	**	86	\$34,323	
46.0401	INDUSTRIAL ENGINEERING TECHNOLOGY		181	\$25,350	
47.0101	ELECTRICAL TECHNOLOGY		9	\$29,632	PSU
47.0105	ELECTRONICS TECHNOLOGY/TECHNICIAN		3	\$33,716	
47.0201	HEATING, VENTILATION, AND AIR CONDITIONING	11	21	\$33,145	FSCC
47.0603	AUTO COLLISION REPAIR TECHNOLOGY		16	\$26,704	
47.0604	AUTOMOTIVE SERVICE TECHNOLOGY		42	\$25,117	
47.0611	MOTORCYCLE SERVICE TECHNOLOGY	36	0	\$0	FSCC
48.0501	PRECISION MACHINING TECHNOLOGY		124	\$26,688	
48.0508	WELDING	55	83	\$29,608	FSCC
49.0205	TRANSPORT MANAGEMENT/COMMERCIAL TRUCK DRIVING	*	335	\$22,039	
51.0601	DENTAL ASSISTING		17	\$28,418	
51.0602	DENTAL HYGIENE		6	\$57,139	
51.0707	HEALTH INFORMATION TECHNOLOGY		6	\$25,886	
51.0713	HEALTHCARE CODING		24	\$22,107	
51.0716	BUSINESS MEDICAL ADMINISTRATIVE TECHNOLOGY		51	\$21,812	
51.0799	HEALTHCARE ADMINISTRATION/MANAGEMENT		30	\$33,555	
51.0801	MEDICAL ASSISTANT	*	18	\$21,645	
51.0803	OCCUPATIONAL THERAPY ASSISTANT		17	\$40,804	
51.0805	PHARMACY TECHNICIAN		24	\$26,123	
51.0806	PHYSICAL THERAPIST ASSISTANT		24	\$37,933	
51.0808	VETERINARY TECHNICIAN		2	\$26,092	
51.0810	EMERGENCY SERVICES TECHNOLOGY		0	\$0	FSCC
51.0904	EMERGENCY MEDICAL TECHNICIAN (EMT)	34	13	\$21,062	
51.0908	RESPIRATORY THERAPY		5	\$42,834	
51.0909	SURGICAL TECHNOLOGY		4	\$33,318	
51.0910	DIAGNOSTIC MEDICAL SONOGRAPHY		2	\$64,174	
51.0911	RADIOGRAPHY		7	\$38,004	
51.1004	MEDICAL LABORATORY TECHNOLOGY		5	\$0	
51.1009	PHLEBOTOMY		3	\$22,462	
51.2601	LONG TERM CARE		264	\$20,089	
51.2602	HOME HEALTH AIDE	7	504	\$17,394	
51.2603	MEDICATION AIDE	34	0	\$17,424	
51.2604	REHABILITATIVE AIDE		5	\$21,488	
51.2699	RESTORATIVE AIDE		46	\$22,308	
51.3104	HOSPITALITY DIETARY MANAGER		0	\$0	
51.3801	REGISTERED NURSE		97	\$43,410	FSCC
51.3901	LICENSED PRACTICAL NURSE	72	30	\$33,555	
51.3902	CERTIFIED NURSE AIDE	205	257	\$20,688	
52.0302	ACCOUNTING		114	\$20,883	
52.0401	ADMINISTRATIVE OFFICE MANAGEMENT	*	227	\$22,953	
52.1803	DISTRIBUTIVE EDUCATION/MID-MANAGEMENT	*	158	\$24,717	

* = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidance
 Concentrator data is based on AY17 and AY18 data

Concentrator data is based on AY2017-2018 average.

Program Name, Wage and Demand data fields are locked for editing.

Consider evaluating a small number of Programs at one time. Evaluating all available programs may create difficulty seeing all of the programs at the same time.

"0" or Blank in Wages column means that no data was available from the Kansas Department of Labor

"0" or Blank in Demand column means that no data was available from the Kansas Department of Labor

"0" or Blank in Program Size column means that no concentrators were reported for the region.

Postsec Data tab.

the graphic representation to allow for other programs to be visible. Please make sure to discuss these programs' data with your Regional team of stakeholders.

Region Name: **Pittsburg**

Kansas Careers	#	Pathway Name	Pathway Size		Demand	Wage	Skill	Postsecondary	Notes
			# of Secondary Pathways in Pittsburg Region	2018 Concentrator Count					
AGRICULTURE	2	Animal Science	2		73	\$20,987			
AGRICULTURE	3	Comprehensive Agriculture Science	9	36	0	\$0		Farm & Ranch Maintenance	
AGRICULTURE	5	Natural Resources & Environmental Services	3		44	\$29,273		Water Quality & Wastewater Treatment Management & Recycling Technology/Technician	
AGRICULTURE	6	Plant Systems		*	142	\$21,726			
AGRICULTURE	7	Power, Structural & Technical Systems	9	167	26	\$28,287		Agricultural Mechanics & Equipment/Machine Technology	
AGRICULTURE	1	Agribusiness Systems			34	\$0			
BUSINESS	16	Business Finance	6	15	353	\$23,863			
BUSINESS	11	Business Management & Entrepreneurship	5	9	341	\$35,243			
BUSINESS	33	Marketing	2	*	1,486	\$17,350			
DESIGN, PRODUCTION, & REPAIR	34	Aviation Maintenance		NEW	3				
DESIGN, PRODUCTION, & REPAIR	13	Aviation Production		NEW	9	\$27,297			
DESIGN, PRODUCTION, & REPAIR	8	Construction & Design	11	36	584	\$27,599		Electrical - PSU Masonry Carpentry HVAC & Refrigeration Maintenance Technology Welding Technology	
DESIGN, PRODUCTION, & REPAIR	14	Energy			55	\$41,384			
DESIGN, PRODUCTION, & REPAIR	15	Engineering & Applied Mathematics	2	26	58	\$54,422			
DESIGN, PRODUCTION, & REPAIR	32	Manufacturing	2	5	1,275	\$25,739			
DESIGN, PRODUCTION, & REPAIR	35	Mobile Equipment Maintenance	2	14	225	\$25,593		Automotive Repair - PSU Motorcycle Maintenance & Repair Technology	
FAMILY & CONSUMER SERVICES	23	Early Childhood Development & Services	3		89	\$17,595			
FAMILY & CONSUMER SERVICES	24	Family, Community & Consumer Services	10	32	615	\$17,516			
FAMILY & CONSUMER SERVICES	25	Fashion, Apparel, Interior Design (FAID)		NEW	13	\$21,490			
FAMILY & CONSUMER SERVICES	4	Food Products & Processing Systems			18	\$24,904			
FAMILY & CONSUMER SERVICES	21	Restaurant & Event Management	5	96	1,502	\$17,234			
FAMILY & CONSUMER SERVICES	22	Travel & Tourism			350	\$17,532			
HEALTH	18	Biochemistry	1		1	\$44,536			
HEALTH	19	Biomedical	1	*	1	\$0			
HEALTH	20	Health Science	7	26	752	\$22,362		Emergency Care Attendant (EMT Ambulance) Registered Nursing	
MEDIA & TECHNOLOGY	9	Digital Media	6	26	18	\$19,926			
MEDIA & TECHNOLOGY	10	Graphic Design	4	96	7	\$24,812			
MEDIA & TECHNOLOGY	26	Information Support & Services			96	\$20,850			
MEDIA & TECHNOLOGY	27	Network Systems			21	\$45,676			
MEDIA & TECHNOLOGY	28	Programming & Software Development			17	\$41,999			
MEDIA & TECHNOLOGY	29	Web & Digital	5	92	1	\$34,753			
PUBLIC SERVICES	30	Corrections, Security, Law & Law Enforcement Services			135	\$24,620			
PUBLIC SERVICES	31	Emergency & Fire Management Services			63	\$20,165			
PUBLIC SERVICES	17	Government & Public Administration			39	\$22,000			
PUBLIC SERVICES	12	Teaching/Training	4	5	735	\$20,792			
								Cosmetology	

TOTALS			99	689	9181				
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Concentrator data is based on school year 2018.

Pathway Name, Wage and Demand data fields are locked for editing.

Consider evaluating a small number of Pathways at one time. Evaluating all 35 pathways may create difficulty seeing all of the Pathways at the same time.

Pathways with extraordinarily large numbers of total job openings (noted in yellow) were excluded from the graphic representation to allow for other Pathways to be visible. Please make sure to discuss these Pathways' data with your Regional team of stakeholders.

"0" or Blank in Wages column means that no data was available from the Kansas Department of Labor

"0" or Blank in Demand column means that no data was available from the Kansas Department of Labor

"0" or Blank in Pathway Size column means that no concentrators were reported in school year 2018 for the region.

"NEW" in the Pathway size column indicates new Pathways for which no concentrator data is available for 2018

Performance Indicator Data and Definitions

Secondary Performance for CTE Concentrators

1. Perkins Core Indicator 1S1 results for Graduation
2. Perkins Core Indicator 2S1, 2S2, & 2S3 results for Academics
3. Perkins Core Indicator 3S1 results for Placement after Graduation
4. Perkins Core Indicator 4S2 results for Post-Secondary Credits Attained
5. Perkins Core Indicator 5S1 results for Non-Traditional Pathways
6. Core Indicator Definitions

Note: Indicator goal for 2020 data, state average, and team results for past years are presented for each indicator.

Core Indicator 1S1	Graduation Rate for Concentrators		
	2018	2017	2016
Regional Teams			
Chanute	98%	99%	100%
Dodge City	99%	99%	100%
El Dorado	96%	98%	99%
Emporia	99%	100%	100%
Garden City	100%	100%	98%
Goodland Colby	98%	100%	99%
Great Bend	99%	99%	100%
Hays	99%	100%	100%
Hutchinson	99%	99%	100%
Independence	99%	97%	97%
Kansas City	99%	99%	99%
Liberal	100%	100%	96%
Manhattan	98%	98%	99%
Overland Park	99%	100%	99%
Pittsburg	99%	99%	99%
Salina	99%	98%	100%
Topeka	99%	99%	99%
Wichita	100%	98%	98%
Winfield	99%	99%	98%
State Average	99%	99%	99%

2020 State Core Indicator Goal - 90%

KSDE Secondary Perkins Data is based on Perkins 5 guidelines.

District: 0000000000
 School: 0000000000

Core Indicators 2S1, 2S2, and 2S3	State Academic Proficiency of Concentrators					
	2018	2018	2018	2017	2017	2017
Regional Teams	Reading/ Language Arts	Math	Science	Reading/ Language Arts	Math	Science
Chanute	24%	19%	30%	23%	14%	19%
Dodge City	18%	15%	20%	19%	13%	11%
El Dorado	29%	23%	34%	32%	24%	12%
Emporia	31%	25%	36%	29%	22%	15%
Garden City	21%	8%	24%	27%	11%	3%
Goodland Colby	28%	22%	37%	27%	25%	21%
Great Bend	24%	18%	26%	25%	19%	14%
Hays	34%	30%	39%	39%	32%	15%
Hutchinson	28%	18%	32%	31%	20%	15%
Independence	20%	12%	20%	21%	13%	7%
Kansas City	17%	13%	19%	14%	12%	6%
Liberal	18%	12%	21%	17%	11%	9%
Manhattan	38%	30%	41%	37%	31%	19%
Overland Park	45%	41%	39%	50%	46%	18%
Pittsburg	23%	15%	28%	28%	19%	18%
Salina	30%	24%	39%	37%	26%	13%
Topeka	37%	31%	35%	39%	31%	18%
Wichita	32%	26%	32%	31%	24%	17%
Winfield	25%	23%	27%	27%	25%	16%
State Average	27%	21%	30%	29%	22%	14%

2020 State Core Indicator Goals	2S1 - RLA 35% 2S2 - Math 26% 2S3 - Science 27%
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KSDE Secondary Perkins Data is based on Perkins 5 guidelines.

2020-2021 Perkins Data

Core Indicator 3S1	Placement of Concentrators Who Exited		
	2018	2017	2016
Regional Teams			
Chanute	91%	95%	97%
Dodge City	97%	98%	99%
El Dorado	97%	92%	91%
Emporia	95%	96%	99%
Garden City	99%	93%	97%
Goodland Colby	90%	99%	95%
Great Bend	90%	95%	95%
Hays	97%	100%	98%
Hutchinson	91%	90%	95%
Independence	93%	94%	95%
Kansas City	85%	92%	97%
Liberal	88%	89%	79%
Manhattan	98%	99%	97%
Overland Park	97%	87%	92%
Pittsburg	96%	92%	96%
Salina	97%	97%	98%
Topeka	88%	96%	93%
Wichita	93%	86%	84%
Winfield	95%	94%	97%
State Average	93%	94%	94%

2020 State Core Indicator Goal - 90%

KSDE Secondary Perkins Data is based on Perkins 5 guidelines.

Core Indicator 4S2	Postsecondary Credits Attained by Concentrators Who Exited		
	2018	2017	2016
Regional Teams			
Chanute	72%	61%	62%
Dodge City	44%	43%	46%
El Dorado	61%	70%	55%
Emporia	71%	66%	69%
Garden City	16%	30%	52%
Goodland Colby	81%	81%	78%
Great Bend	75%	71%	71%
Hays	72%	77%	62%
Hutchinson	77%	73%	79%
Independence	70%	70%	71%
Kansas City	46%	44%	50%
Liberal	71%	69%	57%
Manhattan	66%	63%	60%
Overland Park	52%	54%	57%
Pittsburg	67%	62%	58%
Salina	53%	61%	57%
Topeka	64%	65%	54%
Wichita	54%	50%	55%
Winfield	32%	26%	48%
State Average	57%	56%	58%

2020 State Core Indicator Goal - 55%

KSDE Secondary Perkins Data is based on Perkins 5 guidelines.

Core Indicator 5S1	Non-Traditional for Concentrators		
	2018	2017	2016
Regional Teams			
Chanute	35%	30%	20%
Dodge City	38%	27%	26%
El Dorado	36%	27%	17%
Emporia	43%	29%	23%
Garden City	44%	28%	23%
Goodland Colby	31%	29%	35%
Great Bend	29%	32%	21%
Hays	33%	27%	22%
Hutchinson	30%	29%	12%
Independence	39%	32%	20%
Kansas City	36%	28%	16%
Liberal	38%	60%	26%
Manhattan	32%	32%	23%
Overland Park	32%	17%	16%
Pittsburg	29%	32%	35%
Salina	30%	28%	22%
Topeka	40%	30%	21%
Wichita	32%	24%	11%
Winfield	34%	29%	22%
State Average	35%	30%	22%

2020 State Core Indicator Goal - 32%

KSDE Secondary Perkins Data is based on Perkins 5 guidelines.

Secondary Core Indicator Definitions

CTE Concentrators – Students who have passed 2 or more courses within a single approved Pathway of study.

CTE Concentrators – Have achieved the above and graduated.

1S1 Four Year Graduation Rate

Perkins V Language - 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).

Numerator Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its cohort graduation rate.

Denominator Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.

2S1 Academic Proficiency in Reading/Language Arts

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

Numerator Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.

Denominator Number of CTE concentrators who, in the reporting year, took the assessment.

2S2 Academic Proficiency in Math

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

Numerator Number of CTE concentrators who, in the reporting year, took the assessment.

Denominator Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment

3S1 Placement

Perkins V Language 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.

Numerator Number of CTE concentrators who left secondary education and were placed in postsecondary education, advanced training, military services, nat'l service program, or employment in the second quarter following the program year in which they left secondary education.

Denominator Number of CTE concentrators who left secondary education in the same year.

4S2 Postsecondary Credits Attained

Perkins V Language 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.

Numerator Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.

Denominator Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.

5S1 Non-Traditional Concentration

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

Numerator Number of CTE concentrators from underrepresented gender groups assigned in a Pathway that leads to employment in nontraditional fields during the reporting year

Denominator Number of CTE concentrators assigned in a Pathway that leads to employment in nontraditional fields during the reporting year.