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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)	Jamie Manhart	USD 609 Southeast Kansas Education Service Center (Greenbush)		jamie.manhart@greenbush.org
Postsecondary Institution(s)	Marie Hall	Washburn Institute of Technology (Washburn Tech)		marie.hall@washburn.edu
Postsecondary Institution(s)	Lucas Hunziger	Highland Community College		lhunziger@highlandcc.edu

Date: 1/31/2020   Regional Team: Topeka

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:	Topeka Region	**Date:**	1/31/2020
Needs Assessment Lead Co-Coordinators:		**Contact Information:**	
Secondary: Jamie Manhart		jamie.manhart@greenbush.org	
Postsecondary: Marie Hall Lucas Hunziger		marie.hall@washburn.edu lhunziger@highlandcc.edu	

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Marie Hall Lucas Hunziger	Washburn Institute of Technology Grants Facilitator Highland Community College Director of Technical Education	Co-Coordinators
	Secondary Perkins Grant Coordinator	Jamie Manhart	USD 609 Southeast Kansas Education Service Center CTE Coordinator	Co-Coordinator
Teacher(s) - Secondary		Andrew Lillie	USD 409 Atchison High School Science Teacher	Teacher Perspective
Faculty - Postsecondary		Michelle Shipley	Washburn University HIT Program Director, Chair Allied Health Department	Administrative/Faculty Perspective
Secondary Administration		Darrel Kohlman	USD 115 Nemaha Central Superintendent	Administrative Perspective
Secondary Administration		Dr. Jeff DeSota	USD 437 Auburn-Washburn Curriculum Coordinator	Administrative Perspective
Secondary Administration		Kyle Reed	USD 437 Auburn-Washburn Associate Principal Washburn Rural HS	Administrative Perspective
Secondary Administration		Dr. Tim Murrell	USD 501 TCALC Principal	Administrative Perspective
Secondary Administration		Dustin Dick	USD 501 Topeka West HS Lead Principal	Administrative Perspective
Secondary Administration		Jessica Johnston	USD 501 TCALC Associate Principal	Administrative Perspective
Secondary Administration		Patrick Kelly	USD 497 Lawrence Director of Innovative Learning	Administrative Perspective
Secondary Administration		Kate Welch	USD 345 Seaman Assistant Principal	Administrative Perspective
Secondary Administration		Matt Renk	USD 409 Atchison High School Principal	Administrative Perspective

Secondary Administration	Philisha Stallbaumer	School to Work Consortium Perkins Coordinator	Perkins Consortium Perspective
Secondary Administration	Eric Steele	USD 450 Shawnee Heights HS Perkins Coordinator	Administrative Perspective
Postsecondary Administration	Deb Mikulka	Washburn University Interim Director, Office of Sponsored Projects	Grants Management, Tech Ed Authority Perspective
Postsecondary Administration	Dr. Clayton Tatro	Washburn Institute of Technology Associate Dean of Instruction	Curriculum & Administrative Perspective
Postsecondary Administration	Dr. Pat Munzer	Washburn University Dean, School of Applied Studies	Curriculum & Administrative Perspective
Postsecondary Administration	Dr. Erin Shaw	Highland Community College VP of Academic Affairs	Curriculum & Administrative Perspective
Specialized instructional support and paraprofessional(s)	Rose Cantrell	USD 501 Topeka Liaison to Washburn Institute of Technology	Special Populations Perspective
Representative(s) of Special Populations	Nikki Heiman	USD 609 Southeast Kansas Education Service Center Instructional Support Specialist & Parent	Special Populations Perspective
Career Guidance and Academic Counselor(s)	Deb Kramer	USD 115 Nemeha Central Counselor	Counseling/Guidance Perspective
Student(s)		Highland Community College	Student Perspective
Community	Barbara Stapleton	Go Topeka VP, Business Retention & Talent Initiatives, Inclusion Officer	Community Relations, Labor Market Perspective
Business & Industry	Brian Bradfield	Lawrence Memorial Hospital Associate VP Ancillary Services	Industry Perspective
Business & Industry	Serena Laird	Stormont-Vail HealthCare Supervisor, Respiratory Therapy Department	Industry Perspective
Business & Industry	Bruce Cormier	ExtruTech Process Improvement / Safety Manager	Rural Industry Perspective
Business & Industry	Charlotte E. McElroy	Schenk Human Resources Manager	Rural Industry Perspective

Workforce Development	David Brennan	Heartland Works Executive Director	Workforce Trends
Workforce Development	Cheryl White	Kansas Department of Commerce Regional Operations Manager	Workforce Trends
Parent(s)	Nikki Heiman	USD 609 Southeast Kansas Education Service Center Instructional Support Specialist & Parent	Special Populations Perspective
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Mitch Higgs	Washburn University Assistant to the Dean & Academic Advisor	Counseling/Guidance Perspective
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Nora Parker	Community Member	Native American Perspective

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?	**What does the law mean?**
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.	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?

*<u>**Note from the Topeka Regional Needs Assessment Team**</u>:*
The Team has chosen to organize programs/pathways by CIP Code for reporting findings in the chart below.

Labor Market Data listed is based on the 2016-2018 Kansas Department of Labor Long-Term Occupational Projection Data.
Secondary Concentrator Data is based on the 2018 school year.
Postsecondary Concentrator Data is based on AY2017-2018 average.

The Team commented that many secondary-level schools do not have the instructors/resources to offer multiple pathways in a single Cluster (example: Agriculture Cluster has 8 pathways, Information Technology Cluster has 4 pathways, etc.). Schools often offer the pathway that exposes students to the widest variety of careers/courses within that Cluster. Several Team members commented that comparing labor market annual openings and Concentrators at the Cluster level (rather than pathway) may provide a different perspective.

The Team commented that Secondary Concentrator numbers are likely skewed, due to schools reporting students in non-traditional pathway areas (when able) to benefit Perkins IV Core Indicator Results for 6S1 Non-traditional Participation and 6S2 Non-traditional Completion.

Strengths	Gaps
01 - Agriculture: • 01.0201 Power, Structural & Technical Systems (Secondary) 64 Annual Openings, 273 Concentrators. Pathway leads to wide variety of careers. Many schools (especially small/rural) utilize this pathway to teach welding, production, manufacturing, construction, etc. • 01.9999 Comprehensive Agriculture Science (Secondary) No Data on Annual Openings, 64 Concentrators. Pathway includes variety of Agriculture coursework. A pathway utilized by small/rural schools with limited resources to offer multiple pathways.	01 - Agriculture: (Concentrator #s not meeting Labor Market Needs): • 01.0101 Agribusiness Systems (Secondary) 80 Annual Openings, 0 Concentrators. • 01.0401 Food Products & Processing Systems (Secondary) 45 Annual Openings, 0 Concentrators. • 01.0901 Animal Science (Secondary) 231 Annual Openings, 11 Concentrators. • 01.1101 Plant Systems (Secondary) 534 Annual Openings, 73 Concentrators. • 03.0101 Natural Resources & Environmental Services (Secondary) 103 Annual Openings, 19 Concentrators. • 01.0102 Agribusiness Systems (Postsecondary) 79 Annual Openings, 0 Concentrators. • 01.0301 Agriculture Production & Services (Postsecondary) 91 Annual Openings, 0 Concentrators. • 01.0304 Precision Agriculture Production (Postsecondary) 91 Annual Openings, 0 Concentrators. • 01.0308 Precision Agriculture (Postsecondary) 107 Annual Openings, 16 Concentrators. • 01.1004 Viticulture Certificate (Postsecondary) 114 Annual Openings, 0 Concentrators.

Strengths	Gaps
<u>11 - Information Technology</u>: • 11.0901 Information Systems Technology (Postsecondary) 84 Annual Openings, 106.50 Concentrators.	<u>11 - Information Technology</u>: (Concentrator #s not meeting Labor Market Needs): • 11.0301 Information Support & Services (Secondary) 367 Annual Openings, less than 5 Concentrators. • 11.0901 Network Systems (Secondary) 205 Annual Openings, 0 Concentrators. • 11.0201 Programming & Software Development (Secondary) 240 Annual Openings, 100 Concentrators. • 11.1001 Information Network Technology (Postsecondary) 145 Annual Openings, 0 Concentrators. • 11.1006 Computer Support Technology (Postsecondary) 120 Annual Openings, 0 Concentrators. (Concentrator #s exceed Labor Market Needs): • 11.1004 Web & Digital Communications (Secondary) 20 Annual Openings, 345 Concentrators.
	<u>12 – Culinary, Entertainment, and Personal Services</u>: (Concentrator #s not meeting Labor Market Needs): • 12.0504 Restaurant & Event Management (Secondary) 4,681 Annual Openings, 541 Concentrators. • 12.0401 Cosmetology (Postsecondary) 143 Annual Openings, 67 Concentrators. • 12.0505 Culinary Arts (Postsecondary) 198 Annual Openings, 27 Concentrators.
	<u>13 – Education</u>: (Concentrator #s not meeting the Labor Market Needs): • 13.0101 Teaching/Training (Secondary) 1,946 Annual Openings, 289 Concentrators. • 13.1210 Early Childhood (Postsecondary) 87 Annual Openings, 0 Concentrators.
<u>14 – Engineering; 15 – Engineering/Engineering-Related Technologies</u>: • 14.1401 Biochemistry (Secondary) 4 Annual Openings, less than 5 Concentrators. • 15.1302 Computer Aided Drafting (Postsecondary) 30 Annual Openings, 40.50 Concentrators.	<u>14 – Engineering; 15 – Engineering/Engineering-Related Technologies</u>: (Concentrator #s not meeting the Labor Market Needs): • 14.0101 Engineering & Applied Mathematics (Secondary) 198 Annual Openings, 5 Concentrators. • 15.0000 Aviation Production (Secondary) 11 Annual Openings, New Pathway. • 17.2071 Energy (Secondary) 45 Annual Openings, 0 Concentrators. • 15.0505 Solar Energy Technology (Postsecondary) 31 Annual Openings, 0 Concentrators.

Strengths	Gaps

	(Concentrator #s exceed Labor Market Needs):
	• 14.0501 Biomedical (Secondary)
	  6 Annual Openings, 106 Concentrators.
	• 15.0613 Certified Production Technician (Postsecondary)
	  5 Annual Openings, 60.50 Concentrators.

	<u>19 – Family & Consumer Sciences/Human Services:</u>
	(Concentrator #s not meeting the Labor Market Needs):
	• 19.0709 Early Childhood Development & Services (Secondary)
	  250 Annual Openings, less than 5 Concentrators.
	• 19.0799 Family, Community & Consumer Services (Secondary)
	  962 Annual Openings, 73 Concentrators.
	• 19.0999 (Fashion, Apparel, Interior Design (FAID) (Secondary)
	  40 Annual Openings, New Pathway.
	• 19.0708 Early Childhood (Postsecondary)
	  56 Annual Openings, 0 Concentrators.
	• 19.0709 Early Childhood Professional (Postsecondary)
	  243 Annual Openings. 10.50 Concentrators.

	<u>22 – Legal Professions and Studies:</u> (Concentrator #s not meeting the Labor Market Needs): • 22.0301 Legal Office Professional (Postsecondary) 37 Annual Openings, 12 Concentrators.
	<u>31 – Parks, Recreation, Leisure, Fitness, and Kinesiology:</u> (Concentrator #s not meeting the Labor Market Needs): • 31.0507 Physical Fitness Technician (Postsecondary) 123 Annual Openings, 0 Concentrators.

	<u>43 – Homeland Security, Law Enforcement, Firefighting & Related Protective Services; 44 – Public Administration & Social Service Professions:</u>
	(Concentrator #s not meeting the Labor Market Needs):
	• 43.0199 Corrections, Security, Law & Law Enforcement Services (Secondary)
	  709 Annual Openings, 0 Concentrators.
	• 43.0299 Emergency & Fire Management Services (Secondary)
	  139 Annual Openings, 0 Concentrators.

Strengths	Gaps
	• 44.0401 Government & Public Administration (Secondary) 157 Annual Openings, 0 Concentrators. • 43.0107 Criminal Justice (Postsecondary) 110 Annual Openings, 0 Concentrators. • 43.0109 Risk Management (Postsecondary) No Data. • 43.9999 Dispatch Technology – Emergency Communications (Postsecondary) 21 Annual Openings, 9 Concentrators.
	<u>46 – Construction Trades:</u> (Concentrator #s not meeting the Labor Market Needs): • 46.0000 Construction & Design (Secondary) 1,739 Annual Openings, 75 Concentrators. • 46.0201 Construction Technology (Postsecondary) 288 Annual Openings, 19 Concentrators. • 46.0301 Electric Power & Distribution (Postsecondary) 118 Annual Openings, No Concentrator Data. • 46.0302 Electrical Technology (Postsecondary) 234 Annual Openings, 73 Concentrators. • 46.0401 Building Technology (Postsecondary) 517 Annual Openings, 39 Concentrators.
<u>47 – Mechanic & Repair Technologies/Technicians:</u> • 47.0603 Automotive Collision Repair (Postsecondary) 41 Annual Openings, 39.50 Concentrators. • 47.0604 Automotive Technology (Postsecondary) 122 Annual Openings, 132.50 Concentrators.	<u>47 – Mechanic & Repair Technologies/Technicians:</u> (Concentrator #s not meeting the Labor Market Needs): • 47.0000 Aviation Maintenance (Secondary) 7 Annual Openings, New Pathway. • 47.0608 Mobile Equipment Maintenance (Secondary) 492 Annual Openings, 169 Concentrators. • 47.0201 HVAC (Postsecondary) 53 Annual Openings, 43.50 Concentrators. • 47.0302 Heavy Diesel Construction Technology (Postsecondary) 39 Annual Openings, 28.50 Concentrators. • 47.0303 Industrial Machine Mechanic (Postsecondary) 118 Annual Openings, 48.50 Concentrators. • 47.0605 Locomotive Diesel Technician (Postsecondary) 37 Annual Openings, 10.50 Concentrators. • 47.0613 Diesel Technology (Postsecondary) 152 Annual Openings, 122 Concentrators. • 47.0704 Wind Energy (Postsecondary) 23 Annual Openings, 0 Concentrators.

Strengths	Gaps

48 – Precision Production:
• 48.0508 Welding Technology (Postsecondary)
  178 Annual Openings, 163.50 Concentrators.
	48 – Precision Production:
	(Concentrator #s not meeting the Labor Market Needs):
	• 48.0000 Manufacturing (Secondary)
	  2,283 Annual Openings, 44 Concentrators.
	• 48.0501 Machine Technology (Postsecondary)
	  237 Annual Openings, 37 Concentrators.
	• 48.0703 Cabinet/Millwork (Postsecondary)
	  49 Annual Openings, 17 Concentrators.
	• 49.0199 Unmanned Aircraft Systems (Postsecondary)
	  No Data.
	• 49.0202 Commercial & Heavy Construction (Postsecondary)
	  277 Annual Openings, 12.5 Concentrators.
	• 49.0205 Commercial Truck Driving (Postsecondary)
	  629 Annual Openings, 13 Concentrators.

	50 – Visual & Performing Arts:
	(Concentrator #s not meeting the Labor Market Needs):
	• 50.0406 Commercial Photography (Postsecondary)
	  9 Annual Openings, 0 Concentrators.
	(Concentrator #s exceed Labor Market Needs):
	• 50.0499 Graphic Design (Secondary)
	  42 Annual Openings, 543 Concentrators.

51 – Health Professions & Related Programs:
• 51.0907 Radiation Therapy (Postsecondary)
  27 Annual Openings, 76.50 Concentrators.
  Program starts in summer, Concentrator data includes 2 years of students.
  Online program, Concentrator data includes out-of-state students who would seek employment outside of the Topeka region.
• 51.0908 Respiratory Therapy (Postsecondary)
  17 Annual Openings, 15 Concentrators.
• 51.0909 Surgical Technology (Postsecondary)
  15 Annual Openings, 14.50 Concentrators.
• 51.0910 Diagnostic Medical Sonography (Postsecondary)
  8 Annual Openings, 53 Concentrators.
  Program starts in summer, Concentrator data includes 2 years of students.
  Online program, Concentrator data includes out-of-state students who would seek employment outside of the Topeka region.
• 51.0911 Radiological Technology (Postsecondary)
  25 Annual Openings, 40.50 Concentrators.
  Program starts in summer, Concentrator data includes 2 years of students.
• 51.0920 Magnetic Resonance (Postsecondary)
	51 – Health Professions & Related Programs;
	(Concentrator #s not meeting the Labor Market Needs):
	• 51.9999 Health Science (Secondary)
	  2,194 Annual Openings, 75 Concentrators.
	  Committee noted that many HS students participate in CNA, CMA, etc. programs at technical colleges. Some students with an interest in Health Science may participate in Biomedical pathway.
	• 51.0602 Dental Hygiene (Postsecondary)
	  34 Annual Openings, 0 Concentrators.
	  Committee noted that there are a number of programs in the surrounding area (i.e. Kansas City) that are likely meeting the need.
	• 51.0713 Medical Coding (Postsecondary)
	  115 Annual Openings, 10.5 Concentrators.
	• 51.0716 Medical Office Specialist (Postsecondary)
	  158 Annual Openings, 7.5 Concentrators.
	• 51.0801 Medical Office Assistant (Postsecondary)
	  86 Annual Openings, 36 Concentrators.
	• 51.1004 Medical Laboratory Technology (Postsecondary)
	  17 Annual Openings, No Concentrator Data.

Strengths	Gaps
3 Annual Openings, 7 Concentrators. Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data includes out-of-state students who would seek employment outside of the Topeka region. • 51.1009 Phlebotomy (Postsecondary) 25 Annual Openings, 41 Concentrators. Committee noted that demand seems low. Washburn Tech started program specifically to meet requests from local hospitals. • 51.2603 Medication Aide (Postsecondary) 28 Annual Openings, 89 Concentrators. Committee noted that demand seems low. Long Term Care (LTC) positions require CMA certification to distribute meds. • 51.3901 Practical Nursing (Postsecondary) 110 Annual Openings, 133 Concentrators. Committee noted that demand seems low.	• 51.2602 Home Health Aide (HHA) (Postsecondary) 756 Annual Openings, 132 Concentrators. • 51.3801 Associate Degree Nursing (Postsecondary) 339 Annual Openings, 39 Concentrators. • 51.3902 Nursing Aide (Postsecondary) 582 Annual Openings, 499 Concentrators. (Concentrator #s exceed Labor Market Needs): • 51.0803 Occupational Therapy Assistant 19 Annual Openings, 49.5 Concentrators. • 51.0806 Physical Therapist Assistant 5 Annual Openings, 24 Concentrators. • 51.0810 EMT: Basic (Postsecondary) No Labor Market Data, 38.5 Concentrators. • 51.0904 Emergency Medical Technician (Postsecondary) 40 Annual Openings, 82.50 Concentrators.
	52 – Business, Management, Marketing & Related Support Services: (Concentrator #s not meeting the Labor Market Needs): • 52.0799 Business Management & Entrepreneurship (Secondary) 1,460 Annual Openings, 22 Concentrators. • 52.0801 Business Finance (Secondary) 1,300 Annual Openings, 57 Concentrators. • 52.0901 Travel & Tourism (Secondary) 1,050 Annual Openings, 0 Concentrators. • 52.1402 Marketing (Secondary) 4,150 Annual Openings, 0 Concentrators. • 52.0203 Certified Logistics Technician (Postsecondary) 34 Annual Openings, 16.50 Concentrators. • 52.0302 Accounting (Postsecondary) 357 Annual Openings, 5.50 Concentrators. • 52.0401 Business Administration (Postsecondary) 790 Annual Openings, 19.50 Concentrators.

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
01.0401 Food Products & Processing Systems (Secondary)	45 Openings, 0 Concentrators	Topeka Capitol Journal & Greater Topeka Partnership have noted that Topeka is in the middle of the "Midwest Animal Health Corridor", a 350-mile stretch from Manhattan, KS to Columbia, MO. Area hosts 300+ companies in animal health diagnostics and pet food industry that generates global sales of over $50 billion.
01.0301 Agriculture Production & Services (Postsecondary)	91 Openings, 0 Concentrators	No additional sources noted by committee.
01.0304 Precision Agriculture Production (Postsecondary)	91 Openings, 0 Concentrators	No additional sources noted by committee.
01.1004 Viticulture Certificate (Postsecondary)	114 Openings, 0 Concentrators	No additional sources noted by committee.
11.1001 Information Network Technology (Postsecondary)	145 Openings, 0 Concentrators	No additional sources noted by committee.
11.1006 Computer Support Technology (Postsecondary)	120 Openings, 0 Concentrators	No additional sources noted by committee.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
13.1210 Early Childhood (Postsecondary)	87 Openings, 0 Concentrators	Note: Highland CC offers 19.0708 Child Care and Support Services Management. Washburn Tech offers 19.0709 Child Care Provider/Assistant. The committee questioned the accuracy of the average entry-level wage of $23,439. It was commented that there may not be support for starting a new program that leads to a low-wage. Schools may want to establish strong business partners and/or research local needs & wages further before implementing.
15.0000 Aviation Production (Secondary)	11 Openings, 0 Concentrators	Though this pathway is not offered in the Topeka region, 11 openings annually is relatively low. The pathway is offered by USD 259 Wichita; the Labor Market Data for that region shows 122 openings annually.
19.0999 Fashion, Apparel, Interior Design (FAID) (Secondary)	40 Openings, 0 Concentrators (New Pathway)	Though this pathway is New and not currently offered in the Topeka region, the average entry-level wage is $19,850. There may be little support for starting a new program that leads to a low-wage with only 40 openings annually. Schools may want to establish strong business partners and/or research local needs & wages further before implementing.
31.0507 Physical Fitness Technician (Postsecondary)	123 Openings, 0 Concentrators	No additional sources noted by committee.
46.0301 Electric Power & Distribution (Postsecondary)	118 Openings, 0 Concentrators	Committee questioned if this was a new program?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
47.0000 Aviation Maintenance (Secondary)	7 Openings, 0 Concentrators (New Pathway)	Though this pathway is not offered in the Topeka region, 7 openings annually is low. Schools may want to establish strong business partners and/or research local needs further before implementing.
47.0704 Wind Energy (Postsecondary)	23 Openings, 0 Concentrators	The committee commented that Cloud County Community College offers a Wind Energy program that serves labor market needs statewide. Cloud's regional data shows 118 Concentrators for 23 Annual Openings in their region. It is presumed that their Concentrators are moving to fill openings throughout the state.
50.0406 Commercial Photography (Postsecondary)	9 Openings, 0 Concentrators	Though this program is not offered in the Topeka region, 9 openings annually is low. The average entry-level way of $18,739 is also low. Colleges may want to establish strong business partners and/or research local needs & wages further before implementing.
51.0602 Dental Hygiene (Postsecondary)	34 Openings, 0 Concentrators	Committee commented that there are a number of Dental Hygiene programs within 60 miles of Topeka (Kansas City area & Manhattan Area Tech). Felt those programs were meeting the need for the Topeka region as well.
51.1004 Medical Laboratory Technology (Postsecondary)	17 Openings, 0 Concentrators	Washburn University offers a Bachelor of Health Science degree in Medical Laboratory Science.

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
01.0201 Power, Structural & Technical Systems (Secondary)	Pathway coursework leads to wide variety of careers. Many schools (especially small/rural) utilize this pathway to teach welding, construction, etc. in addition to agriculture. See Kansas Labor Market Data (next column) for details on Construction & Manufacturing needs.	Kansas Labor Market Data shows 64 Total Annual Openings, with 273 Secondary Concentrators. Courses included in pathway include some Construction skills (1739 openings annually, 75 concentrators) and Welding skills (2283 Manufacturing openings annually, 44 concentrators).
01.9999 Comprehensive Agriculture Science (Secondary)	Pathway coursework touches on a wide variety of agriculture topics. Option for small/rural schools without resources to offer multiple pathways. Provides students with exposure to breadth of Agriculture and Agriculture related industry jobs.	Kansa Labor Market Data had no information for this pathway. However, through reviewing the data for the entire AG Cluster, there are 1,057 Total Openings annually with 440 Concentrators. Many small/rural schools choose to offer this pathway to introduce students to all AG careers, due to lack of staff/resources to offer multiple AG pathways. According to IMPLAN data (2017), Agriculture and Agriculture related industries support 12.7% of the entire workforce in the state.
11.1004 Web & Digital Communications (Secondary)	Courses & competencies in this pathway also align with Marketing careers (digital marketing skills). Kansas Labor Market data shows 4,150 Annual Openings for Marketing careers and 0 Secondary Concentrators. Some courses in this Pathway (10152 Computer Programming, 10201 Web Page Design) also overlap with the 11.0201 Programming & Software Development pathway. Some small/rural schools without resources to offer multiple pathways may just offer one IT pathway that exposes students to multiple career areas. Kansas Labor Market data shows 240 Annual Openings for 11.0201 Programming &	Kansas Labor Market Data shows 20 Total Annual Openings, with 345 Secondary Concentrators.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	Software Development, and 100 Secondary Concentrators.	
12.0504 Restaurant & Events Management (Secondary) 12.0401 Cosmetology (Postsecondary) 12.0505 Culinary Arts (Postsecondary)	Labor Market Data shows a high-demand for all three areas that is not being met: • Restaurant & Event Management = 4,681 openings annually, 541 Concentrators • Cosmetology = 143 openings annually, 67 Concentrators • Culinary Arts = 198 openings annually, 27 Concentrators In addition, the recent and ongoing revitalization of downtown Topeka has led to an increase in hospitality and culinary jobs.	Though there is high-demand for these areas, it was noted that the Average Entry-Level wage is low: • Restaurant & Event Management = $17,332 • Cosmetology = $17,208 • Culinary Arts = $20,307 The committee also questioned if the high demand listed is due to the "revolving door" nature of these career areas. Schools may want to establish/maintain strong business partners and stay current on local needs & wages.
14.0501 Biomedical (Secondary)	Biomedical engineers work in manufacturing, universities, hospitals, and research facilities. Typical entry-level education for this career is a Bachelor's degree. This pathway is exposing students to a high-wage career with average projected growth nationwide. Students pursuing this career area may relocate for jobs. There may be an increased need for biomedical engineers due to the needs of a growing/aging population and the increasing numbers of technologies and applications for medical equipment and devices. Many of the courses in this pathway overlap with the Health Science pathway. Kansas Labor Market Data shows 2,194 Annual Openings, 75 Concentrators in Health Science.	Kansas Labor Market Data shows 6 Total Annual Openings and 106 Concentrators. Committee commented that Douglas County currently has 6 openings at one plant. Stormont Vail, The University of Kansas Health System St. Francis Campus, and the Topeka Veterans Affairs Medical Center are all located in Topeka. The Hospital Hill area of Kansas City, MO is a short 70 mile drive from Topeka. All of these healthcare sites are possible employers for Biomedical Engineers and Technicians.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
15.0613 Certified Production Technician (Postsecondary)	Washburn Tech offers the CPT program at Ft. Riley to individuals transitioning out of the military. Program Concentrators are typically moving back home to various locations across the country where they will seek employment. The program is also a precursor to Advanced Systems Technology (Industrial Machine Mechanic).	Kansas Labor Market Data shows 5 Total Annual Openings and 60.50 Concentrators for Certified Production Technicians. Committee members noted that many companies hire employees first, then send them to get the certifications they want. The annual demand may not be an accurate projection due to many students already having employment. The CPT program is a precursor to Advanced Systems Technology (Industrial Machine Mechanic). The Kansas Department of Labor projects there will be more than 5,000 AST jobs available in the state in the next decade.
19.0708 Early Childhood (Postsecondary) 19.0709 Early Childhood Professional (Postsecondary)	Labor Market Data shows a high-demand for these areas that's not being met: • Early Childhood: 56 openings annually, 0 Concentrators • Early Childhood Professional: 243 openings annually, 19.50 Concentrators	Though there is high-demand for these areas, it was noted that the Average Entry-Level wage is low: • Early Childhood: $21,367 • Early Childhood Professional: $17,520 Colleges may want to establish/maintain strong business partners and stay current on local needs & wages.
50.0499 Graphic Design (Secondary)	Skills within the pathway transcend multiple occupations. Students learn visual representation of ideas. Skills benefit Marketing careers. Kansas Labor Market Data shows 4,150 annual openings in Marketing with 30 Concentrators in the Topeka region.	Kansas Labor Market data shows 42 annual openings in Graphic Design with 543 Concentrators. However, there are a large number of Marketing openings annually (4,150). Schools may want to establish/maintain strong business partners and ensure students understand labor market sectors & needs.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
51.0803 Occupational Therapy Assistant (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Each Cohort is 24-25 students, which does align with the annual openings.	Kansas Labor Market data shows 19 annual openings with 49.5 Concentrators. The program begins in the summer, Concentrator data reflects 2 cohorts of students. Median annual wage is $55,780.
51.0806 Physical Therapist Assistant (Postsecondary)	100% placement rate of graduates (last three years), average entry level salary of $43,000-$50,000/year with benefits.	No Concentrator data listed on "Topeka Workforce Center Region" spreadsheet. Program reports 24 Concentrators per year. Kansas Labor Market Data shows 5 annual openings. Program reports that recent graduate surveys show 100% employment within 1 year of graduation for the last 3 graduating classes. That includes full time, part time, and PRN work.
51.0810 EMT Basic (Postsecondary)	Fire Departments require EMT certification.	Kansas Labor Market data had no data on openings, with 38.5 Concentrators. Committee questioned if this was an old CIP Code. Unable to make a determination w/o data on demand.
51.0904 Emergency Medical Technician (Postsecondary)	Fire Departments require EMT certification.	Kansas Labor Market data shows 40 annual openings with 82.50 Concentrators.
51.0907 Radiation Therapy (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data reflects students out of state. Concentrations are meeting needs beyond Topeka regional area.	Kansas Labor Market data shows 27 annual openings with 76.50 Concentrators.
51.0910 Diagnostic Medical Sonography (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data reflects students out of state. Concentrations are meeting needs beyond Topeka regional area.	Kansas Labor Market data shows 8 annual openings with 53 Concentrators.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
51.0911 Radiological Technology (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students.	Kansas Labor Market data shows 25 annual openings with 40.50 Concentrators.
51.0920 Magnetic Resonance (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data reflects students out of state. Concentrations are meeting needs beyond Topeka regional area.	Kansas Labor Market data shows 3 annual openings with 7 Concentrators.
51.1009 Phlebotomy (Postsecondary)	Washburn Tech began this program at the request of local hospitals. Graduates are employed locally at: Stormont Vail Hospital, The University of Kansas St. Francis Campus, Biomat USA Plasma Center, GraceMed Health Clinic, Inc.	Kansas Labor Market data shows 25 annual openings with 41 Concentrators.
51.2603 Medication Aide (Postsecondary)	Committee noted that the Kansas Labor Market demand data seemed low. Those working in Long Term Care (LTC) facilities need this certification in order to distribute medications. This program provides a gateway to other Allied Health programs. Students earn stackable credentials that enable them to gain employment while furthering their education in Health Science.	Kansas Labor Market data shows 28 annual openings with 89 Concentrators.

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?

Strengths	How are these strengths being sustained in the region?	Local Example
1S1 Graduation Rate (2018) – 99% • Exceeds the 2020 Proposed State Target of 85%	Research shows that CTE Concentrators have a higher graduation rate than students who do not participate in CTE. Offering strong CTE pathways benefits graduation rate.	Local Individual Plans of Study (IPS) help students see connections between coursework and graduation. Many schools utilize early warning systems to ensure students graduate on time.
2S1 Reading (2018) – 37% • Exceeds the 2020 Proposed State Target of 31% 2S2 Math (2018) – 31% • Exceeds the 2020 Proposed State Target of 24% 2S3 Science (2018) – 35% • Exceeds the 2020 Proposed State Target of 27%	Integrate academics in CTE, and CTE into academics. Lots of reading comprehension skills in technical manuals.	Schools that offer work based reading course as an option (rather than Shakespeare or Senior English). USD 437 is intentional in offering additional electives within core areas that align to CTE. For example, in Science they've added Comprehensive Forensic Science; Sports Medicine; and Wildlife Science and Resource Management in an effort to increase student interest in CTE while expanding core offerings. A similar offering is in place by connecting the local Film as Lit course to IB Film and AV Communication course.
3S1 Placement of Concentrators who Exited (2018) – 88% • Exceeds the 2020 Proposed State Target of 85%	Schools utilizing multiple methods to determine students' placement.	Postcards, surveys, phone calls, social media, etc.
4S2 Postsecondary Credits Attained by Concentrators who Exited (2018) – 64% • Exceeds the 2020 Proposed State Target of 52%	Strong partnerships with local technical colleges.	Over 50% of Washburn Tech's students are from secondary schools.

Strengths	How are these strengths being sustained in the region?	Local Example
5S1 Non-Traditional Program Concentration (2018) – 40% • Exceeds the 2020 Proposed State Target of 30%	Utilize role models. Students need to see others like themselves to believe they can do it. Reach out to parents.	Many schools invite non-traditional graduates back to talk to current students. Programs like "Girls who Code"
1P1 – Postsecondary Retention & Placement (2018) – 85% • Exceeds the 2020 Proposed State Target of 75%	Postsecondary institutions maintain exceptional relationships with their Business & Industry partners. Faculty connect students to businesses for job opportunities & placement. Local career fairs and job fairs help connect students/graduates and employers. Many programs have minimum standards for admission and students are well prepared through coordinated academic advising.	Washburn Tech commented that most students obtain employment through faculty – business partner connections. Career and Graduate Fairs Health Care Career Fair
2P1 – Earned Recognized Postsecondary Credential (2017) – 82% • Exceeds the 2020 Proposed State Target of 70%	Postsecondary institutions imbed credential obtainment in their programs. Postsecondary institutions partner with business/industry to offer training that leads directly to credentials & employment. Some programs have an external accreditation agency that have standards and thresholds a program must meet in order to stay accredited. In addition, some states require licensure in order to practice. One requirement to obtain licensure is obtaining a recognized national credential. Programs work to provide students with skills and knowledge needed to successfully pass postsecondary credentialing exams leading to licensure and employment. Many programs require mock board exams.	Allied Health Mock Board Exams Washburn Tech is a charter member of the National Coalition of Certification Centers (NC3). Washburn Tech programs include recognized National Training Centers (Midwest Training Center for Climate & Energy Control Technologies partnership with Trane & Snap-On Tools; Heavy Diesel Construction Technology Program partnership with CASE Construction & Victor L. Phillips Company; Locomotive Diesel Technology partnership with BNSF & NARS; Auto Service partnership with Fiat Chrysler Automobiles).

Strengths	How are these strengths being sustained in the region?	Local Example
3P1 – Nontraditional Participation (2018) – 9% • Exceeds the 2020 Proposed State Target of 7%	Variety of recruitment strategies implemented by institutions. Advisory Committee members represent nontraditional careers. Perkins Reserve Fund grants provided by KBOR support implementing campaigns that target nontraditional students.	https://vimeo.com/332689745 https://vimeo.com/332692601 Summer camps to expose students to non-traditional careers.

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
Not Applicable, Region is exceeding all proposed State Targets for 2020.	

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
- 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	- Advisory Committee Feedback - Local Business/Industry Feedback, such as projected job openings. Some schools utilize Business Roundtables. - Completer Rates - Follow-Up Data - Limit on Class Size - Teacher/Pupil Ratio - Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical & Application-level (Secondary) - Sending secondary students to postsecondary for coursework - Compare CTE enrollment to overall school enrollment - Student Interest - Analysis of IPS activities - Available clinical/training site placements available in local area (healthcare program) - Demand and proper faculty/student ratios required for external healthcare program accreditation.	- Some schools don't have a specific measure or don't address/monitor program size - Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry) - Many comments relate "size" to school issues (i.e. class size, teacher/pupil ratio, student interest), rather than the Perkins definition of "size" as having an "appropriate number of students in order to be effective **and** meet local business and industry demand". Additional training on the meaning of "program size" may be beneficial as it relates to meeting business/industry needs. - Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult.
Relate to real-world work environment (Scope)	- Advisory Committee feedback - Business/Industry feedback, including Business Roundtables - Collaboration with Community - Consult with Professionals and postsecondary students - Project-Based Learning Activities - Students complete work for others outside the classroom - CTE pathways follow Kansas State Standards - Skill sets taught in technical/application level courses align with real-world work environments - Utilize walk-through, evaluation data, teacher lesson plans - Curriculum mapping and meeting with Pathway Advisors - Internships, OJT, Certifications, Volunteer work outside of school day - Industry standards and Accreditation standards - Faculty current in field	- Some schools are still offering traditional programs - Some secondary schools expressed a gap in internship & Professional Learning Experiences. Some schools may need to address work based learning as a way to improve the scope of their CTE programs.

Question	Answer	Areas for Improvement
Help students advance to future education (Scope)	- Completer/Follow-Up Questionnaire - Offer real-world skills necessary for students to advance to future education/career - Pathway Analysis - Students/employers report back readiness of the students - Certifications - College Enrollment, Students completing post-secondary curriculum - Communication with postsecondary schools - Conversations with graduates - Success/Effectiveness Rating from KSDE - Student meetings with Academic Advisors - Data from Student Services Transition Specialist and Institutional Research	Some schools struggle with Follow-Up data (finding students & getting responses) to know if students advanced to future education.
Are of high quality	- Rubric is utilized - Students meeting/exceeding competencies - Students passing end of course and pathway assessments, obtaining credentials, certifications - Student obtaining employment - Feedback from Business/Industry, including Business Roundtables. Employer surveys - Feedback from Advisory Committee, Pathway Committee - Feedback from students & teachers. Graduate surveys. - Instructors review pathways & KSDE updates annually - Comparing course outlines to state standards - Generating a list of soft skills taught in CTE programs - Supervision of instruction & programs. - ACT WorkKeys data - Students who are successful in postsecondary and/or career - Instructors attending workshops to stay relevant - Having teachers skills in their area of study - Providing students with tools & equipment similar to those used in the real world to ensure workplace standards are met. - Accreditation	Some schools don't have a specific measure
Should be offered in the region	- Advisory Committee Feedback - Consultation with local Business/Industry. Business Roundtables. - Reviewing Job Ads and State Reports. Review of Labor Market Data. - Teacher Experience. Available Personnel.	- Some schools may not have determining factors in place. - Some schools are simply offering the same courses they already have in place (i.e. "old vocational areas").

Question	Answer	Areas for Improvement
	- Student Interest. Data from Career Cruising/Xello, IPS. - Student enrollment numbers - Facility space available to support program - Consultation with Administration - Consultation with local community/technical college. - Consultation with other area districts to see if there are opportunities to share students/programs. - Small schools try to maximize resources by offering pathways that lead to multiple careers (example: teaching welding in the Power, Structural, Technical pathway). - Schools ability to offer the program	

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
• Have students complete Career Interest Inventory. • Discuss internally, form committee and involve administration in process. • Conduct Needs Assessment. • Review enrollment needs. • Review required/approved courses for program. Develop Curriculum Framework. • Determine courses relevant to local industry & business needs. Review Employment Outlook. • Seek Advisory Committee input when setting goals for pathway. • Ensure teacher availability and/or hire teacher. • Review training & equipment needs to offer program. Send teachers to CTE workshops. • Create Articulation Agreements. • Create Program of Study. • Periodically review to ensure Program of Study is still relevant.	Collectively, the region has identified many worthwhile steps taken to implement a program of study. Few schools may be following all of the steps listed. Process could be shared amongst region as a Best Practice.	Some schools report creating a program of study based on courses already offered (i.e. out of simplicity).

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
- Advertise, institutional webpages and other faculty job boards. - Utilize Kansasteachingjobs.com - Attend College & Career Fairs - Seek candidates from industry, provide them with avenues to pursue certifications. - Send emails to Advisory Board to announce the openings. - Interview - Provide Professional Development - Work with postsecondary schools	- Utilize multiple strategies to advertise positions. - Network with resources who may know of a candidate (postsecondary schools, Advisory Committee members, etc.) - Provide new hires training/PD necessary to meet any gaps.	- Difficult to recruit new teachers to rural area. - Industry pays better than schools can offer. Hard to provide a competitive salary. - Teacher shortage for all content areas. - Some schools do not have a process in place, aside from traditional application/hiring process. - Lack ability to offer incentives to teachers.

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
Individuals with Disabilities: • Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations. • Postsecondary provides accommodations. • Institutions have an ADA Coordinator position. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Transportation is provided, if needed. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	Individuals with Disabilities: • Postsecondary – students have to self-report disabilities. School may not be aware of students to meet needs. • Lack of training/professional development for school personnel	Individuals with Disabilities: • Special Populations representative noted that an Alternative Program may need to be developed/implemented if students have a severe disability (such as severe intellectual disability). • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of students with disabilities. Provide professional development to ensure all staff understand how to comply with policy and implement strategies. • Provide role models. • Consider needs of special populations when undergoing facilities construction and determining room arrangements.
Individuals from Economically Disadvantaged Families: • Institutions provide resources to meet needs (example: Care Closet). • Postsecondary has implemented programs in disadvantaged areas (example: Washburn Tech East). • Students meet individually with counselors to identify and support academic & personal needs. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.	Individuals from Economically Disadvantaged Families: • Lack of training/professional development for school personnel	Individuals from Economically Disadvantaged Families: • Some schools offer/participate in College Fairs that specifically target First Generation College students. Follow up includes regular, individual meeting with students designed to connect them to college experiences; research, testing, application, financial aid, etc. • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of individuals from economically disadvantaged families. Provide

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• Some institutions waive fees if necessary so economically disadvantaged students can participate in CTE programs. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		professional development to ensure all staff understand how to comply with policy and implement strategies. • Provide role models.
Individuals preparing for Non-traditional Fields: • Non-trad reps are included on advisory committees, speak with students • Recruitment materials/strategies • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University)..	Individuals preparing for Non-traditional Fields: • Lack of training/professional development for school personnel	Individuals preparing for Non-traditional Fields: • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of students pursing non-traditional fields. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
Single parents, including single pregnant women: • Postsecondary provides low-cost child care onsite. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.	Single parents, including single pregnant women: • Lack of training/professional development for school personnel	Single parents, including single pregnant women: • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of students who are single parents or single pregnant women. Provide

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• Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		professional development to ensure all staff understand how to comply with policy and implement strategies. • Provide alternative ways to complete assignments (ex: online).
Out-of-work individuals: • Postsecondary offers variety of program lengths & times (1/2 day, full day, etc.). Out of work individuals can complete short term program and be ready to enter high-demand career field. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	Out-of-work individuals: • Lack of training/professional development for school personnel	Out-of-work individuals: • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of out-of-work individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
English Learners: • Assess new students for English Proficiency. • Qualify students for ELL Programs. • Interpret international transcripts to ensure students are provided the credits they are entitled to. • Employ bilingual staff to interpret/translate. • All students participate in advisory activities that build employability	English Learners: • Lack of training/professional development for school personnel	English Learners: • CTE staff and administrators who collaborate with EL staff to provide resources to EL students in regards to career exposure and postsecondary training. • Create and/or review local policies related to meeting the needs of English Learners. Provide professional development to ensure all staff understand how to comply with policy and implement strategies. • Educate staff on cultural factors.

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skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		
Homeless Individuals: • Some schools have dedicated staff/programs to provide assistance to homeless students, including partnering with community organizations. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Some institutions waive fees if necessary so economically disadvantaged students (including homeless) can participate in CTE programs. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	Homeless Individuals: • It can be difficult to identify these students. Committee commented that it's common for students & their families to co-habitat with extended families, which meets the definition for homeless, but may not be disclosed to school. • Lack of training/professional development for school personnel	Homeless Individuals: • Topeka Public Schools have implemented "Impact Avenues", based on a successful program in Wyandotte County that reduced homelessness by 50%. Detailed information available at: https://www.topeka.org/impact-avenues/ • Washburn Tech has a "Care Closet" for those in financial need, which many include homeless students. • Create and/or review local policies related to meeting the needs of homeless individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
Youth who are in, or have aged out of, the foster system: • Many schools in the region have staff dedicated to working with students in foster care. • All students participate in advisory activities that build employability	Youth who are in, or have aged out of, the foster system: • Lack of training/professional development for school personnel	Youth who are in, or have aged out of, the foster system: • Participation in and persistence to a postsecondary credential can enhance well-being, help students make a more successful transition to adulthood, and increase chances for personal fulfillment and economic self-sufficiency. For example: USD 501 Topeka assists students in participating in Washburn Tech programs, funded through the Excel in CTE Initiative.

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skills and positive work habits aligned to workforce expectations. • Some institutions waive fees if necessary so economically disadvantaged students (including foster system youth) can participate in CTE programs. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		• Create and/or review local policies related to meeting the needs of youth who are in, or have aged out of, the foster system. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
Youth with a parent who is a member of the armed forces and is on active duty: • Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success). • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	Youth with a parent who is a member of the armed forces and is on active duty: • This special populations category is new for Perkins V. Committee did not have data/strategies to address this population. • Lack of training/professional development for school personnel	Youth with a parent who is a member of the armed forces and is on active duty: • It appears that schools may need additional training on how to meet the needs of this special populations category. • Create and/or review local policies related to meeting the needs of youth with a parent who is a member of the armed forces and is on active duty. Provide professional development to ensure all staff understand how to comply with policy and implement strategies. • Establish/implement policies regarding transfer and ensure all staff understand those policies so students experience smooth transition to new school to continue on their chosen pathway.