



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2024
(Effective July 1, 2024 – June 30, 2026)

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Dr. Stephanie McNemar	USD 315 Colby Public Schools	785-460-5004	smcnemar@colbyeagles.org
Postsecondary Institution(s)	Alicia Moore	Colby Community College	785-460-5555	alicia.moore@colbycc.edu
	Trista Zimmerman	Northwest Kansas Technical College	785-821-1226	trista.zimmerman@nwktc.edu

Add rows as needed

Date 1/30/2024 Regional Team Name Colby/Goodland Workforce Region 1

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and “regional” are used interchangeably.
- An individual can only serve as a co-chair on one regional team but could participate in more than one region’s needs assessment.

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 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.
4. Evaluate programs of study in the region.

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 team.
3. Participate in the state training and webinars.
4. Lead the labor data and student performance data analysis.
5. Schedule and conduct regional team meetings (minimum of two meetings in the assessment year).
6. Record discussion and decisions made by the regional team.
7. Complete the needs assessment Template and accompanying documentation.
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2024.

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 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 community partners 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 3 components:

1. Evaluation of regional labor market data.
2. Evaluation of student performance.

3. Evaluation of programs of study:
 - o Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
 - o Evaluation of the progress toward implementing CTE programs and programs of study.
 - o Description of recruitment, retention, and training for CTE educators.
 - o 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.
- be part of an on-going performance management cycle.

Who is required to participate in the needs assessment process?

The regional needs assessment team is comprised of a diverse group of local community partners who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following community partners 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. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

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 (gender);
- (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).

What major racial and ethnic groups are 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

Needs Assessment Process:

- 1. Assign co-chairs for the regional team.
- 2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of two community partners for each category are required.**
- 3. Gather, review, and analyze data.
- 4. Convene the regional 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 by February 1, 2024.
- 7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

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 additional local labor market data sources and request approval from the state.

Part 3: Analyze data and compare to the past regional needs assessment (s)

FY 23-24 Needs Assessments can be found at

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability>

FY21-22 Needs Assessments can be found at https://kansasregents.org/workforce_development/perkins_grants/perkins-v

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

Part 5: Based on the input from community partners, 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.
- Identify strengths and gaps in student performance.

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality.

Part 2: Progress Toward Implementing Programs of Study.

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

Part 4: Progress toward Improving Access and Equity.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team		
Name: <u>Colby/Goodland Workforce Region 1</u>		Date: <u>1/30/2024</u>
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Dr. Stephanie McNemar	smcnemar@colbyeagles.org	785-460-5007
Postsecondary: Alicia Moore Trista Zimmerman	alicia.moore@colbycc.edu trista.zimmerman@nwktc.edu	785-460-5555 785-821-1226

Add rows as needed

Regional Needs Assessment Team

At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	Dr. Stephanie McNemar	USD 315, Director of Teaching and Learning
Postsecondary Co-chair(s)	Alicia Moore Trista Zimmerman	Colby CC NWKTC
Teachers - Secondary	Barb Railsback Kim Munk	USD 103 USD 274
Faculty - Postsecondary	Michael Zimmerman Dr. Jennifer Martin	NWKTC, Engineering Instructor Colby CC, Director of Veterinary Nursing
Secondary Administration	Dr. Stephanie McNemar Ashley Arnberger	USD 315 Director of T & L USD 316 Principal
Postsecondary Administration	Dr. Lisa Blair Dr. Tiffany Evans	NWKTC, VP of Academic Advancement Colby CC, VP of Academic Affairs
Specialized instructional support and paraprofessionals	Maria Benefield Brenda Platt Amy Ricker	NKESC Transition Coordinator NKESC Special Educator at USD 315 NKESC
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Joni Bolen Monica Kane	JAG-K Student At Risk Monitor USD 315
Representatives of Special Populations	Maria Benefield Brenda Platt	NKESC Transition Coordinator NKESC Special Educator at USD 315
Career Guidance and Academic Counselors	Rena Gardner Judy Goodwin	USD 315 USD 352
Students	Elijah Mills - SGA President Sydney Schears - Early College & GHS student	NWKTC NWKTC & USD 352
Community Members	Doug Johnson- Joni Clark- Leiker	Public Relations CCC Educational Consultant
Business & Industry Representatives	Jennifer Mazanec Amanda Cadle, MBA Scott Focke	Job Opportunities State of Kansas CMCI HR Clinic Admin at Family Center for Healthcare
Workforce Development Representatives	Jennifer Mazanec Deb Scheibler	Job Opportunities State of Kansas Kansas WorkforceONE
Parents	Doug Johnson	Public Relations - CCC

	Daniel Blake	Sustainable/Renewable-NCF-CCC
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Nance Munderloh Diane Organ	Adult Education Director- CCC Adult Education Instructor-CCC
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Barb Railsback Kim Munk	USD 103 USD 274
Representatives of Indian Tribes and Tribal organizations (where applicable)	NA	NA
Representatives from CTE programs at correctional institutions (where applicable)	Daniel Blake Nik Armbrister	Sustainable/Renewable-NCF-CCC Telcom - CCC
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Angel Morrison - Amanda Carney Pam Kraus	Dean of Online Learning - CCC USD 315 Admin Assistant CTE Coordinator/STEM Consultant-Smoky Hill Service Center

STEP 1: Analyze Labor Market Information

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

The local needs assessment shall include...

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

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

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

What does the law mean?

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

Part 1: Identify sources of labor market data

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

If you wish to use 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. KS Degree Stats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

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 Occupational 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 team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from the regional team, 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 currently being offered in the region compare to regional occupational demands?

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p><u>Postsecondary Program.</u> <u>Emergency Medical Technician</u> CIP 51.0904 SOC 29-2040 <u>Emergency Medical Technicians and Paramedics</u> The AY22 concentrator count was 12 whereas the projected annual openings in NW KS are 15, and in the entire state of Kansas are 200. The annual mean wage is \$24,122 in NW KS.. The 10 year employment projection is expected to increase by 4.6% in NW KS and to increase by 7.9% in the entire state of KS.</p>	<p><u>Secondary: Health and Bio Sciences: Health Science (CIP 51.9999, No S.O.C code found) Occupations with (S.O.C. Codes 29-0000)</u> Healthcare Practitioners and Technical Occupations were explored. S.O.C. 29- 1141 Registered Nurses, S.O.C. 29-2034 Radiologic Technologists, S.O.C. 29-2071 Medical Records and Health Information Technicians, S.O.C 29-1071 Physician Assistants as well as occupations with (S.O.C. code 31.0000 Health Support Occupations. S.O.C. Code 31-2021 Physical Therapist Assistants AY 22 Concentrators for the NWKS Perkins Regions is 57 students at 8 schools. 2020-2030 Kansas Occupational Projection data shows regionally that there is projected to be 282 openings with a change of 0.7% annually employment opportunities projected in NW KS. Based on O*Net Education Crosswalk 29-1141 OC Registered Nursing/Registered Nurse are identified with a bright outlook. KS</p>	<p><u>Postsecondary Program.</u> <u>Respiratory Care</u> CIP 51.0908 SOC 29-1126 <u>Respiratory Therapists</u> The AY22 concentrator count was 15 whereas the projected annual openings in NW KS are 6, and in the entire state of Kansas are 99. The annual mean wage in NW KS is \$63,829. The 10 year employment projection is expected to increase by 20.8% in NW KS and to increase by 22.9% in the entire state of KS.</p>

Labor Market identified this to be a High Demand High Wage job regionally. Annual Median wage is \$63,767 with a Bachelor's degree.

Postsecondary Program.
Certified Medication Aide
CIP 51.2603 SOC 31-9099 Healthcare
Support Worker.

The AY22 concentrator count was not available. The annual mean wage for NW KS is \$27,315. The 10 year employment projection is expected to increase by 8.9% in the entire state of KS.

Postsecondary Program.
Certified Nurse Aide
CIP 51.3902 SOC 31-1131 Nursing
Assistants.

The AY22 concentrator count was 12 whereas the projected annual openings in NW Kansas are 228. The annual mean wage for NW KS is \$31,728. The 10 year employment projection is expected to increase by 6.1% in the NW region, and by 6.4% in the entire state of KS.

For Colby Community College we have 29 concentrators.

Postsecondary Program: C.I.P. 51.0806; S.O.C.
31-2021 Physical Therapy Assistant Program:

The concentrator count for AY2022 is 30 students. The Kansas demand is 169 openings but the Northwest Kansas demand is 12 openings. Many of the P.T.A. students are from different geographical locations and attended Colby Community College because of the

reputation of the program. Many students do not seek employment in Northwest Kansas but search for employment outside of the area. In NW KS, the mean wage is \$53,342 with an annual increase in employment at 0.8%. For the state of Kansas, the mean wage is \$60,130 with a 1.3% change in employment

Postsecondary Program.

Medical Assistant

CIP 51.0801 SOC 31-9092 Medical

Assistants

The AY22 concentrator count was 18 whereas the projected annual openings in NW KS are 15, and in the entire state of Kansas are 779. The annual mean wage in NW KS is \$33,803. The 10 year employment projection is expected to increase by 13.0% in NW KS and to increase by 14.0% in the entire state of KS.

Postsecondary Program: Dental Hygienist:

C.I.P. 51.0602; S.O.C. 29-1292 Concentrator

count for AY2022 is 7. The Kansas demand is 158 openings. The mean wage in KS is \$80,360 with an annual change in employment of 1.2% in Kansas. In NW KS this is no data for openings but the median wage is \$33,803.

Postsecondary Program: C.I.P. 51.3801; S.O.C. 29-1141 Registered Nurse (Associate Degree in Nursing) A.D.N. Program:

The concentrator count for AY2022 is 17. NWKS demand is 93 openings and overall Kansas is at 2,005 The annual mean wage for

	<p>Kansas is \$71,190 and \$66,613for northwest Kansas.</p> <p><u>Postsecondary Program: C.I.P. 51.3901;S.O.C. 29.2061 Licensed Practical Nursing (L.P.N.);</u> The concentrator count for AY2022 is 30. NW KS employment demand is listed as 38 openings.Kansas demand is 555 openings. The salary range is a mean at \$51,700 for Kansas but only \$46,976 in northwest Kansas. The state change in employment rate is 0.3%.</p>	
	<p><u>Postsecondary Program.</u> <u>Welding</u> <u>CIP 48.0508 SOC 51-4121 Welders, Cutters, Solderers, Brazers</u> The AY22 concentrator count was 41 whereas the projected annual openings in NW KS are 55, and in the entire state of Kansas are 787. The annual mean wage in NW KS is \$45,119. The 10 year employment projection is expected to decrease by 2% in NW KS and to increase by 11.6% in the entire state of KS. The AY22 concentrator count for CCC is 10.</p>	
	<p><u>Postsecondary Program.</u> <u>Powersports Technology</u> <u>CIP 47.0606 SOC 49-3053 Outdoor Power Equipment and Other Small Engine Mechanics</u> The concentrator count does not exist as this program will launch in Fall 2024. The projected annual openings in NW KS were not available, but in the entire state of Kansas are 35. The annual mean wage in the state of Kansas is \$38,640. The 10 year employment projection is expected to increase by 16.5%</p>	<p><u>Postsecondary Program.</u> <u>Diesel Technology</u> <u>CIP 47.02061305 SOC 49-3031 Bus and Truck Mechanics, Diesel Engine Specialists</u> The AY22 concentrator count was 32 whereas the projected annual openings in NW Kansas are 23 and for the entire state of KS annual openings is 273. The annual mean wage for NW KS is \$51,883. The 10 year employment projection is expected to decrease by 5.3% in the NW region, and increase by 7.5% in the entire state of KS.</p>

	<p>in the entire state of KS.</p> <p><u>Postsecondary Program</u> <u>Automotive Technology</u> <u>CIP 47.0604 SOC 49-3023 Automotive service technicians and mechanics.</u></p> <p>The AY22 concentrator count was 11 whereas the projected annual openings in NW Kansas are 18. The annual mean wage for NW KS is \$40,482. The 10 year employment projection is not available for the NW region, but is expected to increase by 0.6% in the entire state.</p>	<p><u>Secondary: Agriculture, Food & Natural Resources:</u> Power, Structural & Technical Systems (CIP 01.0201, S.O.C. 49-3041.00, Farm Equipment Mechanics and Service Technicians) Farm Equipment Mechanics and Service Technicians</p> <p>AY 22 indicates 77 students from 11 schools as concentrators in this pathway. 2023-2023 Occupational Projections Data show that there are approximately 152 annual openings statewide with an Annual Median salary \$47,420 with a projected 0.9% annual increase. From the Kansas Department of Labor, this job is considered high wage high demand.</p>
	<p><u>Postsecondary Program</u> <u>Commercial Drivers License</u> <u>CIP 49.0205 SOC 53-3032 Heavy and Tractor Trailer Truck Drivers.</u></p> <p>The AY22 concentrator count was 13 whereas the projected annual openings in NW Kansas are 195. The annual mean wage for NW KS is \$46,641. The 10 year employment projection is expected to increase by 9.9% in the NW region, and by 9.6% in the entire state of KS.</p>	
<p><u>Secondary: Fashion, Apparel, Interior Design (CIP 19.0999, SOC 27-000 Art, Design, Entertainment, Sports and Media Occupations)</u></p> <p>AY22 regional concentrator count indicates less than five students with one school having the pathway. Based on the 2020-2030 NWKS Regional Occupation</p>		

<p>Projections from the Department of Labor, annually there are 100 openings with a 4.4% change in employment. Median annual salary \$37,555 with education ranging from high school diploma or equivalent to bachelor’s degree depending on job specifications. Regionally, the Department of Labor does not consider this to be a high demand high wage employment prospect.</p>		
<p><u>Secondary: Finance</u> <u>Business Finance</u> (CIP 52.0801, S.O.C. 11-1021.00 General and Operations Managers, 11-3031.00 Financial Managers, 11-3031.03 Investment Fund Managers, 13-2072.00 Loan Officers) General and Operations Managers AY22 Concentrators for NWKS Perkins Regions is 25 students at 7 schools. 2020-2030 Kansas Occupational Projection data show the regionally and increase of 7.2% in employment opportunities. Kansas Department of Labor identifies this to be a High Demand High Wage job with an median annual salary of \$63, 159 with a Bachelor’s Degree.</p>		
<p><u>Secondary: Business Management & Administration:</u> Business Management and Entrepreneurship (CIP 52.0799, No S.O.C. Found) AY22 Concentrators for NWKS Perkins Region is 29 at 3 schools. 2020-2030 Kansas Occupational Projection data show regionally an increase of 3.2% of job opportunities in 13-0000 Business and Financial Operations Occupations. KS Department of Labor identifies jobs in the Business Management &</p>	<p><u>Postsecondary Program.</u> <u>Business Technology.</u> <u>CIP 52.0401 SOC 43-1011 FIrstline Supervisors of Office and administrative Support Workers..</u> The AY22 concentrator count was 26 whereas the projected annual openings in NW Kansas were not available, but in the entire state of Kansas is 1,280. The annual mean wage for NW KS is \$53,154. The 10 year employment projection is not available for</p>	

<p>Entrepreneurship career pathway as High Demand High Wage with a need of a Bachelor's degree. The median salaries range from \$48, 318 to \$103, 354.</p>	<p>the NW region, but is expected to increase by 0.7% in the entire state.</p> <p><u>Secondary: Marketing</u> (CIP 52.1402, S.O.C. 11-2021.00 Marketing Managers, 13-1161.00 MarketResearch Analysts and Marketing Specialists 13-1161.01 Marketing Strategists) AY22 Concentrators for the NWKS Perkins Region is 17 students at 1 school. 2020-2030 Kansas Occupational Projection data show regionally, 14 annual openings with an increase of 12.6% of employment opportunities. Regionally, it is a High Demand High Wage opportunity with a Bachelor's degree one could have an annual median salary of \$57,506.</p>	
<p><u>Secondary: Arts, A/V Technology & Communications:</u> <u>Secondary: Digital Media</u> (CIP 9.0702 SOC 15-1255 Web and Digital Interface Designers) AY22 Concentrators for NWKS Perkins region is 21 students at 6 schools. 2020-2030 Kansas Occupational Projection data show regionally a decrease in employment opportunities at -4.0%. Kansas Department of Labor does not identify this Career Pathway for the NWKS region to be High Wage High Demand for SOC 25-4022 Librarians and Media Specialists (median annual salary \$32,193) but for SOC 15-1256 Software Developer in the Information Technology Career Cluster is considered High Wage High Demand, with an annual salary of \$76, 462.</p>	<p><u>Postsecondary Program</u> <u>Computer Graphics Technology</u> CIP 10.0303 SOC 43-9031 Desktop Publishers. The AY22 concentrator count was 10 whereas the projected annual openings in the entire state of Kansas and our NW Region are not available. The annual mean wage for KS is \$42,550. The 10 year employment projection was not available.</p> <p><u>Secondary</u> Graphic Design (CIP 50.0499, No S.O.C code found) S.O.C. code 27-1024 for Graphic Designers was explored. AY22 Concentrators for the NWKS Perkins Region are 14 students at 3 schools. 2020-2030 Kansas Occupational Projection data show, regionally, 10 annual jobs, and a change in employment opportunities at -11.5%. Yet for the state of Kansas it is needed as a High Wage</p>	

	<p>High Demand job. Median annual wage with a Bachelor’s degree is \$48,610.</p>	
	<p><u>Postsecondary Program.</u> <u>Carpentry</u> <u>CIP 46.0201 SOC 47-2031 Carpenters.</u> The AY22 concentrator count was 12 whereas the projected annual openings in NW Kansas were not available, but in the entire state of Kansas is 771. The annual mean wage for NW KS is \$47,011. The 10 year employment projection is not available for the NW region, but is expected to increase by 6.9% in the entire state of KS.</p> <p><u>Secondary: Architecture and Construction</u> (CIP 46.000. SOC 47-1011 First Line Supervisors of Construction) AY22 Concentrators for NWKS Perkins Regions are 34 students at 8 schools. 2020-2030 Kansas Occupational Projection data show regionally with 365 annual openings and an increase of 1.4% job opportunities. KS Department of Labor identifies these jobs to be High Demand and High Wage with an annual salary with a high school diploma to be \$62,476.</p>	
	<p><u>Postsecondary Program.</u> <u>Plumbing</u> <u>CIP 46.0503 SOC 47-2152 Plumbers,</u> <u>Pipefitters and Steamfitters.</u> The concentrator count does not exist as this program was launched in Fall 2023. The projected annual openings in NW KS are 15, and in the entire state of Kansas are 440. The annual mean wage in NW KS is \$49,536.</p>	

	<p>The 10 year employment projection is expected to increase by 3.3% in NW KS and to increase by 5.9% in the entire state of KS.</p>	
	<p><u>Postsecondary Program.</u> <u>Electrical</u> <u>CIP 46.0302 SOC 47-2111 Electricians</u> The AY22 concentrator count was 44 whereas the projected annual openings in NW Kansas were not available, but is 573 in the entire state of Kansas. The annual mean wage for NW KS is \$48,565. The 10 year employment projection is not available for the NW region, but will increase by 4.9% in the entire state of KS.</p>	
<p><u>Secondary:Family, Community & Consumer Services</u> (CIP 19.0799, SOC 11-9151 Social and Community Service Managers) AY22 Concentrators for NWKS Perkins Region is 47 at 3 schools. 2020-2030 Kansas Occupational Projection data show the regionally 9 annual openings with a 7.2% change in employment opportunities. Child, Family and School Social Worker are identified as a High Wage High Demand job. Annual median salary for a Bachelor's degree is \$46, 537 and with a Masters degree one could see an increase to \$56, 512.</p>		
	<p><u>Postsecondary Program.</u> <u>Cosmetology.</u> <u>CIP 12.0401 SOC 39-5012 Hairdressers, Hair stylists and cosmetologists.</u> The AY22 concentrator count was 13 whereas the projected annual openings in NW Kansas were not available, but in the entire state of Kansas is 648. The 10 year employment</p>	

	<p>projection is not available for the NW region, but is expected to increase by 8.4% in the entire state.</p>	
	<p><u>Secondary: Human Services: Early Childhood Development & Services (CIP 19.0709, S.O.C. 39-9011.00, Childcare Workers, 39-9011.01 Nannies)</u> Childcare Workers AY22 Concentrators for NWKS Perkins Region is less than five at three schools . 2020-2030 Kansas Occupational Projection data show the regionally 186 annual openings with, change in employment opportunities at -4.8%. Yet locally, there is a need for Childcare workers in the smaller communities. Schooling for this opposition is a high school diploma or equivalent and with an annual median salary of \$23,440. Students in this pathway may fall under Family, Community & Consumer Services as well.</p>	
	<p><u>Postsecondary Program.</u> <u>Child Care Specialist</u> <u>CIP 19.0708 SOC 25-2011 Preschool Teachers, except Special Education</u> The concentrator count is not available as this program was launched in Fall 2022. The projected annual openings in NW KS are not available in KLIC, but in the entire state of Kansas are 183. The annual mean wage in NW KS is \$43,912. The 10 year employment projection is expected to increase by 4.5% in the entire state of KS.</p> <p><u>Secondary: Education & Training:</u> Teaching/Training (CIP 13.0101, S.O.C. 25-</p>	

	<p>1081.00 Education Teachers, Postsecondary, 25-9042.00 Teaching Assistants, Preschool, Elementary, Middle and Secondary School, except Special Education, 25-9043.00 Teaching Assistants, Special Education)</p> <p>AY 22 Concentrators for NWKS Perkins regions are 11 students at 4 four schools. 2020-2030 Kansas Occupational Projection data show regionally there is projected to be an increase of 150 projected employment opportunities. Kansas Labor Market data identifies these to be High Demand High Wage opportunities. Annual median wage is identified as \$48, 108 with a Bachelor's degree.</p>	
<p><u>Secondary: Digital Media (CIP 9.0702 SOC 15-1255 Web and Digital Interface Designers)</u></p> <p>AY22 Concentrators for NWKS Perkins region is 21 students at 6 schools. 2020-2030 Kansas Occupational Projection data show regionally a decrease in employment opportunities at -4.0%. Kansas Department of Labor does not identify this Career Pathway for the NWKS region to be High Wage High Demand for SOC 25-4022 Librarians and Media Specialists (median annual salary \$32,193) but for SOC 15-1256 Software Developer in the Information Technology Career Cluster is considered High Wage High Demand, with an annual salary of \$76, 462.</p>	<p><u>Postsecondary Program.</u> <u>Cloud and Crypto Computing</u> <u>CIP 11.0902 SOC 15-1252 Software Developers, Applications..</u></p> <p>The AY22 concentrator count was 7. There was no labor data on the job outlook for this SOC code. Graduates of the program are finding jobs or going on to continuing education.</p>	
<p><u>Postsecondary Program.</u> <u>Crime Scene Investigator</u> <u>CIP 43.0406 SOC 19-4092 Forensic Science Technologist.</u></p> <p>The AY22 concentrator count was 13</p>		

<p>whereas the projected annual openings in the state of Kansas are 60 (there is no data for the NW region). The annual mean wage for NW KS is \$63,910. The 10 year employment projection is expected to increase by 13.2% in the entire state of KS.</p>		
	<p><u>Secondary: Law, Public Safety, Corrections & Security:</u> Corrections, Security, Law & Law Enforcement (CIP 43.0199, S.O.C. 25-1111.00 Criminal Justice and Law Enforcement Teachers, Postsecondary, 33-3012.00 Correctional Officers and Jailers) AY22 concentrators for the NWKS Region indicate 0 students with one school having that pathway. Regionally, based on the 2020-2030 NWK Projections from the Department of Labor, 33-1011 Protective Service Occupations show annually 16 openings with a -1.6% change in employment with an annual median salary of \$39,850 with a high school diploma or equivalent. Regionally, this is a high wage high demand job as identified by the KS Department of Labor.</p>	
	<p><u>Postsecondary Program Engineering Technology</u> <u>CIP 15.0201 SOC 17-3022 Civil Engineering Technicians</u> The AY22 concentrator count was 17 whereas the projected annual openings in the entire state of Kansas are 100; no data is available in KLIC for NW KS. The annual mean salary for NW KS is \$42,149. The 10 year employment projection is expected to increase by 5.8% in the entire state of KS.</p>	

Postsecondary Program
Mechanical Engineering
Technologist/Technician CIP 15.0805; SOC
17-3027 Mechanical Engineering

Technicians

The AY22 concentrator count was 0 since this just started whereas the projected annual openings in the entire state of Kansas are 24; no data is available in KLIC for NW KS. The average mean salary in the state of KS is \$64,870. The 10 year employment projection is expected to increase by 7.3% in the entire state of KS.

Secondary: Engineering:

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

AY 22 Concentrators for NWKS Perkins Region has 18 students at 3 schools.

2020-2030 Kansas Occupational Projection data show the regionally, 33 openings and a change in engineering occupations with 6.1%. KS Department of Labor identifies these jobs to be High Demand and High Wage for the state of Kansas with a Bachelor's degree to have a median annual salary of \$142, 280.

Secondary: Manufacturing:

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

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

	<p>AY 22 Regionally Concentrator Count is that 4 schools have this pathway and there are less than five concentrators. Department of Labor 2020-2030 Regional Occupation Projections, identify 401 positions available annually with 0.4% change in employment. Annual median salary is listed as \$36,950 with no formal education to high school diploma or equivalent. Manufacturing is identified as a High Wage High Demand position based on Department of Labor information.</p>	
	<p><u>Secondary: Hospitality & Tourism:</u> Travel and Tourism (CIP 52.0901, S.O.C. 11-9051.00, Food Service Managers, 11-9072.00 Entertainment and Recreation Managers, Except Gambling, 11-9081.00, Lodging Managers) AY 22 NWK region concentrator count has one school having this pathway with less than five concentrators. Students taking classes in the pathway could also count under Family, Community & Consumer Services. Regionally, based on data from the KS Department of Agriculture, 11-9198 Personal Service Managers are considered high demand high wage positions with an annual salary of \$61, 156. Those in these positions are recommended to have at least a bachelor’s degree. The 2020-2030 Regional Occupation Projections from the Department of Labor, indicate annually seven openings with a -0.1% change in employment.</p>	
	<p><u>Secondary: Hospitality & Tourism:</u> Restaurant and Event Management (CIP</p>	

	<p>12.0504, S.O.C. 11-9051.00, Food Service Managers, 35-1011.00 Chefs and Head Cooks, 35-1012.00 First- Line Supervisors of Food Preparation and Serving Workers) AY 22 NWK region concentrator count has one school having this pathway with less than concentrators. Students taking classes in the pathway could also count under Family, Community & Consumer Services. SOC 35-0000 Food Preparation and Serving Related Occupations based on Kansas Department of Labor 2020-20300 regional occupational projections, show annually 891 openings with a 1.1% change in employment. Jobs in this area require no formal education to post secondary non degree. The annual median salary is \$25,136. Regionally these jobs are not considered high wage high demand based on Department of Labor Regional Projections.</p>	
	<p><u>Secondary:</u> Energy (CIP 17.2071 No S.O.C. Code Found) AY22 regional concentrator count indicates less than five students with one school offering the pathway. Postsecondary Program of Study that fits this SOC is: Postsecondary Program: C.I.P. 14.999; now classified as C.I.P. 15.1703 Solar Photovoltaic and C.I.P. 15.1704 Small Wind Technology; S.O.C. 49-9081 Wind Turbine Service Technician.</p> <p><u>Postsecondary Program: C.I.P. 14.999; now classified as C.I.P. 15.1703 Solar Photovoltaic and C.I.P. 15.1704 Small Wind Technology;</u></p>	

	<p><u>S.O.C. 49-9081 Wind Turbine Service Technician:</u> These programs have a combined concentrator count of 56 students. Demand for NW Kansas labor is 65 with a median wage of \$38,340 Kansas demand is not listed but the median wage is \$57,850.</p>	
	<p><u>Postsecondary Program: C.I.P. 51.0808; S.O.C. 29-2056 & S.O.C. 31-9096 Veterinary Nursing (technician):</u> The AY22 concentrator count for this program is 118 students. The Kansas Demand is 117 openings. There was not any data for Northwest Kansas demand. The veterinary nursing program is online and attracts students from a broad geographical area. The mean wage in Kansas of \$35,360 for S.O.C. code 29-2056. For S.O.C. code 31-9096 the the demand is 219 for the State, and the median wage for Kansas is \$29,530 with a 2.0% change in employment.</p> <p><u>Postsecondary Program. Precision Agriculture CIP 01.0308 SOC 11-9013 Farmers, Ranchers and Other Agricultural Managers</u> The AY22 concentrator count was 19 whereas the projected annual openings in the entire state of Kansas are 874. The annual mean wage in NW KS is not available in KLIC, but for the entire state of KS is \$71,010. The 10 year employment projection is expected to increase by 8.8% in the entire state of KS.</p> <p><u>Secondary: Animal Science (CIP 01.0901, S.O.C. 19- 1011.00, Animal Scientists,</u></p>	

25-9021.00 Farm and Home Management Educators, 45- 1011.00 First-Line Supervisors of Farming, Fishing and Forestry Workers)
 AY22 Concentrators for NWKS Perkins Regions has 8 students at 4 schools. 2020-2030 Kansas Occupational Projection data show the regionally and increase of 8.8% in employment opportunities. Kansas Department of Labor identifies SOC 45-2093 Farmworker, Farm Ranch and Aquacultural Animals is not considered to be a high wage high demand job. No formal training is required.

Postsecondary Program C.I.P.01.0104, Beef & Farm/Farm and Ranch Management; Horse Husbandry/Equine Science & Management C.I.P. 01.0307; S.O.C.11.9013 Farmers, Ranchers, & Other Agricultural Managers:
 These two programs are combined under all of the Kansas labor resources. The combined concentrator count is 58 students. Kansas demand of 874 openings and no data for Northwest Kansas. On the Kansas Labor Information Center website, High Demand Occupations lists these occupations as “high demand & “high wage”. The annual mean wage for Kansas is \$70,010 and no wages listed forNW Kansas.

Secondary: Agriculture, Food & Natural Resources Plant Systems (CIP 01.1101, S.O.C. 19- 1013.00, Soil and Plant Scientists, 19- 4012.00, Agricultural Technicians)
 AY22 concentrator count was less than five with the pathway available at one

school in the NWK region. Life, Physical and Social Science Occupations (SOC 19-0000) show 35 annual openings regionally with an annual median salary of \$57,616 based on 2020-2030 Regional Occupation Projections. Jobs in this category can require anything from an Associates degree to a doctoral or professional degree. Based on the 2023 Northwest Department of Labor projections, this is not a high demand high wage position.

Secondary: Agriculture, Food & Natural Resources Comprehensive Agricultural Science (CIP 01.9999, No S.O.C Code Found)

AY 22 concentrators count 51 students at 11 schools. Farming, fishing and Forestry Occupations (SOC 45-000) 2020-2030 Regional Occupation Projections indicate 285 annual openings with an 0.8% increase. Median annual salary \$35,003 with at least a high school diploma would benefit students. Depending on the job title, may indicate if it is a regionally high wage high demand job based on Department of Labor data.

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

AY 2022 concentrator count for the NWKS regions indicate 0 students at one school.

	<p>Farming, fishing and Forestry Occupations (SOC 45-000) 2020-2030 Regional Occupation Projections indicate 285 annual openings with an 0.8% increase. Median annual salary \$35,003 with at least a high school diploma would benefit students. Depending on the job title, may indicate if it is a regionally high wage high demand job based on Department of Labor data.</p> <p><u>Secondary: Agriculture, Food & Natural Resources</u> Biotechnology in Agriculture (CIP 26.1201, S.O.C. 19-1029.03 Geneticists, 19-1029.04, Biologists, 11-9121.00 Natural Sciences Managers, 11-9121.01 Clinical Research Coordinators)</p> <p>AY22 concentrator count was less than five with the pathway available at one school in the NWK region. Life, Physical and Social Science Occupations (SOC 19-0000) show 35 annual openings regionally with an annual median salary of \$57,616 based on 2020-2030 Regional Occupation Projections. Jobs in this category can require anything from an Associates degree to a doctoral or professional degree. Based on the 2023 Northwest Department of Labor projections, this is not a high demand high wage position.</p> <p><u>Secondary: Agriculture, Food & Natural Resources:</u> Agribusiness Systems (CIP 01.0101, S.O.C. 11-9013.00, Farmers, Ranchers and Other Agricultural Managers)</p>	
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	<p>AY22 concentrator count for NWKS region indicated less than 5 students with 3 schools with the pathway. Statewide the Department of Labor Projections for 2020-2030, indicate 847 annual openings. Annual median salary is \$72,990 with the starting education of a high school diploma. Regionally based on Department of Labor projections, this is a high wage high demand job area.</p> <p><u>Secondary: Agriculture, Food & Natural Resources</u> Food Products & Processing Systems (CIP 01.0401, S.O.C. 19-4013.00, Food Science Technicians, 45-2011.00 Agriculture Inspectors)</p> <p>AY22 concentrators for NWKS region indicate 0 students with one school having the pathway. The Department of Labor projects , SOC 51-9061 Inspectors, Testers, Sports, Samplers and Weighers, to be a high demand high wage job earning, median annually, \$46,910 with a high school diploma. Regionally the Department of Labor indicates that there will be 25 annual openings between 2020-2030.</p> <p><u>Secondary: Agriculture, Food & Natural Resources</u> Animal Science (CIP 1.0901 SOC 45-000 Farming, Fishing and Forestry Occupations)</p> <p>AY22 Concentrators for NWKS Perkins Regions has 8 students at 4 schools. 2020-2030 Kansas Occupational Projection data show the regionally and increase of 8.8% in employment opportunities. Kansas Department of Labor identifies SOC 45-2093 Farmworker, Farm Ranch and Agricultural Animals is not</p>	
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	<p>considered to be a high wage high demand job. No formal training is required.</p> <p><u>Postsecondary Program: Feedlot Management C.I.P. 01.0901 & S.O.C. 11-9013.00</u></p> <p>The AY22 concentrator count for CCC was 0 since this was a new program in that year. The Kansas projected annual openings are 874 with a mean annual wage of \$70.010. NWKS has no data.</p>	
	<p><u>Secondary: Government & Public Administration:</u></p> <p>Government and Public Administration (CIP 44.0401, S.O.C 11-1021.00 General and Operation Managers, 11-9151.00 Social and Community Service Managers)</p> <p>AY 2022 regional concentrator data indicate that one school has the pathway with no concentrators. Management occupations as identified by the 2020-2023 regional occupation projects put out from the KS Department of Labor, indicate 400 annual openings with a .05% annual change in employment. Annual median salary is \$78861 with education varying from some college to graduate degrees. Based on the 2023 High Demand High Wage Regional Projects from the Department of Labor, jobs within this area are considered just that.</p>	

Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Medical Laboratory Technical (CIP 51.0802; SOC 29-2010).	Projected employment outlook over next 10 years is expected to increase in NW KS by 4.4%; in the entire state of KS will increase by 7.5%. Projected annual openings in NW KS are 13.	Medical Professionals throughout NW KS have indicated an increased need for medical lab techs.
Fire Science (CIP 43.0203 or 43-0299; SOC 33-2011)	Projected employment outlook over the next 10 years is expected to increase in the entire state of KS by 8.8%. Projected annual openings in the state of KS are 299. Data is not available in KLIC for the NW region; as there are no full-time positions (Firefighters are voluntary positions in NW KS)	Instructors for several technical programs at NWKTC are volunteer firefighters. Along with their professional peers, they have indicated a need for additional trained personnel. There is already a group of firefighters working on a grant to build a new training facility in Goodland, KS to serve the NW region.
Automation Engineer Technician/ Technology (CIP 15.0406; SOC 17-3023)	Projected employment outlook over the next 10 years is expected to increase in the entire state of KS by 11.4%. Projected annual openings in Kansas are 106.	Local employers have reached out to NWKTC to ask for an option in the Electrical program for this type of training.
Grain Elevator Operator (CIP 01.0204; SOC 45-2091)	Projected employment outlook over the next 10 years is expected to increase in the entire state of KS by 16.8%. Projected annual openings in the state of KS are 208. Data is not available in KLIC for the NW region	Employers from grain elevators have reached out about their need for grain elevator operators in our region.
Postsecondary Program: Nonfarm Animal Caretakers C.I.P 01.0504 S.O.C 39-2021	The openings in NW KS is 48 with a projection of 1.9% change. KS has openings of 713 over the next 10 years with a 2.1% projected change.	Instructors have seen a need for this program to exist at Colby Community College and would fit in with our Animal Sciences classes already offered.

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
<p><u>Postsecondary Program.</u> <u>Diesel Technology</u> CIP 47.02061305 SOC 49-3031 Bus and Truck Mechanics, Diesel Engine Specialists</p>	<p>Because the NW KS region is predominantly an agricultural economy, individuals trained in ag diesel technology are in high demand. Most students in the Diesel Tech program are already employed and are sent to NWKTC by employers who pay for their employees' education.</p>	<p>Data from our annual student follow-up survey as well as from our employer surveys indicate that graduates are finding employment in the field of study.</p>
<p><u>Postsecondary Program.</u> <u>Respiratory Therapy</u> CIP 51.0908 SOC 29-1126 <u>Respiratory Therapists</u></p>	<p>As with many programs at NWKTC, the student body comes from neighboring states of Colorado and Nebraska, thus graduates will return to their home states upon completion of the program. Labor market data from Colorado and Nebraska.</p>	<p>Data from our annual student follow-up survey as well as from our employer surveys indicate that graduates are finding employment in the field of study.</p> <p>Colorado Labor Market data: https://www.colmigateway.com/vosnet/analyzer/resultsNew.aspx?session=occproj&pu=1&p lang=E</p> <p>Nebraska Labor Market data: https://networks.nebraska.gov/vosnet/Default.aspx</p>
<p><u>Secondary: Agriculture, Food & Natural Resources:</u> Power, Structural & Technical Systems (CIP 01.0201, S.O.C. 49-3041.00, Farm Equipment Mechanics and Service Technicians) Farm Equipment Mechanics and Service Technicians AY 22 indicates 77 students from 11 schools as concentrators in this pathway. 2023-2023 Occupational Projections Data</p>	<p>Most of the secondary schools in the region utilize this pathway due to the agriculture nature of the region. A number of students when enrolled in secondary also enroll in the Jr. Sr. Options at the postsecondary institutions.</p>	<p>Data from consortium schools indicate that number of students when enrolled in secondary also enroll in the Jr. Sr. Options at the postsecondary institutions.</p>

<p>show that there are approximately 152 annual openings statewide with an Annual Median salary \$47,420 with a projected 0.9% annual increase. From the Kansas Department of Labor, this job is considered high wage high demand.</p>		
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STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

The regional 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:

- 9. American Indian or Alaskan Native
- 10. Asian
- 11. Black or African American

12. Hispanic/Latino
13. Native Hawaiian or Other Pacific Islander
14. White
15. Two or More Races
16. 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.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
<p>Overall Student Performance in the Region</p>	<p><u>Core Indicators for NWKTC:</u> <u>1P1:</u> 98% of the student population was retained or placed during the second quarter after program completion. <u>2P1:</u> 90% of the student population received a recognized postsecondary credential during participation in or within one year of program completion. <u>3P1:</u> 12% of concentrators entered non-traditional fields.</p> <p>CCC: Core Indicators for Postsecondary Education:</p> <p>1P1: Negotiated Placement Target 85%</p> <p>Actual Institutional Performance 90%</p> <p>Kansas Actual Overall Performance 92%</p> <p>2P1: Negotiated Placement Target 70%</p> <p>Actual Institutional Performance 71%</p> <p>Kansas Actual Overall Performance 79%</p> <p>3P1: Actual Institutional Performance 14%</p>	<p>Most students who likely fall into a special populations category that is not readily apparent (i.e. socioeconomic status; foster care; parents in active military service; learning disabilities, etc) do not self-identify; without knowing who these students are, it is difficult to know how to serve them.</p> <p>Colby Community College continues to exceed the negotiated percentages for Core Indicators. However, there are students who don’t self-identify as being part of a special population. As such, it isn’t necessarily evident who belongs to a special population, and it therefore becomes harder to serve these students.</p> <p>Not all programs of study have a credential awarded at the end of a program. Therefore, the earned credential rate is relatively low.</p> <p>Certain CTE programs require that students have a high level of physical ability to be part of a program of study. Some students with disabilities may not have the physical ability or</p>

	<p>Kansas Actual Overall Performance 9%</p> <p><u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate: 73.33% 2S1 – Academic Proficiency in Reading/Language Arts: 21.80% 2S2 – Academic Proficiency in Mathematics: 10.69% 2S3 – Academic Proficiency in Science: 27.06% 3S1 – Post-Program Placement: 84.42% 4S1 – Nontraditional Program Concentration: 33.08% 5S2 – Program Quality – Attained Postsecondary Credits: 80.61%</p>	<p>strength to participate in certain programs.</p> <p>A wide range of barriers exist for special population students, including communication difficulties, access to ESL programming, broad access to adaptive technology outside of the College, access to transportation, access to quality healthcare,</p> <p>Traditionally, Northwest Kansas has a population that is predominantly White, although Hispanic/Latino and Black or African American residents are gradually increasing. Asian, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, and Unknown residents all demonstrate a decline in population in Northwest Kansas.</p> <p><u>Secondary:</u> The NWKS Perkins region has secondary schools that have high school enrollments that range from 50 to 300 students. Demographics for this region vary and due to size, one student or no students identified in a demographic may dramatically impact data reported. Also due to the size of districts the accuracy of data reported varies. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers.</p>
<i>Performance of Special Populations</i>		
Individuals with disabilities	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals with disabilities were retained or placed during the second quarter after program completion. 2P1: No data for NWKTC 3P1: 20% of individuals with disabilities</p>	<p><u>Postsecondary</u> CCC- Students with disabilities earned degrees at a higher rate than the general student population, but have a pass rate that is lower than the general student population. Employment in a related field, is lower than that of the general student population.</p>

	<p>entered non-traditional fields.</p> <p>CCC-Earned Degree: 87%; Earned Credential: 4%; Pass Rate: 77%; Employed in a Related Field: 0%</p> <p><u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate: 29.63% 2S1 – Academic Proficiency in Reading/Language Arts: 0.74% 2S2 – Academic Proficiency in Mathematics: 4.63% 2S3 – Academic Proficiency in Science: 4.63% 3S1 – Post-Program Placement: 20.37% 4S1 – Nontraditional Program Concentration: 9.57% 5S2 – Program Quality – Attained Postsecondary Credits: 35.39%</p> <p>Totals (General Student Population)</p> <p>Earned Degree: 30.3%; Earned Credential: 8%; Pass Rate: 87%; Employed in a Related Field: 4%</p>	<p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers.</p>
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p><u>Core Indicators for NWKTC:</u> 1P1: 97.03% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 88.52% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 14.29% of individuals in this category entered non-traditional fields.</p> <p>CCC-Earned Degree: 97%; Earned Credential: 9%; Pass Rate: 77%; Employed in a Related Field: 4%</p>	<p>A serious consideration for low-income students is the cost of tools and materials required not only for training, but more importantly for entry level employment in various technical programs.</p> <p>CCC-Economically disadvantaged students earned degrees at a higher rate than the general student population, but have a pass rate that is lower than the general student population. Employment in a related field, is the same as that of the general student population.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few</p>

	<p><u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate: 51.85 2S1 – Academic Proficiency in Reading/Language Arts: 14.76% 2S2 – Academic Proficiency in Mathematics: 6.20% 2S3 – Academic Proficiency in Science: 15.46% 3S1 – Post-Program Placement: 39.07% 4S1 – Nontraditional Program Concentration: 20.10% 5S2 – Program Quality – Attained Postsecondary Credits: 46.08%</p>	<p>years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers.</p>
<p>Individuals preparing for non-traditional fields</p>	<p><u>Core Indicators for NWKTC:</u> 1P1: 14.48% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 7.26% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 13.48% of individuals in this category entered non-traditional fields.</p> <p>CCC-Earned Degree: 100%; Earned Credential: 5%; Pass Rate: 79%; Employed in a Related Field: 9%</p> <p><u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate: 44.44% 2S1 – Academic Proficiency in Reading/Language Arts: 17.94% 2S2 – Academic Proficiency in Mathematics: 10.63%</p>	<p><u>Postsecondary:</u> It is difficult to attract females into traditionally male occupations. Society in general has stereotypes and our challenge in marketing is to change those stereotypes.</p> <p>CCC: Students preparing for non-traditional fields earned degrees at a higher rate than the general student population, but have a pass rate that is lower than the general student population. Employment in a related field, is higher than that of the general student population.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers.</p>

	<p>2S3 – Academic Proficiency in Science: 14.56%</p> <p>3S1 – Post-Program Placement: 47.41%</p> <p>4S1 – Nontraditional Program Concentration: 54.81%</p> <p>5S2 – Program Quality – Attained Postsecondary Credits: 52.85%</p>	
<p>Single parents, including single pregnant women</p>	<p><u>Core Indicators for NWKTC:</u></p> <p>1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion.</p> <p>2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion.</p> <p>3P1: 0.00% of individuals in this category entered non-traditional fields.</p> <p>CCC: CCC-Earned Degree: 97%; Earned Credential: 10%; Pass Rate: 74%; Employed in a Related Field: 4%</p> <p><u>Secondary: Averages for all pathways</u></p> <p>1S1 – Four-year Graduation Cohort Rate: 7.41%</p> <p>2S1 – Academic Proficiency in Reading/Language Arts: 0.00%</p> <p>2S2 – Academic Proficiency in Mathematics: 0.00%</p> <p>2S3 – Academic Proficiency in Science: 0.00%</p> <p>3S1 – Post-Program Placement: 3.70%</p> <p>4S1 – Nontraditional Program Concentration: 7.41%</p> <p>5S2 – Program Quality – Attained Postsecondary Credits: 11.11%</p>	<p>Lack of child care options for single parents may be a deterrent to pursuing education. They also can lack time and financial resources to be able to complete schooling successfully.</p> <p>Single parents, including single pregnant women, earned degrees at a higher rate than the general student population, but have a pass rate that is lower than the general student population. Employment in a related field is the same as that of the general student population.</p>

Out-of-workforce individuals	<p><u>Data not available for NWKTC.</u> CCC - Not tracked Secondary: Data unavailable</p>	<p>Postsecondary- Data unavailable. Secondary: Data unavailable</p>
English Learners	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: No data for NWKTC 3P1: 55.56% of individuals in this category entered non-traditional fields. CCC -Earned Degree: 89%; Earned Credential: 4%; Pass Rate: 78%; Employed in a Related Field: 4%</p> <p><u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate: 14.81% 2S1 – Academic Proficiency in Reading/Language Arts: 0.00% 2S2 – Academic Proficiency in Mathematics:0.00% 2S3 – Academic Proficiency in Science: 0.00% 3S1 – Post-Program Placement: 14.81% 4S1 – Nontraditional Program Concentration: 13.58% 5S2 – Program Quality – Attained Postsecondary Credits: 16.67%</p>	<p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers.</p> <p>CCC-English Learners earned degrees at a higher rate than the general student population, but have a pass rate that is lower than the general student population. Employment in a related field, is the same as that of the general student population.</p>
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of</p>	<p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at</p>

	<p>program completion. 3P1: 50.00% of individuals in this category entered non-traditional fields. CCC- Not tracked <u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate:7.41% 2S1 – Academic Proficiency in Reading/Language Arts: 0.00% 2S2 – Academic Proficiency in Mathematics: 0.00% 2S3 – Academic Proficiency in Science: 3.70% 3S1 – Post-Program Placement: 0.00% 4S1 – Nontraditional Program Concentration: 3.70% 5S2 – Program Quality – Attained Postsecondary Credits: 3.07%</p>	<p>individual schools, data may be skewed due to enrollment numbers. Postsecondary- not tracked</p>
<p>Youth who are in, or have aged out of, the foster care system</p>	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: No Data for NWKTC CCC-Earned Degree: 100%; Earned Credential: 90%; Pass Rate: 70%; Employed in a Related Field: 0%</p>	<p>CCC-Foster youth earned degrees at a higher rate than the general student population, but have a pass rate that is lower than the general student population. Employment in a related field, is lower than that of the general student population.</p>
<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)</p>	<p><u>Core Indicators for NWKTC:</u> 1P1: No data for NWKTC 2P1: No data for NWKTC 3P1: 100.00% of individuals in this category entered non-traditional fields.</p>	<p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations</p>

	<p>CCC-Not tracked</p> <p><u>Secondary:</u> Averages for all pathways 1S1 – Four-year Graduation Cohort Rate: 3.70% 2S1 – Academic Proficiency in Reading/Language Arts: 0.00% 2S2 – Academic Proficiency in Mathematics: 0.00% 2S3 – Academic Proficiency in Science: 0.00% 3S1 – Post-Program Placement: 0.00% 4S1 – Nontraditional Program Concentration: 0.00% 5S2 – Program Quality – Attained Postsecondary Credits: 3.70%</p>	<p>that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers.</p>
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
<p>American Indian or Alaskan Native</p>	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 0.0% of individuals in this category entered non-traditional fields.</p> <p>CCC-Earned Degree: 83%; Earned Credential: 0%; Pass Rate: 74%; Employed in a Related Field: 0%</p> <p><u>Secondary:</u> Averages for all pathway 1S1 – Four-year Graduation Cohort Rate: 0.00% 2S1 – Academic Proficiency in Reading/Language Arts: 0.00%</p>	<p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some school have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p> <p>CCC- 0.1% of CCC students are American Indian or Alaskan Native.</p>

	<p>2S2 – Academic Proficiency in Mathematics: 0.00%</p> <p>2S3 – Academic Proficiency in Science: 0.00%</p> <p>3S1 – Post-Program Placement: 7.41%</p> <p>4S1 – Nontraditional Program Concentration: 0.00%</p> <p>5S2 – Program Quality – Attained Postsecondary Credits: 7.41%</p>	
Asian	<p><u>No Data for NWKTC</u></p> <p>CCC-Earned Degree: 43%; Earned Credential: 7%; Pass Rate: 85%; Employed in a Related Field: 0%</p> <p><u>Secondary:</u> Averages for all pathway</p> <p>1S1 – Four-year Graduation Cohort Rate: 3.70%</p> <p>2S1 – Academic Proficiency in Reading/Language Arts: 0.00%</p> <p>2S2 – Academic Proficiency in Mathematics: 0.00%</p> <p>2S3 – Academic Proficiency in Science: 0.00%</p> <p>3S1 – Post-Program Placement: 3.70%</p> <p>4S1 – Nontraditional Program Concentration: 3.70%</p> <p>5S2 – Program Quality – Attained Postsecondary Credits: 7.41%</p>	<p><u>Postsecondary-</u> CCC 0.6% of CCC students are Asian.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p>
Black or African American	<p><u>Core Indicators for NWKTC:</u></p> <p>1P1: 95.65% of individuals in this category were retained or placed during the second quarter after program completion.</p> <p>2P1: 66.67% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion.</p> <p>3P1: 57.89% of individuals in this category entered non-traditional fields.</p>	<p><u>Postsecondary:</u> NWKTC 2P1 is somewhat low due to student athletes choosing not to complete programs. There is a high concentration in one program where only a Cert B and AAS are offered.</p>

	<p>CCC-Earned Degree: 9%; Earned Credential: 1%; Pass Rate: 85%; Employed in a Related Field: 0%</p> <p><u>Secondary:</u> Averages for all pathway 1S1 – Four-year Graduation Cohort Rate: 0.00% 2S1 – Academic Proficiency in Reading/Language Arts: 0.00% 2S2 – Academic Proficiency in Mathematics: 0.00% 2S3 – Academic Proficiency in Science: 0.00% 3S1 – Post-Program Placement: 11.11% 4S1 – Nontraditional Program Concentration: 7.41% 5S2 – Program Quality – Attained Postsecondary Credits: 11.11%</p>	<p>CCC-7.3% of CCC students are Black or African American.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some school have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p>
Hispanic/Latino	<p><u>Core Indicators for NWKTC:</u> 1P1: 95.65% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 96.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 7.35% of individuals in this category entered non-traditional fields.</p> <p>CCC-Earned Degree: 73%; Earned Credential: 10%; Pass Rate: 81%; Employed in a Related Field: 8%</p> <p><u>Secondary:</u> Averages for all pathway 1S1 – Four-year Graduation Cohort Rate: 33.33%</p>	<p><u>Postsecondary -</u> CCC: 6.5% of CCC students are Hispanic/Latino.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p>

	<p>2S1 – Academic Proficiency in Reading/Language Arts: 5.25%</p> <p>2S2 – Academic Proficiency in Mathematics: 0.00%</p> <p>2S3 – Academic Proficiency in Science: 5.56%</p> <p>3S1 – Post-Program Placement: 20.99%</p> <p>4S1 – Nontraditional Program Concentration: 18.37%</p> <p>5S2 – Program Quality – Attained Postsecondary Credits: 30.09%</p>	
<p>Native Hawaiian or Other Pacific Islander</p>	<p><u>Core Indicators for NWKTC:</u></p> <p>1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion.</p> <p>2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion.</p> <p>3P1: No data for NWKTC</p> <p>CCC- Earned Degree: 0%; Earned Credential: 0%; Pass Rate: 50%; Employed in a Related Field: 0%</p> <p><u>Secondary:</u> Averages for all pathway</p> <p>1S1 – Four-year Graduation Cohort Rate: 0.00%</p> <p>2S1 – Academic Proficiency in Reading/Language Arts: 0.00%</p> <p>2S2 – Academic Proficiency in Mathematics: 0.00%</p> <p>2S3 – Academic Proficiency in Science:m 0.00%</p> <p>3S1 – Post-Program Placement: 0.00%</p> <p>4S1 – Nontraditional Program Concentration: 0.00%</p>	<p><u>Postsecondary-</u></p> <p>CCC: 0.3% of CCC students are Native Hawaiian or Other Pacific Islander.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p>

	5S2 – Program Quality – Attained Postsecondary Credits: 0.00%	
White	<p><u>Core Indicators for NWKTC:</u> 1P1: 99.36% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 87.76% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 6.59% of individuals in this category entered non-traditional fields. CCC: Earned Degree: 46%; Earned Credential: 12%; Pass Rate: 80%; Employed in a Related Field: 5%</p> <p><u>Secondary: Averages for all pathway</u> 1S1 – Four-year Graduation Cohort Rate: 73.33% 2S1 – Academic Proficiency in Reading/Language Arts: 22.22% 2S2 – Academic Proficiency in Mathematics: 12.93% 2S3 – Academic Proficiency in Science: 12.93% 3S1 – Post-Program Placement: 80.71% 4S1 – Nontraditional Program Concentration: 32.48% 5S2 – Program Quality – Attained Postsecondary Credits: 80.31%</p>	<p><u>Postsecondary-CCC:</u> 72% of CCC students are White.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p>
Two or More Races	<p><u>Core Indicators for NWKTC:</u> 1P1: 100.00% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within</p>	<p><u>Postsecondary-CCC:</u> 3.4% of CCC students are Two or More Races.</p> <p><u>Secondary:</u> Schools are doing multiple things to address the learning loss from the last few years and data is similar to state assessment results, and graduation rates. Due to science</p>

	<p>one year of program completion. 3P1: 26.67% of individuals in this category entered non-traditional fields.</p> <p>CCC-Earned Degree: 37%; Earned Credential: 1%; Pass Rate: 81%; Employed in a Related Field: 3%</p> <p><u>Secondary:</u> Averages for all pathway 1S1 – Four-year Graduation Cohort Rate: 7.41% 2S1 – Academic Proficiency in Reading/Language Arts: 3.70% 2S2 – Academic Proficiency in Mathematics: 0.00% 2S3 – Academic Proficiency in Science: 27.39% 3S1 – Post-Program Placement: 7.41% 4S1 – Nontraditional Program Concentration: 7.41% 5S2 – Program Quality – Attained Postsecondary Credits: 11.11%</p>	<p>assessments being taken in the 11th grade, some schools have small student populations that can impact the overall percentage of attainment. Due to limited offerings at individual schools, data may be skewed due to enrollment numbers. There could also not have any families fall into this demographic, in some of the schools.</p>
Unknown	<p><u>Core Indicators for NWKTC:</u> 1P1: 93.33% of individuals in this category were retained or placed during the second quarter after program completion. 2P1: 100.00% of individuals in this category received a recognized postsecondary credential during participation in or within one year of program completion. 3P1: 66.64% of individuals in this category entered non-traditional fields.</p> <p>CCC-Earned Degree: 100%; Earned Credential: 100%; Pass Rate: 96%; Employed in a Related Field: 22%</p> <p><u>Secondary:</u></p>	<p><u>Postsecondary</u> CCC: 5.8% of CCC students are Unknown <u>Secondary:</u> Data unavailable</p>

	Data unavailable	
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Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

What does the law mean?

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

State Definitions:

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

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

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

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

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

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

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

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.

- CTE Pathways are reviewed based on advisory council’s input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via Individual Plans of Study (IPS) implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	<p><u>Postsecondary level:</u> NWKTC: For programs with industry-specific accreditation, there may be requisite student/faculty ratios. The Strategic Enrollment Management Plan has identified capacities for programs based on square footage, availability of equipment, student/faculty ratios, and safety requirements. Program advisory board members are significant participants in these conversations.</p> <p>CCC: In the P.T.A. program, student enrollment is restricted by accreditation standards to only 12 students per faculty member; the nursing department reduced the number of students to focus on a better, more</p>	<p><u>Postsecondary:</u> programs may be limited due to equipment and technology available for each student, cost of equipment and technology can be too high for the program, instructors have the ability to decide on how much overload they are willing to teach.</p> <p>Postsecondary technical programs are in high demand, and enrollments may be limited due to square footage and availability of trainers, simulators or other equipment.</p>

	<p>prepared student (quality over quantity).</p> <p><u>Secondary:</u> Region schools utilize feedback from CTE Advisory committees to ensure that school programs are meeting the needs of the students and the local job market. Districts have minimum enrollment numbers to run classes CTE or other elective, to ensure that funds are not being used that do not improve the size, scope, or quality of our programs. Region schools also review local trend data to make informed fiscal decisions.</p>	
<p>Relate to real-world work environment (Scope)</p>	<p>CTE programs in our region at the secondary and postsecondary levels offer program and industry recognized certifications. Pathways and programs of study may offer work-based learning opportunities for students. Advisory committees are vital in communicating the workplace skills that are necessary for student success in their respective fields. Students have opportunities to complete projects for community organizations or businesses. Professional development for CTE faculty ensures current equipment, technology and pedagogy are integral to curriculum development.</p> <p>Many technical programs involve OWE (outside work experience) or client-based projects that are in fact real world work experience. Additionally, program faculty seek ways to provide community service that will offer real-world work experience for students.</p> <p>NWKTC has recently launched a Title III grant that includes a position focusing on</p>	<p>While this is a strength of technical programs, we are always seeking additional ways to provide real-world experience to help our students hone their technical skills and improve soft skills.</p>

	<p>expanding OWE, internship, and apprenticeship opportunities.</p> <p><u>Secondary:</u> Region schools have strong community and business connections within their Advisory committee which have led to students' exposure to local community businesses and industries. With the strong post-secondary partnerships, students are able to explore the varied Junior and Senior post secondary options available to them. Also, all regions' schools have work-based learning opportunities to give students an opportunity to explore all aspects of business and industry in their communities.</p>	
<p>Help students advance to future education (Scope)</p>	<p><u>Postsecondary:</u> Articulation agreements and 2+2 agreements that support student transition from two year colleges to universities. The utilization of system wide transfer courses.</p> <p>For technical programs, students are encouraged to earn not only the Cert A, B or C but to persist through completion of the AAS degree. The new AAS in Applied Technologies encourages students to study at least two technical fields.</p> <p>NWKTC has recently launched initiatives to articulate with FHSU as part of the new affiliation agreement between FHSU, NWKTC and NCKTC. Representatives from the technical colleges and FHSU are meeting to discuss how to handle transfer of credits,</p>	<p>Postsecondary technical programs with junior/senior options can be expanded to help area high schools with insufficient staffing or funding to provide CTE for their students.</p>

	<p>seamless advising and transition from one institution to another, along with the “behind the scenes” issues pertaining to easing the student experience.</p> <p><u>Secondary:</u> Region CTE students are completing the current high school graduation requirements. Students are encouraged to take advanced classes based on their IPS and career interests and post-secondary aspirations. Students also take advantage of dual credit opportunities at the local post-secondary institutions, whether on the college campus, on line, or on the high school campus.</p>	
<p>Are of high quality</p>	<p><u>Postsecondary</u> Programs that are accredited by industry specific agencies undergo regular evaluation and scrutiny. Often students and faculty are required to complete competency or credentialing testing.</p> <p>NWKTC: All technical programs incorporate a capstone project which is the culminating assessment of student mastery of program learning outcomes.</p> <p>Employer and student follow up surveys indicate the success of student placement and performance on the job.</p> <p>Organizations such as NATEF/ASE for the automotive and diesel programs, CoARC for Respiratory Therapy, and MAERB for Medical Assistant require annual reporting</p>	<p>Address student performance gaps. Address instructor recruitment and retention and salary within our region for our CTE programs.</p> <p>Access to end of pathway assessments or certifications at the secondary level, which can be directly used in a student’s postsecondary plan either continuing postsecondary education or in the workforce.</p> <p>Continuous search for funding to maintain and expand the trainers, simulators, tools, equipment and facilities that are needed to provide state-of-the art technical education.</p>

	<p>and accountability for program quality.</p> <p>NWKTC has launched a new program review initiative using the ACTE Quality Framework. This program review process schedules each program to be reviewed on a five-year rotation; the Quality Framework is a bit more extensive (and more pertinent to tech ed) than the program review that has been developed by KBOR.</p> <p><u>Secondary:</u> Region schools utilize feedback from CTE Advisory committees to ensure that school programs are meeting the needs of the students and the local job market. Districts have minimum enrollment numbers to run classes CTE or other elective, to ensure that funds are not being used that do not improve the size, scope, or quality of our programs. Region schools also review local trend data to make informed fiscal decisions.</p>	
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STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What does the law mean?

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

Perkins V Sec. 2(41)

Program of Study:

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

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

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

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

Implementation Process	Strengths	Needs/Gaps
(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	<u>NWKTC:</u> When developing new program proposals, NWKTC investigates the Career Pathways established by KSDE to identify objectives and courses that may complement the postsecondary program. Currently, KSDE has reached out to technical colleges to align	<u>Secondary:</u> Region schools through the accreditation process have been able to individually identify school specific demographic needs to

	<p>curriculum - the construction programs are the first to meet with secondary schools in Topeka with KSDE members.</p> <p><u>Secondary:</u> All region schools disaggregate state assessment, ACT, Work Keys and other standardized assessments to ensure academic standards are met. Most regional schools utilize Fastbridge for the universal screeners. Districts share those results with all staff to ensure that instructors plan instruction based on that data. Some schools have been able to increase advanced CTE offering due to increase in staff or the nature of the enrollment interest. Teachers are being more comfortable with cross curricular connections and collaborations with their colleagues.</p>	
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p><u>Postsecondary:</u> Advisory boards play a key role as to what business and industry expects from a program graduate. Faculty professional development opportunities provide insight and knowledge on laws and regulations, technology, and equipment. Retention, graduation, and workforce placement rates provide data for program and institutional reflection. All CTE programs utilize classroom/clinical assessments to ensure the students' knowledge and skill set for the workforce.</p> <p>Each CTE program, and the general education program, have specified program learning outcomes that are assessed annually. Program Advisory Boards are actively involved in reviewing competencies and the overall curriculum for CTE programs.</p>	<p><u>Postsecondary:</u> Scheduling professional development or selecting conferences/workshops may not accommodate teaching schedules. Equipment and technology upgrades may be expensive and not readily available for the classroom.</p> <p>Colby Community College continues to revise courses and look for new courses to ensure all of our CTE students are successful and complete.</p>

	<p>Colby Community College requires First Year Experience for all incoming freshmen to acclimate them. and ensure their success.</p> <p>NWKTC Technical programs do include general education courses (15 credits) that address academic and employability skills through courses such as Technical math, Technical writing, Workplace Ethics, etc. Then 45 credits of the AAS degree focus on technical skills necessary for the industry. Programs refer to national technical standards along with industry-specific standards to address technical and employability skills and expectations.</p> <p><u>Secondary:</u> A number of region schools identify and encourage students to earn industry recognized credentials to allow for higher wages in specific disciplines. Schools also collaborate with post-secondary opportunities to maximize on minimal expenses for school to further a student’s schooling. Student’s opportunities in Work Based Learning have also led to paying employment after high school for some students.</p>	
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p><u>Postsecondary:</u> KBOR follow-up data provides employment information. Advisory boards provide guidance and insight as to current workforce requirements. Professional development opportunities provide insight on laws and regulations, program technology, curricula enhancements. CTE programs specified by KBOR undergo program alignment approximately once every</p>	<p><u>Postsecondary:</u> It may be difficult to have a diverse advisory board or have active members who would play a key role in the business and industry alignment. For some programs, the “local area’ may need to be redefined either because students come from out-of-state or because the technical program offers training for occupations that are in demand across a</p>

	<p>ten years; statewide employers are part of this alignment process. Each Program Advisory Board for the CTE programs provides input during the two meetings that occur each academic year</p> <p>State and regional economic data are consulted when new programs are proposed or existing programs are revised.</p> <p><u>Secondary:</u> Region schools utilize feedback from CTE Advisory committees to ensure that school programs are meeting the needs of the students and the local job market. Districts have minimum enrollment numbers to run classes CTE or other elective, to ensure that funds are not being used that do not improve the size, scope, or quality of our programs. Region schools also review local trend data to make informed fiscal decisions.</p>	<p>broader geographic area than just NW KS</p>
<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<p><u>Postsecondary:</u> Curricula is designed for basic information/training which progresses to more difficult and workforce specific learning.</p> <p>In accordance with HLC accreditation expectations, the CTE programs are assessed for rigor along with scope and sequence. Each year, faculty review the program mission statement and curriculum with Program advisory boards to ensure instructional delivery follows a logical sequence and scope.</p> <p><u>Secondary:</u> Region schools utilize Xello as well as the requirement of a student's Individual Plan of</p>	<p><u>Postsecondary:</u> Students who already have skill sets in a program area may get bored or frustrated with having to follow a set path of curriculum. The student might drop out of the program or college.</p> <p>While technical programs are designed to follow the scope/sequence that is educationally sound, students may be over eager in their desire to obtain training and start work, thus they gloss over the introductory courses and support courses.</p>

	<p>study to help guide students on future education and training opportunities. The schools that have College and Career Advocates and School Counselors facilitate college and technical visits for students who are interested. CTE teachers take field trips to area business and industry to create awareness for students of the opportunities locally for employment and training. Schools have also seen an increase in students enrolling in the Northwest Kansas Technical School Jr. /Senior option. A number of students, in regional schools, also take advantage of local community college CTE classes in their career interest or general education requirements for other degrees.</p>	
<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p><u>Postsecondary:</u> Several of the programs offer exit points with certifications A or B. Each CTE Program offers a variety of tech certificates (certificates of completion, Tech Cert A, Tech Cert B, Tech Cert C) along with the Associate of Applied Studies degree. Thus, students have multiple exit points that are associated with appropriate credentials.</p> <p><u>Secondary:</u> There is a strong post-secondary connection with the local institutions that allow for students to explore opportunities and instruction after high school. Most schools are exploring additional industry recognized credentials to offer students.</p>	<p>Not a gap - this is a strength of technical education.</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p><u>Postsecondary:</u> The student may graduate from high school and postsecondary</p>	

	<p>programs during the same time period and earn a recognized credential. Or the student may only need one year on campus to complete their program and graduate with a credential.</p> <p>The CTE Programs do culminate in the appropriate postsecondary credential (certificate of completion, Tech Cert A, Tech Cert B, Tech Cert C or AAS)</p> <p><u>Secondary:</u></p> <p>Region CTE students are completing the current high school graduation requirements. Students are encouraged to take advanced classes based on their IPS and career interests and post-secondary aspirations. Students also take advantage of dual credit opportunities at the local post-secondary institutions, whether on the college campus, on line, or on the high school campus.</p>	
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STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

RECRUITMENT		
Process	Strengths	Needs/Gaps
<p>Postsecondary: Job openings are posted on our website, trade sites, and social media. Qualified applicants are interviewed. Job search process includes appropriate stakeholders.</p>	<p>Postsecondary: a variety of methods are used to attract candidates. These include posting openings on college websites, higheredjobs.com, social media, and networking with other professionals in that field.</p> <p>The search process includes appropriate stakeholders serving on the search committee to advise in creation of the job posting and suggest the best strategies for announcing openings.</p>	<p>Postsecondary: CTE faculty are on the same pay scale as other faculty, making competition with private industry salaries it is very difficult. Recruiting and retaining instructors can be a challenge in a rural area. Efforts are made to share information with potential candidates as to the limitations of a remote, rural area.</p> <p>The northwest region population is sparse, and there are few qualified individuals who are willing to leave a more lucrative position in industry to enter the teaching role. It will become increasingly important to entice individuals to move to the northwest region of the state.</p>

		Advertising online doesn't always seem like the most efficient method due to a lot of random applications and the cost associated with keeping postings listed.
Secondary: Region schools recruit not only from higher education but from within the communities to utilize the specialized CTE certification from KSDE. region also, schools provide mentoring and coaching locally for CTE faculty as well as providing and sending faculty to CTE specific professional development (KCECTE new CTE teacher training and mentorship).	Secondary: Region schools provide mentoring and coaching locally for CTE faculty as well as providing and sending faculty to CTE specific professional development (KCECTE new CTE teacher training and mentorship).	Secondary: Regions school continue to reach out to business and industry if they have staffing gaps

TRAINING		
Process	Strengths	Needs/Gaps
Postsecondary: Onboarding and in-service training.	NWKTC has a New Hire Committee that developed a packet/process of onboarding new faculty and staff. Additionally, a faculty in-service and data retreat is held during the week prior to the beginning of each semester. During this week, faculty review assessment results, curriculum plans, and prepare for the semester. On-going professional development and training are also available to faculty in Perkins-eligible programs. Many instructors take advantage of virtual and/or traditional conferences, skill training, NC3 or Lincoln Electric training, OSHA training, testing and certification by their program accrediting agencies. Colby Community College holds a mandatory full day in-service prior to each semester start. We also send faculty to training during the summer months or anytime available.	Postsecondary: Time to completely train faculty prior to the semester starting. Having an adequate number of qualified peer mentors available.
Secondary:	Secondary:	Secondary:

CTE teachers participate in regional schools district professional development.	Schools also provide CTE mentoring through KCCTE for pathway specific mentoring.	Secondary schools are employing instructors with CTE Specialized certifications to fill teaching positions. Additional training in classroom management and school specific training is provided when needed.
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RETENTION		
Process	Strengths	Needs/Gaps
<p>Postsecondary: NWKTC: Offering raises, professional development and setting individual goals, and benefits (personal time off, sick leave, breaks, insurance packages, etc.)</p>	<p>NWKTC faculty and staff are encouraged to develop personal goals for professional development each year. These goals not only help with skill training, they also help individuals assess their career trajectory and rejuvenate themselves. Annual raises are offered. Due to the nature of the academic calendar there are multiple breaks and opportunities for time off.</p>	<p>Postsecondary. One challenge to retaining faculty is the low wages for instructors. For many CTE instructors, salaries in industry far exceed salaries in education. There is not really a chance for career advancement within the organization.</p>
<p>Secondary: Region schools recruit not only from higher education but from within the communities to utilize the specialized CTE certification from KSDE. region also, schools provide mentoring and coaching locally for CTE faculty as well as providing and sending faculty to CTE specific professional development (KCECTE new CTE teacher training and mentorship).</p>	<p>Secondary: Region schools provide mentoring and coaching locally for CTE faculty as well as providing and sending faculty to CTE specific professional development (KCCTE new CTE teacher training and mentorship).</p>	<p>Secondary: Region school note that lack of students coming out of CTE pathways in college to teach in the schools.</p>

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

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

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

Perkins V Sec. 2(48)

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

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

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

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and

(D) English learners.

Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
Yes	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
Yes	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
Yes	(C) individuals preparing for non-traditional fields;
Yes	(D) single parents, including single pregnant women;
Yes	(E) out-of-workforce individuals;
Yes	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
Yes	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
Yes	(H) youth who are in, or have aged out of, the foster care system; and
Yes	(I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
Yes	American Indian or Alaskan Native
Yes	Asian
Yes	Black or African American
Yes	Hispanic/Latino
Yes	Native Hawaiian or Other Pacific Islander
Yes	White
Yes	Two or More Races
Yes	Unknown

Q8: What strategies are used to remove barriers to success of students in special populations? Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
<u>Secondary:</u> Region schools and Perkins funds have been utilized to provide translation of CTE documents (i.e., Pathway documents for enrollment); assistive technology for real time translation of classroom instruction, adaptive	<u>Secondary:</u> Individuals with Disabilities, Economically Disadvantaged, Single Parent, Migrant, English Language Learners, Foster Care, Homelessness	<u>Secondary:</u> <ul style="list-style-type: none"> Continued Access and Equity training Continued work to identify barriers at each local school

<p>equipment, as well as collaborating and holding hands with special education to maximize student opportunities in CTE instruction. Region schools have also used funds to create awareness of CTE opportunities by sending teachers of special populations to CTE specific professional development.</p>		<ul style="list-style-type: none"> ● Send at least one special populations representative (ESOL or SPED) to Winter or Summer CTE conference ● Counselors and College and Career Advocates work with special education case managers and ESOL to ensure that students and families are aware of CTE opportunities based on students abilities and IPS indicators ● The Consortium uses funds to purchase CTE specialized tools to allow for access to pathways (ie smaller welding jackets, adaptive tools, specialized welding helmets) ● Translation of work based learning and IPS documents has been completed in Spanish and look to help with translation of other relevant documents ● Consortium sets aside funds to help support economically disadvantaged and homeless students to attend and participate in CTSO ● Translation earbuds have been purchased to allow students to participate in real time in CTE classes ●
<p><u>Secondary Schools:</u> Secondary school districts in our region have equal access for all students to enroll in CTE programs of study. Secondary schools offer support services for members of special populations which include local CTE programs, and allow appropriate accommodations and modifications to ensure success for students of special populations.</p> <p>Consortium schools in our region review data of student performance and are committed to</p>	<p>Individuals with Disabilities, Economically Disadvantaged, Single Parent, Migrant, English Language Learners, Foster Care, Homelessness</p>	<ul style="list-style-type: none"> ● Professional development for teachers, paraeducators, guest teachers, career advisors, guidance counselors and other supports in frameworks to effectively teach students who are members of special populations (ie Culturally responsive PD, ESOL training teacher and aid through Southwest Plains Educational Service Center)

<p>making adjustments to better serve student population students as needed.</p> <p>Emphasis to identifying careers during the advising process at which students who are considered to be a member of special populations can be successful, and addressing those employment options and needed skills during the academic planning process is a priority for school districts in the region.</p> <p>Student intervention specialists, advocates and at risk personnel have been added to secondary school districts in our region.</p>		<ul style="list-style-type: none"> ● Academic and career advising professional development for members of special populations ● Ongoing review of regions, district and schools data results and making supports, accommodations, and modifications to better service special populations as well ● Develop and implement as evaluation of region CTE programs to include an assessment of how the needs of special populations are being met to ensure access and equity for all students ● Inform and build conversations with CTE advisory boards about special populations and opportunities in the workforce
<p><u>Postsecondary</u>: CCC participated in a Civil Rights Audit and was made aware of physical barriers to disabled individuals. New A.D.A. compliant exterior doors were installed in all campus buildings, some interior doors were removed, improvements were made in restrooms to comply with A.D.A. standards. The library stacks are being lowered to 44” to allow accessibility by all students. Several sidewalk areas were improved or replaced for compliance. Curbs were repainted to reflect handicap parking. CCC also has a policy that classes will be re-assigned rooms based on the accessibility of a student. The English/Literature courses are held in a lower level that is not wheelchair accessible so those classes will be moved to a first floor room to provide accessibility. We continue to look for areas of improvement.</p>	<p><u>Postsecondary</u>: Individuals with disabilities will benefit most from these physical improvements. Pregnant women would also benefit from these enhancements (lower library stacks, better sidewalk areas, bathroom improvements).</p>	<p><u>Postsecondary</u>: CCC was financially responsible for the improvements which should last for many years. The College is dedicated to making more improvements (bathrooms). Bathroom upgrades are anticipated for next year or two.</p>

<p><u>Postsecondary</u>: CCC has a dynamic Student Support Services staff that work with low income, first generation students, or students with needs. The staff collaborates with faculty as to what or how these needs will be accommodated. The Northwest Kansas Educational Services office has an employee who regularly brings students to campus to jumpstart the admissions process; these visits include appointments with the Dean of Academics to discuss accommodations.</p>	<p><u>Postsecondary</u>: Economically disadvantaged, out-of-workforce, English learners, foster care youths, individuals with disabilities, military youth, and the homeless can work with the Student Support Services staff.</p>	<p><u>Postsecondary</u>: CCC has always respected the needs of special population individuals. The Student Support Services staff works diligently to ensure student success. CCC has an A.D.A. Compliance Officer listed on the College's website for individuals to contact. The College's policy manual has a policy for addressing student disabilities https://www.colbycc.edu/Assets/Documents/Students/Student-Life/disability-policy.pdf</p>
<p>Postsecondary: NWKTC has a new Title III grant to help address academic and career initiatives for success.</p>	<p>Postsecondary: Homeless, disadvantaged students, single parents, disabled, military youth, foster care youth, out-of-workforce, and English learners need to acknowledge their needs.</p>	<p>Even after the 5 year grant NWKTC is committed to retain the positions so that the initiatives can continue.</p>
<p>Gap</p>	<p>Which special population(s)</p>	<p>Strategies for Improvement</p>
<p><u>Postsecondary</u>: High school students with disabilities will have an I.E.P. on file with their high school but the college has to rely on the student's willingness to share in needing assistance.</p>	<p><u>Postsecondary</u>: Homeless, disadvantaged students, single parents, disabled, military youth, foster care youth, out-of-workforce, and English learners need to acknowledge their needs.</p>	<p>Continued education and communication to students.</p>
<p>On-going training and awareness both faculty, staff and students regarding the special population categories and services available</p>	<p>Homeless, economically disadvantaged, single parents, active military families, English learners, foster care, out-of-workforce.</p>	<p>Provide micro-training at monthly faculty meetings.</p>
<p><u>Secondary</u>: Lack of data from Military Dependent information</p>	<p><u>Secondary</u>: Military Dependent</p>	<p><u>Secondary</u>: Due to lack of military connected families in the region schools may not allow districts to have the data.</p>

Q9: How do schools and colleges ensure that programs are designed for success of students in special populations? Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
<p>NWKTC’s Core Indicators identify that for 1P1, 2P1, and 3P1 special population students performed above the negotiated rate as well as the state rate. NWKTC has consistently been nationally recognized for its retention and graduation rates (The Chronicle of Higher Education; The Aspen Institute)</p> <p>CCC’s Core Indicators identify that for 1P1, special population students performed above the negotiated rate as well as the state rate. For attainment of a credential, special population students performed above the negotiated rate, and the students preparing for a non-traditional gender program exceeded the state rate. For 3P1, two of the special population groups performed at the state rate.</p>	<p><u>Postsecondary</u>: For NWKTC almost all special populations that we have data for are retained at 92% or higher for 1P1 (American Indian or Alaskan Native; Black; Latino; Pacific Islander; White; Two or More Races; Unknown; Individuals from economically disadvantaged families; single parents; homeless individuals, youth in foster care). According to the 2P1 data for NWKTC, the following special populations show that 81% or more of the individuals within the special pops category received the college recognized credentials (American Indian or Alaskan Native; Latino; Pacific Islander; White; Two or More Races; Unknown; Individuals from economically disadvantaged families; single parents; homeless individuals, youth in foster care). According to the 3P1 data for NWKTC, the following special populations show that 10% or more of the individuals within the special pops category led to a non-traditional field (Black; Two or More Races; Unknown; Individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; English learners; homeless individuals; youth with a parent in the military).</p> <p><u>Postsecondary</u>: For CCC, the populations represented in 1P1 included disabled students,</p>	<p>The NWKTC Strategic Planning committee is investigating ways to continually improve student success, retention, graduation and placement rates. Recently the college was awarded a Title III grant to provide additional academic support.</p> <p>The NWKTC Program advisory boards meet twice yearly and continue to review performance data for students in their respective programs. Together with faculty, the advisory boards offer suggestions to help improve student success and employability.</p> <p><u>Postsecondary</u>: CCC- Assessing student success is part of the Program Review process which is on a three year rotation. Student issues are taken into consideration when reviewing curriculum. Student Success Seminar classes give the TRIO staff the opportunity to meet with students</p>

	<p>disadvantaged students, those preparing for a non-traditional gender career and single parents. For 2P1, students represented included disabled, disadvantaged, non-traditional career fields and single parents. For 3P1, students include disabled, disadvantaged, non-traditional careers and English learners. Career clusters for 1P1, the programs meeting or exceeding the 85% negotiated rate include Agriculture, Business Management, & Health Science. Career clusters that met or exceeded the 2P1 negotiated rate include health science. Career clusters that met or exceeded the Kansas state actual overall performance as well as the actual institutional rate included Agriculture, Science/Technology/Engineering as well as Transportation/Distribution/Logistics. The Science/Technology/Engineering rate of 42.86% could be related to several female directors/faculty in the Agriculture department. Special populations by subgroups that consistently performed well include Hispanic, White, Two or more races and Unknown Race.</p>	
<p>Secondary:</p> <ul style="list-style-type: none"> ● Region schools continue to utilize staff to meet the needs of special populations to work to achieve the local adjusted levels of performance. ● Accommodations and collaborations with ESOL and Special Education are provided to create equity in accessing CTE course work and experiences ● Participate in professional development opportunities as well as the procurement of grant funds to focus on 	<p>Secondary:</p> <p>Individuals with Disabilities, Economically Disadvantaged, Single Parent, Migrant, English Language Learners, Foster Care, Homelessness ,</p>	<p>Secondary:</p> <ul style="list-style-type: none"> ● Continued Access and Equity training ● Continued collaboration with transition coordinators, ESOL and Special Education teachers ● Consortium schools continue to use balanced assessment systems in order to measure students skills and to identify supports to ensure students success ● Continue review of school districts special population performance results

<p>the development of CTE secondary programs to eliminate barriers and ensure success for members of special populations</p>		<p>and making data driven decisions to better serve special populations</p> <ul style="list-style-type: none"> ● Identify positions at which student who are considered to be a member of special populations can be successful and address those employment options and needed skills during career and academic planning process ● Create elective fairs to make student of special populations aware of CTE classes in districts ● Recruiting success special populations students as positive role models and encouragers within CTE programs to demonstrate success beyond barriers is possible
<p>Secondary:</p> <ul style="list-style-type: none"> ● Lack of fidelity in student data reporting across the region to address gaps in students performance indicators ● Challenges regarding lack of staffing for specialized support within secondary CTE programs directly affecting student success rates 	<p>Secondary: Individuals with Disabilities, Economically Disadvantaged, Single Parent, Migrant, English Language Learners, Foster Care, Homelessness ,</p>	<p>Secondary:</p> <ul style="list-style-type: none"> ● Collecting special population data, evaluations, and reporting in a timely manner through their region ● Increase collaboration between transition coordinators, at risk or student intervention specialists and CTE faculty ● Continued collaboration and strategic planning for postsecondary transition with local institutions to ensure success for exiters ● Continue to work with transition coordinators and adult services for those students who are eligible as they transition from secondary school to postsecondary or the job force
Gap	Which special population(s)	Strategies for Improvement
<p>While retention and placement rates are issues for only two special populations, the attainment</p>	<p>For NWKTC almost all special populations that we have data for are retained at 92% or</p>	<p>At NWKTC, the Vice President of Academic Advancement is the accommodations coordinator. The VP takes</p>

of college recognized credentials seems to be problematic for several special populations.	higher for 1P1. Those that did not are Individuals preparing for nontraditional fields. According to the 2P1 data for NWKTC, the following special populations show that less than 81% of the individuals within the special pops category received the college recognized credentials (Black; Individuals preparing for nontraditional fields). According to the 3P1 data for NWKTC, the following special populations show that less than 10% of the individuals within the special pops category led to a non-traditional field (American Indian or Alaskan Native; Latino; White; Single Parents).	advantage of additional training to find strategies to assist students with learning disabilities and other issues that require accommodations. Recent use of scanning pens and text-to-speech apps have been helpful for students with learning disabilities to hear rather than read textbooks. The recent completion of a Pearson Vue test center offers an additional facility on campus for students who require a distraction-free testing environment. The college partners with the town of Goodland to continue to plan ways to welcome students of various special populations. Housing options, recreational options, and cultural differences seem to be issues that students identify as challenges.
Secondary: Lack of data from Military Dependent information	Secondary: Military Dependent	Secondary: Due to lack of military connected families in the region schools may not allow districts to have the data.

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
As a technical college, NWKTC offers programs that prepare students for high-wage, high-demand occupations. Additionally our curriculum provides training in the soft skills that will lead to self-sufficiency. Very few programs demonstrate low-wage but high-demand (i.e. C.N.A.; C.M.A; Medical Assistant).	Homeless, single parent, individuals preparing for non-traditional fields	NWKTC will continue to provide individualized attention to students to learn of student issues and concerns.
Secondary: A number of region schools identify and encourage students to earn industry recognized credentials to allow for higher wages in specific disciplines. Schools also collaborate with post-secondary	Secondary: Individuals with Disabilities, Economically Disadvantaged, Single Parent, Migrant, English Language Learners, Foster Care, Homelessness	Secondary: Continued Access and Equity training Continued collaboration with transition coordinators, ESOL and Special Education teachers

<p>opportunities to maximize on minimal expenses for school to further a student's schooling. Student's opportunities in Work Based Learning have also led to paying employment after high school for some students.</p>		
<p>Secondary: All students at the secondary level, including students of special populations participate in career and academic planning process, have an IPS on file beginning in 7th grade.</p> <ul style="list-style-type: none"> ● Through the process students explore high wage and high demand occupations and the skills associated with being successful in those occupations. ● Secondary schools in the regions provide hands-on training opportunities for students to prepare students with the skills that lead to being self sufficient ● Local advisory boards assist CTE programs to be succession future careers and certifications with in those pathways 	<p>Secondary: Individuals with Disabilities, Economically Disadvantaged, Single Parent, Migrant, English Language Learners, Foster Care, Homelessness</p>	<p>Secondary:</p> <ul style="list-style-type: none"> ● Continue to provide support and resources geared to students special needs (adaptive tools, translating of materials, fees to participate) ● Consistent and fluid collaboration and transition with postsecondary institutions to ensure seamless transition of needed support services ● Empower students to advocate for the supports that they need to be successful ● Continue to provided opportunities for educators to connect with Access and Equity resources throughout the state, including KSDE, and provided support and training to school staff regarding those resources ● In Depth labor market analysis for all CTE faculty and support services staff to incorporate high wage, high demand, high skill career exploration for students in special populations ● Provide encouragement and opportunities for students in special populations to take certification and credential tests like there same aged peers without as many barriers as allowed
Gap	Which special population(s)	Strategies for Improvement

Percent of students from certain special populations earning credentials	Individuals with disabilities, individuals from economically disadvantaged families, English learners	NWKTC has received Title III funding and will provide additional academic support through that initiative.
Secondary: Lack of data from Military Dependent information	Secondary: Military Dependent	Secondary: Due to lack of military connected families in the region schools may not allow districts to have the data.