



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)	Kelly Bielefeld	Wichita Public Schools	316.973.4511	kbielefeld@usd259.net
Postsecondary Institution(s)	Lisa Myers	WSU Tech	316.677.1970	lmyers1@wsutech.edu

Date 1/31/2022 Regional Team Wichita

- ... 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

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair	Kelly Bielefeld	Wichita USD 259 Executive Director, College and Career Readiness – CTE
Postsecondary Co-chair	Lisa Myers	WSU Tech Perkins Coordinator & Grants Specialist
Teacher(s) - Secondary	Jacob Wilken	Wichita USD 259 CTE Teacher
Faculty - Postsecondary	Joseph Varrientos	WSU Tech Perkins-related Faculty
Secondary Administration	Lindsay King	Maize USD 266 CTE Coordinator
Postsecondary Administration	Sarah Leftwich	WSU Tech VP of Health Sciences & Grants
Postsecondary Administration	Jena Roth	WSU Tech Dean of High School Partnerships & Community Outreach
Postsecondary Administration	Jennifer Seymour	WSU Tech VP of General Education & Applied Technologies
Specialized instructional support and paraprofessional(s)	Dr. Vince Evans	Wichita USD 259 Director of Special Services
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Teketa Paschal	Wichita USD 259 College and Career Coordinator for homeless, foster and delinquent youth
Representative(s) of Special Populations	Jennifer Stanyer	WSU Tech Disability Services Coordinator
Career Guidance and Academic Counselor(s)	Michelle Murray-Cline	Goddard USD 265 Counselor
Career Guidance and Academic Counselor(s)	Brittany Thompson	WSU Tech Student Success Coach
Student(s)	Briana McCart	WSU Tech Student

Community	Becky Tuttle	Wichita City Council District II Representative
Business & Industry	Sherii Farmer	Evergy Community Relations Manager
Business & Industry	Scott Evans	HCA Wesley Community Engagement Manager
Business & Industry	Caroline Nichols	Textron K-12 Program Manager
Workforce Development	Mary Anne Szczepanski	Workforce Alliance of South Central Kansas Sector Specialist Coordinator
Parent(s)	Jill Thompson	Clearwater USD 264 Parent
Representatives of Indian Tribes and Tribal organizations (where applicable)	Not applicable	Not applicable
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Judy Mount	WSU Tech Executive Director, People & Culture
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Kristen Johnston	WSU Tech Executive Director of Institutional Effectiveness

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 abovementioned 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>CIP 01</u> 01.8301 Veterinary Nursing Plant Systems Food Products & Processing Systems Agribusiness Systems Animal Science</p> <p><u>CIP 11</u> Programming & Software Development Network Systems</p> <p><u>CIP 13</u> Teaching/Training</p> <p><u>CIP 15</u> 15.0303 Electronics Technology 15.1301 Drafting Technology-Architectural</p> <p><u>CIP 19</u> Early Childhood Development & Services</p> <p><u>CIP 41</u> 41.0299 Maintenance and Reliability Technician Aviation Maintenance (new program 2019-20)</p> <p><u>CIP 46</u> Construction & Design</p> <p><u>CIP 48</u> 48.9999 Aerospace Coatings & Paint Technology</p> <p><u>CIP 52</u> Business Management & Entrepreneurship Business Finance</p> <p><u>CIP 58</u> Manufacturing</p>	<p><u>CIP 01</u> Power, Structural and Technical Systems Comprehensive Agriculture Science</p> <p><u>CIP 03</u> Natural Resources & Environmental Services</p> <p><u>CIP 11</u> 11.0801 Cloud Computing/Development 11.0901 COMPTIA A+ Certification 11.1006 Computer Support Specialist Information Support & Services</p> <p><u>CIP 12</u> 12.0503 Culinary Arts 12.0504 Hospitality & Events Management Restaurant and Event Management</p> <p><u>CIP 15</u> 15.0405 Robotics Aviation Production (new program 2019-20)</p> <p><u>CIP 17</u> Energy</p> <p><u>CIP 19</u> Fashion, Apparel, Interior Design (FAID)</p> <p><u>CIP 43</u> 43.0107 Police Science Corrections and Law Enforcement</p> <p><u>CIP 44</u> Government & Public Administration</p> <p><u>CIP 46</u> 46.0201 Carpentry</p> <p><u>CIP 47</u></p>	<p><u>CIP 9</u> Digital Media</p> <p><u>CIP 11</u> Web and Digital</p> <p><u>CIP 15</u> 15.0607 Composite Technology 15.0801 Aerospace Manufacturing Technology Assembly Mechanic 15.1306 Engineering Design – Mechanical Engineering Design Engineering and Applied Math BioMedical</p> <p><u>CIP 19</u> Family, Community, and Consumer Services</p> <p><u>CIP 41</u> 41.0204 Nondestructive Testing Technology</p> <p><u>CIP 47</u> 47.0607 Aviation Maintenance Technology 47.0608 Powerplant</p> <p><u>CIP 50</u> 50.0408 Interior Design Graphic Design</p> <p><u>CIP 51</u> 51.0909 Surgical Technology 51.3901 License Practical Nurse 51.2602 Home Health Aide 51.2603 Medication Aide Health Science</p>

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>47.0201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology 47.0303 Industrial Machine Mechanic 47.0604 Automotive Technology 47.0609 Avionics Technology 47.0614 Alternative Fuel Vehicle Maintenance & Advanced Electronics Mobile Equipment Maintenance</p> <p><u>CIP 48</u> 48.0501 Machining Technology 48.0507 Tooling and Fixture Fabrication 48.0508 Welding Technology</p> <p><u>CIP 49</u> 49.0102 Professional Pilot Training 49.0199 Unmanned Aircraft Systems</p> <p><u>CIP 51</u> 51.0601 Dental Assistant 51.0713 Medical Coding (program in phase-out) 51.0799 Healthcare Admin & Mgmt. 51.0801 Medical Assistant 51.0904 Emergency Medical Technician 51.2601 Patient Care Technician 51.3501 Massage Therapy 51.3901 Practical Nurse 51.3902 Certified Nursing Aide</p> <p><u>CIP 52</u> 52.0201 Business Administration 52.0203 Logistics & Supply Chain Management 52.0205 Business Administration – Operations Management 52.0408 Administrative Office Technology Marketing Travel & Tourism</p>	

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
Registered Nurse	2018-2028 Occupation Projections show 317 annual openings for RNs in South Central Kansas.	An occupation report from JobsEQ shows that there have been 3,804 active job ads in the past 12-month period for registered nurses in Workforce Region IV.
Respiratory Therapy	2018-2028 Occupation Projections show 19 annual openings for Respiratory Therapists in South Central Kansas.	An occupation report from JobsEQ shows that there were 180 active job ads in the past 12-month period for respiratory therapists in Workforce Region IV.
Ultrasound Technician (Diagnostic Medical Sonographer)	2018-2028 Occupation Projections show 12 annual openings for Diagnostic Medical Sonographers with additional openings for cardiac-specific sonographers in South Central Kansas.	An occupation report from JobsEQ shows that there were 154 active job ads in the past 12-month period for diagnostic medical sonographers in Workforce Region IV.
Paralegals and Legal Assistants	2018-2028 Occupation Projections show 674 annual openings in South Central Kansas.	An occupation report from JobsEQ shows that there were 63 active job ads in the past 12-month period for Paralegals and legal assistants in Workforce Region IV.
Motor Vehicle Operations including heavy truck and trailer drivers	2018-2028 Occupation Projections show 408 annual openings for heavy and tractor-trailer truck drivers in South Central Kansas.	An occupation report from JobsEQ shows that there were 2,988 active job ads in the past 12-month period for heavy and tractor-trailer truck drivers in Workforce Region IV.
Paving, Surfacing and Tamping Equipment Operators and Operating Engineers and Other Construction Equipment Operators	2018-2028 Occupation Projections show 188 annual openings between these two occupations. Overall, there are projected to be 2,047 annual openings across 47-000 Construction and Extraction Occupations in South Central Kansas.	An occupation report from JobsEQ shows that there were 259 active job ads in the past 12-month period for Paving, Surfacing and Tamping Equipment Operators and Operating Engineers and Other Construction Equipment Operators in Workforce Region IV

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Electricians	2018-2028 Occupation Projections show 192 annual openings for electricians in South Central Kansas.	An occupation report from JobsEQ shows that there were 70 active job ads in the past 12-month period for electricians in Workforce Region IV.
Manufacturing Technology/Engineering Technology	2018-2028 Occupation Projections show 30 annual openings in this area for South Central Kansas.	An occupation report from JobsEQ shows that there were 60 active job postings in the past 12-month period for Industrial Engineering Technologists and Technicians in Workforce Region IV. Additionally, using SOC 17 Architecture and Engineering to show the broader need in this area shows that there were 2,321 job postings in the past 12-month period that include additional workforce needs in the Wichita Region. Many in-demand occupations fall under SOC 17 and would include jobs in automation, quality, AI and Machine Learning, Robotics, and Industrial Engineering Technician to name a few.
Quality Control	2018-2028 Occupation Projections show 290 annual openings for Inspectors, Testers, Sorters, Samplers and Weighers in South Central Kansas.	An occupation report from JobsEQ shows that there were 386 job postings over the past 12 months in the Wichita region for SOC 51-9061 Inspectors, Testers, Sorters, Samplers and Weighers. This SOC includes job titles such as Quality Inspector, Quality Assurance Inspector, Quality Control Inspector and Quality Technician Associate.
Paramedic	2018-2028 Occupation Projections show 29 annual openings for Paramedics and EMT's in this area for South Central Kansas.	WSU Tech currently has an EMT program, but not a paramedic program. Local Government agencies are unable to fill current positions per workforce.
Data Analytics	2018-2028 Occupation Projections show 16 annual opening for operations research analysts (15-2051) in this area for South Central Kansas; however, the demand is higher as different sectors list this separately and include those jobs in finance, operations, management, project management, accounting and	Data analysts are in high demand and not restricted to one specific industry. An occupation report from JobsEQ from 08/2021 shows 7,651 employed in related occupations with an annual demand of 747, annual growth of 0.3%

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
	others. Data analytics is also being used in hands-on occupations such as HVAC and industrial maintenance.	

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>CIP 9</u> Digital Media	Digital Media position have increased in demand and value through the pandemic. As many companies moved to digital communication, the Needs Assessment team believe they will be in increasing demand.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Technical Writers – 69 job postings Graphic Designers – 47 job postings Reporters and Journalists – 31 job postings
<u>CIP 11</u> Web and Digital	Web developer positions have increased in demand and value through the pandemic. As many companies moved to digital communication, the Needs Assessment team believe they will be in increasing demand.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Web and Digital Interface Designers – 28 job postings
<u>CIP 14</u> Engineering and Applied Math Biomedical	We prepare students for post-secondary success in mechanical, aerospace, and civil engineering. The demand in these areas when broken down by CIP aligns with the concentrator numbers we are producing. Biomedical Engineers job postings are far below the number of concentrators produced by the region. (193 concentrators and 4 job postings).	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Mechanical Engineers – 261 job postings Aerospace Engineers – 129 job postings Civil Engineers – 104 job postings Bio Medical Engineers – 4 job postings

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
<p><u>CIP 15</u> 15.0607 Composite Technology 17-3029 (only 2) 15.0801 Aerospace Manufacturing Technology Assembly Mechanic 17-3021 15.1306 Engineering Design – Mechanical Engineering Design 17-3013</p>	<p>These programs are still offered due to industry demand. Although COVID and some other factors caused a brief slow-down in aviation, industry partners tell us they cannot find enough workers to fill these positions. It is important to note that as of 11/11/21, there are 262 aviation manufacturing job postings on the Textron Aviation (Cessna/Beechcraft) web site for Wichita. Often times one job posting is used to fill multiple positions.</p>	<p>Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Composite Technology – 50 total job postings (currently over 40 active postings) with aviation-related employers Aerospace Manufacturing/Assembly Mechanic – 30 job postings Engineering Design – 51 job postings</p> <p>The Regional Stakeholder from Textron Aviation stated that there is a shortage of workers in all areas of aviation at this time.</p> <p>Often times one job posting fills multiple vacancies and, not all employers are using the 17-3029 SOC code identified on ONet for the positions.</p>
<p><u>CIP 19</u> Family, Community and Consumer Science</p>	<p>This is a broad pathway that encompasses many aspects of the service industry including mental health support, direct support providers, social workers and pastoral care.</p>	<p>Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months show 211 job openings for SOC 21-1021 Child, Family and School Social Workers.</p>
<p><u>CIP 41</u> 41.0204 Nondestructive Testing Technology</p>	<p>This program is still offered due to industry demand. Although COVID and some other factors caused a brief slow-down in aviation, industry partners tell us they cannot find enough workers to fill these positions.</p>	<p>Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Non-destructive Testing Specialists – 13 job postings</p>
<p><u>CIP 47</u> 47.0607 Aviation Maintenance Technology 47.0608 Powerplant</p>	<p>These programs are still offered due to industry demand. Although COVID and some other factors caused a brief slow-down in aviation, industry partners tell us they cannot find enough workers to fill these positions.</p>	<p>Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Aircraft Mechanics and Service Technicians – 192 job postings</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
<p><u>CIP 50</u> 50.0408 Interior Design Graphic Design</p>	<p>Local labor data shows that there are too many concentrators for demand; however, there is still industry demand for these graduates. Program placement in 2019 was 83% and 2020 was 100%.</p>	<p>Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months. Data pulled with the associated SOC is not entirely accurate as many of the job postings do not align with the title/SOC, but actually a skill. Students at WSU Tech employed in the industry have various job titles including design assistant, architect/interior design draftsman, material selection, design stylist, and kitchen and bath designer. When job openings in the area are pulled by “interior design” as a hard skill, there were 49 active online job postings in the past 12 months.</p>
<p><u>CIP 51</u> 51.0909 Surgical Technology 51.3901 Licensed Practical Nurse 51.2602 Home Health Aide 51.2603 Medication Aide Health Science</p>	<p>Although the labor data states that WSU Tech is producing more concentrators than demand for both Surgical Technology and License Practical Nurse, industry is still showing a need in all healthcare areas. As of 11/10/21, Wesley Medical Center stated they had 211 job openings that covered all areas of healthcare and were not even able to open all beds of the hospital due to the shortage of employees. Healthcare demand has also increased due to the number of professionals opting to take positions traveling to other areas. Local healthcare facilities are unable to compete with the pay. To further show demand, as of 1/31/22, Wesley had 475 job postings online – a sharp increase from what we saw in November.</p> <p>Surgical Technology had a 100% placement rate in 2019 and 97% placement rate in 2020. The program has been expanded to accommodate local demand. Likewise, there was a 94% and 95% placement rate for LPN program graduates in 2019 and 2020 respectively.</p>	<p>Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Surgical Technologists - 246 job postings Licensed Practical Nurse – 937 job postings Home Health Aide – 242 job postings Medication Aide – 55 job postings related to Healthcare Support Workers, all other 31-9099</p>

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>Secondary</u> 1S1 – Four-year Graduation Cohort Rate – The Wichita region is exceeding the state performance target of 85% with a regional gap of +22.33%</p> <ul style="list-style-type: none"> ... Use of Xello Career Exploration that helps students with their plans/goals ... Implementation of Individual Plans of Student that target student interest with emphasis on high school graduation as a goal ... Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) ... Dual/concurrent credit opportunities <p>2S1- Academic Proficiency in Reading/Language Arts – The Wichita region is exceeding the state performance target of 31% with a regional gap of +5.96%</p> <p>2S2 – Academic Proficiency in Mathematics – The Wichita region is exceeding the state performance target of 24% with a regional gap of +9.67%</p> <p>2S3 – Academic Proficiency in Science – The Wichita region is exceeding the state performance target of 27% with a regional gap of +17.39%</p> <ul style="list-style-type: none"> ... CTE courses the emphasize the importance of academic skills ... Supportive services ... Alignment that ensures teachers understand the progression of skill development <p>3S1 – Post-Program Placement – While the Wichita region shows a slight gap of -5.10% vs. the state</p>	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>performance target of 85%, it is thought that this gap may be partly due to missing data. Most secondary schools in this region are exceeding the performance target and sustaining these results by:</p> <ul style="list-style-type: none"> ... Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans ... Focused job shadowing, internships, applied learning, career speakers and industry tours ... Job focus that helps to sustain placement success ... Specialized partnerships with area employers ... Correct offerings at the post-secondary level that meet student demand and industry demand <p>4S1 – Nontraditional Program Concentration – The Wichita region is exceeding the state performance target of 30% with a regional gap of +3.58%.</p> <ul style="list-style-type: none"> ... As a region with diversity in student population and in industry representatives, more non-traditional representation is present ... Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.) <p>5S2 – Program Quality – Attained Postsecondary Credits – The Wichita region is exceeding the state performance target of 52% with a regional gap of +33.01</p> <ul style="list-style-type: none"> ... Xello Career Exploration to help students with their individual goals/plans ... College and Industry tours ... Specific conference sessions on college and career pathways that include parents and students ... Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment ... Professional development for dual credit faculty ... Sharing of faculty between secondary and postsecondary institutions 	

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	<p><u>Postsecondary</u></p> <p>IP1 – Post-Program Placement – Overall program placement of 92.70% exceeds both the negotiated institutional placement target of 89% and State performance of 92.19%</p> <ul style="list-style-type: none"> ... Job fairs and interviews for program completers ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities ... Use of WSU’s Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. ... Soft skills training ... Increased number of articulation agreements that help students continue their education <p>2P1 – Earned Recognized Postsecondary Credential – Overall percentage of students earning a postsecondary credential of 83.08% exceeds both the negotiated institutional target of 78.00% and the overall state performance for credential attainment at 79.93%. Strengths in this area are being maintained by:</p> <ul style="list-style-type: none"> ... Including coursework that helps prepare students for success on credentialing exams ... Secondary and postsecondary alignment ... Increasing the number of recognized credentials within technical programs ... Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials ... Mentoring programs ... Student success coaches that help students with barriers to success ... Student engagement activities 	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> ... Scholarship opportunities ... Technology to help staff engage with students more effectively ... Early alert systems for academic success ... Tutoring and accommodations ... Competency-based education and credit for prior learning ... Expansion of student support services <p>3P1 – Nontraditional Participation – Overall percentage of Nontraditional gender concentration of 12.44% exceeds the state performance of 9.17%.</p> <ul style="list-style-type: none"> ... Targeted marketing to nontraditional groups ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Special activities that target non-traditional occupations 	
<i>Performance of Special Populations</i>		
Individuals with disabilities	<p><u>Secondary</u> 5S2 – Program Quality – Attained Postsecondary Credits – Students with disabilities are exceeding this performance standard by +11</p> <ul style="list-style-type: none"> ... Xello Career Exploration to help students with their individual goals/plans ... College and Industry tours ... Specific conference sessions on college and career pathways that include parents and students ... Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment ... Professional development for dual credit faculty ... Sharing of faculty between secondary and postsecondary institutions 	<p><u>Secondary</u> 1S1 – Four-year Graduation Cohort Rate – There is a -13 gap in performance for students with disabilities</p> <ul style="list-style-type: none"> ... This gap is somewhat reflective of the overall gap that students with disabilities have when it comes to graduation. ... Some systematic factors are currently being addressed to remove barriers for these students and to provide opportunities for them in a non-traditional manner (evenings, weekends, summer, etc.) <p>2S1- Academic Proficiency in Reading/Language Arts – There is a -26 gap in performance for students with disabilities</p>

	<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><u>Postsecondary</u> 2P1 – Recognized Postsecondary Credential – Students with disabilities exceeded the institutional performance target of 78.00% by +4.14% and state performance of 79.93% by +2.21%, but performed just slightly below the actual overall institutional performance of 83.08% at -0.94%. Overall, this is a strength. Success in this area is being sustained by:</p> <ul style="list-style-type: none"> ... Including coursework that helps prepare students for success on credentialing exams ... Secondary and postsecondary alignment ... Increasing the number of recognized credentials within technical programs ... Mentoring programs ... Student success coaches that help students with barriers to success ... Student engagement activities ... Scholarship opportunities ... Technology to help staff engage with students more effectively ... Early alert systems for academic success ... Coordination with WSU Tech disability services for appropriate accommodations ... Faculty training that teaches how to meet students where they are, how to understand disabilities, and how to provide accommodations/flexibility to foster success ... Partnerships with area agencies that work with this special population ... Diversity and inclusion efforts ... Specialized software and equipment for accommodations ... Competency-based education and credit for prior learning ... Assuring programs are aligned with needed industry credentials and opening new programs/opportunities for additional credentials ... 	<p>2S2 – Academic Proficiency in Mathematics – There is a -17 gap in performance for students with disabilities 2S3 – Academic Proficiency in Science – There is a -16 gap in performance for students with disabilities</p> <ul style="list-style-type: none"> ... A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and supports when it comes to addressing the needs of all students. ... MTSS supports are in place in every district as a foundational support for students to improve in language arts, math, and science. <p>4S1 – Nontraditional Program Concentration – There is a gap of -8% for students with disabilities.</p> <ul style="list-style-type: none"> ... While there is a gap in this area, it is a less significant gap than in academic areas. Required transition planning for students with disabilities has helped to support this area. <p><u>Post-Program Placement</u> At the secondary level, 3S1 – Post-Program Placement – There is a -25 gap in performance for students with disabilities. At the postsecondary level, 1P1 – Post-Program Placement – the placement of individuals with disabilities was 86.96%. Slight gaps existed as follows: Negotiated Institutional Performance Target – -2.14% Actual Institutional Performance -5.74% State Performance – 5.23%</p> <ul style="list-style-type: none"> ... Employers don’t necessarily know what accommodations could be or need to be for special populations. Some local corporate entities are broadening employment pools by partnering with agencies that work with individuals with disabilities in order to be able to accommodate/employ blind and hearing-impaired individuals that are trying to enter or re-enter the workforce.

	<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>3P1 – Nontraditional Participation – Students with disabilities showed a slight gap in participation with a -1.57% below the institutional performance of 12.44%, but still exceeded state performance of 9.17%. Success in this area is being sustained by:</p> <ul style="list-style-type: none"> ... Targeted marketing to nontraditional groups ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Special activities that target non-traditional occupations 	<ul style="list-style-type: none"> ... Some individuals with disabilities may pose a higher risk in the workplace without the appropriate skills/support. ... Little to no paraprofessional support for any of the special populations. ... Lack of efficient public transportation ... Many students with disabilities (IEP or 504) may not have a driver’s license and are unable to apply for positions without one. ... Students receiving accommodations to complete their program may not have those same accommodations available in the workplace. ... Students with disabilities need additional advising and career exploration so they can be placed in a program where they can be successful ... Need for dedicated personnel in Career Services to assist students with disabilities in connecting with appropriate resources and training for those staff members on how to best assist these students with job preparation/placement ... Need for additional pathways within a program that may allow someone with major disabilities that is not able to complete or be placed in a full program to find an entry-level position that requires a lower skillset in that industry. Example: Perhaps a program like veterinary nursing may have a kennel attendant certificate, part of logistics or industrial programs may be forklift operation ... Additional communication is needed for everyone working with students that accommodations are available at the college level, but they have to be requested. Additional training for those working with high school students with disabilities on accommodations. ... Need for additional specialized employment partnerships. Example: Envision ... Additional information/resources for adult learners needed to educate them on accommodations available.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<ul style="list-style-type: none"> ... Need for additional technology, data and infrastructure to provide students with industry-ready training, even in the online/hybrid environment
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p><u>Secondary</u> 5S2 – Program Quality – Attained Postsecondary Credits – Students in this special population exceeded performance targets by +17</p> <ul style="list-style-type: none"> ... Identifying barriers (cost, transportation, etc.), and working towards ensuring access and equity in our programs, free certifications, college credit tuition support. <p><u>Postsecondary</u> IP1 – Post-Program Placement Students from economically disadvantaged families exceeded the institutional target of 89.00% at 91.83%, but have very slight gaps in performance of -.87% vs. actual overall institutional placement and -0.36% vs. the state actual performance.</p> <ul style="list-style-type: none"> ... Job fairs and interviews for program completers ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities ... Use of WSU’s Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. ... Soft skills training 	<p><u>Secondary</u> 1S1 – Four-year Graduation Cohort Rate – There is a -10 gap in performance for students for economically disadvantaged students.</p> <ul style="list-style-type: none"> ... Students in poverty have lagged in graduation rate historically in our region. With ... Going into the work force and not completing school in order to support their family. <p>2S1- Academic Proficiency in Reading/Language Arts – There is a -13 gap in performance for students for economically disadvantaged students.</p> <p>2S2 – Academic Proficiency in Mathematics – There is a -8 gap in performance for students for economically disadvantaged students.</p> <p>2S3 – Academic Proficiency in Science – There is a -4 gap in performance for students for economically disadvantaged students.</p> <ul style="list-style-type: none"> ... Absenteeism seems to be a root cause of the lower performance in these areas for students in poverty. ... All high schools are working to decrease chronic absenteeism and engage student in post-secondary planning for their future. <p>3S1 – Post-Program Placement, there is a -15 gap in performance for students for economically disadvantaged students. students in this special population performed slightly below the institutional target at -2.04%, -5.74% vs. actual institutional placement and -5.23% vs. actual state performance</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> ... Increased number of articulation agreements that help students continue their education ... Expansion of student support services and programs including TRIO <p>2P1 – Earned Recognized Postsecondary Credential Economically disadvantaged students exceeded the institutional target by 7.14%, actual institutional performance by 2.06% and actual state performance by 5.21%.</p> <ul style="list-style-type: none"> ... Including coursework that helps prepare students for success on credentialing exams ... Secondary and postsecondary alignment ... Increasing the number of recognized credentials within technical programs ... Mentoring programs ... Student success coaches that help students with barriers to success ... Student engagement activities ... Scholarship opportunities ... Technology to help staff engage with students more effectively ... Early alert systems for academic success ... Tutoring and accommodations ... FAFSA completion initiatives ... Diversity and inclusion efforts ... Hybrid program/course models that reduce the number of in-person hours and allow students to maintain employment while attending classes ... Competency-based education and credit for prior learning ... Assuring programs are aligned with needed industry credentials and opening new programs/opportunities for additional credentials 	<ul style="list-style-type: none"> ... Many of the economically disadvantaged students come from generational poverty. There is a need for intensive guidance on how to participate in job fairs, how to interact with employers, and additional soft skills training. ... The need individualized planning and career services support. ... Lack of access to technology needed to conduct job searches, create and maintain a current resume, print resumes, and submit applications (computers, internet, printers). ... May not have the tools/supplies/clothing needed to enter the workforce ... Lack of access to reliable personal transportation and/or effective public transportation ... Lack of access to reliable day care

	<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>3P1-Non-Traditional Concentration Non-traditional concentration of economically disadvantaged students exceeded actual institutional performance by +3.25% and was above actual state performance by +6.52%</p> <ul style="list-style-type: none"> ... Targeted marketing to nontraditional groups ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Special activities that target non-traditional occupations 	
<p>Individuals preparing for non-traditional fields</p>	<p>Secondary 2S1- Academic Proficiency in Reading/Language Arts - Students preparing for non-traditional fields performed +1% above the performance goal of 31 2S2 – Academic Proficiency in Mathematics – Students preparing for non-traditional fields performed +4% above the performance goal of 24 2S3 – Academic Proficiency in Science – Students preparing for non-traditional fields performed +7% above the performance goal of 27.</p> <ul style="list-style-type: none"> ... Non-traditional data in this area seems to be on par with the overall population. It is neither a strength or a gap. <p>5S2 – Program Quality – Attained Postsecondary Credits – Students preparing for non-traditional fields exceeded the performance goal of 52 at +26%.</p> <ul style="list-style-type: none"> ... Xello Career Exploration to help students with their individual goals/plans ... College and Industry tours ... Specific conference sessions on college and career pathways that include parents and students ... Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment 	<p>Secondary 1S1 – Four-year Graduation Cohort Rate – Students preparing for non-traditional fields performed slightly below the performance goal of 85% with a gap of -3%.</p> <ul style="list-style-type: none"> ... Non-traditional data in this area seems to be on par with the overall population. It is neither a strength or a gap. <p>3S1 – Post-Program Placement – Students preparing for non-traditional fields performed below the performance goal of 85% with a -16% gap</p> <ul style="list-style-type: none"> ... There is an overall lack of representation in our region of non-traditional employers, especially in the trades. This seems to have an impact on the placement rate of the non-traditional students seeking employment in the region. ... Data collection in this area is challenging.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> ... Professional development for dual credit faculty ... Sharing of faculty between secondary and postsecondary institutions <p>Postsecondary</p> <p>1P1 – Post-Program Placement – Students preparing for non-traditional fields exceeded the institutional performance target of 89.00% at +2.89%. Even though placement rate for this population is -0.81% vs. actual institutional performance and -0.30% vs. actual state performance, this is seen as a strength.</p> <ul style="list-style-type: none"> ... Job fairs and interviews for program completers ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities ... Use of WSU’s Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. ... Soft skills training ... Increased number of articulation agreements that help students continue their education <p>2P1 – Recognized Postsecondary Credential – Individuals preparing for non-traditional fields exceeded the institutional performance target by +11.17%, actual institutional performance by +6.09% and actual state levels of performance by 9.24%.</p>	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> ... Including coursework that helps prepare students for success on credentialing exams ... Secondary and postsecondary alignment ... Increasing the number of recognized credentials within technical programs ... Mentoring programs ... Student success coaches that help students with barriers to success ... Student engagement activities ... Scholarship opportunities ... Technology to help staff engage with students more effectively ... Early alert systems for academic success ... Tutoring and accommodations ... Diversity and inclusion efforts ... Competency-based education and credit for prior learning ... Assuring programs are aligned with needed industry credentials and opening new programs/opportunities for additional credentials 	
<p>Single parents, including single pregnant women</p>	<p><u>Secondary</u> 3S1 – Post-Program Placement – Single parents exceeded performance goals of 85% at 100%. ... Not enough data to be statistically relevant</p> <p><u>Postsecondary</u> 1P1 – Post-Program Placement – Single parents exceeded the institutional target rate of 89% at +1.91%, and performed slightly lower than the overall institutional performance, -1.79%, and actual state performance at -1.28%. This is seen as a strength. Performance is being sustained by: ... Job fairs and interviews for program completers</p>	<p><u>Secondary</u> 1S1 – Four-year Graduation Cohort Rate – Gap of -85% 2S1- Academic Proficiency in Reading/Language Arts – Gap of -31% 2S2 – Academic Proficiency in Mathematics – Gap -24% 2S3 – Academic Proficiency in Science – Gap -27% 4S1 – Nontraditional Program Concentration – Gap -30% 5S2 – Program Quality – Attained Postsecondary Credits – Gap -14.5%</p> <p>Although these performance indicators show large gaps in performance, many single parents at the secondary do</p>

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	<ul style="list-style-type: none"> ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities ... Use of WSU’s Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance ... Soft skills training ... Increased number of articulation agreements that help students continue their education ... Special programs geared towards this special population <p>2P1 – Recognized Postsecondary Credential – Single parents performed above the negotiated performance target by +2.95% and actual state performance by +1.02%, while falling just below the actual institutional performance by -2.13%.</p> <ul style="list-style-type: none"> ... Including coursework that helps prepare students for success on credentialing exams ... Secondary and postsecondary alignment ... Increasing the number of recognized credentials within technical programs ... Mentoring programs ... Student success coaches that help students with barriers to success ... Student engagement activities ... Scholarship opportunities ... Technology to help staff engage with students more effectively ... Early alert systems for academic success 	<p>not self-identify. It is thought that these gaps may be due solely to a lack of data. Other reasons for gaps may include:</p> <ul style="list-style-type: none"> ... Lack of a support system during the pandemic. Students were required to leave school in order to support their families at a larger rate than ever before.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> ... Tutoring and accommodations ... FAFSA completion efforts ... Hybrid courses and technology that result in less in-person class time ... Diversity and inclusion efforts ... Competency-based education and credit for prior learning ... Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials <p>3P1 – Nontraditional Participation – The number of single parents in non-traditional programs well exceeded the institutional performance target by +31.43%, actual institutional performance by +18.99%, and actual state performance by +22.26%. This strength is being sustained by special programs such as:</p> <ul style="list-style-type: none"> ... Targeted marketing to nontraditional groups ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Special activities that target non-traditional occupations 	
Out-of-workforce individuals	<p><u>Postsecondary Performance ONLY. There is no data at the secondary level.</u></p> <p>1P1 – Post-Program Placement – Program placement for out-of-workforce individuals was 75%. While this is below the negotiated institutional performance target (-14.00%), actual institutional performance (-17.70%) and actual state performance (-17.19%), the number of students reporting that they were out-of-workforce individuals was so low and these numbers are not statistically significant. Placement of out-of-workforce individuals is maintained by:</p> <ul style="list-style-type: none"> ... Job fairs and interviews for program completers 	

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	<ul style="list-style-type: none"> ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities ... Use of WSU's Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. ... Soft skills training ... Increased number of articulation agreements that help students continue their education <p>2P1 – Recognized Postsecondary Credential – 100% of out-of-workforce students earned an industry-recognized credential exceeding all performance targets and actual performance and institution and state levels.</p> <ul style="list-style-type: none"> ... Including coursework that helps prepare students for success on credentialing exams ... Secondary and postsecondary alignment ... Increasing the number of recognized credentials within technical programs ... Mentoring programs ... Student success coaches that help students with barriers to success ... Student engagement activities ... Scholarship opportunities ... Technology to help staff engage with students more effectively ... Early alert systems for academic success ... Tutoring and accommodations ... FAFSA completion efforts ... Partnerships with local workforce development office to assist students in securing funding for training ... Diversity and inclusion efforts 	

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	<ul style="list-style-type: none"> ... Competency-based education and credit for prior learning ... Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials <p>3P1 – Nontraditional Participation – 27.27% of out-of-workforce students participated as non-traditional students exceeding the institutional performance target and actual performance at both the institution and state level. Strengths in this area include:</p> <ul style="list-style-type: none"> ... Targeted marketing to nontraditional groups ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Special activities that target non-traditional occupations 	
English learners	<p><u>Secondary</u> 5S2 – Program Quality – Attained Postsecondary Credits – English learners exceeded the performance goal of 52% with +7% Strategies include:</p> <ul style="list-style-type: none"> ... Providing information about programs and opportunities ... Providing support to students while they are in the programs (para support, differentiation) ... Providing transportation ... Being intentional about special populations (aware of their data, reaching out to them, possibly in their home language, sooner (K-12), and with diverse role models and mentors. <p><u>Postsecondary</u> In AY20 there were no students that self-identified as English Learners to study performance indicators. However, as an institution we know that there are English learners that are just not self-identifying during the</p>	<p><u>Secondary</u> 1S1 – Four-year Graduation Cohort Rate – English learners performed lower than the performance goal of 85% at -19% gap. Reason’s for gap may include:</p> <ul style="list-style-type: none"> ... Many ELL students are inappropriately placed on an IEP and do not receive the language support they need. ... Some students go directly to work to help send money home to their families. This factor increased during the pandemic according to feedback from the Needs Assessment Team. ... Migrant families tend to move frequently increasing their likelihood to not graduate from high school. <p>2S1- Academic Proficiency in Reading/Language Arts – English learners performed lower than the performance goal of 31% with a gap of -23%</p>

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	<p>application process and are increasing diversity, equity and inclusion efforts across campus. In 2020, the Urban Institute forecasted a 17% increase in Wichita’s population between 2010 – 2030. These trends include notable growth in Hispanic and “Other” racial sub-populations. There has also been a slight decrease in at-home speakers reporting only English is spoken in the home. (WSU Tech Strategic Plan)</p> <p>WSU Tech has been slowly adding Spanish language materials and providing additional support for family members and caregivers that are not native English speakers. The percentage of the adult student body at WSU Tech identifying as Hispanic has increased steadily over the past few years reaching nearly 20% in 2021. As a result, WSU Tech has hired a Career Pathways Advisor that is fluent in Spanish to provide in-person assistance for current and prospective students.</p> <p>Engagement with local organizations for English Learners, FAFSA completion projects, services and materials including pathway information in multiple languages are necessary to increase success of this population in all three performance indicators.</p>	<p>2S2 – Academic Proficiency in Mathematics – English learners performed lower than the performance goal of 24% with a gap of -14%</p> <p>2S3 – Academic Proficiency in Science – English learners performed lower than the performance goal of 27% with a gap of – 15%</p> <p>Possible reasons:</p> <ul style="list-style-type: none"> ... Support structures are in place for ELL students, but with newcomers entering high school and learning the language for the first time, academic performance tends to lag their actual progress in the classroom. <p>3S1 – Post-Program Placement – Placement of English learners was below the performance goal of 85% with a gap of -32%.</p> <p>Reasons for gaps may include:</p> <ul style="list-style-type: none"> ... Language barriers in the workplace. ... Opportunities for jobs arise prior to the completion of the program. <p>4S1 – Nontraditional Program Concentration – Non-traditional participation was slightly lower than the performance goal of 30% with a gap of -2%</p> <p>Reasons for gaps may include:</p> <ul style="list-style-type: none"> ... English learners are often incorrectly placed on an IEP and do not get the language support needed for success. ... CTE Information in not always available in the native language
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<p>Secondary 5S2 – Program Quality – Attained Postsecondary Credits – Homeless students performed above the performance goal of 52% with a +17% gap.</p>	<p>Secondary 1S1 – Four-year Graduation Cohort Rate – Homeless students performed lower than the performance goal of 85% with a gap of -44%</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p><u>Postsecondary</u> 2P1 – Recognized Postsecondary Credential 100% of Homeless individuals earned an industry-recognized credential exceeding all performance targets and actual performance and institution and state levels; however, this performance is statistically insignificant due to the low number of students in this population.</p>	<p>2S1- Academic Proficiency in Reading/Language Arts – Homeless students performed lower than the performance goal of 31% with a gap of -25% 2S2 – Academic Proficiency in Mathematics – Homeless students performed lower than the performance goal of 24% with a gap of -22% 2S3 – Academic Proficiency in Science – Homeless students performed lower than the performance goal of 27% with a gap of -7%</p> <ul style="list-style-type: none"> ... Lack of transportation or permanent address increases absent rate ... May not have access to personal records such as a birth certificate or security card nor the knowledge of how to replace these documents ... Many homeless students are recovering from trauma and are in need of additional support services (mental health) <p>3S1 – Post-Program Placement – Homeless students performed lower than the performance goal of 85% with a gap of -36%</p> <ul style="list-style-type: none"> ... Lack of phone service or permanent address ... No access to technology including internet, computers, printers, telephone ... May not have access to personal records such as a birth certificate or security card nor the knowledge of how to replace these documents ... Many homeless students are recovering from trauma and are in need of additional support services <p>4S1 – Nontraditional Program Concentration – Non-traditional participation for homeless students was below the performance goal of 30% with a gap of -6%</p> <p><u>Secondary</u></p> <ul style="list-style-type: none"> ... Schools (even within the same district) do not have the same pathways

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<ul style="list-style-type: none"> ... Schools within the same district often have different scheduling ... Credit inconsistencies ... Need alignment from district to district throughout the State ... Lack of access to stable housing and resources ... Unable to keep current with resumes, job search <p><u>Postsecondary</u> 1P1 – Post-Program Placement – Students identifying as homeless had a placement rate of 50%. While this is below all performance targets and actual institutional and state performance, the resulting gaps are statistically insignificant due to the low number of students in this population.</p> <p>3P1 – Nontraditional Participation – Students identifying as homeless had a nontraditional participation rate of 0%. While this is below all performance targets and actual institutional and state performance, the resulting gaps are statistically insignificant due to the low number of students in this population.</p>
<p>Youth who are in, or have aged out of, the foster care system</p>	<p><u>Postsecondary</u> 1P1 – Post-Program Placement – Youth in this special population have a placement rate of 100% exceeding all performance targets and actual performance at the institutional and state level.</p> <ul style="list-style-type: none"> ... Job fairs and interviews for program completers ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities ... Use of WSU’s Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview 	<p><u>Postsecondary</u> 2P1 – Recognized Postsecondary Credential – Youth in this special population performed below the performance target at -3.00%, actual institutional performance at - 8.08%, and actual state performance at -4.93%.</p> <ul style="list-style-type: none"> ... Not all industry-approved credentials are recognized by the state ... Need to increase the use of software to help monitor student attendance, in-class behavior, grades and other patterns to be more pro-active in providing assistance to ensure students are staying on a track to success

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>preparation, career coaching, and job search assistance.</p> <ul style="list-style-type: none"> ... Soft skills training ... Increased number of articulation agreements that help students continue their education <p>3P1 – Nontraditional Participation – 25% of youth in this special population were nontraditional concentrators exceeding performance targets, actual institutional and state performance.</p> <ul style="list-style-type: none"> ... Targeted marketing to nontraditional groups ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Special activities that target non-traditional occupations 	
<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>Secondary</u> 2S2 – Academic Proficiency in Mathematics – Students in this special population performed at the same level as the performance goal of 24%</p> <p>5S2 – Program Quality – Attained Postsecondary Credits – Students in this special population performed above the performance level of 52% at +23%</p> <p><u>Postsecondary</u> 1P1 – Post-Program Placement – Students in this special population performed above all performance targets and actual performance at institutional and state levels at 100%</p> <ul style="list-style-type: none"> ... Job fairs and interviews for program completers ... Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South Central Kansas ... Internships, apprenticeships, earn-and-learn, and clinical opportunities 	<p><u>Secondary</u> 1S1 – Four-year Graduation Cohort Rate – Students in this special population performed below the goal of 85% with a -32% gap.</p> <p>2S1- Academic Proficiency in Reading/Language Arts - Students in this special population performed below the goal of 31% with a -6% gap.</p> <p>2S3 – Academic Proficiency in Science -Students in this special population performed below the goal of 27% with a -2% gap.</p> <p>3S1 – Post-Program Placement - Students in this special population performed below the goal of 85% with a -36% gap.</p> <p>4S1 – Nontraditional Program Concentration – Nontraditional participation in this special population was below the 30% goal with a -4% gap.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> ... Use of WSU’s Handshake platform ... Use of CareerCONNECT for virtual tours and industry engagement ... Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. ... Soft skills training ... Increased number of articulation agreements that help students continue their education <p>2P1 – Recognized Postsecondary Credential – There were no students in this special population in AY20.</p> <p>3P1 – Nontraditional Participation – There were no students in this special population in AY20.</p>	

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>	<ul style="list-style-type: none"> ... At the secondary level, program size if primarily driven by student enrollments – the course and number of sections are provided to meet pre-enrollment requests as much as possible ... At the postsecondary level, Business and Industry requests are addressed/considered when making decisions about course offerings ... Targeted marketing programs such as Wichita’s Promise and Kansas Promise ... Working within the limitations of the governing body ... Creative scheduling ... Positive relationships between instructors and students ... Sharing instructors between secondary and postsecondary institutions (high school teachers as adjunct faculty, college faculty teaching in high school classrooms) ... Use of local qualitative data to make staffing and hiring decisions such as capping class size and to justify program size/need ... Program review to be responsive to labor market needs ... Allowing students to take courses outside of their home district if the CTE program is offered at another district in the region, but not their own ... Review of local labor demand and partnerships with local employers. 	<ul style="list-style-type: none"> ... Alignment with Business and Industry demands ... Focused career advising provided to guide students into programs that offer employment opportunities ... Limitations of clinical settings may restrict program size ... Insufficient staff (unfilled teaching positions) impact program size ... Discussions between community and district leaders for feedback on program size ... Better ways to attract and retain CTE instructors and faculty ... Strong partnerships that would bring industry experts into the classroom ... Expanded work-based learning opportunities with business and industry ... Reviewing multiple data points to determine actual workforce needs now and in the future ... Allowing students to take courses outside of their home district if the CTE program is offered at another district in the region, but not their own.
<p>Relate to real-world work environment (Scope)</p>	<ul style="list-style-type: none"> ... Applied learning opportunities such as internships ... Industry Advocate Team confirmation or information so to ensure programs address new trends and emerging technology ... Work spaces and labs that simulate work environments ... Business and Industry representatives in classrooms to give suggestions on modifying lessons with responsive teaching ... Career counseling resources like CareerCONNECT that bring industry professionals into classrooms through an online library of presentations and information, 2-way classroom visits between industry and students through livestreaming ... Summer teacher externships to help broaden teachers understanding of and experience in real work settings ... Teaching time efficiency and lean approaches to doing work ... Engage Business and Industry representatives into the planning for new instructional spaces 	<ul style="list-style-type: none"> ... Provide more opportunities for professional learning experiences (PLEs) ... Create additional entry points into programs by managing course prerequisites ... A way to address age restrictions and liability issues for on-the-job experiences for secondary students ... Industry expectations and program certifications – industry needs to see value in the certifications ... Additional training for teachers/faculty to ensure they have experience with the tools, machinery and methods currently being used in industry ... CTE training in multiple languages ... Recognizing the value of being bilingual as a workforce skill ... Additional regional advisory groups to review workforce/program needs

Question	Answer	Areas for Improvement
	<ul style="list-style-type: none"> ... Meaningful industry credentials incorporated into curriculum ... Engaged collaboration with Business and Industry representatives 	<ul style="list-style-type: none"> .. Additional industry-based internships with employers managing hiring and placement ... Hybrid or short-term models for work-based learning (possibly week-long experiences)
<p>Help students advance to future education (Scope)</p>	<ul style="list-style-type: none"> ... Collaboration between educational partners to define next steps to help students move through the entire program/pathway ... Dual/concurrent credit opportunities ... Prerequisites that help most students through a program ... Literacy and numeracy skills are integrated with applied academics ... Articulation agreements ... Credit for prior learning ... Individual Plans of Study ... College Advantage Program ... Dream U, a postsecondary program ... Bachelor-level applied science degrees ... Signing Day events and scholarships ... TRIO Programs ... AmeriCorps program. Volunteer service can translate to funding for postsecondary education. 	<ul style="list-style-type: none"> ... Program of study information that includes information that defines a program and how it relates to industry for grades 6-16 ... Processes that provide supports for students and parents in navigating college resources for transition from secondary to postsecondary education including applying for and managing financial assistance ... Program information and academic advising that is clear and easy for students to work through ... Increase FAFSA completion ... Effective solutions for student socioeconomic barriers ... Industry-driven hiring and education. Companies hire students and send them for training (earn and learn) ... TRIO staff training postsecondary student success staff and secondary support staff to bridge needs for secondary students ... Teachers and advisers need to be well-versed in CTE programs, training and employment opportunities ... Regional speaker's bureau that aligns with pathways and programs
<p>Are of high quality</p>	<ul style="list-style-type: none"> ... Positive performance in student competitions ... Positive feedback from employers who have hired graduates ... Positive feedback from employers on students that have participated in internships, work-based learning ... Active participation of Business and Industry in advisory meetings ... Achieving and maintaining program accreditation ... Technology is current and reflects industry standards ... Students are active in CTSOs ... Programs are evaluated for quality with input from all stakeholder groups including Business and Industry, students, and the community ... Engagement between secondary and postsecondary faculty ... Feedback through a partnership with Chamber to employ students for short-term projects 	<ul style="list-style-type: none"> ... Reverse shadowing to provide Business and Industry representatives some experience in a CTE classroom ... Working with local professional organizations to improve program quality ... Established criteria and outline prerequisites for new students to access and enter a program ... Identification of industry credentials that Business and Industry can and will support. Efforts may be needed to build that industry support. ... 360 feedback from additional stakeholders to include students, faculty, community, and business and industry ... A program must have relevant quality measures that are monitored ... Processes to address the costs of credentialing that might be an obstacle for students ... Address access and physical limitations of labs

Question	Answer	Areas for Improvement
		<ul style="list-style-type: none"> .. Engage Business and Industry to ensure that events/activities such as job fairs, interviews, and other recruiting opportunities are meeting their needs ... Support for special populations by adopting necessary modifications in curriculum and in the classroom ... Regional website or repository or collaboration with workforce to disseminate short-term employment/work-based learning so the information is readily available and marketed to students

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
(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	<ul style="list-style-type: none"> ... Review of programs/pathways to ensure they meet all KSDE or KBOR requirements ... Review state assessment data for math, science, and reading for students through pathway completion reports 	CTE teachers continue collaboration with Science, ELA, and math teachers
(B) addresses both academic and technical knowledge and skills, including employability skills	<ul style="list-style-type: none"> ... Engagement with business and industry ... Implementation of soft-skills into programs/courses ... Industry-recognized credentials ... Internships/apprenticeships/applied learning opportunities ... Student digital portfolios 	
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	<ul style="list-style-type: none"> ... Faculty-driven program review that includes feedback from business and industry ... Active Industry Advocate Teams ... Relationships with local workforce development and employers ... Formal and comprehensive program review that includes review of local workforce data ... Regional Needs Assessment 	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	<ul style="list-style-type: none"> ... Course sequences are created with input from subject matter experts ... Course progression leads to dual credit opportunities 	
(E) has multiple entry and exit points that incorporate credentialing	<ul style="list-style-type: none"> ... OSHA 10 is offered in multiple pathways and courses ... WorkKeys is available to all juniors ... Health Science courses have stand-alone credentials in addition to certifications that can be built upon. 	

Implementation Process	Strengths	Needs/Gaps
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<ul style="list-style-type: none"> ... Individual plans of study that include interest and skills surveys, career exploration activities, electronic portfolios, and goals for education and training ... Career exploration and planning tools ... Credentials are built into programs and faculty receive training to teach the skills, administer the tests, and issue student credentials ... Admissions standards and requirements to ensure student success ... Credentials are available in all pathways and are available as part of course offerings 	<ul style="list-style-type: none"> ... Expand program alignment between secondary and postsecondary for maximum dual/concurrent credit opportunities ... Push for recognition of NC3 credentials that are valued by industry, but not recognized by the state ... Assist counselors and advisors with resources and program education to help students find the best fit for their interests and abilities ... Targeted marking to students and parents to help them understand and select pathways/programs for success

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>		
<ul style="list-style-type: none"> ... Providing online applications with openings for faculty posted on over 500 diverse job boards nationally including Inside Higher Ed ... Utilization of Industry Advocate Teams to recommend or connect with potential faculty for Perkins programs. ... Full-time recruiter allows intentional focus to the recruiting process. ... Advertise all open positions on KEEB, district website, and social media outlets ... Reach out to universities for lists of recent or upcoming graduates in the area of the open positions ... Reach out to local industry and try to form partnerships that allow industry-specialists to teach in our pathways. 	<ul style="list-style-type: none"> ... Online job postings and applications nationwide allow unlimited job postings to targeted audiences. ... Industry advocate teams are already familiar with WSU Tech programs and have many more community contacts. ... Focusing recruitment on diverse population ... Makes the position widely available ... Allows for collaboration with universities ... Allows for collaboration with industry 	<ul style="list-style-type: none"> ... Intentional recruitment strategies the improve diversity of staff and faculty ... Increased salaries and/or incentives to attract industry professionals to faculty positions to effectively compete with other college campuses and industry. ... May miss the opportunity to reach industry-specialists that are not aware of these outlets ... Small numbers of new graduates in some fields does not fill the need state-wide. ... There is a lack of knowledge on both ends (industry and education) on how industry partners can be allowed to teach.
<i>Training</i>		
<ul style="list-style-type: none"> ... In-service training days for faculty at start of each semester. ... Specialized training by external subject matter experts ... Engagement in KACTE and KAESA annual conferences ... Perkins specific training for new equipment purchases 	<ul style="list-style-type: none"> ... Technology training for faculty ... Attainment of credentials, certifications for instructors mean higher quality, up-to-date instruction. ... Strong ancillary support from other professional learning opportunities in districts, service centers, and in the Sedgwick County area. 	<ul style="list-style-type: none"> ... Additional training in diversity, equity and inclusion ... Clear career paths and targeted professional development opportunities for all faculty and staff ... Virtual training has been inadequate to fully train some teacher/faculty on equipment
<i>Retention</i>		
<ul style="list-style-type: none"> ... New faculty bootcamp for instructors coming from industry. ... Ongoing professional development opportunities 	<ul style="list-style-type: none"> ... Hiring for the college mission and culture – while the college cannot compete with industry salaries, faculty and staff can be sold 	<ul style="list-style-type: none"> ... Need to implement additional alternative and flexible work options and enhanced technologies for student engagement within the online classroom and campus services

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<ul style="list-style-type: none"> ... Ongoing faculty/teacher support ... Providing a good campus culture 	<p>on the mission and culture of the college to give students a chance at a better life.</p> <ul style="list-style-type: none"> ... Mentoring programs to support new teachers, as required by KSDE, helpful for teachers to network and implement hands on projects ... Intentional planning of class rotation to limit double blocking or multiple preps. ... Stipend provided for secondary teacher who are CTSO advisors ... Cluster teams are used for Professional Learning Committees to allow CTE teachers to feel connected to a team even though they might be a singleton pathway. 	<ul style="list-style-type: none"> ... Clear career paths and targeted professional development opportunities for all faculty and staff ... Increased workloads due to COVID - College campuses have faculty and staff resources stretched thin. Needs to be assistance with increased workloads including additional faculty and staff. ... CTE teachers who receive additional training are being pulled into business and industry. ... Business and industry could initiate a program to develop strong employees with teaching/training skills that could be valuable if they decide to transition to teaching in the future, either full or part-time. ● Lack of substitute teachers to cover specialty classes for teachers to attend training during the school year ● New teacher mentor training can be seen as overwhelming for CTE teachers who are in the transition to teaching classes. ● Transition to teaching teachers report classes are not preparing them for the social emotional support needed after the pandemic and classroom management for CTE classes. ● Salaries for teachers are not competitive with the salaries individuals can earn out in business and industry.

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>
X	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
X	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
X	(C) individuals preparing for non-traditional fields;
X	(D) single parents, including single pregnant women;
X	(E) out-of-workforce individuals;
X	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
X	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
X	(H) youth who are in, or have aged out of, the foster care system; and
X	(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.

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
Recognized Postsecondary Credentials	Individuals with Disabilities Out-of-workforce individuals	<ul style="list-style-type: none"> ... Secondary and postsecondary alignment ... Mentoring programs ... Disability Services – high school and post-secondary ... Technology to help engage staff and students more effectively ... Faculty training that teaches how to meet students where they are, how to understand disabilities, and how to provide accommodations/flexibility to foster success ... Partnerships with agencies that work with individuals with disabilities – wraparound meetings and services as appropriate ... Specialized software and equipment for accommodations ... Relationships with industry and Workforce Alliance ... Student success coaches ... Early alert systems ... Tutoring ... Diversity and inclusion efforts
Gap	Which special population(s)	Strategies for Improvement
Placement Rate	Foster Care Youth	<ul style="list-style-type: none"> ... Software and early warning systems to track absenteeism and other important risk factors ... Improved data tracking across the region to improve the outcomes for students in foster care – ensuring they have access to the opportunities for placement
Four-year Graduation Cohort Rate	Individuals from economically disadvantaged families, including low-income youth and adults Foster care youth English Learners	<ul style="list-style-type: none"> ... Programs that address absenteeism ... Conferences that include both parents and students in career planning and exploration ... Ensure English learners are getting the language support they need to be successful ... Advising services that highlight opportunities for employment after graduation

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
Attainment of Postsecondary Credits	Individuals with Disabilities Individuals from economically disadvantaged families including low-income youth and adults Individuals preparing for non-traditional fields English Learners	<ul style="list-style-type: none"> ... Continued use of Xello and individualized career exploration and planning ... Continued conference sessions on college and career pathways that include both parents and students ... Professional development for faculty on how to work with individuals with disabilities ... Individualized work with students to identify barriers and working towards ensuring access and equity in our programs, free certifications, college credit tuition support ... Sharing faculty between secondary and postsecondary institutions ... Providing information about programs and career opportunities in native languages
Non-Traditional Concentration/Participation	Individuals from economically disadvantaged families, including low-income youth and adults Out-of-workforce individuals	<ul style="list-style-type: none"> ... Special programs/scholarships for nontraditional participants ... Engaging nontraditional industry professionals to speak to students ... Activities that target non-traditional occupations
Gap	Which special population(s)	Strategies for Improvement
Non-Traditional Placement	Homeless Youth of Military	<ul style="list-style-type: none"> ... Targeted recruitment of non-traditional teachers in these areas ... Placement of students in work-based learning opportunities which have non-traditional representation ... Mentoring and Success Coaches

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>Post-program placement (postsecondary)</p>	<p>Individuals from economically disadvantaged families including low-income youth and adults Individuals preparing for non-traditional fields Single parents, including single pregnant women</p>	<ul style="list-style-type: none"> ... Job fairs and interviews for program completers ... Relationships and engagement of local business and industry and Workforce Alliance ... Internships, apprenticeships and other work-based learning opportunities ... Use of CareerCONNECT for virtual tours and industry engagement ... Career services that include resume assistance, interview preparation, career coaching, and job search assistance ... Soft skills training ... Increased number of articulation agreements ... Expansion of student support services and programs including TRIO ... Referrals for childcare and other community resources ... Success Coaches
<p>Earned Recognized Postsecondary Credential</p>	<p>Individuals from economically disadvantaged families including low-income youth and adults Individuals preparing for non-traditional fields Out-of-workforce individuals</p>	<ul style="list-style-type: none"> ... Inclusion of coursework that helps prepare students for success on credentialing exams ... Mentoring programs ... Student Success Coaches ... Student engagement activities ... Scholarship opportunities ... Early alert systems and technology to help staff engage with students more effectively ... FAFSA completion initiatives ... Hybrid program/courses that reduce the number of in-person hours and allow students to maintain employment while attending class ... Competency-based education and credit for prior learning

Gap	Which special population(s)	Strategies for Improvement
Academic Performance (Reading, Math, Science)	Individuals with Disabilities Individuals from economically disadvantaged families, including low-income youth and adults English Language Learners	<ul style="list-style-type: none"> ... One barrier to access to high-wage jobs is academic performance, which lags in many special population areas. ... Districts with strategies around MTSS and supporting all learners are working to increase both performance and rigor in the classroom. ... Through the use of industry recognized credentials and standardized tests such as the WorkKeys, schools can monitor their academic performance beyond the student's sophomore year. ... Collaborating with WSU Tech, alignment with the WorkKeys