



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Renaë Gardner	Colby Public School/USD 315	785-460-5331	rgardner@colbyeagles.org
Postsecondary Institution(s)	Christine Ellison	Colby Community College	785-460-5555	chriss.ellison@colbycc.edu

Date _____ Regional Team _____

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- A co-chair can only serve on a maximum of two (2) regional teams.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and “regional” are used interchangeably.

What is the purpose of this Template?

1. Explain the purpose of the regional needs assessment
2. Outline the required components of the assessment
3. Provide tools for identifying new needs and/or re-evaluating the existing needs

What are the tasks of the Regional Needs Assessment Stakeholder Team?

1. Use evidence-based strategies to recognize needs of the regional industry
2. Identify strengths and gaps of CTE programs in the region
3. Identify strengths and gaps in student performance

What are the tasks of the regional team co-chairs?

1. Collaborate with the secondary/postsecondary co-chair
2. Assemble and coordinate the work of the regional stakeholder team
3. Participate in the state trainings and webinars
4. Lead the labor data and student performance data analysis
5. Schedule and conduct regional stakeholder team meetings (minimum of two meetings in the assessment year)
6. Record discussion and decisions made by the regional stakeholder team
7. Complete the needs assessment Template and accompanying documentation
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2022

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:

1. Identify participants on the regional stakeholder team
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage stakeholders in a review and analysis of focused data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity and gaps (what is not working)

Why complete a comprehensive regional needs assessment?

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 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 alignment 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 year
- approved by the state prior to the submission of the grant application
- submitted with the application
- be part of an on-going performance management cycle

Who should participate in the needs assessment process?

The regional needs assessment stakeholder team is comprised of a diverse group of local stakeholders who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following stakeholders to participate in the needs assessment, the local grant application development, and the on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels:
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations (see next section)
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth
7. Representatives of Indian Tribes and Tribal organizations (where applicable)

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (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).

Process:

1. Assign co-chairs for the regional team
2. Assemble the regional stakeholder team. **All groups of stakeholders must be represented on each regional team.**
3. Gather, review, and analyze data
4. Convene the regional stakeholder team (must **meet at least twice** throughout this process; virtual meetings are acceptable)
5. Complete the needs assessment Template
 - All steps and all parts are required
 - Incomplete assessments will not be approved
 - Add rows to tables as needed
 - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated
 - Include a copy of meeting documentation and/or minutes
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org

Template:

STEP 1: Analyze Labor Market Information

Part 1: Identify state labor market data sources for each pathway and program offered in your region

Part 2: Identify local labor market data sources and request approval from the state

Part 3: Analyze data and compare to the last regional needs assessment

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

Part 5: Based on the input from local stakeholders, use this template to provide or update answers to the needs assessment questions

STEP 2: Analyze Student Performance

- Evaluate student performance in your region with respect to state-determined and local performance levels (core indicators)
- Include an evaluation of performance for special populations

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

Part 2: Progress Toward Implementing Programs of Study

Part 3: Recruitment, Retention, and Training of CTE Educators

Part 4: Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

- The assessment must be completed prior to completion of the local grant application
- Only activities and expenditures for which the eligible recipient can demonstrate a need can be included in the local grant application
- Local applications will not be accepted without the approved corresponding regional needs assessment
- The needs assessment must be completed/updated every two years with a review of progress in the interim

Regional Team Name: <u>Colby/Goodland Workforce Region 1 Needs Assessment Team</u> Date: <u>September 16, 2021</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Renae Gardner	rgardner@colbyeagles.org	785-460-5331
Postsecondary:Christine Ellison	chriss.ellison@colbycc.edu	785-460-5555

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair	Renaë Gardner	USD 315, Colby Public Schools, College & Career Advocate
Postsecondary Co-chair	Christine Ellison	Colby Community College Controller
Teacher(s) - Secondary	Kim Munk Alison Polifika Tom Rundel	USD 274 Oakley Public Schools USD 293 Quinter High School USD 314 Brewster High School
Faculty - Postsecondary	Michael Zimmerman Dr. Jennifer Martin, DVM	Northwest Tech Engineering Tech Instructor Colby Community College Director of Veterinary Nursing
Secondary Administration	Dr. Stephanie McNemar	USD 315, Director of Teaching and Learning
Postsecondary Administration	Dr. Tiffany Evans Lisa Blair	Colby Community College Vice President of Academic Affairs Northwest Tech Dean of Academic Advancement
Specialized instructional support and paraprofessional(s)	Maria Benefield	Transition Coordinator NWKSC
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Kyle Shively	At Risk Monitor, USD 315
Representative(s) of Special Populations	Brenda Platt	USD 315 SPED Instructor
Career Guidance and Academic Counselor(s)	Linda Nelson Joni Bolen	Colby Community College Director of Advising Center USD 352 Goodland High School
Student(s)	Daniel Ordonez Alizah Schielke Joseph Myers	Northwest Tech SGA President and Engineering Technology Student Colby High School CTE student Brewster High School & NWKTC CTE Student
Community	Doug Johnson	Director of Public Information Colby Community College
Business & Industry	Aaron Wolfe	Driggs Design Group - Goodland

	Ericka Nicholson	Director, Gove County Economic Development
Workforce Development	Deb Scheibler/Deb Page	Kansas WorkforceOne
Parent(s)	Maria Benefield	Parent of CTE student at USD 315
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	N/A
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Angel Morrison Pam Kraus	Colby Community College Sr. IT Director CTE Coordinator & STEM Consultant- Smokey Hill Education Service Center

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):

The local needs assessment shall include...

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

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

What does the law mean?

Each region will analyze how local CTE programs are meeting workforce needs. Eligible recipients evaluate labor market demand based on state and local data sources.

Part 1: Identify sources of labor market data

All data sources must come from the approved labor market data list (see below).

If you have a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
 - a. Long Term Projection Data
 - b. Short Term Projection Data
 - c. Vacancy Reports
 - d. High Demand Occupations
 - e. Occupational Reports
2. Kansas Career Navigator Data
<https://kscareernav.gov/>
3. KSDegreeStats.org
https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report
https://kansasregents.org/workforce_development/k-tip-report

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

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

Part 2: Use additional approved sources of data

Request approval for additional local sources of labor market data by email - PerkinsV@ksbor.org

Part 3: Conduct preliminary data analysis

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

Part 5: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

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

Q1: How do the pathways and programs already offered in the region compare to regional job demand?

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p><u>Postsecondary Program: C.I.P. 51.0808; S.O.C. 29-2056 & S.O.C. 31-9096 Veterinary Nursing (technician):</u> The current concentrator count for this program for AY2021 & AY2020 is 104 students. The Kansas Demand is 110 openings. There was not any data for Northwest Kansas demand. The 2020 concentrator number was 71.5 students so more students are completing the program. The veterinary nursing program is online and attracts students from a broad geographical area. S.O.C. 29-2056, Veterinary Technician has a mean wage in Kansas of \$35,750. S.O.C. 31-9096, Veterinary Assistant, has a mean wage in northwest Kansas of \$29,047 but statewide Kansas is \$28,342.</p> <p><u>Secondary: Family, Community & Consumer Services (CIP 19.0799, No S.O.C. found)</u> 38 concentrators were reported in this Pathway for our Region. Although no S.O.C. code could be located, this is a broad pathway, with a generous number of careers to consider relevant, such as Community and Social Service Occupations (S.O.C. 21-000) or Personal Care and Service Occupations (S.O.C. 39-0000) Community and Social Service Occupations</p>	<p><u>Postsecondary Program: C.I.P. 51.3801; S.O.C. 29-1141 Registered Nurse (Associate Degree in Nursing) A.D.N. Program:</u> The concentrator count for AY2021 & AY2020 is 21 students whereas the Northwest Kansas demand is 113 openings and overall Kansas is at 1,965. The number of concentrators was reduced from 2020 because the nursing department strengthened its admissions criteria to attract and retain a better quality student. This occupation is listed on the Kansas Labor Information Center website as “high demand and high wage”. The annual mean wage for Kansas is \$64,206 and \$59,260 for northwest Kansas.</p> <p><u>Postsecondary Program: C.I.P. 51.3901; S.O.C. 29.2061 Licensed Practical Nursing (L.P.N.):</u> The concentrator count for AY2021 & AY2020 is 41 students and the current Northwest Kansas Annual employment demand is listed as 113 openings. The number of concentrators decreased from AY2020 because the nursing department strengthened its admission standards to accept a higher quality student. However, the overall Kansas Annual Demand is 610 openings. This occupation is listed on the Kansas Labor Information Center website as “high demand”. The salary range is medium at \$45,068 for Kansas but only \$43,016 in northwest Kansas.</p> <p><u>Postsecondary Program: C.I.P. 51.0806; S.O.C. 31-2021 Physical Therapy Assistant</u></p>	<p><u>Postsecondary Program. Diesel Technology CIP 47.02061305 SOC 49-3031 Bus and Truck Mechanics, Diesel Engine Specialists</u> The AY20 concentrator count was 41 whereas the projected annual openings in NW Kansas are 24. for the entire state of KS annual openings is 297. The annual mean wage for NW KS is \$50,869. The 10 year employment projection is expected to increase by 2.4% in the NW region, and by 1.6% in the entire state of KS.</p> <p><u>Postsecondary Program. Respiratory Therapy CIP 51.0908 SOC 29-1126 Respiratory Therapists</u> The AY20/AY21 concentrator count was 22 whereas the projected annual openings in NW KS are 6, and in the entire state of Kansas are 104. The annual mean wage in NW KS is \$60,773. The 10 year employment projection is expected to increase by 34.9% in NW KS and to increase by 20.0% in the entire state of KS.</p> <p><u>Secondary: Agriculture, Food & Natural Resources: Power, Structural & Technical Systems (CIP 01.0201, S.O.C. 49-3041.00, Farm Equipment Mechanics and Service Technicians)</u></p> <p>Farm Equipment Mechanics and Service Technicians</p>

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

71 annual openings for all occupations listed within this career classification, with a median average wage of \$37, 697.

Kansas Career Navigator:

In workforce area 1, 2, 850 are currently employed in this area, earning an entry level wage of \$ 28, 958 and a median annual wage of 40, 142

Kansas Department of Labor Reports NW Kansas Region: Social and Human Service Assistants are listed earning a median annual wage of \$31, 738 and are not considered a high wage, high demand occupation.

Personal Care and Service Occupations

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

455 annual openings for all occupations listed within the career classification, with a median average wage of \$24, 709.

Kansas Career Navigator:

Currently in workforce area 1, 4, 320 are currently employed in this field earning an average wage of 22, 570

Kansas Department of Labor Reports NW Kansas Region:

Various occupations listed in the region in this category, however none were considered high demand occupations.

Fashion, Apparel, Interior Design (CIP 19.0999, No S.O.C Code Found)

No S.O.C. code was found for this Pathway. Merchandise Displayers and Window

Program: The concentrator count for AY2020 & AY2021 is 38 students. The Kansas demand is 188 openings but the Northwest Kansas demand is 13 openings. Many of the P.T.A. students are from different geographical locations and attended Colby Community College because of the reputation of the program. Many students do not seek employment in Northwest Kansas but search for employment outside of the area. In northwest Kansas, the mean wage is \$58,718 with an annual increase in employment at 1.5%. For the state of Kansas, the mean wage is \$59,335 with a 1.1% change in employment.

Postsecondary Program: C.I.P. 14.999; now classified as C.I.P. 15.1703 Solar Photovoltaic and C.I.P. 15.1704 Small Wind Technology; S.O.C. 49-9081 Wind Turbine Service Technician:

These programs have a combined concentrator count of 12 students. Before COVID-19 closed many schools, 45 students had expressed serious interest in pursuing this program. After face-to-face classes resumed, only 12 students enrolled even though the industry is struggling to meet the demand for employees. The local wind farm hires solar and wind program students who have not yet completed a certificate or degree. There was no demand listed on the Kansas labor sheets for Kansas or the northwest region. The Occupational Outlook Handbook (ks.klic.dol.ks.gov, Occupational Employment & Wage Report, Additional Resources National Information, U.S. Bureau of Statistics) identified 6,900 jobs in the United States for 2020. The job outlook is 68% greater in 2020-2030 than other occupations.

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

42 annual openings are reported with an annual median salary of \$ 40,749 for HS diploma or equivalent level of education.

Kansas Career Navigator:

In local workforce area 1, there are currently 890 people employed in this field. The entry level salary of \$34, 554 is listed, and an annual median wage listed at \$49,358.

Kansas Department of Labor Reports NW Kansas Region:

Not listed as a high wage/high demand occupation, The annual median wage is listed as \$40, 749.

Concentrator count for our region is reported at 74.

Secondary: Architecture & Construction: Construction & Design (CIP 46.0000, S.O.C. 47-1011.00 First Line Supervisors of Construction Trades and Extraction Workers)

First Line of Supervisors of Construction Trades and Extraction Workers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: 40 annual openings listed with an annual median salary of \$66,912 for a HS diploma or equivalent level of education.

Kansas Career Navigator:

A bright outlook is considered in this career, as 1, 340 are currently employed in this occupation earning an entry level wage of \$41,732 , and an annual median wage of \$58, 712.

Kansas Department of Labor Reports NW Kansas Region:

<p>Trimmers were identified as a close comparison (S.O.C. 27-1026) as well as Set and Exhibit Designers (S.O.C. 27-1027)</p> <p>Merchandise Displayers and Window Trimmers</p> <p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:</p> <p>No annual openings listed. The annual median salary is listed at \$24, 181 for a high school diploma or equivalent.</p> <p>Kansas Career Navigator:</p> <p>No occupational information listed, \$27, 020 is the average salary listed for workforce area 1.</p> <p>Kansas Department of Labor Reports NW Kansas Region:</p> <p>Not listed</p> <p>Set and Exhibit Designers</p> <p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:</p> <p>No information available</p> <p>Kansas Career Navigator:</p> <p>No information available</p> <p>Kansas Department of Labor Reports NW Kansas Region:</p> <p>No information available</p> <p>The concentrator count for this Pathway is 0, with one school in our region offering this pathway.</p> <p><u>Secondary: Finance</u></p> <p>Business Finance (CIP 52.0801, S.O.C. 11-1021.00 General and Operations Managers, 11-3031.00 Financial Managers, 11-3031.03 Investment Fund Managers, 13-2072.00 Loan Officers)</p>	<p>The Kansas Department of Labor Report stated that \$63,249 is the annual mean wage.</p> <p><u>Postsecondary Program C.I.P.01.0104, Beef & Farm/Farm and Ranch Management; Horse Husbandry/Equine Science & Management C.I.P. 01.0307; S.O.C.11.9013 Farmers, Ranchers, & Other Agricultural Managers:</u></p> <p>These two programs are combined under all of the Kansas labor resources. The combined concentrator count is 31 students with a Kansas demand of 944 openings and 167 for Northwest Kansas. On the Kansas Labor Information Center website, High Demand Occupations lists these occupations as “high demand & “high wage”. The annual mean wage for Kansas is \$61,061 and no wages listed for northwest Kansas.</p> <p><u>Postsecondary Program C.I.P.15.0614 & C.I.P.48.0508; S.O.C. 51-4121, & 51-4122:</u></p> <p><u>Welding Technology:</u> This is a new program for ColbyCC. It is currently offered in the Norton Correctional Facility as a 32 credit hour Certification B program. There is no AY20 or AY21 data to report on concentrators at this time. On the Kansas 2018-2028 Occupational Projections, the mean wage for northwest Kansas is \$40,486 and for Kansas overall is between \$43,408 and \$43,878.</p> <p><u>Postsecondary Program.</u></p> <p><u>Automotive Collision Repair.</u></p> <p><u>CIP 47.0603 SOC 49-3021 Automotive body and related repairers.</u></p> <p>The AY20/AY21 concentrator count was 8. There is no data available in the KLIC report for this SOC code for either the NW region or the state of Kansas as a whole. The annual mean wage for NW KS is \$37,714.</p>	<p>Listed as a high wage/high demand occupation. The annual median salary is listed at \$66,912</p> <p>This Pathway reports 48 Concentrators.</p>
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General and Operations Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

94 annual openings are reported listing an annual median salary of \$79, 873 for a Bachelor's Degree level of education Kansas Career Navigator:

Listed as number 1 on the top ten jobs in demand for workforce area 1 Kansas Department of Labor Reports NW Kansas Region:

This is considered a high wage/high demand career listing \$ 79,873 for a median annual wage.

Financial Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

13 Annual Openings listed, annual median salary reported at \$93,928 for a Bachelor's Degree level of education. Kansas Career Navigator:

Accountants and Auditors are listed as number 9 on the Top ten high demand occupations in workforce area 1. Kansas Department of Labor Reports NW Kansas Region:

Accountants and Auditors are listed as a high wage, high demand occupation with \$56,333 as the median annual wage. Kansas Department of Labor Reports Kansas Region:

Financial Managers list as a high wage, high demand occupation with a median annual wage of \$122, 680.

Investment Fund Managers

Postsecondary Program.

Automotive Technology.

CIP 47.0604 SOC 49-3023 Automotive service technicians and mechanics.

The AY20/AY21 concentrator count was 11 whereas the projected annual openings in NW Kansas are 47. The annual mean wage for NW KS is \$38,078. The 10 year employment projection is expected to decrease by 3.5% in the NW region and by 5.6% in the entire state.

Postsecondary Program.

Business Technology.

CIP 52.0401 SOC 43-1011 Firstline Supervisors of Office and administrative Support Workers..

The AY20/AY21 concentrator count was 21 whereas the projected annual openings in NW Kansas are 64. The annual mean wage for NW KS is \$50,693. The 10 year employment projection is expected to decrease by 4.0% in the NW region and by 1.9% in the entire state.

Postsecondary Program.

Carpentry

CIP 46.0201 SOC 47-2031 Carpenters.

The AY20/AY21 concentrator count was 11 whereas the projected annual openings in NW Kansas are 20. The annual mean wage for NW KS is \$40,267. The 10 year employment projection is expected to increase by 1.6% in the NW region, and by 3.1% in the entire state of KS.

Postsecondary Program.

Certified Medication Aide

<p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: Not listed</p> <p>2018-2028 Occupational Projections Data from Perkins V Website Kansas Region: Not listed</p> <p>Kansas Career Navigator: Not listed</p> <p>Kansas Department of Labor Reports Kansas Region: Not listed, however Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists (S.O.C. code 13-2098) are listed as high wage, high demand occupations, with a median annual salary of\$ 67, 216.</p> <p>Loan Officers</p> <p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: 29 annual openings reported in our region, with \$63, 185 as the annual median salary for a Bachelor’s Degree level of education.</p> <p>Kansas Career Navigator: An entry level wage of \$31, 305 is reported, and a median salary of \$51, 908 listed, indicating a bright outlook for this career in workforce area 1.</p> <p>Kansas Department of Labor Reports NW Kansas Region: Not Listed</p> <p>Kansas Department of Labor Reports Kansas Region: Not listed</p> <p>The concentrator count for this Pathway is 12.</p>	<p><u>CIP 51.2603 SOC 431-9099 Healthcare Support Worker.</u> The AY20/AY21 concentrator count was not available. The annual mean wage for NW KS is \$23,545. The 10 year employment projection is expected to increase by 2.5% in the entire state of KS.</p> <p><u>Postsecondary Program.</u> <u>Certified Nurse Aide</u> <u>CIP 51.3902 SOC 31-1014 Nursing Assistants.</u> The AY20/AY21 concentrator count was 17 whereas the projected annual openings in NW Kansas are 225. The annual mean wage for NW KS is not available in KLIC, but was reported to be \$27,184 by NWKTC graduates who are employed. The 10 year employment projection is expected to increase by 8.4% in the NW region, and by 2.4% in the entire state of KS.</p> <p><u>Postsecondary Program.</u> <u>Cloud Computing</u> <u>CIP 11.0902 SOC 15-1132 Software Developers, Applications..</u> The AY20/AY21 concentrator count was not available (this program was recently revised to a new CIP code so data is not yet available). Projected annual openings in the entire state of Kansas are 593 (no data available for NW region). The annual mean wage for NW KS is not available in KLIC. The 10 year employment projection is expected to increase 25% in the entire state of KS.</p> <p><u>Postsecondary Program.</u> <u>Commercial Drivers License</u></p>	
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Secondary: Business Management & Administration:

Business Management and Entrepreneurship (CIP 52.0799, No S.O.C. Found)

Although no S.O.C. code could be located, this is a broad pathway, with a generous number of careers to consider relevant, under Management Occupations (S.O.C. 11-000) Because no specific careers were identified, Managers, all other (S.O.C. 11-9199 was considered a point of reference for this pathway.

Managers, All Other

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

18 annual openings listed in our region. No salary information listed. Bachelor's level of education required.

Kansas Career Navigator:

9, 570 Management Occupations are listed in workforce area 1, with an average salary listed at \$81,403

Kansas Department of Labor Reports Kansas Region:

Several Management occupations listed in this report, all qualifying as high wage/high demand occupations.

Secondary: Arts, A/V Technology & Communications:

Digital Media (CIP 09.0702, S.O.C. 27-3099.00 Media and Communication Workers all other, 11.9199.02 Compliance Managers, 11.9199.08 Loss Prevention Managers.)

CIP 49.0205 SOC 53-3032 Heavy and Tractor Trailer Truck Drivers.

The AY20/AY21 concentrator count was 37 whereas the projected annual openings in NW Kansas are 189. The annual mean wage for NW KS is \$43,026. The 10 year employment projection is expected to increase by 3.7% in the NW region, and by 2.3% in the entire state of KS.

Postsecondary Program.

Computer Graphics Technology.

CIP 10.0303 SOC 43-9031 Desktop

Publishers.

The AY20/AY21 concentrator count was 10 whereas the projected annual openings in the entire state of Kansas are 14. The annual mean wage for KS is \$47,456. The 10 year employment projection is expected to decrease by 36.6% in the entire state of KS.

Postsecondary Program.

Cosmetology.

CIP 12.0401 SOC 39-5012 Hairdressers, Hair stylists and cosmetologists.

The AY20/AY21 concentrator count was 9 whereas the projected annual openings in NW Kansas are 24. The annual mean wage for NW KS is \$36,383. The 10 year employment projection is expected to remain stable (0% increase in NW KS and 0.8% increase in entire state of KS)

Postsecondary Program.

Crime Scene Investigator

CIP 43.0406 SOC 19-4092 Forensic Science Technologist.

Media and Communication workers, all other

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings listed. The annual median salary is listed as \$19,204 for a HS diploma or equivalent level of education.

Kansas Career Navigator:

In workforce area 1, 620 people are currently employed as Media and communications workers. The entry level salary is listed at \$23, 820 and the annual median wage is listed at \$37, 387.

Kansas Department of Labor Reports NW Kansas Region:

Not listed

Compliance Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed, however **Managers, all other (SOC 11.9199)** lists 18 annual openings, however no salary information provided. Bachelor’s degree level of education indicated.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

498 annual openings listed for

Managers, all other (SOC 11.9199), no salary information provided. Bachelor’s degree level of education indicated.

Kansas Career Navigator:

The AY20/AY21 concentrator count was 15 whereas the projected annual openings in the state of Kansas are 51 (there is no data for the NW region). The annual mean wage for NW KS is \$72,750. The 10 year employment projection is expected to increase by 9.3% in the entire state of KS.

Postsecondary Program.

Emergency Medical Technician
CIP 51.0904 SOC 29-2041 Emergency Medical Technicians and Paramedics

The AY20/AY21 concentrator count was 11 whereas the projected annual openings in NW KS are 19, and in the entire state of Kansas are 148. The annual mean wage is not reported in KLIC, but the NWKTC graduates report a mean salary of \$48,000. The 10 year employment projection is expected to increase by 5.3% in NW KS and to increase by 1.1% in the entire state of KS.

Postsecondary Program.

Engineering Technology
CIP 15.0201 SOC 17-3022 Civil Engineering Technicians

The AY20/AY21 concentrator count was 28 whereas the projected annual openings in the entire state of Kansas are 86; no data is available in KLIC for NW KS. The annual mean salary for NW KS is \$40,170. The 10 year employment projection is expected to increase by 5.6% in the entire state of KS.

Postsecondary Program.

Precision Agriculture
CIP 01.0308 SOC 11-9013 Farmers, Ranchers and Other Agricultural Managers

a bright outlook for Compliance officers in workforce area 1in projected, indicating 440 are currently employed in this occupation, with an entry level wage listed at \$35, 966, and an annual median salary of \$50,974.

Kansas Department of Labor Reports NW Kansas Region:

Not listed

Loss Prevention Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed, however **Managers, all other (SOC 11.9199)** lists 18 annual openings. No salary information is provided. A Bachelor’s degree level of education is indicated.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

498 annual openings listed for **Managers, all other (SOC 11.9199)**. No salary information provided. Bachelor’s degree level of education is indicated.

Kansas Career Navigator:

Not listed

Kansas Department of Labor Reports NW Kansas Region:

Not listed

The number of Concentrators reported in this Pathway is 6.

Postsecondary Program.

Medical Assistant

CIP 51.0801 SOC 31-9092 Medical Assistants

The AY20/AY21 concentrator count was 31 whereas the projected annual openings in NW KS are 167, and in the entire state of Kansas are 944. The annual mean wage in NW KS is not available in KLIC, but for the entire state of KS is \$61,061. The 10 year employment projection is expected to increase by 2.7% in NW KS and to increase by 8.5% in the entire state of KS.

Postsecondary Program.

Plumbing (new program for fall 2022)

CIP 46.0503 SOC 47-2152 Plumbers,

Pipefitters and Steamfitters.

The concentrator count does not exist as this program will be launched in Fall 2022. The projected annual openings in NW KS are 15, and in the entire state of Kansas are 619. The annual mean wage in NW KS is \$58,643. The 10 year employment projection is expected to increase by 5.9% in NW KS and to increase by 6.1% in the entire state of KS.

Postsecondary Program.

Childcare Specialist

CIP 19.0708 SOC 25-2011 Preschool

Teachers, except Special Education

The concentrator count is not available as this program will launch in Fall 2022. The projected annual openings in NW KS are not available in KLIC, but in the entire state of Kansas are 218. The annual mean wage in NW KS is \$51,111. The 10 year employment projection is expected to increase by 5.1% in the entire state of KS.

The AY20/AY21 concentrator count was 15 whereas the projected annual openings in NW KS are 16, and in the entire state of Kansas are 571. The annual mean wage in NW KS is \$29,711. The 10 year employment projection is expected to increase by 16.9% in NW KS and to increase by 10.4% in the entire state of KS.

Postsecondary Program.

Welding

CIP 48.0508 SOC 51-4121 Welders, Cutters, Solderers, Brazers

The AY20/AY21 concentrator count was 32 whereas the projected annual openings in NW KS are 32, and in the entire state of Kansas are 788. The annual mean wage in NW KS is \$40,586. The 10 year employment projection is expected to decrease by 2% in NW KS and to increase by 4.4% in the entire state of KS.

Postsecondary Program.

Electrical

CIP 46.0302 SOC 47-2111 Electricians

The AY20 concentrator count was 28 whereas the projected annual openings in NW Kansas are 26. The annual mean wage for NW KS is \$46,649. The 10 year employment projection is expected to increase by 8.3% in the NW region, and by 4.3% in the entire state of KS.

Secondary: Government & Public Administration:

Government and Public Administration (CIP 44.0401, S.O.C 11-1021.00 General and Operation Managers, 11-9151.00 Social and Community Service Managers)

General and Operation Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
94 Annual Openings are listed with an annual median salary of 79,873 Bachelor's Degree level of education.

Kansas Career Navigator:

19 Local Openings, short term projection is 192 openings for a long term projection 329 openings. Entry level salary is listed at 49,004 with a Bachelor's Degree Kansas Department of Labor Reports NW Kansas Region:

79,873 annual median wage and is considered a high wage high demand occupation.

Social and Community Service Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
7 annual openings were listed with an annual median salary of \$60,298 with bachelor's degree level of education.

Kansas Career Navigator:

Not found

Kansas Department of Labor Reports Kansas Region:

\$60,079 annual median salary listed.

This is listed as a high wage, high demand occupation.

Currently only one school in our region offers the Government and Public Administration Pathway, with 0 concentrators reported.

Secondary: Education & Training:
Teaching/Training (CIP 13.0101, S.O.C. 25-1081.00 Education Teachers, Postsecondary, 25-9042.00 Teaching Assistants, Preschool, Elementary, Middle and Secondary School, except Special Education, 25-9043.00 Teaching Assistants, Special Education)

Education Teachers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Kindergarten Teachers, except SPED listed 0 openings with an annual median salary of 45, 185 with a Bachelor's level education.

Elementary School Teachers, except SPED, listed 33 openings in our region, with an annual median salary of 43, 707 with a Bachelor's level education.

Middle School Teachers, except SPED and CTE listed 19 annual openings in our region, with an annual median salary of 44, 921 with a Bachelor's level of education.

Secondary School Teachers, except SPED and CTE, listed 34 openings in our region, with an annual median salary of \$45, 512 with a Bachelor's level of education.

Secondary School CTE Teachers listed 0 openings, with an annual median salary of \$53,170 with a Bachelor's level of education.

Kansas Career Navigator:

Elementary Teachers, except SPED was listed as number 3 of the Top 10 in

demand jobs listed in our region with 0 current openings. A short term projection of openings listed at 201, long term projection rate of 228 openings. An entry level salary of \$37,517 was listed for a Bachelor's Degree. Kansas Department of Labor Reports NW Kansas Region:

Secondary School Teachers, except SPED median annual wage listed at \$45,512 and is considered a high wage high demand occupation.

Elementary School Teachers, except SPED, listed an annual median wage of \$43,707 for our region, and were not considered high wage high demand.

Teaching Assistants, Special Education

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator

Annual openings and projections not listed, however an entry level salary of \$17,237 was listed with some college required Kansas Department of Labor Reports NW Kansas Region:

\$25,891 was listed as the annual median wage, this career was not considered high wage high demand.

Teaching Assistants, Pre-school, Elementary, Middle and Secondary, except Special Education

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

89 Annual Openings were listed, with no annual median salary listed, some college required

Kansas Career Navigator:

Annual openings and projections not listed, an entry level salary of \$17,237 was listed for some college required
Kansas Department of Labor Reports NW
Kansas Region:
\$25,891 was the annual median wage listed, it was not considered high wage, high demand.
Currently only 3 schools in our Workforce Region offer the Teaching/ Training Pathway with 4 concentrators reported.

Secondary: Law, Public Safety, Corrections & Security:
Corrections, Security, Law & Law Enforcement (CIP 43.0199, S.O.C. 25-1111.00 Criminal Justice and Law Enforcement Teachers, Postsecondary, 33-3012.00 Correctional Officers and Jailers)

Criminal Justice and Law Enforcement Teachers, Postsecondary
2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
No openings listed, an annual median salary listed at \$45, 878.
Kansas Career Navigator:
Not found
Kansas Department of Labor Reports NW
Kansas Region:
Not Found

Correctional Officers and Jailers
2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
No openings listed in the NW Kansas region, but in the State of Kansas 299 annual openings were listed with an annual median

salary of \$40,605 for a High School Diploma or Equivalent level of education.

Kansas Career Navigator:

Entry Level Salary listed at \$33,424, no annual openings and projections found.

Kansas Department of Labor Reports NW

Kansas Region:

Annual median wage listed at \$40,615, this career was not considered a high wage, high demand occupation.

0 concentrators are reported in this secondary pathway for our region, with minimal districts offering this program.

Secondary: Hospitality & Tourism:

**Restaurant and Event Management (CIP 12.0504, S.O.C. 11-9051.00, Food Service Managers, 35-1011.00 Chefs and Head Cooks, 35-1012.00 First- Line Supervisors of Food Preparation and Serving Workers)
Travel and Tourism (CIP 52.0901, S.O.C. 11-9051.00, Food Service Managers, 11-9072.00 Entertainment and Recreation Managers, Except Gambling, 11-9081.00, Lodging Managers)**

Food Service Managers

2018-2028 Occupational Projections Data from Perkins V Website Kansas:

162 annual openings were listed with an annual median salary of \$53, 600 for a HS diploma or equivalent level of education.

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No openings listed, an annual median salary of \$77, 041 listed for a HS diploma or equivalent level of education.

Kansas Career Navigator:

150 openings were listed with an entry level salary of \$44, 076, and a median level salary of \$55, 888
 Kansas Department of Labor Reports NW Kansas Region:
 \$53, 600 annual median wage and is reported as a high wage, high demand career
Chefs and Head Cooks
 2018-2028 Occupational Projections Data from Perkins V Website Kansas:
 159 annual openings listed with an annual median salary of \$44, 381 for a HS diploma or equivalent level of education.
 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
 No openings listed, an annual median salary of \$23, 906 for a HS diploma or equivalent level of education.
 Kansas Career Navigator:
 50 openings listed with an entry level Salary of \$24,506 and a median level salary of \$42,165.
 Kansas Department of Labor Reports NW Kansas Region:
 \$25,403 annual median wage and is not a high wage, high demand occupation.
First Line Supervisors of Food Preparation and Serving Workers
 2018-2028 Occupational Projections Data from Perkins V Website Kansas:
 1, 705 Annual Openings in the state of Kansas listed, with an annual median salary of \$30, 389 for a HS diploma or equivalent level of education.
 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
 No openings listed in our region. An annual median salary of \$30, 870.

	<p>Kansas Career Navigator: 1, 480 currently employed in this occupation, listed with an entry level salary of \$22,167 and a median level salary of \$27,009.</p> <p>Kansas Department of Labor Reports NW Kansas Region: \$30, 389 is the listed annual median wage, it is not at High Wage, high demand occupation. 0 concentrators reported in this Secondary Pathway in our region.</p> <p>Travel and Tourism (CIP 52.0901, S.O.C. 11-9051.00, Food Service Managers, 11-9072.00 Entertainment and Recreation Managers, Except Gambling, 11-9081.00, Lodging Managers)</p> <p>Food Service Managers 2018-2028 Occupational Projections Data from Perkins V Website Kansas Region: 162 annual openings reported with an annual median salary of \$53, 600 for a HS diploma or equivalent. 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: No openings listed. The annual median Salary is listed at \$77, 041 for a HS diploma or equivalent</p> <p>Kansas Career Navigator: 150 currently employed in this occupation. An entry level salary is listed at \$44, 076, median level Salary of \$55, 888</p> <p>Kansas Department of Labor Reports NW Kansas Region:</p>	
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\$53, 600 annual median wage reported and is considered a high wage, high demand career.

Entertainment and Recreation Managers, Except Gambling

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

Not Listed

Kansas Department of Labor Reports NW Kansas Region:

\$61, 156 is the annual median wage reported and is considered a high demand, high wage occupation.

Lodging Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No openings listed. The annual median salary listed at \$29, 416 for a HS diploma or equivalent

2018-2028 Occupational Projections Data from Perkins V Website Kansas Region:

20 Annual Openings with the annual median salary of \$52, 065 for a HS diploma or equivalent

Kansas Career Navigator:

Entry Level Wage reported as \$37,160, and the annual median wage of \$52, 074

Kansas Department of Labor Reports NW Kansas Region:

Not Listed

0 Concentrator count reported in our Region for this Pathway.

Secondary: Human Services:

**Early Childhood Development & Services
(CIP 19.0709, S.O.C. 39-9011.00, Childcare
Workers, 39-9011.01 Nannies)**

Childcare Workers

2018-2028 Occupational Projections Data
from Perkins V Website Kansas Region:

1, 367 annual openings in the State of
Kansas reported, with an annual median salary
of \$21, 448 for a HS diploma or equivalent

2018-2028 Occupational Projections Data
from Perkins V Website NW Kansas Region:

38 Annual openings in our workforce
area with an annual median salary reported at
\$24,712

Kansas Career Navigator:

Elementary School Teachers are listed
as the number 3 out of the top ten needed jobs
in Workforce Area 1.

Kansas Department of Labor Reports NW
Kansas Region:

Childcare workers median annual wage
is listed at \$24,712 and is not considered a
high demand, high wage occupation

Nannies

2018-2028 Occupational Projections Data
from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

Not listed

Kansas Department of Labor Reports NW
Kansas Region:

Not listed

The concentrator count for this pathway is 2
for our region.

Secondary: Marketing

**Marketing (CIP 52.1402, S.O.C. 11-2021.00
Marketing Managers, 13-1161.00 Market**

Research Analysts and Marketing Specialists 13-1161.01 Marketing Strategists)

Marketing Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
No annual openings listed. The annual median salary was listed as \$114, 861.
2018-2028 Occupational Projections Data from Perkins V Website KS Region
13 annual openings listed in the state of Kansas.
Kansas Career Navigator:
In Local Area 1 there are currently 100 employed in this occupation. The entry level wage is listed at \$60,470, with an average median wage of \$106, 511.
Kansas Department of Labor Reports Kansas Region:
This is considered a high wage/high demand occupation, with a median annual wage of \$130, 356.

Market Research Analysts and Marketing Specialists

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
13 annual openings listed for our region with an annual median salary of \$53,087 for a Bachelor's Degree level of education.
Kansas Career Navigator:
Not Listed
Kansas Department of Labor Reports NW Kansas Region:
This career is considered a high wage, high demand occupation with a median annual wage of \$53, 087.

Marketing Strategists

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

Not listed

Kansas Department of Labor Reports NW

Kansas Region:

Not listed

The local concentrator count for this pathway is 0.

Secondary: Agriculture, Food & Natural Resources:

Agribusiness Systems (CIP 01.0101, S.O.C. 11-9013.00, Farmers, Ranchers and Other Agricultural Managers)

Farmers, Ranchers and Other Agricultural Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

167 annual openings were listed, no annual median wage listed for a HS diploma or equivalent level of education.

Kansas Career Navigator:

Listed as number 7 of the Top 10 in demand occupations for workforce area 1.

Kansas Department of Labor Reports NW

Kansas Region:

Lists this occupation as high demand/high wage, with an annual median wage of \$55, 455.

Local Concentrator Count for this Pathway is 0, however concentrator count for Comprehensive Agriculture of 63 should be considered, as Agribusiness is included among

this Pathway application level course selection.

Food Products & Processing Systems (CIP 01.0401, S.O.C. 19-4013.00, Food Science Technicians, 45-2011.00 Agriculture Inspectors)

Food Science Technicians

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed. Food Scientists and Technologists (SOC 19-1012) listed. No annual openings listed. Annual median salary listed at \$36, 819 with a Bachelor's Degree level of education.

Kansas Career Navigator:

90 currently listed in this occupation in workforce area 1. No salary information available.

Kansas Department of Labor Reports NW Kansas Region:

Not listed

Agriculture Inspectors

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings listed. \$44,797 was the annual median salary reported for a Bachelor's Degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

63 annual openings listed in the state of Kansas.

Kansas Career Navigator:

160 currently employed in this field in workforce area 1. Entry level salary listed at \$40,737, and the annual median salary at \$49,011

	<p>Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>1 Concentrator reported in our region in this pathway, however the concentrator count for Comprehensive Agriculture of 63 should be considered, as Agriculture Food Science is included among this Pathway's technical level course selection.</p> <p>Animal Science (CIP 01.0901, S.O.C. 19-1011.00, Animal Scientists, 25-9021.00 Farm and Home Management Educators, 45-1011.00 First-Line Supervisors of Farming, Fishing and Forestry Workers)</p> <p>Animal Scientists 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: Not listed.</p> <p>2018-2028 Occupational Projections Data from Perkins V Website KS Region: No annual openings listed. Annual median salary listed at \$69,380 for a Bachelor's degree level of education. Kansas Career Navigator: Listed in workforce area two, 30 currently employed in this occupation earning an entry level wage of \$54,083, and an annual median wage of \$69,088.</p> <p>Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>Farm and Home Management Educators 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:</p>	
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	<p>No annual openings listed. The annual median salary of \$53,060 was reported for a Master’s degree level of education. Kansas Career Navigator: \$46,004 was the entry level salary listed, while \$49,944 was the annual median salary listed. Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>First-Line Supervisors of Farming, Fishing and Forestry Workers 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: No annual openings listed. The annual median wage recorded at \$74,571 for a HS diploma or equivalent level of education. 2018-2028 Occupational Projections Data from Perkins V Website Kansas Region: 100 annual openings reported. Kansas Career Navigator: Workforce area 1 reported 280 currently employed in this occupation, with a bright outlook. Entry level wage listed at \$42,489. An annual median wage listed at \$47,497 Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>Local Concentrator count is 10, however the concentrator count for Comprehensive Agriculture of 63 should be considered, as Animal Science and Advanced Animal Science is included among this Pathway’s technical level and application level course selection.</p>	
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Plant Systems (CIP 01.1101, S.O.C. 19-1013.00, Soil and Plant Scientists, 19-4012.00, Agricultural Technicians)

Soil and Plant Scientists

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings listed for our region. Annual median salary of \$57,550 was listed for a Bachelor's degree level of education.

2018-2028 Occupational Projections Data From Perkins V Website KS Region:

47 annual openings reported.

Kansas Career Navigator:

170 currently employed in this occupation in workforce area 1, earning an entry level wage of \$47,089 and an annual median wage of \$62,641.

Kansas Department of Labor Reports NW Kansas Region:

Not listed

Agricultural Technicians

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

Not listed

Kansas Department of Labor Reports NW Kansas Region:

Not listed

3 local Concentrators are reported for our region, however the concentrator count for Comprehensive Agriculture of 63 should be considered, as Horticulture, Plant and Soil Science, and Advanced Plant Science is included among this Pathway's technical level and application level course selection.

Comprehensive Agriculture Science (CIP 01.9999, No S.O.C Code Found)

Our region reports 63 Concentrators within this Pathway. There is no S.O.C. Code listed for this area. It is considered a broad area, with all careers associated with other Agriculture, Food and Natural Resources Pathways relevant. Our region considers Comprehensive Agriculture a necessary Pathway for our regional job market.

Natural Resources & Environmental Systems (CIP 03.0101, S.O.C. 19-1031.00 Conservation Scientists, 19-1031.02 Range Managers, 19-1032.00 Foresters, 19-4071.00 Forest and Conservation Technicians)

Conservation Scientists

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings listed. The annual median salary of \$78,952 was reported for a Bachelor's degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

15 annual openings reported along with the annual median salary of \$66,132.

Kansas Career Navigator:

60 currently reported as employed in workforce area 1 in this occupation. Entry level wage is listed at \$53,880, and the annual median wage at \$74,686.

Kansas Department of Labor Reports NW Kansas Region:

Not listed

Range Managers

	<p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: Not listed</p> <p>Kansas Career Navigator: Not listed</p> <p>Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>Foresters</p> <p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: Not listed</p> <p>2018-2028 Occupational Projections Data from Perkins V Website KS Region: 7 annual openings listed. The annual median salary of \$60,611 for a Bachelor’s degree level of education.</p> <p>Kansas Career Navigator: Not listed</p> <p>Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>Forest and Conservation Technicians</p> <p>2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: No annual openings or salary information listed, however Associate’s degree level of education identified.</p> <p>2018-2028 Occupational Projections Data from Perkins V Website KS Region: 25 annual openings listed, however no salary information was available.</p> <p>Kansas Career Navigator: 90 employed in this occupation in workforce area 1, earning an entry level salary of \$26, 677, and an annual median salary of \$40, 224.</p>	
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	<p>Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>0 Concentrators reported for this Pathway, however the concentrator count for Comprehensive Agriculture of 63 should be considered, as Natural Resource Management is included among this Pathway’s technical level course selection.</p> <p>Biotechnology in Agriculture (CIP 26.1201, S.O.C. 19-1029.03 Geneticists, 19-1029.04, Biologists, 11-9121.00 Natural Sciences Managers, 11-9121.01 Clinical Research Coordinators)</p> <p>Geneticists 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: Not listed, however Biological Scientists, all other (S.O.C. code 19-1029) listed</p> <p>No annual openings listed. Annual median salary reported at \$83,824 with a Bachelor’s degree level of education.</p> <p>2018-2028 Occupational Projections Data from Perkins V Website KS Region: 24 annual openings listed, \$70,408 is the annual median salary recorded.</p> <p>Kansas Career Navigator: 40 currently employed in this occupation in workforce area 1, earning \$35,545 as an entry level wage, and \$79,274 as an annual median wage.</p> <p>Kansas Department of Labor Reports NW Kansas Region: Not listed</p> <p>Biological Technicians</p>	
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2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
 No annual openings listed. The annual median salary is \$41,818 for an Associates degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:
 57 annual openings listed. The average median annual salary is \$45, 617 for an Associate’s Degree level of education.

Kansas Career Navigator:
 Workforce area 3 indicates a bright outlook for this career, with 510 currently employed in this occupation. The entry level wage of \$27,456 and the annual median wage of \$41,070 was reported. Workforce area 2 indicates a bright outlook for this career, with 110 currently employed in this occupation with an entry level wage of \$24, 85 and an annual median wage of \$30, 732.

Kansas Department of Labor Reports NW Kansas Region:
 Not listed

Natural Sciences Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
 No annual openings listed. The annual median wage was listed at \$91,031 for a Bachelor’s degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:
 28 annual openings listed. The average median annual salary of \$124, 759 for a Bachelor’s degree level of education was reported.

Kansas Career Navigator:
 20 currently listed as employed in this occupation in workforce area 1. The entry

level wage was listed at \$91,574. The annual median wage was listed at \$103, 392.

Kansas Department of Labor Reports NW

Kansas Region:

Not listed

Clinical Research Coordinators

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

Not listed

Kansas Department of Labor Reports NW

Kansas Region:

Not listed

The local Concentrator count for this pathway was 0. The concentrator count for Comprehensive Agriculture of 63 should be considered, as Biotechnology is included among this Pathway's technical level course selection.

Secondary: Manufacturing:

Manufacturing (CIP 48.0000, No S.O.C. code found)

Although no S.O.C. code could be located, this is a broad pathway, with a generous number of careers to consider relevant, under Production Occupations (S.O.C. 51-000)

Production Occupations

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

358 annual openings were listed for the total number of careers in this career field classification, with an average salary listed at \$35, 205.

Kansas Career Navigator:

In workforce area 1, 24, 670 is listed as the number currently employed in these occupations, earning an average wage of \$37, 304.

Kansas Department of Labor Reports NW
Kansas Region:

Various occupations listed in the Productions Occupations field, with the only high wage/high demand career of First Line Supervisors of Production and Operation workers. Annual median wage listed for this career at \$53, 579.

The local Concentrator count for this Pathway is 5, with a limited number of Secondary Schools in our region offering this Pathway.

Secondary: Engineering:

Engineering and Applied Mathematics (14.0101, 11-9041.00 Architectural and Engineering Managers, 17-2199.08 Robotics Engineers)

Architectural and Engineering Managers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings listed. The annual median wage was listed at \$121,698 for a Bachelor's degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

127 annual openings reported with an average median annual salary of \$129,787 for a Bachelor's degree level of education.

Mechanical Engineers (S.O.C. 17-2141) 220 annual openings, with a median annual salary of \$77, 269. **Civil Engineers (S.O.C. 17-2051)** 231 annual openings, with a

	<p>median annual salary of \$74, 566 both Bachelor’s degree level of education. Kansas Career Navigator: Workforce area 1 currently lists 130 employed in this occupation with an entry level wage of \$88,134, and an annual median wage of \$115, 927 Kansas Department of Labor Reports NW Kansas Region: Not listed, however Mechanical Engineers (S.O.C. 17-2141) are considered a high wage/high demand career in the KS region, with an annual median wage of \$77, 269 and Civil Engineers (S.O.C. 17-2051) are considered a high wage/high demand occupation in the KS region, with an annual median wage of \$74, 566. Robotics Engineers 2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region: Not listed 2018-2028 Occupational Projections Data from Perkins V Website KS Region: Not listed, however Engineers, All other (S.O.C. code 17-2199) lists 60 annual openings and an annual median salary of \$72, 026 for a Bachelor’s degree level of education. Kansas Career Navigator: Not listed Kansas Department of Labor Reports NW Kansas Region: Not listed 1 Concentrator reported in our Region for this Pathway.</p> <p>Energy (CIP 17.2071 No S.O.C. Code Found)</p>	
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This pathway has a Concentrator count of 2. No S.O.C. code was found, however this pathway is directly related to the Postsecondary Program of Study: Postsecondary Program: C.I.P. 14.999; now classified as C.I.P. 15.1703 Solar Photovoltaic and C.I.P. 15.1704 Small Wind Technology; S.O.C. 49-9081 Wind Turbine Service Technician.

Wind Turbine Service Technician

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
Not listed

2018-2028 Occupational Projections Data from Perkins V Website KS Region:
No annual openings listed, an annual median salary of \$62,381 was reported for a Postsecondary non degree award level of education

Kansas Career Navigator:
The current number employed in this occupation in local workforce area 1 was not listed. The annual average salary of \$63,683 was listed.

Kansas Department of Labor Reports NW Kansas Region:
Not listed.

The Occupational Outlook Handbook (ks.klic.dol.ks.gov, Occupational Employment & Wage Report, Additional Resources National Information, U.S. Bureau of Statistics) identified 6,900 jobs in the United States for 2020. The job outlook is 68% greater in 2020-2030 than other occupations. The Kansas Department of Labor Report stated that \$63,249 is the annual median wage.

Secondary: Health and Bio Sciences:
Health Science (CIP 51.9999, No S.O.C code found)
Occupations with (S.O.C. Codes 29-0000) Healthcare Practitioners and Technical Occupations were explored. S.O.C. 29-1141 Registered Nurses, S.O.C. 29-2034 Radiologic Technologists, S.O.C. 29-2071 Medical Records and Health Information Technicians, S.O.C 29-1071 Physician Assistants
as well as occupations with (S.O.C. code 31.0000 Health Support Occupations. S.O.C. Code 31-2021 Physical Therapist Assistants

Registered Nurses

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:
113 annual openings listed with an annual median salary of \$58, 919 with a Bachelor’s degree level of education.

Kansas Career Navigator:

Ranked number 2 in the Top ten in demand occupations in workforce area 1. 145 current local openings are listed with an entry level wage of \$47, 286 and annual median wage of \$ 58,431.

Kansas Department of Labor Reports NW Kansas Region:

This is considered a high wage/high demand occupation with an annual median wage listed at \$58,919.

Radiologic Technologists

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

10 annual openings listed. The annual median salary of \$53, 005 was listed for an Associates degree level of education.

Kansas Career Navigator:

A bright outlook for local workforce area 1 in this occupation is indicated with 530 currently employed in this area. The entry level wage is listed at \$41, 204 and the annual median wage at \$52, 824.

Kansas Department of Labor Reports NW

Kansas Region:

This career is considered a high wage/high demand occupation. The annual median salary is listed at \$53.005.

Medical Records and Health Information Technicians

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

13 annual openings reported, but no salary information available. Level of education was indicated as a Post Secondary, non degree award.

Kansas Career Navigator:

A bright outlook for workforce area 1 is reported with currently 500 employed in this occupation. The entry level wage is listed at \$27, 194, and the annual median salary at \$35, 849.

Kansas Department of Labor Reports NW

Kansas Region:

Not considered as a high wage/high demand occupation. Annual median salary is listed as \$35, 155.

Physician Assistants

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

9 annual openings listed. The annual median salary is listed at \$117, 233 for a Master's degree level of education.

Kansas Career Navigator:

180 currently employed in this occupation, with the entry level wage listed at \$88, 782, and the annual median wage at \$113, 230.

Physical Therapist Assistants

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

13 annual openings are reported. The annual median salary is listed at \$58, 404 for an Associates degree level of education.

Kansas Career Navigator:

260 are currently employed in workforce area 1 in this occupation, with an entry level wage of \$43, 401, and an annual median wage of \$57,400. Workforce area 4 and 5 both list this occupation as having a bright outlook.

Kansas Department of Labor Reports NW Kansas Region:

Listed as a high wage/high demand occupation with an annual median salary of \$58, 404.

The local Concentrator count is reported at 42.

Secondary: Information Technology:
Web and Digital Communications (CIP 11.1004 S.O.C. 15-1254.00 Web Developers, 15-1255.01 Video Game Designers, 15-1255.00 Web and Digital Interface Designers)

Web Developers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings or salary information available, Associates degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

99 annual openings listed, no salary information provided.

Kansas Career Navigator:

Web Developers and Digital Interface Designers listed in workforce area 1 as 80 currently employed in this position, earning the entry level wage of \$32, 619 and the annual median wage of \$45, 665.

Kansas Department of Labor Reports NW Kansas Region:

Not listed, however several other occupations listed as high wage/high demand in this general area.

Video Game Designers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

Not listed

Kansas Department of Labor Reports NW Kansas Region:

Not listed

Web and Digital Interface Designers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

Not listed

Kansas Career Navigator:

In workforce area 1, 80 people are currently employed as Web Developers and Digital Interface Designers. The entry level wage is listed at \$32, 619 and the average annual median wage is listed at \$45, 665. In workforce area 3, a bright outlook for this

occupation is projected, with 730 currently employed as Web Developers and Digital Interface Designers, with an entry level salary of \$50, 127 and an annual median salary of \$63, 861.

Kansas Department of Labor Reports NW

Kansas Region:

Not listed

10 Concentrators are reported in this Pathway.

Graphic Design (CIP 50.0499, No S.O.C code found)

S.O.C. code 27-1024 for Graphic Designers was explored.

Graphic Designers

2018-2028 Occupational Projections Data from Perkins V Website NW Kansas Region:

No annual openings listed. An annual median salary of \$34, 610 was listed for a Bachelor's degree level of education.

2018-2028 Occupational Projections Data from Perkins V Website KS Region:

321 annual openings listed. An annual median salary listed at \$44, 731 for a Bachelor's degree level of education.

Kansas Department of Labor Reports NW

Kansas Region:

Not listed

Kansas Department of Labor Reports Kansas Region:

Not listed as a high wage/high demand occupation. The annual median salary of \$44, 731 was reported.

The local Concentrator count for this Pathway is 1.

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Q2: What pathways/programs (if any) are not offered, but are needed in the region?

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
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<p>Medical Laboratory Technical (CIP 51.0802; SOC 29-2010).</p>	<p>Projected employment outlook over next 10 years is expected to increase in NW KS by 15.6%; in the entire state of KS will increase by 4.7%. Projected annual openings in NW KS are 12.</p>	<p>Medical Professionals throughout NW KS have indicated an increased need for medical lab techs.</p>
<p>Fire Science (CIP 43.0203 or 43-0299; SOC 33-2011)</p>	<p>Projected employment outlook over the next 10 years is expected to increase in the entire state of KS by 3.0%. Projected annual openings in the state of KS are 249. Data is not available in KLIC for the NW region; as there are no full-time positions (Firefighters are voluntary positions in NW KS)</p>	<p>Instructors for several technical programs at NWKTC are volunteer firefighters. Along with their professional peers, they have indicated a need for additional trained personnel. There is already a group of firefighters working on a grant to build a new training facility in Goodland, KS to serve the NW region.</p>
<p>Mechanical Engineering Technologist/Technician (CIP 15.0805; SOC 17-3027</p>	<p>While there is no data listed for NW KS, there is a 6.5% projected increase in annual openings through 2028, with 38 estimated new openings annually. The average mean salary in the state of KS is \$50,235.</p>	<p>Advisory Board members for the Engineering Technology program have indicated a need for a pathway leading to advanced/additive manufacturing for individuals trained as mechanical engineering technicians. NWKTC has secured grant funds to open a new lab for advanced manufacturing and is ready to launch a new pathway leading to this field.</p>
<p><u>Secondary: Law, Public Safety, Corrections & Security:</u> Corrections, Security, Law & Law Enforcement (CIP 43.0199, S.O.C. 25-1111.00 Criminal Justice and Law Enforcement Teachers, Postsecondary, 33-3012.00 Correctional Officers and Jailers)</p>	<p>Kansas Labor Market Data indicates Legal Occupations in our region have 35 annual openings, with an average wage of \$47, 290. Protective Services Occupations in our region lists 123 annual openings with an average wage of \$42, 257.</p>	<p>Currently only 1 Secondary school district in our region offers this Pathway to meet the need in our region. According to local stakeholders, local openings within this field have been difficult to fill, such as Police Officers, Emergency responders and Court reporters.</p>
<p><u>Secondary: Engineering:</u> Engineering and Applied Mathematics (14.0101, 11-9041.00 Architectural and Engineering Managers, 17-2199.08 Robotics Engineers)</p>	<p>According to the Kansas Labor Market Data, Architecture and Engineering Occupations in Northwest Kansas list 30 annual openings with an annual median wage of \$71, 419. Statewide, 2,165 annual openings are listed with an annual median wage of \$74, 986.</p>	<p>Limited Secondary schools offer this Pathway to meet the needs of the labor market projections in our region. Local stakeholders indicate an extremely high level of job placement after Postsecondary degree awards within this field.</p>

	Occupations within this career field are considered high wage/high demand.	
Secondary: Education & Training: Teaching/Training (CIP 13.0101, S.O.C. 25-1081.00 Education Teachers, Postsecondary, 25-9042.00 Teaching Assistants, Preschool, Elementary, Middle and Secondary School, except Special Education, 25-9043.00 Teaching Assistants, Special Education)	Kansas Labor Market Data indicates in our region, there are 354 annual openings in the Education and Training Occupations field.	Very few Secondary Schools within our region offer the Teaching/Training Pathway. 3 out of the Top 10 jobs listed in our workforce area are in the education field.

Q3: Provide justification for offering the pathway(s)/program(s) that have too many concentrators for the job openings/demand (Q1, column 3), include additional supporting data.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
<u>Postsecondary Program. Diesel Technology CIP 47.02061305 SOC 49-3031 Bus and Truck Mechanics, Diesel Engine Specialists</u>	Because the NW KS region is predominantly an agricultural economy, individuals trained in ag diesel technology are in high demand. Most students in the Diesel Tech program are already employed and are sent to NWKTC by employers who pay for their employees' education.	Data from our annual student follow-up survey as well as from our employer surveys indicate that graduates are finding employment in the field of study.

<p><u>Postsecondary Program.</u> <u>Respiratory Therapy</u> <u>CIP 51.0908 SOC 29-1126 Respiratory Therapists</u></p>	<p>As with many programs at NWKTC, the student body comes from neighboring states of Colorado and Nebraska, thus graduates will return to their home states upon completion of the program. Labor market data from Colorado and Nebraska.</p>	<p>Data from our annual student follow-up survey as well as from our employer surveys indicate that graduates are finding employment in the field of study.</p> <p>Colorado Labor Market data: https://www.colmigateway.com/vosnet/analyzer/resultsNew.aspx?session=occproj&pu=1&lang=E</p> <p>Nebraska Labor Market data: https://neworks.nebraska.gov/vosnet/Default.aspx</p>
<p><u>Secondary: Architecture & Construction: Construction & Design (CIP 46.0000, S.O.C. 47-1011.00 First Line Supervisors of Construction Trades and Extraction Workers)</u></p>	<p>This Pathway is offered due to student interest and enrollment into the courses offered, and because it is considered a high wage/high demand career in our region. Students who are interested in this Pathway, can complete their Postsecondary program of study with a local institution in our region, NWKTC.</p>	<p>All Construction and Extraction Occupations total 491 annual openings in Northwest Kansas, with an annual median wage of \$39, 962. Statewide, there are 7, 801 annual openings, with an annual median wage of \$43, 196. The 10 year employment projection is expected to increase by 1.6% in the NW region, and by 3.1% in the entire state of KS.</p>
<p><u>Secondary: Agriculture, Food & Natural Resources:</u> Power, Structural & Technical Systems (CIP 01.0201, S.O.C. 49-3041.00, Farm Equipment Mechanics and Service Technicians)</p>	<p>This Pathway is offered due to student interest and enrollment in the courses offered at our Secondary school districts. Business and Industry stakeholders in our region continue to report this being an in demand occupation within our communities, and students are highly recruited for careers in this field by industry and Postsecondary Institutions.</p>	<p>Additional Careers under the classification of Installation, Maintenance and Repair Occupations should be considered, as in the NW Kansas Region, 398 annual openings are listed with an average wage of \$40, 505. Statewide, 6, 349 annual openings are reported, with an average wage of \$46, 977. The Power, Structure and Technical Systems pathway (CIP 01.02.01) fulfills many of the Manufacturing needs, yet is not given credit for this. (e.g. welding). Regional stakeholder feedback indicated that power, structure & technical skill sets are needed within many of the local agriculture jobs in our region.</p>

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STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators, which includes special populations. Each subgroup and special population for both secondary and postsecondary institutions must be included in the assessment.

The regional stakeholder team must meet and evaluate the student performance strengths and gaps **based on the data for the entire region.**

According to Perkins V Sec. 2(48), the term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;

- (C) children with disabilities; and
- (D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S1 – Nontraditional Program Concentration

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

5S2 – Program Quality – Attained Postsecondary Credits

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

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

Q4: Based on the secondary and postsecondary performance data, what are the region’s strengths and gaps in student performance? Address overall student performance as well as each special population and subgroup.

	<p align="center">Identify Strength(s) How are these strengths being sustained in the region?</p>	<p align="center">Identify Gap(s) What are the root causes of the gaps?</p>
<p>Overall Student Performance in the Region</p>	<p><u>Core Indicators for Postsecondary Education:</u> Colby Community College continues to exceed the negotiated percentages for Core Indicators. <u>1P1:</u> Negotiated Placement Target 85% Actual Institutional Performance 92.56% Kansas Actual Overall Performance 92.19% <u>2P1:</u> Negotiated Placement Target 70% Actual Institutional Performance 71.92% Kansas Actual Overall Performance 79.93 <u>3P1:</u> Actual Institutional Performance 10.34% Kansas Actual Overall Performance 9.17%</p> <p><u>Core Indicators for NWKTC:</u> <u>1P1:</u> 94.94% of the student population was retained or placed during the second quarter after program completion. <u>2P1:</u> 79.23% of the student population received a recognized postsecondary credential during participation in or within one year of program completion. <u>3P1:</u> 9.09% of concentrators entered non-traditional fields.</p> <p><u>Core Indicators for Secondary:</u> Secondary 2S3: Our Regional Average for this indicator is 33.40, above the State indicated goal of 27.00. Our Regional CTE programs support the integration of academic skills and collaborate with academic program teachers to integrate</p>	<p>Most students who likely fall into a special populations category that is not readily apparent (i.e. socioeconomic status; foster care; parents in active military service; learning disabilities, etc) do not self-identify; without knowing who these students are, it is difficult to know how to serve them. Most students of color and of international origin are recruited to NWKTC as student athletes. For these students, the technical program and academic courses are secondary to their pursuit of their sport.</p> <p><u>Core Indicators for Secondary:</u> Secondary 1S1: 73.53 is the regional average for the percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate, not meeting the state indicated goal of 85.00. 8 Secondary school districts in our region well exceeded the state average, while 2 schools were just under at 80.00. 3 schools in our region did not report graduation rate data, which can be explored as a root cause for this gap. Due to several efforts being prioritized in our region such as; secondary schools implementing Individual Plans of Study for each student, mapping course selection, career exploration and emphasizing the end goal of</p>

math, science and literary components into our CTE programs of study, allowing CTE students at the secondary level to meet rigorous academic standards.

Secondary 4S1: The Regional Average for the percentage of CTE concentrators in career and technical education programs that lead to non-traditional fields is 30.79, meeting the state standard for this indicator. Strengths in our region that help us to sustain this average include making guest speakers, conferences (ex. TWIST), field trips and displays such as posters and brochures in non-traditional fields available to students a priority in all local secondary schools.

Secondary 5S2: In our Region, the average 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 is 83.22, well above the state indicated goal of 52.00 for this indicator. Our relationships and articulation agreements with local postsecondary institutions in our region provide opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to

high school graduation, aligning CTE course curriculum with business and industry and emphasizing the relevance of the course work to the student, their future plans, and student CTSO's and work based learning to increase student engagement, we feel we should be able to sustain the state indicated goal of 85.00 for graduation rate. Inconsistency in student performance data reporting should be a priority to accurately assess this indicator.

Secondary 2S1: CTE concentrator proficiency average for reading is 31.00. Our regional gap is -12.99, well below the state standard. Our regional averages at the time of the previous analysis of student performance for the local comprehensive needs assessment, were at or above the state standard. The effects of COVID-19 could be explored as a root cause of the inconsistency in academic performance, due to both the languishing effects of the pandemic, and not being able to perform state testing. 4 school districts in our region did not report data for this indicator, which could be explored as one root cause for not meeting the state standard.

Secondary 2S2: CTE concentrator proficiency average for math is 24.00. Our regional gap is -5.39, below the state indicated standard. The effects of COVID-19 could be explored as a root cause of the inconsistency in academic performance, due to both the languishing effects of the pandemic, and not being able to perform state testing. 3 school districts in our region did not report data for this indicator, which could be explored as one root cause for not meeting this state standard.

	<p>be made available to high school students, which has also enabled Secondary schools to sustain this indicator. Secondary schools in our region offer options such as a NWKTC Satellite so that high school students can attend college classes during the regular school day. Secondary schools in our region have up to four options for high school students to obtain post secondary credit during the regular school day, such as online access, dual credit options, on campus availability at CCC and NWKTC, or at our local schools with CCC or NWKTC professors on our highschool campuses.</p>	<p>Secondary 3S1: The percentage of CTE concentrators who, in the second quarter after exiting secondary school have a postsecondary placement for our region is 73.49, with a gap of -11.51. 3 school districts in our region did not report data for this indicator, which could be explored as one root cause for not meeting this state standard.</p>
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Performance of Special Populations

<p>Individuals with disabilities</p>	<p><u>Postsecondary: CCC</u> 1P1: Post Program Placement: 100% of the students were placed in higher education, military or employment.</p> <ul style="list-style-type: none"> ● Active Advisory Boards that assist with local businesses hiring graduates. ● Program directors follow-up with students after leaving CCC. ● Articulation agreements with bachelor degree institutions. ● Job and career fairs with regional businesses <p>2P1: Earned Recognized Postsecondary Credential:100% of the students earned a credential.</p> <ul style="list-style-type: none"> ● Secondary & postsecondary alignment ● Coursework that prepares students for success on credentialing exams 	<p>3P1: Non-traditional Participation:</p> <ul style="list-style-type: none"> ● CTE enrollment fluctuates year-to-year with each freshman class. ● Local wind farms hire students out of the college program so students do not complete the certificate or degree program.
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3P1: Non-traditional Participation: 50% of students were identified as participating in a non-traditional gender program. The percentage could indicate that students enrolled in one of these programs but were of the same gender as the program.

- Promotes non-traditional program enrollment
- Utilizes grant funding to promote programs
- Marketing includes billboards and social media.
- Program directors are engaged with Admissions Counselors for student recruitment.

Core Indicators for NWKTC:

1P1: 83.33% of individuals with disabilities were retained or placed during the second quarter after program completion.

2P1: 62.50% of individuals with disabilities received a recognized postsecondary credential during participation in or within one year of program completion.

3P1: 0% of individuals with disabilities entered non-traditional fields.

Secondary 5S2 –Attained Postsecondary Credits: Students in our region are meeting the state indicated goal of 52.00 for this indicator. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to individuals with disabilities, 504, IEP and other services to assist in sustaining this average. Our relationships and articulation agreements with local postsecondary institutions in our region provide opportunities for CTE students to

- Some programs have physical requirements that may limit certain groups of disabled students.

Secondary 1S1 – Four-year Graduation

Cohort Rate: -25 is the gap in performance rate for this indicator in our region. One factor to consider as a root cause for this gap in performance is that some students in this category may extend their graduation to age 21. Resources for high incident students are limited as the Northwest Kansas Educational Service Center serves 10,000 square miles. Each school district in our region currently has vacancies in the support services category that they have not been able to fill.

Secondary 2S1— Academic Proficiency in Reading/Language Arts: -31 gap in performance, however no data was reported in our region for this indicator.

Secondary 2S2 – Academic Proficiency in Mathematics: -16 gap in performance was reported for our region. In our region, there were 5 districts, with less than 10 students reported, with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is difficult to identify due to small populations. Limited personnel and material resources for this category could be a root cause.

Secondary 2S3-Academic Proficiency in Science: -13 gap in performance In our region, there were 5 districts, with less than 10 students reported, with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is difficult to identify due to small

participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to be made available to high school students, which has also enabled Secondary schools to sustain this indicator.

populations. Limited personnel and material resources for this category could be a root cause.

Secondary 3S1 – Post-Program Placement: - 51 gap in performance was reported. In our region, there were 5 districts, with less than 10 students reported, with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is difficult to identify due to small populations. Limited resources in our rural areas to assist students with disabilities within our community, after graduation.

Secondary 4S1 – Nontraditional Program Concentration: -16 gap in performance reported for our region. In our region, there were 5 districts, with less than 10 students reported, with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is small populations and limited opportunities for this category. Few opportunities exist in our communities for students to specialize as opportunities are often multi-faceted.

Most of the accommodations requests for the technical college involve assistance with learning disabilities and attention deficit disorders. The Dean and faculty have worked to find adaptive technology that fits the needs of these students. The general cohort model lends itself well to serving students with disabilities as there is adequate time in the classroom/shop; the downside of this model is the need to read and understand prior to succeeding in the shop. Academic learning

		disabilities may be the gatekeeper to kinesthetic learning opportunities.
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p><u>Postsecondary: CCC</u> 1P1: Post-Program Placement: 100% of the students were placed in higher education, military or employment.</p> <ul style="list-style-type: none"> ● Student Support Services (TRIO) focus on providing low income students with mentoring and mock employment interviews. ● Articulation agreements with 4-year institutions. ● Scholarship opportunities <p>2P1: Earn Recognized Postsecondary Credential: 73.56% of students received a credential. This exceeds the negotiated and actual institutional rate.</p> <ul style="list-style-type: none"> ● CCC maintains a food pantry that also has personal hygiene products for students. ● Active Advisory Boards that assist students with mentoring, interviewing opportunities, and job shadowing. ● Scholarships from various resources. <p>3P1: Non-traditional gender: 13.73% of students were enrolled in a non-traditional gender program. There were 102 students enrolled so it is most likely that most of the students were of the gender of the program (women in a traditionally female program).</p> <p><u>Core Indicators for NWKTC:</u> 1P1: 92.59% of individuals in this category were retained or placed during the second quarter after program completion.</p> <p>2P1: 68.97% of individuals in this category received a recognized postsecondary credential</p>	<p>2P1: Earned Recognized Postsecondary Credential:</p> <ul style="list-style-type: none"> ● Students are not aware of the various C.T.E. programs ● Students need to identify themselves as economically disadvantaged for services. ● Some programs do not offer certificates or credentialing. <p>A serious consideration for low-income students is the cost of tools and materials required not only for training, but more importantly for entry level employment in various technical programs.</p> <p>Secondary 1S1 – Four-year Graduation Cohort Rate: -26 is the gap in performance for this indicator. Factors to consider as the root causes for this gap in performance are resources for high incident students are limited as the Northwest Kansas Educational Service Center serves 10,000 square miles. Each school district in our region currently has vacancies in the support services category that they have not been able to fill. At-risk monitors, or strategic intervention staff to provide both monitoring and support services</p>

	<p>during participation in or within one year of program completion. 3P1: 11.97% of individuals in this category entered non-traditional fields.</p> <p>Secondary 2S2 – Academic Proficiency in Mathematics: Student performance in our region is meeting the state standard of 24, with an average of 25. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to economically disadvantaged, 504, IEP and other services to assist in sustaining this average.</p> <p>Secondary 2S3-Academic Proficiency in Science: Student performance in this indicator is well exceeding the state performance goal of 27, with a regional average of 43. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to economically disadvantaged, 504, IEP and other services to assist in sustaining this average.</p> <p>Secondary 5S2 –Attained Postsecondary Credits: The regional average for this indicator is 71.00, well exceeding the state standard of 52. Our relationships and articulation agreements with local postsecondary institutions in our region provide opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to</p>	<p>for students in this category are newer additions to school districts in our region.</p> <p>Secondary 2S1— Academic Proficiency in Reading/Language Arts: -15 gap in performance was reported for our region. In our region, there were 5 districts, with less than 10 students reported, with 5 others with small class sizes (15-25) . A few students can skew the data for the entire region. A root cause is difficulty to identify due to small populations. Limited support services can be explored as a cause, as well as the effects of COVID-19 on student learning and testing.</p> <p>Secondary 3S1 – Post-Program Placement: - 29 gap in performance In our region, there were 5 districts, with less than 10 students reported, with 5 others with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is difficult to identify due to small populations, and limited resources for this category. Cost of the postsecondary program and distance for training should be considered as a root cause for this population. Limited opportunities for students to specialize as opportunities are often multi-faceted. Self advocacy skills and identification of resources for this population can also impact performance.</p> <p>Secondary 4S1 – Nontraditional Program Concentration: -14 gap in performance In our region, there were 5 districts, with less than 10 students reported, with 5 others with small class sizes (15-25) . A few students can skew the data for the entire region. A root cause is</p>
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	<p>be made available to high school students, which has also enabled Secondary schools to sustain this indicator.</p>	<p>inconclusive due to small populations, and limited resources for this category.</p>
<p>Individuals preparing for non-traditional fields</p>	<p><u>Postsecondary: CCC</u> 1P1: Post-Program Placement: 88.46% of the students were placed in higher education, military or the workforce.</p> <ul style="list-style-type: none"> ● Program directors work with Admissions to recruit students for non-traditional fields such as college enrollment fairs. ● Reputation of the program in placing graduates: Faculty members network to locate potential business and industry personnel to interview students. ● Advisory committee conducts mock interviews. ● TRIO assists students with interviews, work on self-esteem. ● Advisory boards have a mix of genders so students can see that success is from skill set - not gender. <p>2P1: Earn Recognized Postsecondary Credential: 95.83% of students received a credential. This exceeds the negotiated and actual institutional rate.</p> <p>3P1: Non-traditional gender: 100% of the students were enrolled in a non-traditional gender program.</p> <p><u>Core Indicators for NWKTC:</u> 1P1: 92.31% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 80.00% of individuals in this category received a recognized postsecondary credential</p>	<p><u>Postsecondary:</u></p> <ul style="list-style-type: none"> ● It is difficult to recruit only one female student and maintain retention -it is very beneficial to recruit at least two for retention purposes. <p>Secondary 1S1 – Four-year Graduation Cohort Rate: -33 gap in performance Factors to consider as the root causes for this gap in performance are 5 districts, with less than 10 students reported, with 5 others with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is inconclusive due to small populations, and limited resources for this category. Each school district in our region currently has vacancies in the support services category that they have not been able to fill. At-risk monitors, or strategic intervention staff to provide both monitoring and support services for students in this category are newer additions to school districts in our region.</p> <p>Secondary 2S1— Academic Proficiency in Reading/Language Arts: -9 gap in performance Factors to consider as the root causes for this gap in performance are 5 districts, with less than 10 students reported, with 5 others with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is limited resources for this category. Limited support services can be</p>

during participation in or within one year of program completion.
 3P1: 100.00% of individuals in this category entered non-traditional fields.

Secondary 2S3-Academic Proficiency in Science: Students preparing for non-traditional fields are meeting the state performance goal of 27. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to individuals preparing for non-traditional fields, 504, IEP and other services to assist in sustaining this average.

Secondary 4S1 Nontraditional Program Concentration: The state performance goal for this indicator is 30. Students in our region are well exceeding this performance rate by 48 percent. Strengths in our region include making guest speakers, conferences (ex. TWIST), field trips and displays such as posters and brochures in non-traditional fields available to students are a priority in all local secondary schools.

Secondary 5S2 –Attained Postsecondary Credits: Our student regional performance in this indicator exceeds the state performance goal of 52 percent, as well as the overall performance of special population students statewide. Our relationships and articulation agreements with local postsecondary institutions in our region provide opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a

explored as a cause, as well as the effects of COVID-19 on student learning and testing.

Secondary 2S2 – Academic Proficiency in Mathematics: –2 gap in performance reported in our region. Factors to consider as the root causes for this gap in performance are; 5 districts, with less than 10 students reported, with 5 others with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is inconclusive due to small populations. Limited resources, as each school district in our region currently has vacancies in the support services category that they have not been able to fill. At-risk monitors, or strategic intervention staff to provide both monitoring and support services for students in this category are newer additions to school districts in our region. The effects of COVID-19 on student learning and testing should also be considered as a root cause.

Secondary 3S1 – Post-Program Placement: - 36 gap in performance A root cause is inconclusive due to small populations as only a few can skew the data, and limited resources. Cost of the postsecondary program and distance for training. Limited opportunities for students to specialize as opportunities are often multi-faceted.

	<p>recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to be made available to high school students, which has also enabled Secondary schools to sustain this indicator.</p>	
<p>Single parents, including single pregnant women</p>	<p><u>Postsecondary: CCC</u> 1P1: Post-Program Placement: 100% of the students were placed in higher education, the military or the workforce. 2P1: Earned Recognized Postsecondary Credential: 71.43% students received a credential. This is less than 1% from the actual institutional rate but is higher than the negotiated rate. 3P1: Non-traditional gender: 0.0% indicates that none of the students are non-traditional gender to the program in which they were enrolled (women in nursing, men in agriculture).</p> <p><u>Core Indicators for NWKTC:</u></p> <p>1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion.</p> <p>2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 20.00% of individuals in this category entered non-traditional fields.</p>	<p>Lack of child care options for single parents may be a deterrent to pursuing education.</p>

	<p><u>Secondary:</u> No data available in all indicators for this population</p>	
Out-of-workforce individuals	<p><u>Postsecondary:CCC</u> 1P1: No students identified themselves as out-of-workforce. 2P1: Same as 1P1 3P1: Same as 1P1</p> <p><u>Data not available for NWKTC.</u></p> <p><u>Secondary:</u> No data available in all indicators for this population</p>	<p><u>Postsecondary: CCC</u> Lack of data could be a data reporting error.</p>
English learners	<p><u>Postsecondary: CCC</u> 1P1: Post-Program Placement: No one identified themselves as an English learner or could be a data error. 2P1: Earned Recognized Postsecondary Credential: No one identified themselves as an English learner or could be a data error. 3P1:Non-traditional gender: 6.67% students were enrolled in a non-traditional gender program. Even though there were 15 students enrolled in non-traditional gender programs, only one was of the opposite gender.</p> <p><u>Core Indicators for NWKTC:</u></p> <p>1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 0.0% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 0.0% of individuals in this category entered non-traditional fields.</p>	<p><u>Postsecondary: CCC</u> Lack of data could be a data reporting error</p> <p>English learners are most likely to be student athletes who aspire to transfer to D1 schools or to compete in the Olympics/professional leagues.</p> <p>Secondary 1S1 – Four-year Graduation Cohort Rate: -49 gap in performance was reported for our region. In our region, there were 5 districts, with less than 10 students reported, with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is inconclusive due to small populations. Limited resources, such as interpreters for English Language Learners should be considered a factor in performance. Each school district in our region currently has vacancies in the support services category that they have not been able to fill. At-risk monitors, or strategic intervention staff to provide both monitoring and support services for students in this category are newer additions to school districts in our region.</p>

Secondary 5S2 –Attained Postsecondary Credits: Students in our region perform 16 percent above the state indicated goal of 52 percent. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to English language learners, 504, IEP and other services to assist in sustaining this average. Our relationships and articulation agreements with local postsecondary institutions in our region provide opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to be made available to high school students, which has also enabled Secondary schools to sustain this indicator.

Secondary 2S1— Academic Proficiency in Reading/Language Arts: -31 gap in performance, however no data was reported for this indicator.

Secondary 2S2 – Academic Proficiency in Mathematics: -24 gap in performance, however no data was reported for this indicator.

Secondary 2S3-Academic Proficiency in Science: -13 gap in performance A root cause is inconclusive due to small populations as only a few English Language Learners are in each school except for 3 districts who have more than 10%. -Small numbers can skew the data. Limited resources for English language learners such as interpreters are available in our region, and should be considered a factor in performance.

Secondary 3S1 – Post-Program Placement: - 28 gap in performance recorded for our region. In our region, there were 5 districts, with less than 10 students reported, with small class sizes (15-25) as well as due to small populations as only a few English Language Learners are in each school except for 3 districts who have more than 10%. Cost of the postsecondary program and distance for training could be a factor. Limited resources in native language as well as opportunities for students to specialize as opportunities are often multi-faceted.

Secondary 4S1 Nontraditional Program Concentration: -13 is the reported gap in performance for our region. In our region, there were 5 districts, with less than 10 students

		<p>reported, with small class sizes (15-25). A few students can skew the data for the entire region. A root cause is inconclusive due to small populations, lack of interpreters, and limited resources for this category.</p>
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<p><u>Postsecondary:CCC</u> 1P1: No students identified themselves as out-of-workforce. 2P1: Same as 1P1 3P1: Same as 1P1</p> <p><u>Core Indicators for NWKTC:</u> 1P1: 66.67% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion.</p> <p>3P1: 7.69% of individuals in this category entered non-traditional fields.</p> <p>Secondary 5S2 –Attained Postsecondary Credits: Data reported on his indicator indicates students perform at 15 percent over the state goal. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to Homeless individuals, 504, IEP and other services to assist in sustaining this average. Our relationships and articulation agreements with</p>	<p>Secondary 1S1 – Four-year Graduation Cohort Rate: No data reported on this indicator</p> <p>Secondary 2S1— Academic Proficiency in Reading/Language Arts: No data reported on this indicator</p> <p>Secondary 2S2 – Academic Proficiency in Mathematics: No data reported on this indicator</p> <p>Secondary 2S3-Academic Proficiency in Science: No data reported on this indicator</p> <p>Secondary 4S1 Nontraditional Program Concentration: No data reported on this indicator</p>

	<p>local postsecondary institutions in our region provide opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to be made available to high school students, which has also enabled Secondary schools to sustain this indicator.</p> <p>Secondary 3S1 – Post-Program Placement: Data reported for this indicator suggests that students in our region exceed the state standard by 48%. Academic Advising incorporated through student Individual Plans of Study at the secondary level for all students which includes postsecondary planning. College representatives and business and industry partners visit local secondary schools in our region to make postsecondary connections with students. Career awareness and exploration opportunities for students in our local regions that include guest speakers, career fairs, college and business and industry tours and conferences, job shadowing and other work based learning options such as internships or on-the-job training, are a few examples of how our district schools can sustain performance levels.</p>	
<p>Youth who are in, or have aged out of, the foster care system</p>	<p><u>Postsecondary: CCC</u> 1P1: Post-program Placement: No one identified themselves as a youth with foster care affiliation.</p>	

	<p>2P1: Earned Recognized Postsecondary Credential: No one identified themselves as a youth with foster care affiliation.</p> <p>3P1: 0.0 % of students were enrolled in a non-traditional gender program. The data reflects two students who were enrolled but not of the opposite gender. These students may have been in high school since there is only student data for this performance indicator.</p> <p><u>Data not available for NWKTC.</u></p> <p>Secondary: No data available in all indicators for this population</p>	<p>People who age out of the foster care system may need guidance and support regarding the continuation of their education.</p>
<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)</p>	<p><u>Postsecondary: CCC</u></p> <p>1P1: Post-secondary Placement: No one identified themselves in this performance indicator.</p> <p>2P1: Earned Recognized Postsecondary Credential: No one identified themselves in this performance indicator.</p> <p>3P1: No one identified themselves in this performance indicator.</p> <p><u>Data not available for NWKTC.</u></p> <p>Secondary 1S1 – Four-year Graduation Cohort Rate: Graduation rate is reported at 100 percent, exceeding the state standard. Several efforts in our region being prioritized assist in sustaining this average. Secondary schools implementing Individual Plans of Study for each student, mapping course selection, career exploration and emphasizing the end goal of high school graduation, aligning CTE course curriculum with business and industry and</p>	<p><u>Postsecondary CCC:</u> Maybe a data reporting error.</p> <p>Secondary 2S1— Academic Proficiency in Reading/Language Arts: -31gap in performance, however no data was reported for this indicator.</p> <p>Secondary 2S2 – Academic Proficiency in Mathematics: -24 gap in performance, however no data was reported for this indicator.</p> <p>Secondary 3S1 – Post-Program Placement: No data reported on this indicator.</p> <p>Secondary 4S1 Nontraditional Program Concentration: No data reported on this indicator</p>

emphasizing the relevance of the course work to the student, their future plans, and student CTSO's and work based learning to increase student engagement.

Secondary 2S3-Academic Proficiency in

Science: Students in this category performed at a rate of 73 percent above the state indicated goal. Supportive services in place at the Secondary level in our region that address the needs of all students, to include but not be limited to youth with a parent who is a member of the armed forces, 504, IEP and other services to assist in sustaining this average. Our Regional CTE programs support the integration of academic skills and collaborate with academic program teachers to integrate math, science and literary components into our CTE programs of study, allowing CTE students at the secondary level to meet rigorous academic standards.

Secondary 5S2 –Attained Postsecondary

Credits: Data reported on this indicator indicates students perform at 48 percent over the state goal. Our relationships and articulation agreements with local postsecondary institutions in our region provide opportunities for CTE students to participate in accelerated learning programs and gain postsecondary credit such as dual credit as part of their CTE program of study, and assists district schools in maintaining this goal. Our local secondary and postsecondary institutions provide CTE participants with access to industry recognized certifications leading toward a recognized postsecondary credential. The Kansas Legislature provided funding for CTE Excel (SB 155) courses in order for CCC and NWKTC to be made available to high school students, which has also enabled Secondary schools to sustain this indicator.

<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 0.0% of individuals in this category entered non-traditional fields.</p>	
Asian	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 7.69% of individuals in this category entered non-traditional fields.</p>	
Black or African American	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 50.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 23.08% of individuals in this category entered non-traditional fields.</p>	

Hispanic/Latino	<u>Core Indicators for NWKTC:</u> 1P1: 91.11% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 68.18% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 16.33% of individuals in this category entered non-traditional fields.	
Native Hawaiian or Other Pacific Islander	<u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: Data not available for NWKTC. 3P1: 0.0% of individuals in this category entered non-traditional fields.	
White	<u>Core Indicators for NWKTC:</u> 1P1: 95.87% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 87.18% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 5.95% of individuals in this category entered non-traditional fields.	
Two or More Races	<u>Core Indicators for NWKTC:</u> 1P1: Data not available for NWKTC. 2P1: Data not available for NWKTC. 3P1: 14.29% of individuals in this category entered non-traditional fields.	
Unknown	<u>Core Indicators for NWKTC:</u> 1P1: Data not available for NWKTC. 2P1: Data not available for NWKTC.	

	3P1: 0.0% of individuals in this category entered non-traditional fields.	
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Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- What is the variation in performance among students in different special populations and subgroups?
- How are your schools and colleges performing compared to the state overall performance?

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

- (B) A description of how career and technical education programs offered by the eligible recipient are—*
- (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;*

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
<p>Are of sufficient size</p>	<p><u>Secondary level:</u> enrollment numbers, student interest, Individual Plans of Study, if programs are meeting labor needs and local demand, and the number of concentrators and completers reported. Maintain class size to a level inline with the available equipment and technology to use (e.g. specialized health care programs are limited in class size to increase student success).</p> <p><u>Postsecondary level:</u> In the P.T.A. program, student enrollment is restricted by accreditation standards to only 12 students per faculty member; the nursing department reduced the number of students to focus on a better, more prepared student (quality over quantity).</p> <p>For those programs that do maintain accreditation within their industries, there may be requisite student/faculty ratios. These ratios are prevalent in the medical programs for supervising labs or clinical placements.</p> <p>For other programs, square footage and availability of facilities (i.e. number of welders) may limit the size of the program.</p> <p>Faculty at NWKTC annual review their Dashboard, which includes enrollment data. If enrollments either decline, or exceed the capabilities of the program, faculty work with administration to determine how to address the issue.</p>	<p><u>Secondary:</u> being able to offer multiple sections and pathway courses due to the limited number of certified teachers. Continued efforts to align secondary pathways and courses to business and industry needs, regional demands, and postsecondary programs of study. Continuing to generate interest in CTE programs through career exploration and the IPS implementation. Master schedule conflicts, limited sections being offered due to teacher workload. Accurate student data reporting.</p> <p><u>Postsecondary:</u> programs may be limited due to equipment and technology available for each student, cost of equipment and technology can be too high for the program, instructors have the ability to decide on how much overload they are willing to teach.</p> <p>Postsecondary technical programs are in high demand, and enrollments may be limited due to square footage and availability of trainers, simulators or other equipment.</p>
<p>Relate to real-world work environment (Scope)</p>	<p>CTE programs in our region at the secondary and postsecondary levels offer program and industry recognized certifications. Pathways and programs of study may offer work-based learning opportunities for students. Advisory committees are vital in the facilitation of workplace skills that are necessary for student success in their respective fields. Students have opportunities to complete projects for community organizations or businesses. Professional development for CTE faculty</p>	<ul style="list-style-type: none"> ● Increase the number of certifications and work-based learning opportunities for each Pathway offered in our region. (We have seen tremendous growth in this area since the last assessment, but continues to be a goal) <ul style="list-style-type: none"> ● Align curriculum and technical level activities and equipment to meet industry standards ● Locating jobs/positions available in our local areas to view and work with specified careers.

	<p>ensures current equipment, technology and pedagogy are integral to curriculum development.</p> <p>Many technical programs involve OWE (outside work experience) or client-based projects that are in fact real-world work experience. Additionally, program faculty seek ways to provide community service that will offer real-world work experience for students.</p>	<ul style="list-style-type: none"> ● Post-secondary and Secondary programs see the need to increase hands-on activities that support industry standards. <p>While this is a strength of technical programs, we are always seeking additional ways to provide real-world experience to help our students hone their technical skills and improve soft skills.</p>
<p>Help students advance to future education (Scope)</p>	<p><u>Secondary</u>: Partnerships and articulation agreements between the secondary and postsecondary institutions. Opportunities for dual or concurrent postsecondary credit while in high school, excellent collaboration between educational partners at both levels assist with the seamless transition for students in the postsecondary plans. Work based learning or OJT opportunities with local business and industry that may lead to future employment.</p> <p><u>Postsecondary</u>: Articulation agreements and 2+2 agreements that support student transition from two year colleges to universities. The utilization of system wide transfer courses.</p> <p>For technical programs, students are encouraged to earn not only the Cert A, B or C but to persist through completion of the AAS degree. The new AAS in Applied Technologies encourages students to study at least two technical fields.</p>	<p><u>Secondary</u>: Allowing completer status for all pathways offered at the secondary level in our region, and end of pathway assessments or certifications for all pathways offered. Having multiple entry and exit points. Apprenticeship opportunities with local business and industry in the region. Increase partnerships with high demand occupations in our region, such as the HealthCare field. Continuing to strengthen relationships with our local secondary schools with our post-secondary institutions, with a focus on a more effective approach that supports students in navigating through college resources and opportunities from secondary level to postsecondary.</p> <p>Postsecondary technical programs with junior/senior options can be expanded to help area high schools with insufficient staffing or funding to provide CTE for their students.</p>
<p>Are of high quality</p>	<p>Student performance, graduation rates, job placement rates for each program of study, student interest, multiple entry and exit points in a pathway. Use of advisory committees with post-secondary representatives and business and industry members to align content, and to evaluate the quality of the pathways and programs of study. Retention rates of instructors have an impact on program consistency for alignment, certifications, and partnership development with both education and business and industry.</p> <p>Professional Development and instructor training to ensure quality, rigor and being adaptable to business and industry</p>	<p>Address student performance gaps, instructor recruitment and retention and professional development within our region for our CTE programs. Utilizing advisory boards to ensure alignment with business and industry standards. Ensuring current and up-to-date equipment and technology are utilized within the programs. Strong focus on instructor retention, salary schedules or lack of opportunity to pay instructors according to the labor market data. Access to end of pathway assessments or certifications at the secondary level, which can be directly</p>

	<p>changes. Post-secondary institutions are monitored by accreditation and licensure agencies. Program technology is current, and reflects business and industry standards.</p> <p><u>Postsecondary.</u> Programs that are accredited by industry-specific agencies undergo regular evaluation and scrutiny. Often students and faculty are required to complete competency or credentialing testing. All technical programs incorporate a capstone project which is the culminating assessment of student mastery of program learning outcomes.</p> <p>Employer and student follow up surveys indicate the success of student placement and performance on the job.</p> <p>Organizations such as NATEF/ASE for the automotive and diesel programs, CoARC for Respiratory Therapy, and MAERB for Medical Assistant require annual reporting and accountability for program quality.</p>	<p>used in a student’s postsecondary plan either continuing postsecondary education or in the workforce.</p> <p>Continuous search from funding to maintain and expand the trainers, simulators, tools, equipment and facilities that are needed to provide state-of-the art technical education.</p>
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STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What does the law mean?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study. The program of study starts at the secondary education level (Pathway) and continues through postsecondary education. This requirement addresses current and future plans to support the implementation of programs and programs of study.

Perkins V Sec. 2(41)

Program of Study:

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

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

Q6: How do schools and colleges in the region implement programs of study? Address each attribute (A-F) in the federal definition above.

Implementation Process	Strengths	Needs/Gaps
<p>(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</p>	<p><u>Secondary:</u> Each district intentionally implements the College and Career Ready Standards adopted by the State Board along with the use of the Course Competencies in the career pathways.</p>	<p><u>Secondary:</u> With COVID, the results have declined and additional support and interventions will be needed along with the upgrading of technology. Another great need is human capital that is in short supply to support these needs and provide the interventions needed.</p>
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p><u>Postsecondary:</u> Advisory boards play a key role as to what business and industry expects from a program graduate. Faculty professional development opportunities provide insight and knowledge on laws and regulations, technology, and equipment. Retention, graduation, and workforce placement rates provide data for program and institutional reflection. All CTE programs utilize classroom/clinical assessments to ensure the students' knowledge and skill set for the workforce. Each CTE program, and the general education program, have specified program learning outcomes that are assessed annually. Program Advisory Boards are actively involved in reviewing competencies and the overall curriculum for CTE programs. NWKTC requires all new students to complete a Student Success Seminar which highlights employability skills.</p> <p><u>Secondary:</u></p>	<p><u>Postsecondary:</u> Scheduling professional development or selecting conferences/workshops may not accommodate teaching schedules. Equipment and technology upgrades may be expensive and not readily available for the classroom.</p> <p>Continue to revise the student success course at NWKTC to ensure successful student completion and participation.</p> <p><u>Secondary:</u> Continued collaboration for CTE faculty and core content instructors to ensure an enriched academic integration within CTE courses.</p>

	<p>All secondary schools within the region rely on Advisory Board partnerships and leadership to ensure academic, technical knowledge and skills and employability skills are in line with business and industry standards. Secondary schools retain Postsecondary representation and business and industry on local Advisory Boards.</p>	
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p><u>Postsecondary:</u> KBOR follow-up data provides employment information. Advisory boards provide guidance and insight as to current workforce requirements. Professional development opportunities provide insight on laws and regulations, program technology, curricula enhancements. CTE programs specified by KBOR undergo program alignment approximately once every ten years; statewide employers are part of this alignment process. Each Program Advisory Board for the CTE programs provides input during the two meetings that occur each academic year</p> <p><u>Secondary:</u> Pathway implementation is based on Labor Market Data, post secondary programs of study available, student interest through Individual plans of study and local demand.</p>	<p><u>Postsecondary:</u> It may be difficult to have a diverse advisory board or have active members who would play a key role in the business and industry alignment. For some programs, the “local area’ may need to be redefined either because students come from out-of-state or because the technical program offers training for occupations that are in demand across a broader geographic area than just NW KS</p> <p><u>Secondary:</u> Ensuring proper and continuous training for all CTE staff to meet the changing needs of business and industry. In depth Labor Market analysis annually during Pathway Maintenance, as well as by CTE faculty to align and include in Pathway facilitation and student education.</p>

<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<p><u>Postsecondary:</u> Curricula is designed for basic information/training which progresses to more difficult and workforce specific learning. In accordance with HLC accreditation expectations, the CTE programs are assessed for rigor along with scope and sequence. Each year, faculty review the program mission statement and curriculum with Program advisory boards to ensure instructional delivery follows a logical sequence and scope.</p> <p><u>Secondary:</u> Career exploration and development programs in our region secondary schools that include elementary level career exposure and awareness, middle school career exploration to the Kansas Career Fields, Clusters and Pathways. High school career preparation to generate student interest in programs of study and future occupations and how they relate. Secondary Schools in our region implement programs of study and pathway courses by assessing student needs and interests through the career development process, and individual plans of study, pre-enrollment, and labor market data. Secondary schools offer post-secondary planning as well as career development through the Individual Plan of Study implementation, career guidance and advising.</p>	<p><u>Postsecondary:</u> Students who already have skill sets in a program area may get bored or frustrated with having to follow a set path of curriculum. The student might drop out of the program or college. While technical programs are designed to follow the scope/sequence that is educationally sound, students may be over eager in their desire to obtain training and start work, thus they gloss over the introductory courses and support courses.</p> <p><u>Secondary:</u> Our local region identifies the need to increase community knowledge and participation in the efforts throughout the career development process at the secondary level, in order to sustain our communities by making students aware of the needs and availability of opportunities available to them.</p>
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<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p><u>Secondary:</u> Students have the opportunity to receive industry recognized certifications for continued growth within secondary pathways. (ex. OSHA-10, C.N.A etc.)</p> <p><u>Postsecondary:</u> Several of the programs offer exit points with certifications A or B. Each CTE Program offers a variety of tech certificates (certificates of completion, Tech Cert A, Tech Cert B, Tech Cert C) along with the Associate of Applied Studies degree. Thus, students have multiple exit points that are associated with appropriate credentials.</p>	<p><u>Secondary:</u> Multiple entry and exit points for all CTE pathways, and the ability to obtain certification or end of pathway assessment for all offered CTE courses within all of our programs of study.</p> <p>This is a strength for technical programs, and will continue to be a consideration for all new proposed programs.</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p><u>Postsecondary:</u> High school students utilize the IPS process to enroll in collegiate courses and earn college credit. The student may graduate from high school and postsecondary programs during the same time period and earn a recognized credential. Or the student may only need one year on campus to complete their program and graduate with a credential.</p> <p>The CTE Programs do culminate in the appropriate postsecondary credential (certificate of completion, Tech Cert A, Tech Cert B, Tech Cert C or AAS)</p> <p><u>Secondary:</u> Statewide articulation agreements with Colby Community College and Northwest Kansas Technical College for post-secondary options for high school students within our region. The Excel CTE courses made available to secondary students by the State</p>	<p><u>Postsecondary:</u> Postsecondary may not communicate as often as needed with high school teachers or administrators. Communication is a key factor in student success in completing a certification or degree.</p> <p><u>Secondary:</u> Our local region identifies the need to continue to align our pathways to regional demand, and to utilize articulation agreements more effectively in collaborating with postsecondary institutions.</p>

	<p>of Kansas promotes a more seamless transition from secondary to postsecondary programs, and allows students access to courses not/ or unable to be offered by our local secondary schools. The IPS process within our secondary school districts includes post secondary planning, exploring and identifying programs of study and the required level of education or credentials to desired future occupations.</p>	
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STEP 3: Analyze CTE Programs

Part 3: Recruitment, Retention, and Training of CTE Educators

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

The local needs assessment shall include...

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

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require analysis of teacher or other professional shortage. The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

Q7: How do schools and colleges in the region recruit, retain, and train CTE educators and support staff?

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<p><u>Postsecondary</u>: HLC provides credential guidelines for instructors; industry experience is vital to real-world experience, and the institution’s reputation for excellence helps attract applicants who are currently in the industry.</p> <p><u>Postsecondary</u>: Search Process.</p> <p><u>Secondary</u>: Through the Transition to teaching program opportunity to recruit quality CTE teachers with business and industry knowledge and experience. At the secondary level, oftentimes CTE teachers are recruited within the general</p>	<p><u>Postsecondary</u>: a variety of methods are used to attract candidates. These include posting openings on college websites, higheredjobs.com, social media, and networking with other professionals in that field.</p> <p>The search process includes appropriate stakeholders serving on the search committee to advise in creation of the job posting and suggest the best strategies for announcing openings.</p> <p><u>Secondary</u>: Secondary school districts assisting secondary instructors in obtaining licensure and</p>	<p><u>Postsecondary</u>: CTE faculty are on the same pay scale as other faculty, making competition with private industry salaries very difficult. Recruiting and retaining instructors can be a challenge in a rural area. Efforts are made to share information with potential candidates as to the limitations of a remote, rural area.</p> <p>The northwest region population is sparse, and there are few qualified individuals who are willing to leave a more lucrative position in industry to enter the teaching role. It will become increasingly important to entice</p>

<p>education teachers, especially in our rural school districts. Traditional recruiting methods such as job postings on websites, newspapers and social media platforms etc. are also used. The annual CTE conference can provide recruitment opportunities for teachers.</p>	<p>certifications to be able to teach CTE courses. Districts are adaptable when looking for quality teachers. Teachers working collaboratively with post-secondary instructors for training needs. Northwest Kansas Technical College supports Secondary teacher continued education by offering advanced content specific courses to teachers at no cost. Several methods are used for recruiting, expanding efforts to obtain qualified applicants for CTE positions.</p>	<p>individuals to move to the northwest region of the state. <u>Secondary:</u> The ability to recruit quality teachers to a rural area can be a challenge, due to the travel distance and offering competitive salaries. Private industry wages can be more enticing for quality applicants.</p>
<i>Training</i>		
<p><u>Postsecondary:</u> Onboarding workshop helps instructors coming from industry to transition to academic setting and responsibilities. New instructors attend the New Instructor Seminar offered by the Kansas Council for Workforce Education. Institution offers incentives for degree completion within a designated timeline. <u>Secondary:</u> Professional Development opportunities are made available to CTE teachers in our region through Perkins funding. School leaders work directly with teachers to identify training needs and opportunities. New CTE teachers are assigned mentors for a minimum of two years.</p>	<p><u>Postsecondary:</u> Peer mentoring is available for a new faculty member. Programs with more than one instructor benefit from “train the trainer” conferences; enable new instructors to advance their skill set specific to their program of study, degree completion plans with universities streamline the process to complete a degree. <u>Secondary:</u> Our region schools are offered professional development opportunities annually, school districts support instructors with conference attendance, mentoring programs, and business and industry training. There are on-going training opportunities and workshops across our state annually for professional development.</p>	<p><u>Postsecondary:</u> degree completion, certification testing, transitioning from industry to education, and maintaining a program aligned with industry standards can be challenging. Sometimes, the institution pays for training that goes with the faculty if they decide to leave. <u>Secondary:</u> - Many of our local school districts have too few teachers on staff, so most teachers are not specialized fully in the CTE area, or have limited ability and scheduling options to receive specialized training due to also teaching core academic courses. Multiple daily preps hinder the options for professional development. Ongoing training and development to meet changing industry needs and demands. The effects of COVID-</p>

		19 have also impacted hands on, or in person training and development.
Postsecondary: Onboarding and in-service training.	NWKTC has a New Hire Committee that developed a packet/process of onboarding new faculty and staff. Additionally, a faculty in-service and data retreat is held during the week prior to the beginning of each semester. During this week, faculty review assessment results, curriculum plans, and prepare for the semester. On-going professional development and training are also available to faculty in Perkins-eligible programs. Many instructors take advantage of virtual and/or traditional conferences, skill training, NC3 or Lincoln Electric training, OSHA training, testing and certification by their program accrediting agencies.	
<i>Retention</i>		
<u>Postsecondary</u> : empowering instructors to implement the curriculum in ways that incorporate their own strengths allows them to utilize their passion for certain content to engage students. <u>Secondary</u> : CTE teachers receive support and on-going development options through the advisory board process. The partnerships between CTE programs and business and industry members in our local communities allows for creative collaboration and opportunities which can be rewarding. High degree of control over course	<u>Postsecondary</u> : industry experience empowers instructors to have the necessary strengths to be successful in the lab/clinical setting. <u>Secondary</u> : At the Secondary level there are multiple options and avenues for support and professional development for CTE instructors.	<u>Postsecondary</u> : If faculty can be hired early in the fall, new instructors will participate in orientation or new instructor bootcamp as a proactive strategy to improve transition. <u>Secondary</u> : The need to have competitive salaries for CTE teachers, to retain them as educators rather than working in business and industry. Multiple daily preps can be a deterrent for retaining CTE faculty in small or rural school settings, due to having to teach both CTE and core courses.

<p>curriculum and activities. Ongoing faculty support through professional development options and teacher mentoring programs.</p>		
<p><u>Postsecondary:</u> Professional Development and setting individual goals.</p>	<p>NWKTC faculty and staff are encouraged to develop personal goals for professional development each year. These goals not only help with skill training, they also help individuals assess their career trajectory and rejuvenate themselves.</p>	<p><u>Postsecondary.</u> One challenge to retaining faculty is the low wages for instructors. For many CTE instructors, salaries in industry far exceed salaries in education.</p>

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

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

What does the law mean?

This requirement is focused on supports for special populations. The needs assessment shall include a description of:

- Existing and proposed strategies to overcome barriers to success of students in special populations;
- Programs that are designed to enable special populations to meet the local levels of performance; and
- Activities which prepare special populations for high-skill, high-wage, or in-demand industry occupations that will lead to self-sufficiency.

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term “special populations” means--

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

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

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

(I) youth with a parent who—

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

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

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term “subgroup of students” means—

(A) economically disadvantaged students;

(B) students from major racial and ethnic groups;

(C) children with disabilities; and

(D) English learners.

Checklist

Each special population and each subgroup must be addressed in the following three (3) questions Q8, Q9, and/or Q10. Once you have addressed the group, use the checklist below to ensure that each population/subgroup has been mentioned.

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
8,9	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
8,9	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
9,10	(C) individuals preparing for non-traditional fields;
8,9	(D) single parents, including single pregnant women;
8,9	(E) out-of-workforce individuals;
8,9	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
8,9	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
8,9	(H) youth who are in, or have aged out of, the foster care system; and
8,9	(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.
	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
9	American Indian or Alaskan Native
9	Asian
9	Black or African American
9	Hispanic/Latino
9	Native Hawaiian or Other Pacific Islander
9	White
9	Two or More Races
9	Unknown

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p><u>Postsecondary</u>: CCC participated in a Civil Rights Audit and was made aware of physical barriers to disabled individuals. New A.D.A. compliant exterior doors were installed in all campus buildings, some interior doors were removed, improvements were made in restrooms to comply with A.D.A. standards. The library stacks are being lowered to 44” to allow accessibility by all students. Several sidewalk areas were improved or replaced for compliance. Curbs were repainted to reflect handicap parking. CCC also has a policy that classes will be re-assigned rooms based on the accessibility of a student. The English/Literature courses are held in a lower level that is not wheelchair accessible so those classes will be moved to a first floor room to provide accessibility.</p>	<p><u>Postsecondary</u>: Individuals with disabilities will benefit most from these physical improvements. Pregnant women would also benefit from these enhancements (lower library stacks, better sidewalk areas, bathroom improvements).</p>	<p><u>Postsecondary</u>: CCC was financially responsible for the improvements which should last for many years. The College is dedicated to making more improvements (bathrooms). Bathroom upgrades are anticipated for next year.</p>
<p><u>Postsecondary</u>: CCC has a dynamic Student Support Services staff that work with low income, first generation students, or students with needs. The staff collaborates with faculty as to what or how these needs will be accommodated.</p>	<p><u>Postsecondary</u>: Economically disadvantaged, out-of-workforce, English learners, foster care youths, individuals with disabilities, military youth, and the homeless can work with the Student Support Services staff.</p>	<p><u>Postsecondary</u>: CCC has always respected the needs of special population individuals. The Student Support Services staff works diligently to ensure student success. CCC has an A.D.A. Compliance Officer listed on the College’s website for individuals to contact. The College’s policy manual has a policy for addressing student disabilities (https://www.colbycc.edu/Assets/Docume</p>

		nts/Students/Student-Life/disability-policy.pdf .
<p>The Northwest Kansas Educational Services office has an employee who regularly brings students to campus to jumpstart the admissions process; these visits include appointments with the Dean of Academics to discuss accommodations.</p> <p>Secondary: Secondary School districts in our region have equal access for all students to enroll in CTE programs of study. Secondary school districts offer support services for members of special populations which include local CTE programs, and allow appropriate accommodations and modifications to ensure success for students of special populations.</p> <p>Secondary school districts in our region review the data results of student performance and are committed to making adjustments to better serve special population students as needed.</p> <p>Emphasis to identify careers during the advising process at which students who are considered to be a member of special populations can be successful, and addressing those employment options and needed skills during the career and academic planning process is a priority for school districts in our region.</p> <p>Participation in Access and Equity professional development opportunities such as the Access and Equity Roadshows by secondary schools in our consortium to continue to identify and</p>	<p>Students with disabilities</p> <p>Secondary: Individuals with disabilities, individuals from economically disadvantaged families, including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women out-of-workforce individuals, English learners, homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act, youth who are in, or have aged out of, the foster care system, and youth with a parent who is a member of the armed forces.</p>	<p>This is a normal feature of our admissions program so this effort has been operationalized and will be sustainable.</p> <p>Secondary: Professional development for teachers, paraeducators, guest teachers, career advisors, guidance counselors and other supports in frameworks to effectively teach students who are members of special populations, as well as to increase professional development in the area of academic and career advising for members of special populations as well.</p> <p>Reviewing the data results and making adjustments to better serve special population students as needed.</p> <p>Develop and implement an evaluation of our CTE programs to include an assessment of how the needs of special populations are being met to ensure access and equity for all students, to include discussion points during advisory board meetings about students with special needs.</p>

<p>remove barriers to ensure success in our special population of students.</p> <p>Student intervention specialists, advocates and at risk personnel have been added to secondary school districts in our region.</p>		
Gap	Which special population(s)	Strategies for Improvement
<p><u>Postsecondary</u>: High school students with disabilities will have an I.E.P. on file with their high school but the college has to rely on the student’s willingness to share in needing assistance.</p>	<p><u>Postsecondary</u>: Homeless, disadvantaged students, single parents, disabled, military youth, foster care youth, out-of-workforce, and English learners need to acknowledge their needs.</p>	
<p>On-going training and awareness both faculty, staff and students regarding the special population categories and services available</p>	<p>Homeless, economically disadvantaged, single parents, active military families, English learners, foster care, out-of-workforce.</p>	<p>Provide micro-training at monthly faculty meetings; develop a flier campaign and social media campaign to raise awareness</p>
<p><u>Secondary:</u> Lack of training for teachers, paraeducators, guest teachers, career advisors, guidance counselors and other supports in frameworks to be effective in career development and advising with students who are members of special populations.</p> <p>Collecting special populations student data and evaluations, and reporting it in a timely manner. In some cases special education transition coordinators are not connected to all CTE programs of study.</p>	<p><u>Secondary:</u> Individuals with disabilities, individuals from economically disadvantaged families, including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women out-of-workforce individuals, English learners, homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act, youth who are in, or have aged out of, the foster care system, and youth with a</p>	<p><u>Secondary:</u> Continued individualized support and assistance to remove barriers and ensure success.</p> <p>Provide strategic steps to inform students who are members of special populations about CTE programs of study.</p> <p>Increase training for all staff that includes IPS implementation and self advocacy development for members of special populations, to ensure awareness of services available for student success.</p>

Secondary schools struggle to implement individualized education plans, and lack the quality of specialized instruction due to staffing shortages.	parent who is a member of the armed forces.	Obtaining industry-recognized certification assessment support tools that can be made available to increase student success rates in our special population members.
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Q9: How do schools and colleges ensure that programs are designed for success of students in special populations?

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

Strength	Which special population(s)	Strategies for Sustaining
<p><u>Postsecondary</u>: CCC’s Core Indicators identify that for 1P1, special population students performed above the negotiated rate as well as the state rate. For attainment of a credential, special population students performed above the negotiated rate, and the students preparing for a non-traditional gender program exceeded the state rate. For 3P1, two of the special population groups performed at the state rate.</p>	<p><u>Postsecondary</u>: For CCC, the populations represented in 1P1 included disabled students, disadvantaged students, those preparing for a non-traditional gender career and single parents. For 2P1, students represented included disabled, disadvantaged, non-traditional career fields and single parents. For 3P1, students include diasabled, disadvantaged, non-traditional careers and English learners. Career clusters for 1P1, the programs meeting or exceeding the 85% negotiated rate include Agriculture, Business Management, & Health Science. Career clusters that met or exceeded the 2P1 negotiated rate include health science. Career clusters that met or exceeded the Kansas state actual</p>	<p><u>Postsecondary</u>: Assessing student success is part of the Program Review process which is on a three year rotation. Student issues are taken into consideration when reviewing curriculum. Student Success Seminar classes give the TRIO staff the opportunity to meet with students.</p>

	<p>overall performance as well as the actual institutional rate included Agriculture, Science/Technology/Engineering as well as Transportation/Distribution/Logistics. The Science/Technology/Engineering rate of 42.86% could be related to several female directors/faculty in the Agriculture department. Special populations by subgroups that consistently performed well include Hispanic, White, Two or more races and Unknown Race.</p>	
<p>Almost one-third (32%) of the NWKTC student body is classified as a special population (for the 1P1 data, n=57 while N=178).</p> <p>NWKTC has consistently been nationally recognized for its retention and graduation rates (The Chronicle of Higher Education; The Aspen Institute)</p> <p><u>Secondary:</u> Participation in professional development opportunities as well as the procurement of grant funds to focus on the development of CTE secondary programs to eliminate barriers and ensure success for members of special populations.</p>	<p>According to the 1P1 data for NWKTC, almost all special populations are retained at 85% or higher (American Indian; Asian; Black; Latino; Pacific Islander; Individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents; English learners). Among the career clusters for 1P1, the programs meeting the 85% target goal for retention and placement rates include Agriculture, Architecture/Construction, Communications; Health Science; Information Technology, Security; and Transportation.</p> <p>According to the 2P1 data for NWKTC, almost half our special populations show that 85% or more of the individuals within the special pops category received the college recognized credentials. Among the career clusters for 2P1, the programs meeting the 85%</p>	<p>The NWKTC Strategic Planning committee is investigating ways to continually improve student success, retention, graduation and placement rates. Recently the college applied for a Title III grant to provide additional academic support. While that grant was not awarded during the first round, the scores were high enough that the school was awarded the grant in the second round. Implementation of this grant is expected to launch in AY23.</p> <p>The NWKTC Program advisory boards meet twice yearly and continue to review performance data for students in their respective programs. Together with faculty, the advisory boards offer suggestions to help improve student success and employability.</p> <p><u>Secondary:</u> Continuous review by school districts of the special population performance results and making data driven adjustments to better serve special population students as needed. Identify positions at which students who are considered to be a member of special populations can be successful, and address those employment</p>

	<p>target rate for earning college recognized credentials include</p> <p><u>Secondary:</u> Individuals with disabilities, individuals from economically disadvantaged families, including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women out-of-workforce individuals, English learners, homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act, youth who are in, or have aged out of, the foster care system, and youth with a parent who is a member of the armed forces.</p>	<p>options and needed skills during the career and academic planning process.</p> <p>Our regional stakeholder team suggested developing “mini bootcamps” to expose special populations or at risk students to CTE programs of study.</p> <p>Recruiting successful special population students as positive role models and encouragers within CTE programs to demonstrate success beyond barriers is possible, was also a recommendation from our local stakeholder team members.</p>
Gap	Which special population(s)	Strategies for Improvement
<p><u>Postsecondary:</u> Three groups are not reported for Student Performance.</p>	<p><u>Postsecondary:</u> American Indian/Alaskan Native, Asian, and black or African American, and Native Hawaiian or Other Pacific Islander are not represented for Student Performance.. This could be attributed to reporting errors or lack of introducing/recruiting these groups to higher education opportunities in CTE programs.</p>	<p><u>Postsecondary:</u> There has been significant turnover in the Admissions department. CTE program directors need to meet with admission counselors and share CTE program opportunities, especially non-traditional gender.</p>

<p>While retention and placement rates are issues for only two special populations, the attainment of college recognized credentials seems to be problematic for several special populations.</p> <p><u>Secondary:</u> Lack of fidelity in student data reporting across the region to address gaps in student performance indicators. Challenges regarding lack of staffing for specialized support within secondary CTE programs directly affecting student success rates.</p>	<p>According to the 1P1 data for NWKTC, very few special populations are not retained at 85% (individuals with disabilities and homeless individuals). Among the career clusters for 1P1, the programs not meeting the 85% target goal for retention and placement rates include Human Services and Manufacturing.</p> <p>According to 2P1 data for NWKTC, several categories of special populations are not meeting the 85% target goal for receiving college recognized credentials (Black; Latino; individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional careers; English learners). Among the career clusters for 2P1, the programs not meeting the 85% target goal include Agriculture; Architecture; Health Science; Law; Transportation.</p> <p><u>Secondary:</u> Individuals with disabilities, individuals from economically disadvantaged families, including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women out-of-workforce individuals, English learners, homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act, youth who are in, or have aged out of, the foster care system, and youth with a</p>	<p>At NWKTC, the Dean of Academic Advancement is the accommodations coordinator. The Dean takes advantage of additional training to find strategies to assist students with learning disabilities and other issues that require accommodations. Recent use of scanning pens and text-to-speech apps have been helpful for students with learning disabilities to hear rather than read textbooks. The recent completion of a Pearson Vue test center offers an additional facility on campus for students who require a distraction-free testing environment.</p> <p>NWKTC is partnering with USD352 to provide “boot camps” and “summer camps” for special populations to participate in a brief experience in a variety of CTE programs to see where their interests and skills are, and to begin the process of planning for successful transition into these programs. These camps will be included in the next Perkins V grant application.</p> <p>The college partners with the town of Goodland to continue to plan ways to welcome students of various special populations. Housing options, recreational options, and cultural differences seem to be issues that students identify as challenges.</p> <p><u>Secondary:</u> Collecting special populations student data and evaluations, and reporting it in a timely manner.</p> <p>Increase collaboration between transition coordinators, at risk or student intervention specialists and CTE faculty.</p> <p>Regional stakeholders recommend strategic planning for postsecondary transition with local institutions to ensure success for exiters.</p>
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	parent who is a member of the armed forces.	

Q10: What activities in the region prepare special populations for high-wage high-skill in-demand occupations and lead to self-sufficiency?

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

Strength	Which special population(s)	Strategies for Sustaining
<p><u>Postsecondary</u>: CCC has programs that lead to high-wage high-demand.</p>	<p><u>Postsecondary</u>: 1P1 identifies that disabled students, disadvantaged students, non-traditional gender program students and single parents were placed after leaving CCC. 2P1 identifies that Hispanic and white students exceeded the target rates for credentialing and 3P1 students from white, two or more races and unknown races exceed the state rate for non-traditional gender programs.</p>	<p><u>Postsecondary</u>: The program directors like to have diversity in their classroom and try to recruit or have Admissions promote non-traditional gender programs. Non-traditional gender students have always been welcomed into any program.</p>
<p><u>Postsecondary</u>: CCC has made special accommodations for special populations students who require equipment modification.</p>	<p><u>Postsecondary</u>: Disabled.</p>	<p><u>Postsecondary</u>: CCC will make accommodations where feasible.</p>
<p>Almost one-third (32%) of the NWKTC student body is classified as a special population (for the 1P1 data, n=57 while N=178).</p> <p>As a technical college, NWKTC offers programs that prepare students for high-wage, high-demand occupations. Additionally our curriculum provides training in the soft skills that will lead to self-sufficiency. Very few programs demonstrate low-wage but high-demand (i.e. C.N.A.; C.M.A; Medical Assistant) but current circumstances with the pandemic and health industry require these programs as entry points for future health care workers.</p>	<p>Homeless, single parent, individuals preparing for non-traditional fields</p> <p><u>Secondary</u>: Individuals with disabilities, individuals from economically disadvantaged families, including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women out-of-workforce individuals, English learners, homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act,</p>	<p>NWKTC will continue to provide individualized attention to students to learn of student issues and concerns.</p> <p><u>Secondary</u>: Continue to provide support and resources geared to their special needs. (i.e. simplifying the information, translation etc.)</p> <p>Consistent and fluid collaboration and transition with Postsecondary institutions to ensure seamless transition of needed support services.</p> <p>Continue to connect with Access and Equity resources throughout the State, including KSDE, and</p>

<p><u>Secondary:</u> All students at the Secondary level, including special populations participate in the career and academic planning process and have an individual plan of study on file beginning in 8th grade. Through this process, students explore high wage and high demand occupations, and the skills associated with being successful in these occupations.</p> <p>Secondary schools in our region provide hands-on training opportunities for students to prepare students with the skills that lead to being self-sufficient.</p> <p>Local advisory boards assist CTE programs with industry standards regarding needed skills to be successful in future careers associated within their pathways.</p>	<p>youth who are in, or have aged out of, the foster care system, and youth with a parent who is a member of the armed forces.</p>	<p>provide support and training to our staff regarding these resources.</p>
Gap	Which special population(s)	Strategies for Improvement
<p><u>Postsecondary:</u> Not all non-traditional gender programs can accept disabled students. This can be frustrating for the student and the college.</p>	<p><u>Postsecondary:</u> Individuals with disabilities are impacted the most by physical limitations required by many CTE programs.</p>	<p><u>Postsecondary:</u> The College needs to identify programs that can accept disabled students. Student success is critical and no student will be set up for failure.</p>
<p>Percent of students from certain special populations earning credentials</p>	<p>Individuals with disabilities, individuals from economically disadvantaged families, English learners</p>	<p>NWKTC anticipates receiving Title III funding in the next year and will provide additional academic support through that initiative.</p>
<p><u>Secondary:</u></p>	<p><u>Secondary:</u></p>	<p><u>Secondary:</u></p>

<p>Lack of training for teachers, paraeducators, guest teachers, career advisors, guidance counselors and other supports in frameworks to be effective in career development and advising with students who are members of special populations.</p>	<p>Individuals with disabilities, individuals from economically disadvantaged families, including low-income youth and adults, individuals preparing for non-traditional fields, single parents, including single pregnant women out-of-workforce individuals, English learners, homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act, youth who are in, or have aged out of, the foster care system, and youth with a parent who is a member of the armed forces.</p>	<p>In depth labor market analysis for all CTE faculty and support services staff to incorporate high wage, high demand, high skill career exploration and preparation for special population students.</p>
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