



CTE/ Perkins Update: 12-15-20

Kansas State Department of Education
CTE Team

A NEW Vision for Kansas ...



Kansas leads the **world** in
the success of each student



Equipment Due Date Change!

Due to the current flexibility schools are engaging in teaching during the pandemic, the due date for equipment orders has been extended to **12-31-2020**



Local Comprehensive Needs Assessment



Local Comprehensive Needs Assessment

- Data-driven decision making to improve quality and access
- **The needs assessment:**
 - Drives application development and spending
 - Takes an in-depth look at CTE
 - Identifies areas of improvement
 - Is repeated every two years
 - Engages stakeholders

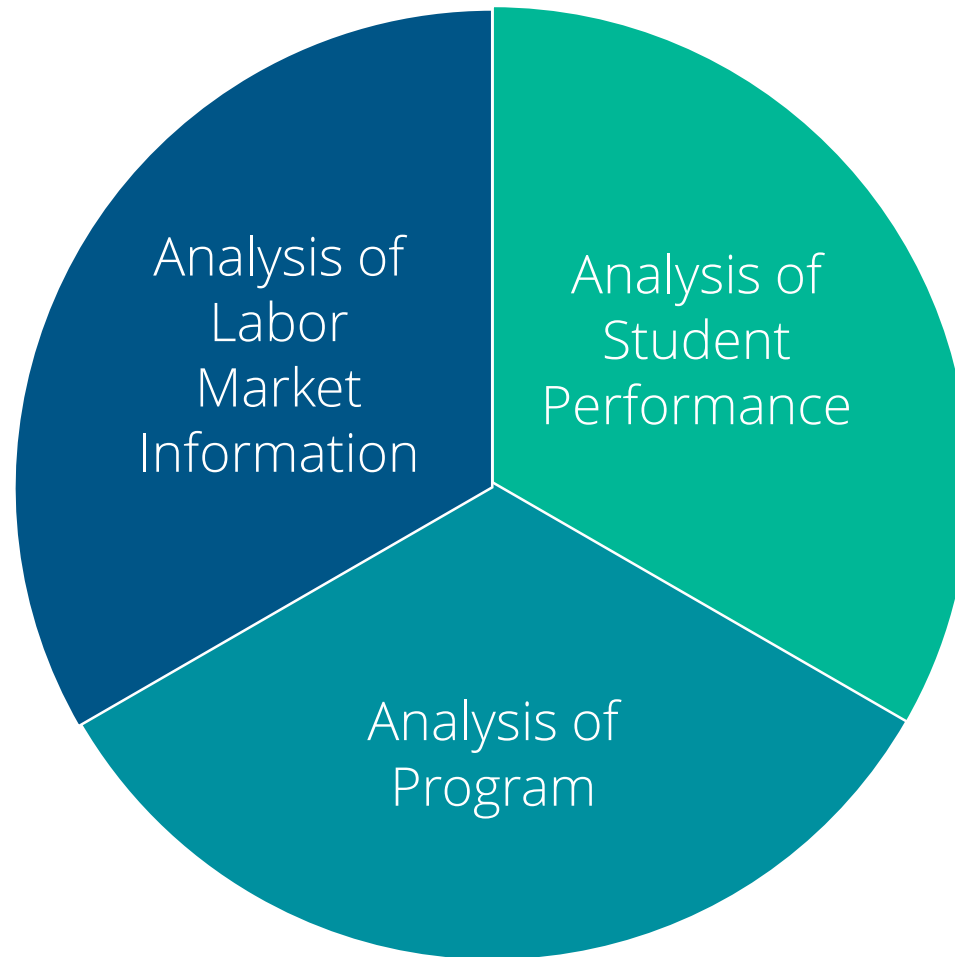


Local Comprehensive Needs Assessment Regions

1. [Chanute Region](#)
2. [Colby Goodland Region](#)
3. [Dodge City Region](#)
4. [El Dorado Region](#)
5. [Emporia Region](#)
6. [Garden City Region](#)
7. [Great Bend Region](#)
8. [Hays Region](#)
9. [Hutchinson Region](#)
10. [Independence Region](#)
11. [Kansas City Region](#)
12. [Liberal Region](#)
13. [Manhattan Region](#)
14. [Overland Park Region](#)
15. [Pittsburg Region](#)
16. [Salina Region](#)
17. [Topeka Region](#)
18. [Wichita Region](#)
19. [Winfield Region](#)



WHICH ELEMENTS MAKE UP THE LOCAL COMPREHENSIVE NEEDS ASSESSMENT?





PERKINS V

KANSAS STATE PLAN FOR CAREER TECHNICAL EDUCATION

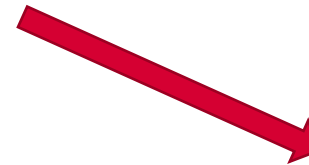
The Kansas Board of Regents and Kansas State Department of Education staff are implementing the new *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. The State Team appreciates all stakeholder input throughout the Plan development process.

- [Kansas State Plan for Career Technical Education \(2020-2023\)](#)
- [Appendices to the Kansas State Plan for Career Technical Education \(2020-2023\)](#)

Needs Assessments

- [Chanute Region](#)
- [Colby Goodland Region](#)
- [Dodge City Region](#)
- [El Dorado Region](#)
- [Emporia Region](#)
- [Garden City Region](#)
- [Great Bend Region](#)

State of Kansas Perkins V Resources (Including Regional LCNA's)



https://www.kansasregents.org/workforce_development/perkins_grants/perkins-v





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)	Jim Means	USD259		jmeans2@usd259.net
Postsecondary Institution(s)	Lisa Myers	WSU Tech		lmyers1@wsutech.edu

Date December 18, 2019 Regional Team Wichita

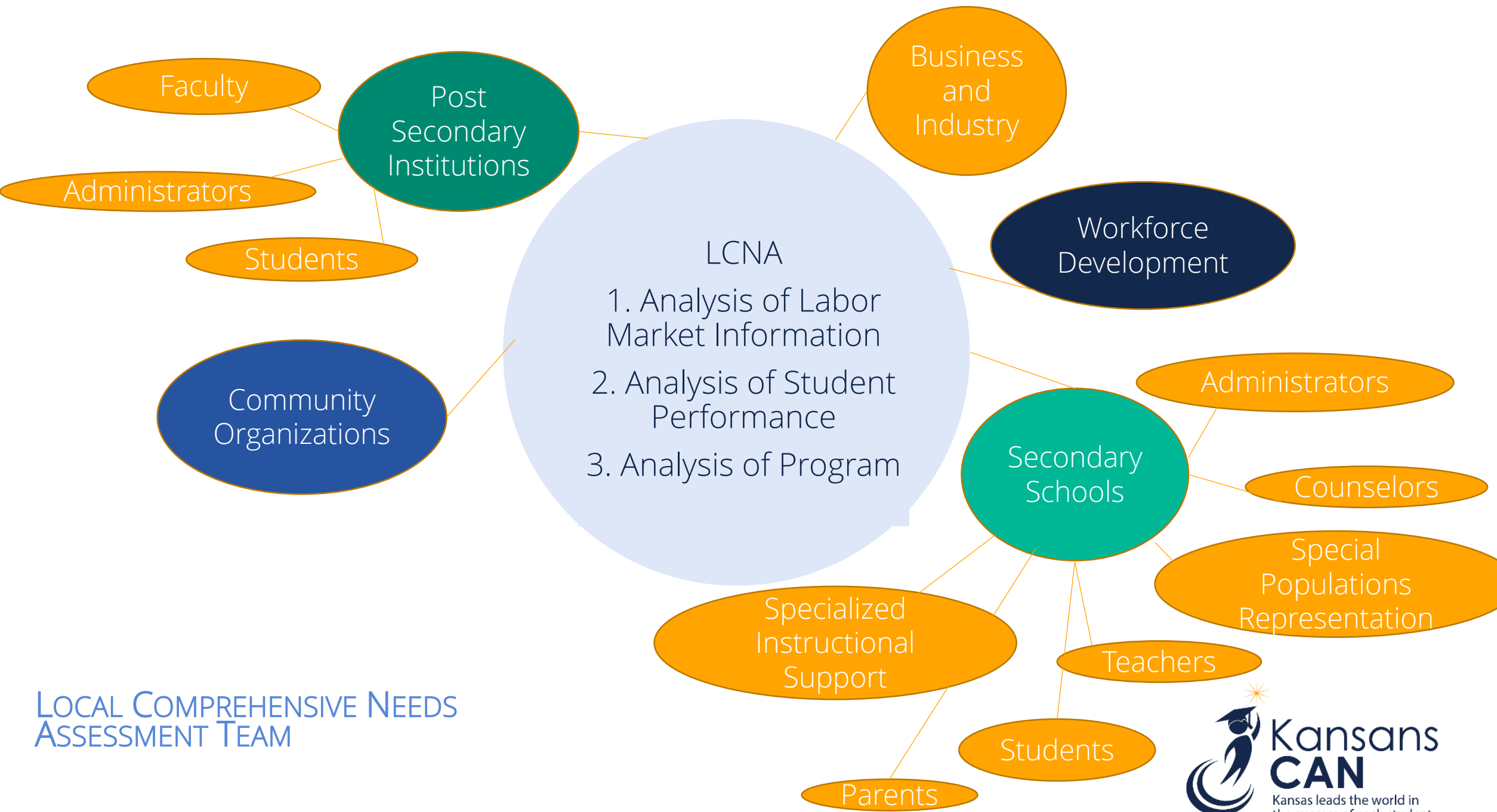
Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.



Regional Team Composition

- Co-Coordinators
 - Secondary & Postsecondary Grant Managers
 - **KANSASWORKS** - Workforce Development Partners
- Secondary & Postsecondary Education Representatives
- Secondary & Postsecondary Administration
- Representatives of Special Populations
- Counselors
- Students & Parents
- Community Members
- Business & Industry Partners





LOCAL COMPREHENSIVE NEEDS
ASSESSMENT TEAM



Step 1: Analysis of Labor Market Information

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include...

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

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What Information Should Locals Collect: Labor Market Alignment

What does the law say?

The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.

What does the law mean?

The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data

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

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

Based on the information determined in the abovementioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.



Step 1: Analysis of Labor Market Information

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



Strengths	Gaps
(50) Visual and Performing Arts/Graphic Design/Arts, AV and Communications – Proper amount of concentrators to fill the area need at both the secondary and postsecondary levels – 100% concentrators primarily due to excess in Graphic Design pathway.	(01) Agriculture, Agriculture Operations, and Related Sciences – Not enough concentrators to fill the need. Secondary concentrators meet only 14% of the total annual demand and there is a 57% gap at the postsecondary level.
11) Computer and Information Sciences and Support Services (secondary) – 100% concentrators only due to excess in the Web and Digital pathway.	(11) Computer and Information Sciences and Support Services – Not enough concentrators to fill the need (postsecondary) Concentrator numbers fail to meet demand in the Information Support and Services, and Network Systems pathways (secondary)
(09) Digital Media – 100% concentrators	(12) Personal and Culinary Services/Restaurant and Event Management/Hospitality and Tourism (secondary and postsecondary levels) There are not enough concentrators to fill the need at either the secondary or postsecondary level. At the secondary level, concentrator numbers meet only 47% of the total annual demand and there is a 54% gap
	(14) Teaching/Training – Not enough concentrators to fill the need at both secondary and postsecondary levels. At the secondary level, concentrator numbers meet only 9% of the total demand. There is a 92% gap at the postsecondary level and programs in this area are not currently offered.
	(15) Engineering Technologies and Engineering-Related Fields – At the secondary level, only 25% of the total annual demand is being met. According to the ST Occupation Projections for 2020 Q1 from the Kansas Department of Labor there is a 75% gap showing we are not producing enough concentrators at the postsecondary level to meet the local need.
	(19) Family and Consumer Sciences/Human Sciences/Services – Not enough concentrators to fill the need. Concentrators only meet 10% of the annual demand at the secondary level and there is an 81% gap at the postsecondary level.
	(22) Legal Professions and Studies – These programs are not offered at the secondary or postsecondary level, resulting in not enough concentrators to fill the need.



Step 1: Analysis of Labor Market Information

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
Travel and Tourism (secondary)	1,139 total annual openings in the Kansas Department of Labor 2016-2026 projections.	
Natural Resources and Environment (secondary)	63 total annual openings in the Kansas Department of Labor 2016-2026 projections	
Energy (secondary)	54 total annual openings in the Kansas Department of Labor 2016-2026 projections.	Optional labor data – 51-8099 plant and system operators 42 openings The High Demand High Wage 2018 report from KLIC states that 51-8093 Petroleum pump system operators, and gaugers needing a high school diploma or equivalent with a demand/wage score of 16. Additionally, the 2020 ST Occupation projections for Q1 show 89 openings. Annual openings of 45 thereafter.
Registered Nurse (postsecondary)	Employment projections from the Kansas Department of Labor 2016-2026 shows 417 annual openings in South Central Kansas.	
Medical Assistant (postsecondary)	Employment projections from the Kansas Department of Labor 2016-2026 shows 202 annual openings in South Central Kansas	



Step 1: Analysis of Labor Market Information

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
Digital Media Pathway (secondary)	The Digital Media pathway helps students develop writing/literacy skills, critical thinking skills, teamwork skills, and other essential work skills. This pathway serves an important role in the high setting by providing important information to the school community of a wide-range of issues. Local school districts may award fine arts credit for some of the courses in this pathway.	The number of student concentrators exceeded total annual demand by 116.
Graphic Design Pathway (secondary)	The Graphic Design pathway helps students develop writing/literacy skills, communication skills and reinforcement essential computer skills. Student interest in this pathway is high because it appeals to students with interests in both computer and fine arts/creative skills. Local school districts may award fine arts credit for some of the courses in this pathway.	Data shows 47 total annual openings but a program size of 1,805.
Web & Digital Communications (secondary)	This pathway is a very common offering in high schools in the region. The pathway includes courses that provide students with general computer skills. This may account for the high student participation.	Data shows 20 total annual openings with a program size of 827.
Non-Destructive Testing/Maintenance and Reliability (postsecondary)	At WSU Tech, the 2018 cohort of NDT/Machine Maintenance and Reliability had a placement rate of 69.2% for program graduates. The skills learned in this program are applicable to all manufacturing sectors. Most would be quality inspectors.	0 openings in the area under the associated CIP/SOC Codes; however The 2020 ST Occupational Projections under 17-3029 NDT Specialist/Engineering Technicians, all other, show a 1.5% annual growth.



Step 2: Analysis of Student Performance

Analysis of
Student
Performance

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.



Step 2: Analysis of Student Performance

Analysis of
Student
Performance

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.



Step 2: Analysis of Student Performance

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 Proposed Secondary 2020 Target - 85% 2018 Secondary Regional Rate - 100%	Increasing and sustaining the graduation rate of students is a priority of every educational institution. Efforts to sustain performance in this area include: <ul style="list-style-type: none">• creating college credit opportunities for high school students• ensuring curriculum is relevant to the student and aligns with business and industry needs• implementing Individual Plans of Study to target student interested and emphasize high school graduation as a goal for all students• Supporting CTSOs to increase student engagement.	<ul style="list-style-type: none">• Growing and encouraging enrollment in Excel in CTE eligible courses• Using work-based learning activities and professional learning experiences in CTE classes which take advantage of the hands-on nature of learning in CTE classes• Valley Center offers a student internship program• Regional schools maintaining school chapters of as many as seven different CTSOs to support technical and academic skill development, and increasing student engagement
2S1 - Reading/LA Proficiency Proposed Secondary 2020 Target - 31% 2018 Secondary Regional Rate - 32% 2S2 - Math Proficiency Proposed Secondary 2020 Target - 24% 2018 Secondary Regional Rate - 26% 2S3 - Science Proficiency Proposed Secondary 2020 Target - 27% 2018 Secondary Regional Rate - 32%	<ul style="list-style-type: none">• The intentional focus on applied learning and skill attainment makes CTE courses relevant to student and emphasizes the importance of academic skills.• All regional school districts provide a range of intervention and enrichment activities in an effort to meet the needs of all students.• Supportive services address the needs of a diversity of student learners requiring services through 504, ESOL, and Special Education.• Vertical alignment and trainings to that teacher understand the progression of skill development from one level to another.	<ul style="list-style-type: none">• Curriculums such as Project Lead the Way that make extensive use of project based learning.• Goddard teachers meet with WSU Tech staff to better understand the opportunities and skills requirement of students wanting to participate in Excel in CTE programs.• Internship programs emphasize the important of both academic and technical skill attainment.• Derby School conducting parent conferences differently to emphasize the importance of both academic and technical skills.• Valley Center's practice of tracking and communicating student success in academics in addition to tracking and communicating on concerns and failures (D&F list).

Analysis of
Student
Performance



Step 2: Analysis of Student Performance

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



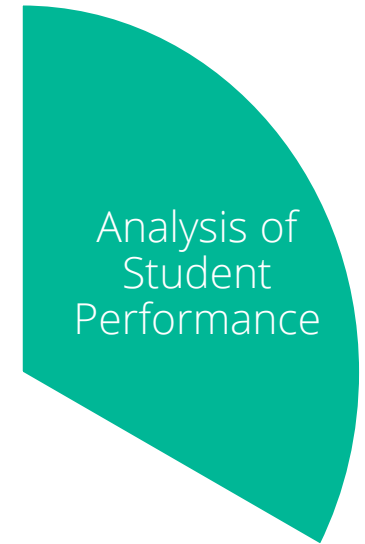
Analysis of
Student
Performance

POTENTIAL Gap	Root Cause
2S1/2/3 - Academic Proficiencies – Measures being met by a small margin.	<ul style="list-style-type: none"> A majority of students, both CTE and non-CTE currently struggle to meet these measures. Interventions and support outside the CTE classroom must be a significant component of the solution. Some students enter CTE pathways with significant academic deficiencies.
4S2 - Postsecondary Credits Attained – Measure being met by a small margin.	<ul style="list-style-type: none"> CTE continues to carry a stigma with many individuals that CTE programs are a 'plan B' and not a primary pathway to career success and satisfaction. Processes to support and implement IPS are still developing so some students may not have a clearly defined and detailed career plan.
5S1 - Non-Traditional Concentration – Measure being met by a small margin.	<ul style="list-style-type: none"> Counselors and counseling services are stretched too thin, not allowing sufficient time for those staff to provide meaningful support and guidance to students. Processes to support and implement IPS are still developing so some students may not have a clearly defined and detailed career plan. Some instructional curriculum or learning activities may not appeal to the diversity of learners. Are classes creating learning environments and activities to specifically appeal to non-traditional learners?
2P1 - Credential Attainment – Not all industry-recognized credentials are counted in Core Indicators	<ul style="list-style-type: none"> Although there is a state consortium, NC3 credentials are not recognized by the Kansas Board of Regents. As of 9/30/2019 WSU Tech had awarded 2,456 NC3 credentials across several programs. Lincoln, Trane, and SnapOn are just a few of the NC3 industry participants and are also WSU Tech industry partners. WSU Tech is moving away from AWS Welding credentials.
3P1 – Non-Traditional Program Concentration – measure being met overall, but not in all programs	<ul style="list-style-type: none"> Industry overall does not have strong non-traditional participation. FactFinder at Census.gov states that in 2017 only 25.5% of manufacturing positions were filled by females and only 19.5% of healthcare professions were filled by males for the Wichita MSA.



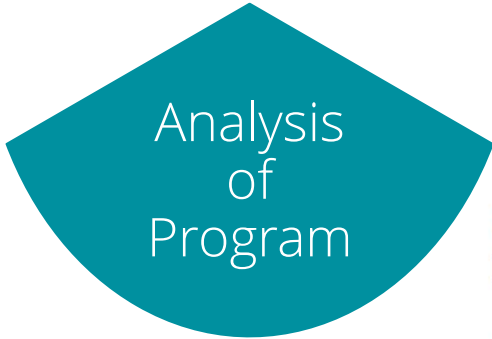
Step 2: Analysis of Student Performance

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



Question	Answer	Areas for Improvement
Are of sufficient size	<ul style="list-style-type: none"> • At the secondary level, program size if primarily driven by student enrollments – the course and number of sections are provided to meet pre-enrollment requests as much as possible • At the postsecondary level, B&I requests are addressed/considered when making decisions about course offerings • Targeted marking programs such as Wichita’s Promise • Working within the limitations of the governing body • Creative scheduling • Positive relationships between instructors and students • Sharing instructors between secondary and postsecondary institutions (high school teachers as adjunct faculty, college faculty teaching in high school classrooms) • Use data to make staffing and hiring decisions such as capping class size (Valley Center) • Program review to be responsive to labor market needs • Collect local qualitative data to better justify program size/need. 	<ul style="list-style-type: none"> • Process needs to align with B&I demands • Career advising provided to guide students into programs that offer employment opportunities • Limitations of clinical settings may restrict program size • Insufficient staff (unfilled teaching positions) impact program size • Discussions between community and district leaders for feedback on program size
Relate to real-world work environment (Scope)	<ul style="list-style-type: none"> • Applied learning opportunities such as internships • Industry Advocate Team confirmation or information so that programs address new trends and emerging technology • Work spaces and labs that simulate work environments • B&I representatives in classrooms to give suggestions on modifying lessons with responsive teaching • Career counseling resources like Nepris that brings industry professions ‘into’ classrooms through an online library of presentations and information, 2-way classroom visits through livestreaming • Summer teacher externships to help broaden teachers understanding of and experience in real work settings • Teaching time efficiency and lean approaches to doing work 	<ul style="list-style-type: none"> • Provide more opportunities for professional learning experiences (PLEs) (K12) • Create additional entry points into programs by managing course prerequisites • Challenges include age restrictions and liability issues for on the job experiences for secondary students





Step 3: Analysis of Programs

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.



Analysis of Program

Step 3: Analysis of Programs

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



Implementation Process	Strengths	Needs/Gaps
<ul style="list-style-type: none"> • Create a course sequence and model plan of study with input from subject matter experts (based on rotation of available staff) (PS) • Determine admission standards and requirements • Conduct a needs assessment or analyze the needs • Determine costs, resources needed (texts, equipment, and set student costs) • Program/pathway must meet all KSDE or KBOR requirements 	<ul style="list-style-type: none"> • Start with the end in mind when planning and creating a new program/pathway • Connections to the community and business and industry 	<ul style="list-style-type: none"> • Expand program alignment between secondary and postsecondary for maximum dual/concurrent credit opportunities • Expand community outreach and engagement • Expand parent engagement • Easier way to keep up with compliance
<ul style="list-style-type: none"> • Provide advisors and counselors to work with students 	<ul style="list-style-type: none"> • K-12 Individual plans of study being implemented and include interests and skills surveys, career exploration activities, electronic portfolios, and goals and education/training plans after high school education. • School districts making use of career exploration and planning tools such as Xello. 	<ul style="list-style-type: none"> • Targeted marketing to students in larger schools to help students understand and select their best fit program option • Educate counselors on new programs (K12) • Look at other advising structures where counselor caseloads don't allow for much career advising (K12) • Connect students to programs in which they can be successful • Counselor/Advisor resource and program education
<ul style="list-style-type: none"> • Obtain feedback from students for satisfaction and any needed changes • 3-year formal and comprehensive program review (PS) 	<ul style="list-style-type: none"> • Faculty-driven program review that includes feedback from business and industry. 	<ul style="list-style-type: none"> • Student measures are often lagging measures



Step 3: Analysis of Programs

Analysis of Program

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



Process	Strengths	Needs/Gaps
Recruiting: <ul style="list-style-type: none"> From Colleges - Communication and connections with colleges whose programs are either graduating new teachers through traditional teacher prep programs; or with technical and community colleges who might have faculty interested in part-time or fulltime employment. From Business and Industry - Partnerships and connections with business and industry, particularly those with existing relationships and commitments to either K12 or postsecondary programs, whose companies might have access to employees interested in part-time or fulltime employment. From Traditional Methods – Posting positions through traditional employment websites, use of various social media platforms, sharing vacancies through KSDE listservs....just about any way possible. From Industry Advocate Teams and Pathway Advisory Committees – These teams should be aware of potential personnel needs, and engaged in the process to define positions needs and help promote those opportunities. 	<ul style="list-style-type: none"> Lift up successful examples of new employees who have come from business and industry into classrooms. Allow them to serve as ‘ambassadors’ of those programs and relationships. Providing teachers resources such as Nepris, a web-based resource that provides educational organizations access to libraries of career-oriented information and presentations, connections with business and industry in the community and across the country, and a platform to live-stream professionals into classrooms for interactive learning. Some school districts shared that credit is given for previous business and industry experience when initially placing a new hire on the salary schedule. Derby School District hosts an event for CTE student teachers to encourage their recruitment into the district. Wichita Public Schools recently hosted an Educators Rising conference for high school students in the Teaching/Training pathway. This event including a mini college and career fair, providing opportunities for students to interact with and learn about future education and employment opportunities. 	<ul style="list-style-type: none"> Business and industry may need to work creatively with its education partners to provide access to submit matter experts, perhaps through a loan executive type program. Salaries for teachers are not competitive with the salaries individuals can earn out in business and industry. A lack of targeted initiatives on the part of educational organizations to hire from business and industry. KSDE requirements for alternative licensure can be challenging and confusing for new hires coming from business and industry. Educational organizations need to look for ways to streamline, simplify and ‘lean up’ all process around recruitment, retention and training.
Retaining: <ul style="list-style-type: none"> Ongoing faculty/teacher support, providing a good campus culture, ongoing professional development opportunities. 	<ul style="list-style-type: none"> Most of the educational representatives shared that retaining instructors isn’t as much of a challenge as is hiring them in the first place. Some school districts shared that credit is given for previous business and industry 	<ul style="list-style-type: none"> Salaries for teachers are not competitive with the salaries individuals can earn out in business and industry. Business and industry could initiate a program to develop strong employees with teaching/training skills that could be valuable



Analysis of Program

Step 3: Analysis of Programs

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

Strengths	Gaps	Strategies for Improvement
<p>K-12</p> <ul style="list-style-type: none"> • Provided internships within walking distance • Project Search, providing students with disabilities job skills training • Derby collaborates with the Family Readiness Coordinator at McConnell Air Force Base • Assistance and support of AmeriCorps workers • Districts can provide financial support for individuals willing to add ESOL or SpEd endorsements. • Support of Transition Support Specialists • Wichita provides access to affordable child care for students who are themselves parents. • Derby – Spirit and Textron partnerships and speakers • Workforce Alliance Partnership – Youth Employment Program • McConnell Air Force Base programs available to area families • Department of Defense grants that target STEM activities for the students of military families • Derby Community Foundation to support CTE students 	<ul style="list-style-type: none"> • Pathways don't meet the needs of SpEd students who have significant cognitive deficiencies. • Meeting placement needs of military students coming in mid-year, or with previous courses and transcripts that don't align well with current schools' programs • Career readiness skills not there in new hires (attendance, conflict resolution, communication skills) • Transportation challenges to participate in activities that take place outside the school day (so no school bus) or outside the schedule of city buses. Derby has no link to transit in Wichita, nor is there public transit in Derby. • Block scheduling, a help or hindrance to success? • Students without social security numbers. • Students are not always aware of what financial benefits are available to them for continuing their education (ex. Foster care may not be aware they have a tuition benefit – dependent on caseworker) 	<ul style="list-style-type: none"> • Identify jobs at which students with severe cognitive deficiencies can be successful and support/address those jobs and skills in pathway classes • Early career exploration that paints a clear picture of day today job responsibilities (use of Xello, MyNextMove.org) • Discussions with advisory committees about students with special needs • Work with employers to remove transportation barriers for internships, applied learning, and full-time employment • Summer student internships • Conduct more awareness activities in the area to let special populations know what opportunities and support are available to them • Activities that bring families in to let them know about available resources • Workforce ensures counselors are aware of all available programs • AmeriCorps services • Flexible schedules for earn and learn opportunities • Seek out professional organizations that bring workforce, industry and education together.



Perkins, LCNA, Reserve Grants and Technical Assistance



Perkins Activities

1. Career Exploration and Academic Guidance
2. Aligning Secondary CTE Pathways and Post Secondary CTE Programs to Labor Market Data
3. Size, Scope and Quality of CTE Pathways and Programs
4. Aligning Secondary CTE Pathways and Post Secondary CTE Programs to Labor Market Data
5. PD: Support the recruitment, preparation, retention, & training of School staff
6. Support integration of academic skills into CTE Programs



PERKINS ACTIVITIES, BOARD INITIATIVES, RESERVE PROJECTS, RESOURCES AND LCNA

Technical Assistance
Project: Data Quality

Reserve Project: Teacher
Retention

High School
Graduation

Social-
Emotional

Perkins Activity:
Support
integration of
academic skills
into CTE
Programs

Perkins Activity:
PD: Support the
recruitment,
preparation,
retention, &
training of School
staff

LCNA

1. Analysis of Labor
Market Information
2. Analysis of Student
Performance
3. Analysis of Program

Perkins Activity: Align
Secondary CTE
Pathways with Post
Secondary CTE
Programs

Perkins Activity:
Career Exploration
and Academic
Guidance

IPS
based on
Career
Interest

Perkins Activity:
Aligning Secondary
CTE Pathways and
Post Secondary
CTE Programs to
Labor Market Data

Perkins Activity: Size,
Scope and Quality of
CTE Pathways and
Programs

Post
Secondary
Success

Reserve Project: IPS
Professional Learning
Network

Resource: Pathways System
(CPPSA)

Reserve Project: Access
and Equity

Resource: Quality Pathway
Rubric

Reserve Project:
Strategic
Improvement



CPPSA and Reminders



CPPSA Season

Career Clusters and Pathways

The Career Cluster Guidance Handbook is a useful guide for CTE Directors and teachers, with links to all necessary resources. It is important to review the handbook or the Summary of Pathway Changes document when preparing to update for the next year.

The Design Sheets for each pathway include an inventory of courses, with the required competencies, that can be offered in each pathway. Pathway content is reviewed by Business/Industry/Postsecondary every 5 years, so the content of the pathway is up to date.

Each course selected in an approved pathway should be offered at least once every three years.

There are no changes to the 2021 – 22 handbook as there were not any cluster reviews.

Cluster Handbook FY 2021-2022



CPPSA

The Pathways system is open for updates and new CPPSAs!!

- Staff - Review district staff and their Pathways Access Level
- Any staff to delete – email helpdesk@KSDE.org
- Any NEW staff – Register at [Authenticated Applications](#)
- School Level –
 - School Update (CPPSA only) or
 - School Approve (student data entry only)
 - Switch between the two using *Manage My Account*
- District Level – Select “All Buildings” for the Building field for Access to CPPSA update screens and Student Data screens **without** switching



CPPSA

- All advisory committee meetings must be held before the submission of the CPPSA on or before **March 1st, 2021**.
 - There is no penalty for schools that were unable to meet and complete an Advisory Committee last spring. Schools are encouraged to enter March 19th as the date for Spring Advisory meetings that were unable to occur in the CPPSA application in order to proceed in entering pathway information next spring (deadline March 1st). March 19th was the announcement of the school closure and an identifiable way of coding the exceptions. Schools should carry forward agenda items to the fall meeting which may be conducted via teleconferencing, online, or face to face as local circumstances dictate.
- Career Pathway Program of Study Application (CPPSA) - There has been **one update** to the Pathways system for the 2021 – 2022 CPPSA submission!
- Section 1 of every pathway application will need to have the Lead Teacher's name and the number of years they have taught that pathway content. This information will help enable us to provide needed PD to our teachers.



CPPSA

- The due date for all Pathway applications is **March 1st, 2021!**
- We ask that all KCCMS course records be submitted or updated **by Feb 1st** if possible. That will ensure the course record has time to get through the KCCMS approval process.



Advisory Committee Meetings and LCNA

- As you hold your Advisory Committee meetings, please plan to review the **Local Comprehensive Needs Assessment** for your region with all stakeholders.
 - You can offer meetings remotely or in person, as your needs require!
- Please remember that if you were not able to have your Spring Advisory meeting due to COVID closure, you can enter date **3-19-20** as your first advisory meeting date
- That will indicate to the reviewers that you were unable to hold the spring meeting for this cycle.
 - KSDE does ask that you be certain to cover all items that needed to be covered at the spring meeting



Professional Learning Opportunities



ACTE Online Learning Network Provides Free Resources!



- Workplace Skills Tutorials: Learn the skills you need to boost your career success
- Career Ed Lounge is a learning community of Career Education Professionals where you can Learn and Share with your peers
- IDP (Individual Development Plan) Helps you to identify and achieve your performance goals

CTE Lessons: Expand your Knowledge and Skills as a CTE Professional

Career Prepped-helps you enhance your work-based learning programs.

<https://www.ctelearn.org/free-resources.php>



Questions?



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Remote Learning Resources



ACTE Distance Learning Resources

- ACTE's guide to help CTE educators prepare for delivering CTE in the new school year, [High-quality CTE: Planning for a COVID-19-Impacted School Year](#)
- ACTE recently wrapped up a series of webinars to further dive into 2021-21 planning. View the [recordings](#).

For additional resources that ACTE compiled during spring 2020 to support CTE educators, please visit the tabs below:

Cross/Multidisciplinary CTE Resources | Agriculture |

Business/Marketing/Financial Literacy | Engineering/Technology/IT |

FCS/Culinary/Hospitality/Retail | Health Sciences | Trade/Industrial | Adult Ed |

Counselors/Career Development Professionals |

Distance Learning Tips & Resources | General Ed Tech Tools | Federal Guidance |

Upcoming Events

ACTE
Distance
Learning
Resources



Resources for States- COVID-19

Advance CTE will share resources and updates to aid in the delivery of high-quality CTE virtually.

Advance CTE Resources

COVID-19's Impact on CTE: Defining the Challenge and the Opportunity

What makes Career Technical Education (CTE) unique, like the ability to participate in hands-on, work-based learning experiences, earn meaningful industry- recognized credentials and connect directly with employers, present specific and complex challenges when being delivered virtually. Within these challenges lies opportunity, and the pandemic can and should serve as a catalyst for change in the way states consider offering CTE programs to ensure that each learner - no matter their race, ethnicity, age, gender or zip code - is afforded access to and equitable delivery of high-quality CTE in their communities.

Advance CTE new resource, *COVID-19's Impact on CTE: Defining the Challenge and the Opportunity*, identifies the challenges that impact the design, delivery and assessment of CTE programs across the country during COVID-19 (coronavirus) and beyond. Our work continues to provide members and the entire CTE community with the tools, resources and supports needed during this time.

Read the full paper [here](#).

Advance CTE Learning Resources

Advance CTE Learning Resources



JUNE 2020

High-quality CTE

PLANNING FOR A COVID-19-IMPACTED SCHOOL YEAR

ACTE:
Planning
for a
COVID-19
Impacted
School
Year



Advance CTE Resource



COVID-19 (the coronavirus) has caused a significant disruption in our education system. Career Technical Education (CTE) has been particularly affected due to the nature of instruction and required laboratory- and work-based learning components. As state agencies are focused intently on their reopening plans — many of which do touch upon CTE — this tool aims to support state CTE leaders as they consider the wide array of challenges unique to supporting CTE learners and programs through this transition and beyond.

https://cte.careertech.org/sites/default/files/Prioritizing_CTE_During_COVID_July2020.pdf



Resources



Pathways Resources:

- Log in Page - [Authenticated Applications](#)
- [Kansas Career Cluster Guidance Handbook 2021-2022](#)
- [Pathways Application Checklist](#) (Best resource for step by step instruction)
- 2020 Advisory Committee Handbook and Quality Pathway Rubric II-
<http://www.ksde.org/Default.aspx?tabid=669>
- Weblink for multiple help documents, handbooks, etc. - [Career Clusters and Pathways](#)
- If you have questions, please email Angie Feyh and Amanda Williams at pathwayshelpdesk@ksde.org or KCCMS@ksde.org for course code questions!



Perkins V Resources

- ACTE: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity
- Perkins V State Team Resources: (www.ksbor.org/CTE)
 - Locate Perkins V resources
 - Find contact information for Perkins V team
 - Submit stakeholder information & questions to PerkinsV@ksbor.org



Federal Perkins Resources-

- [Perkins Collaborative Resource Network](#)
- [U.S. Department of Education COVID-19 Information and Resources for Schools and School Personnel](#)
 - [Perkins V State Plans and COVID-19 – Frequently Asked Questions Round 2 \(April 13, 2020\)](#)
 - [Perkins V State Plans and COVID-19 – Frequently Asked Questions \(March 31, 2020\)](#)



Pathways Resources:

- Log in Page - [Authenticated Applications](#)
- [Summary of Pathway Changes for 2020-21 Fact Sheet](#)
- [Kansas Career Cluster Guidance Handbook 2020-2021](#)
- [Career Pathway Program of Study Application Checklist](#); (Best resource for step by step instruction)
- [Career Pathway Program of Study Application Training](#)
- Advisory Committee Handbook and Quality Pathway Rubric - <http://www.ksde.org/Default.aspx?tabid=669>
- Link for multiple help documents, handbooks, etc. - [Career Clusters and Pathways](#)



For More Information Regarding CPPSA

- If you have questions about Pathways, please email **Angie Feyh, Amanda Williams** at pathwayshelpdesk@ksde.org
- If you have questions about Course Codes, please email **Angie Feyh or Amanda Williams** at KCCMS@ksde.org!





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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

