



# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

Carl D. Perkins V – Strengthening Career and Technical Education for the 21<sup>st</sup> 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)                       | Chris Holborn | USD 383            | 785-587-2100 | christopherh@usd383.org        |
| Postsecondary Institution(s) | Kerri Bellamy | MATC               | 785-587-2800 | KerriBellamy@manhattantech.edu |

Add rows as needed

Date Feb 1, 2024 Regional Team Name Manhattan

- 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 trainings 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:
  - Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
  - Evaluation of the progress toward implementing CTE programs and programs of study.

- Description of recruitment, retention, and training for CTE educators.
- 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](mailto: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](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.

|  |                                |                      |
|--|--------------------------------|----------------------|
| <b>Regional Team</b><br><b>Name:</b> <u>Manhattan LCNA</u> <b>Date:</b> <u>Feb 1, 2024</u> |                                |                      |
| <b>Regional Needs Assessment Team Co-chairs:</b>   | <b>Email:</b>                  | <b>Phone number:</b> |
| <b>Secondary:</b> Chris Holborn  | christopherh@usd383.org        | <b>785-587-2100</b>  |
| <b>Postsecondary:</b> Kerri Bellamy  | KerriBellamy@manhattantech.edu | <b>785-587-2800</b>  |

Add rows as needed

## Regional Needs Assessment Team

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

| Representative                   | Name          | Institution and Position             |
|----------------------------------|---------------|--------------------------------------|
| <b>Secondary Co-chair(s)</b>     | Chris Holborn | USD 383 – CTE Coordinator            |
| <b>Postsecondary Co-chair(s)</b> | Kerri Bellamy | MATC - Dean of Advanced Technologies |

|   |                    |   |
|---|--------------------|---|
| Teachers - Secondary  | Rick Kinion        | CTE/Auto Instructor, Junction City High School                    |
| Teachers - Secondary  | Megan Steiner      | Riley County High School  |
| Faculty - Postsecondary   | Rachel Ohmes       | MATC - Communications Faculty                                     |
| Faculty - Postsecondary   | Chelsea Weese      | MATC - Gen Ed Faculty   |
| Secondary Administration  | Kale Katt          | USD 475 – Assistant Principal/CTE Coordinator                     |
| Secondary Administration  | Rex Boley          | USD 384 Superintendent  |
| Postsecondary Administration  | Kim Davis          | MATC - Dean   |
| Postsecondary Administration  | Cara Baker         | Highland Community College – Western Director                     |
| Specialized instructional support and paraprofessionals   | Pamela Imperato    | Manhattan Area Technical College                                  |
| Specialized instructional support and paraprofessionals   | Lisa Torres-Wigton | Instructional Coach, Junction City High School                    |
| Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth | Taylor Burgardt    | Behavior Specialist, Junction City High School                    |
| Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth | Karyn Sullivan     | Job Corp  |
| Representatives of Special Populations  | Darren Ortega      | Manhattan Area Technical College                                  |
| Representatives of Special Populations  | Jamie Schnee       | Manhattan High School Sped Dept chair                             |
| Career Guidance and Academic Counselors   | Dr. Mick Tener     | Counselor, Riley County High School, USD 378                      |
| Career Guidance and Academic Counselors   | Nancy Dettmer      | Internship/Scholarship Coordinator, Junction City High School     |
| Students  | Gracie Erichsen    | Health Science Pathway Student, Junior, Junction City High School |
| Students  | Seth Bovee         | MATC - Student  |
| Community Members   | Reed Bellamy       | Community Member - Manhattan, KS<br>rbellamy@ksu.edu              |
| Community Members   | Ashley Carr        | teacher and community member                                      |
| Business & Industry Representatives   | Kelsey Fellows     | HR - Cimmaron Trailers  |
| Workforce Development Representatives   | Gary Westerman     |   |
| Workforce Development Representatives   | Misty Woolery      | Heartland Works   |
| Parents   | Kathy Ricketts     | Parent (Leonardville, Kansas)                                     |
| Parents   | Lee Buchanan       | Parent (Olsburg, KS)  |

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| Representative of Adult Education Programs (one representative is sufficient per state requirement)   | Bonnie Meeks     | Adult Education Instructor for HCC                       |
| Representative of Adult Education Programs (one representative is sufficient per state requirement)   | Beth Dugan       | MATC - Adult Ed  |
| Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement) | Stacey Jones     | Students Services Rep., Disabilities Coordinator for HCC |
| Representatives of Indian Tribes and Tribal organizations (where applicable)  |                  |  |
| Representatives from CTE programs at correctional institutions (where applicable)   | Adam Cooke       | Corrections Captain, Geary County Detention Center       |
| Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)  | Kim Withroder    | MATC - Data  |
| Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)  | Pam Kraus        | Smoky Hill Service Center                                |
| Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)  | Amanda Parthemer | School Business Education Consortium                     |
| Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)  | Lidia Smith      | Dept of Commerce   |



## 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](mailto:PerkinsV@ksbor.org) to request approval.

#### Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
  - a. Long Term Projection Data
  - b. Short Term Projection Data
  - c. Vacancy Reports
  - d. High Demand Occupations
  - e. Occupational Reports
2. Kansas Career Navigator Data: <https://kscareernav.gov/>
3. KSDegreeStats.org: [https://www.ksdegreestats.org/program\\_search.jsp](https://www.ksdegreestats.org/program_search.jsp)
4. K-TIP Report: [https://kansasregents.org/workforce\\_development/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](mailto: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 Operational Classification (SOC) used by the U.S. Department of Labor.

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

**Part 2:** Use additional approved sources of data

Request approval for additional local sources of labor market data by email - [PerkinsV@ksbor.org](mailto: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   |
|---|--|---|
| <u>Secondary</u>  |  |   |
| <p><u>01.0901 Animal Science (Secondary):</u><br/>39 Concentrators, 60 Annual Openings (31-9096)<br/>ONet crosswalked with many SOC Codes, used 45-1011 and 31-9096.</p> <p><u>14.0501 Biomedical (Secondary)</u><br/>35 Concentrators, 18 Annual Openings, Wage: **<br/>ONet crosswalk codes require a bachelor’s degree and little data. Many other health science &amp; medical occupations related could be included.<br/>19-4021 Biological Technicians (7)<br/>11-9041.01 Biofuels/Biodiesel Technology and Product Development Managers (19)<br/>17-2031.00 Bioengineers and Biomedical Engineers (**not enough data)<br/>25-1032.00 Engineering Teachers, Postsecondary (31)</p> <p><u>01.0101 Agribusiness / Agri Bus. Operations (Secondary)</u><br/>Concentrators: 0<br/>SOC Code(s): 11-9013 Farmers, Ranchers, and Other Agricultural Managers<br/>Not Enough data show job projections. In searching job agencies jobs in agriculture and business agriculture management do exist. Only one pathway in region and other Ag pathways give students background in agribusiness.</p> <p><u>03.0101 National Resources and Environmental Serv. (Secondary)</u></p> | <p><u>14.1401 Biochemistry (Secondary)</u><br/>13 Concentrators, 72 Annual Openings, Wage: \$47,651<br/>ONet crosswalk careers some require bachelor’s degree.<br/>19-4031 Chemical Technicians (7)<br/>11-9041.01 Biofuels/Biodiesel Technology and Product Development Managers (19)<br/>17-2081.00 Environmental Engineers Bright Outlook Bright Outlook (15)<br/>17-2111.00 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors (**not enough data)<br/>17-2111.02 Fire-Prevention and Protection Engineers (**not enough data)<br/>25-1032.00 Engineering Teachers, Postsecondary (31)</p> <p><u>50.0499 Graphic Design (Secondary)</u><br/>15 Concentrators, 35 Annual Openings, Wage: \$48,495<br/>ONet did not crosswalk SOC Code. SOC 27-1024 was used. Other SOC codes could connect to graphic design. LCNA group discussed the importance and need for entry level positions in small companies needing students graphic design and video skills for jobs that aren’t often posted.</p> <p><u>52.0801 Business Finance (Secondary)</u><br/>52 Concentrators, 1296 Annual Openings, Wage: High School 43 codes: \$36,236 bachelor's 13 codes 67,555<br/>ONet crosswalks with several career codes in 11-0000 and 13-0000 categories. Many occupations require a bachelor's degree. Connects with several careers in 43-0000 category</p> | <p><u>11.1004 Web and Digital (Secondary)</u><br/>147 Concentrators, 130 Annual Openings, Wage: \$65,696<br/>ONet crosswalked career data was incomplete, Used Web Developers, Computer User Support specialist, Computer occupations and average wage for all careers in 15-0000. Specific crosswalks to 15-1254 Web Developers; 15-1255 Web and Digital Interface Designers but data is only found for 15-1257 Web Developers and digital Interface Designers</p> |

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| <p>6 Concentrators, *** Annual Openings, Wage: \$53,424<br/>ONet crosswalks several codes 19-1031 Conservation Scientists, 19-1032 Foresters, 19-4071 Forest and Conservation Technicians; other career options would exist that require bachelor's degree.</p> <p><u>01.0201 Power, Structural &amp; Technical Sys. (Secondary)</u><br/>160 Concentrators, 168 Annual Openings, Wage: \$48,299<br/>ONet crosswalks 49-3041 Farm Equipment Mechanics and Service Technicians, however many schools use this pathway for welding and fabrication courses. SOC Code 51-4121 with 133 openings. **Data doesn't reflect other occupations that are needed in agriculture sector in region. Discussion with advisory committee and searching local job search databases more jobs exist.</p> | <p>requiring only high school or equivalents- Job growth was mixed. Many high paying jobs exist in management positions.<br/>13-0000 Business and Financial Operations Occupations (1472)<br/>43-0000 Office and Administrative Support Occupations (-176)</p> <p><u>52.0799 Bus. Mngmt and Entrepreneurship (Secondary):</u><br/>46 Concentrators, 1,273 Annual Openings, Wage: \$99,883<br/>ONet did not crosswalk however many careers located in category 11-0000 would relate but may require High school diploma and bachelor's degree.</p> <p><u>01.9999 Comprehensive Agriculture (Secondary):</u><br/>58 Concentrators, 236 Annual Openings, Wage: \$37,077<br/>ONet did not crosswalk a SOC Code, best match is 45-0000 category which includes all occupations in Farming, Fishing, and forestry occupations not requiring bachelor's degree.</p> <p><u>46.0000 Construction &amp; Design (Secondary)</u><br/>165 Concentrators, 1,294 Annual Openings, Wage: \$49,914<br/>ONet crosswalks 47-1011.00 however courses in pathway lead into a wide variety of high demand careers in construction. The entire category of 47-0000 of Construction and Extraction Occupations should be used.</p> <p><u>43.0199 Corrections, Security, Law &amp; Law Enforcement Services (Secondary)</u><br/>5 or fewer Concentrators, 625 Annual Openings, Wage: \$47,355<br/>Used category 33-0000 – Protective Service Occupations as many career options exist that only require High School Diploma.</p> <p><u>09.0702 Digital Media (Secondary):</u><br/>66 Concentrators, 191 Annual Openings, Wage: \$54,078<br/>ONet crosswalks codes but fails to connect to careers that fall in 27-2090 – 27-4098 (some requiring postsecondary)</p> <p><u>19.0709 Early Childhood Dev. &amp; Serv. (Secondary)</u><br/>8 Concentrators, 218 Annual Openings, Wage: \$24,687<br/>ONet crosswalks 39.9011 – <u>critical demand in area as service supports all other professions and the workforce</u></p> <p><u>04.0101 Eng. &amp; Applied Mathematics (Secondary)</u><br/>5 or fewer Concentrators, 62 Annual Openings, Wage: \$51,506<br/>ONet no cod matched. Used Careers in SOC code category 17-0000 that did not require bachelor's degree.</p> |  |
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|  | <p><u>19.0799 Family, Comm. &amp; Consumer Serv. (Secondary)</u><br/> Concentrators: 107, Openings: 484; Wage: \$47,023<br/> Did not crosswalk, secondary pathway could crosswalk with any in 21-0000 Community and Social Service Occupations category (many require bachelor's degree)</p> <p><u>19.0999 Fashion, Apparel, Interior Design (FAID) (Secondary)</u><br/> 5 or fewer Concentrators, 26 Annual Openings, Wage: \$39,941<br/> ONet did not crosswalk, Career Codes in 27-1000 category with some requiring bachelor's degree (27-1022 Fashion Designers; 27-1025 Interior Designers; 27-1026 Merchandise Displayers and Window Trimmers)</p> <p><u>1.0401 Food Products &amp; Processing Systems (Secondary)</u><br/> Concentrators: 0, Openings: 47 ; Wage: \$37,924<br/> Onet did not crosswalk, used 19.4010 Agriculture and Food Science Technicians (associate degree). Other SOC codes could qualify.</p> <p><u>50.0499 Graphic Design (Secondary)</u><br/> 15 Concentrators, 35 Annual Openings, Wage: \$48,495<br/> ONet did not crosswalk SOC Code. SOC 27-1024 was used. Other SOC codes could connect to graphic design</p> <p><u>51.9999 Health Science (Secondary)</u><br/> 41 Concentrators, 1774 Annual Openings, Wage: \$48,029<br/> ONet did not crosswalk. Many career codes in 29-0000 and 31-0000 category would fit, those without requiring bachelor's degree were chosen.</p> <p><u>11.0301 Information Support and Services (Secondary)</u><br/> Less than 5 Concentrators, 148 Annual Openings, Wage: \$64,512<br/> ONet 15-1299 Computer Occupations, All Other, included: 15-1231 Computer Network Support Specialists, 15-1232 Computer User Support Specialists fit better with only an associate degree, or some college required.</p> <p><u>48.0000 Manufacturing (Secondary)</u><br/> Less than 5 Concentrators, 1,794 Annual Openings, Wage: \$43,295<br/> Many careers in 51-0000 category fit manufacturing pathway (many areas)</p> <p><u>52.1402 Marketing (Secondary)</u><br/> 8 Concentrators, 2,812 Annual Openings, Wage: \$41,490</p> |  |
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|  | <p>SOC code represented careers with bachelor's degree. Used 41-0000 category to reflect many sales / marketing career options.</p> <p><u>49.9999 Mobile Equipment Maintenance (Secondary)</u><br/>16 Concentrators, 95 Annual Openings, \$42,387<br/>ONet didn't crosswalk. Used 49-3023 – many other SOC codes could also qualify.</p> <p><u>01.1101 Plant Systems (Secondary):</u><br/>13 Concentrators, 92 Annual Openings, Wage: \$39,066<br/>ONet crosswalks many SOC codes however most compatible would be 45-1011 (First-Line Supervisors of Farming, Fishing, and Forestry Workers) 45-2092 (Farmworkers and Laborers, Crop, Nursery, and Greenhouse) along with other SOC codes including those with bachelor's degrees including 19-1013.00 Soil and Plant Scientists</p> <p><u>11.0201 Programming and Software Dev. (Secondary)</u><br/>6 Concentrators, 581 Annual Openings in sector, Wage: \$81,249<br/>ONet crosswalks mostly bachelor's degree fields. Little workforce data seen Used Category code 15-0000 as average. High demand careers in many related areas in SOC code.</p> <p><u>12.0504 Restaurant and Event Mngmt (Secondary)</u><br/>134 Concentrators, 461 Annual Openings, Wage: \$36,395-66,070<br/>ONet Crosswalks to several specific codes 11-9051 Food Service Managers; 35-1011 Chefs and Head Cooks; 35-1012 First-Line Supervisors of Food Preparation and Serving Workers; 35-2013 Cooks, Private Household but also could relate to many careers in 35-0000 category.</p> <p><u>13.0101 Teaching/Training (Secondary)</u><br/>10 Concentrators, 405 in non-postsecondary with many more Annual Openings in a wide variety of areas, Wage: \$50,783<br/>Could use all SOC codes in category 25-0000 that didn't require bachelor's degree (only) however many students would need to go onto postsecondary. 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education; 25-9043 Teaching Assistants, Special Education; 25-9049 Teaching Assistants, All Other</p> |   |
| <p><b>List pathways/programs with adequate concentrator count for the job openings</b></p> | <p><b>List pathways/programs with too few concentrators for the job openings</b></p>   | <p><b>List pathways/programs with too many concentrators for the job openings</b></p> |
| <p><b>Postsecondary</b></p>  |  |   |

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| <p><u>15.0599 Critical Environments Technology (MATC)</u><br/> Concentrators: 0<br/> Openings: n/a, Wage: \$ n/a - emerging field<br/> SOC Code(s): 17-3029 Engineering Technologists and Technicians, Except Drafters, All Other</p> <p><u>15.1302 Engineering Graphics &amp; Technologies / Digital Drafting (HCC)</u><br/> Concentrators: 18 (11 CERTC; 7 ASSOC)<br/> Openings: 14, Wage: \$55,888<br/> SOC Code(s): 17-3011 Architectural and Civil Drafters, 17-3012 Electrical and Electronics Drafters Mechanical Drafters, 17-3013, 17-3019 Drafters, All Other</p> <p><u>47.06013 Diesel Technology (HCC)</u><br/> Concentrators: 70 (59 CERTC, 11 ASSOC)<br/> Openings: 60, Wage: \$53,051<br/> SOC Code(s): 49-3023.00 Automotive Service Technicians and Mechanics, 49-3031; Bus and Truck Mechanics and Diesel Engine Specialists; 49-3041 Farm Equipment Mechanics and Service Technicians</p> <p><u>51.0713 Medical Coding (HCC)</u><br/> Concentrators: 18<br/> Openings: 19, Wage: \$39,569<br/> SOC Code(s): 29-2072 Medical Records Specialists; 29-9021 Health Information Technologists and Medical Registrars, could include 31-9094 Medical Transcriptionist and 31-9099 Medical Support Workers, all Other</p> | <p><u>01.0102 Agribusiness / Agricultural Business Operations (HCC)</u><br/> Concentrators: &gt;5<br/> Openings: n/a, Wage: \$73,495<br/> SOC Code(s): 11-9013 Farmers, Ranchers, and Other Agricultural Managers</p> <p><u>01.0308 Precision Ag / Agroecology and Sustainable Agr (HCC)</u><br/> Concentrators: 9<br/> Openings: 101, Wage: \$35,554<br/> SOC Code(s): 11-9013 Farmers, Ranchers, and Other Agricultural Managers, Other SOC codes that are relatable 45-2092</p> <p><u>11.1001 Information and Network Technology (MATC)</u><br/> Concentrators: 31 (30 CERTC, 31 ASSOC)<br/> Openings: 107, Wage: \$55,396<br/> SOC Code(s): 15-1142 Network and Computer Systems Administrators; 15-1152 Computer Network Support Specialists; 11-3021 Computer and Information Systems Managers; 15-1122 Information Security Analysts; 15-1143 Computer Network Architects; 15-1231 Computer Network Support Specialists; 15-1232; Computer User Support Specialists</p> <p><u>11.1006 Computer Support Technology (HCC)</u><br/> Concentrators: 21<br/> Openings: 107, Wage: \$55,396<br/> SOC Code(s): 15-1231 Computer Network Support Specialists; 15-1232; Computer User Support Specialists</p> <p><u>15.0613 Industrial Engineering Technology (MATC)</u><br/> Concentrators: 0<br/> Openings: 7, Wage: \$54,739<br/> SOC Code(s): 17-3026 Industrial Engineering Technologists and Technicians</p> <p><u>19.0708 Early Childhood (HCC)</u><br/> Concentrators: 13<br/> Openings: 272, Wage: \$48,010<br/> SOC Code(s):<br/> 25-2011 Preschool Teachers, Except Special; 25-2012 Kindergarten Teachers, Except Special Education also should be included 39-9011 Childcare Workers</p> | <p><u>51.2603 Medication Aide (HCC &amp; MATC)</u><br/> Concentrators: 44 (HCC 34; MATC 10)<br/> Openings: 11, Wage: \$43,185<br/> SOC Code(s): 31.9099 Healthcare Support Workers, All Other.</p> |
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31.0507 Personal Fitness Trainer (HCC)

Concentrators: 0

Openings: 118, Wage: \$41,990

SOC Code(s): 29-9091 Athletic Trainers;

39-9031 Exercise Trainers and Group Fitness Instructors

43.0107 Criminal Justice (HCC)

Concentrators: < 5

Openings: 196, Wage: \$53,084

SOC Code(s): 33-3011 Bailiffs; 33-3021 Detectives and

Criminal Investigators; 33-3021 Police Identification and

Records Officers; 33-3021 Intelligence Analysts;

33-3051 Police and Sheriff's Patrol Officers; 33-3051 Customs

and Border Protection Officers; 33-9021 Private Detectives

and Investigators

46.0201 Construction Technology (HCC & MATC)

Concentrators: 50

Openings: 315, Wage: \$57,759

SOC Code(s): 47-1011 First-Line Supervisors of Construction

Trades and Extraction Workers; 47-1011 Solar Energy

Installation Managers; 47-2031 Carpenters; could also include

many other 47-category SOC codes

46.0301 Electric Power and Distribution (MATC)

Concentrators: 48 (30 CERTC; 18 ASSOC)

Openings: 155, Wage: \$77,473

SOC Code(s): 49-1011 First-Line Supervisors of Mechanics,

Installers, and Repairers; 49-2095 Electrical and Electronics

Repairers, Powerhouse, Substation, and Relay; 49-9051

Electrical Power-Line Installers and Repairers

46.0302 Electrical Technology (HCC)

Concentrators: 43 (36 CERTB; 7 CERTC)

Openings: 107 (just 47-2111), Wage: \$54,361

SOC Code(s): 47-1011 First-Line Supervisors of Construction

Trades and Extraction Workers; 47-1011 Solar Energy

Installation Managers; 47-2111 Electricians; 49-2098 Security

and Fire Alarm Systems Installers; 49-9097 Signal and Track

Switch Repairers

47.0201 HVAC (HCC & MATC)

Concentrators: 32 (15 CERTB HCC; 17 MATC)

Openings: 77, Wage: \$51,882

SOC Code(s): 49-9021 Heating, Air Conditioning, and

Refrigeration Mechanics and Installers

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|  | <p><u>47.0603 Automotive Collision Repair (HCC)</u><br/> Concentrators: 12 CERTC<br/> Openings: 55, Wage: \$43,454<br/> SOC Code(s): 13-1032 Insurance Appraisers, Auto Damage;<br/> 49-3021 Automotive Body and Related Repairers; 49-3022<br/> Automotive Glass Installers and Repairers; 51-9124 Coating,<br/> Painting, and Spraying Machine Setters, Operators, and<br/> Tenders</p> <p><u>47.0604 Automotive Technology (HCC &amp; MATC)</u><br/> Concentrators: 63<br/> Openings: 606, Wage: \$42,387<br/> SOC Code(s): 49-2093 Electrical and Electronics Installers and<br/> Repairers, Transportation Equipment; 49-2096 Electronic<br/> Equipment Installers and Repairers, Motor Vehicles; 49-3023<br/> Automotive Service Technicians and Mechanics</p> <p><u>48.0508 Welding Technology (HCC &amp; MATC)</u><br/> Concentrators: 82<br/> Openings: 146, Wage: \$47,455<br/> SOC Code(s): 51-4121 Welders, Cutters, Solderers, and<br/> Brazers; 51-4122 Welding, Soldering, and Brazing Machine<br/> Setters, Operators, and Tenders</p> <p><u>51.0801 Medical Assistant (HCC)</u><br/> Concentrators: 28 CERTB<br/> Openings: 114, Wage: \$36,018<br/> SOC Code(s): 31-9092 Medical Assistant</p> <p><u>51.0810 / 51.0904 EMT: Basic (HCC &amp; MATC)</u><br/> Concentrators: 25<br/> Openings: 46; Wage: \$25,122<br/> SOC Code(s): 53-3011 Ambulance Drivers and Attendants, Except<br/> Emergency Medical Technicians. Using 29-2040 Emergency Medical<br/> Technicians and Paramedics which fits closer</p> <p><u>51.1004 Medical Laboratory Biotechnology (MATC)</u><br/> Concentrators: 12<br/> Openings: 41, Wage: \$55,837<br/> SOC Code(s): 25-1071 Health Specialties Teachers, Postsecondary;<br/> 29-2010 Medical and Clinical Laboratory Technologists</p> <p><u>51.1005 Advanced Laboratory Biotechnology (MATC)</u><br/> Concentrators: 0<br/> Openings: 41, Wage: \$55,837</p> |  |
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|  | <p>SOC Code(s): 25-1071 Health Specialties Teachers, Postsecondary; 29-2010 Medical and Clinical Laboratory Technologists</p> <p><u>51.1009 Phlebotomy Technician / Phlebotomist (MATC)</u><br/> Concentrators: 21<br/> Openings: 40, Wage: \$35,198<br/> SOC Code(s): 25-1071 Health Specialties Teachers, Postsecondary; 31-9097 Phlebotomists</p> <p><u>51.3801 Associate Degree in Nursing (HCC &amp; MATC)</u><br/> Concentrators: 105<br/> Openings: 349, Wage: \$70,747<br/> SOC Code(s): 29-1141 Registered Nurses</p> <p><u>51.3901 Practical Nursing (HCC &amp; MATC)</u><br/> Concentrators: 50<br/> Openings: 116, Wage: \$50,386<br/> SOC Code(s): 29-2061 Licensed Practical and Licensed Vocational Nurses</p> <p><u>51.3902 Nursing Aide (HCC &amp; MATC)</u><br/> Concentrators: 293<br/> Openings: 607, Wage: \$32,583<br/> SOC Code(s): 31-1131 Nursing Assistants</p> <p><u>52.0302 Business and Accounting / Business Admin Accounting (HCC &amp; MATC)</u><br/> Concentrators: 30<br/> Openings: 355, Wage: \$45,471<br/> SOC Code(s): 13-2082.00 Tax Preparers; 43-3031.00 Bookkeeping, Accounting, and Auditing Clerks; 43-3051.00 Payroll and Timekeeping Clerks; 43-4011.00 Brokerage Clerks; 43-9111.00 Statistical Assistants</p> <p><u>52.0401 Business Technology / Administrative Assistant (HCC &amp; MATC)</u><br/> Concentrators: 16<br/> Openings: 988, Wage: \$46,102<br/> SOC Code(s): 43-1011.00 First-Line Supervisors of Office and Administrative Support Workers; 43-4161.00 Human Resources Assistants, Except Payroll and Timekeeping; 43-6011.00 Executive Secretaries and Executive Administrative Assistants; 43-6014.00 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive</p> |  |
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**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   |
|---|---|--|
| 11.0301 Information Support & Services (Secondary), | SOC codes in 15-0000 category with high wage careers  | Difficult to find instructors and/or equipment for secondary institutions for a small population of students.<br><br>MATC/KSU/MHS dual credit CC courses; Statewide need more students entering STEM and cybersecurity fields.   |
| 11.0901 Network Systems (Secondary)                 | SOC codes in 15-0000 category with high wage careers<br>O Net 15-1151 Computer User Support Specialist that requires just some college project to be 116 a year.  | Difficult to find instructors and/or equipment for secondary institutions for a small population of students.  |
| 15.0000 Aviation Production Pathway (Secondary)     | Aligns with<br>17-3021 Aerospace Engineering and Operations Technologists and Technicians 17-3022 Civil Engineering Technologists and Technicians 17-3023 Electrical and Electronic Engineering Technologists and Technicians 17-3024 Electro-Mechanical and Mechatronics Technologists and Technicians 17-3024 Electro-Mechanical and Mechatronics Technologists and Technicians 17-3026 Industrial Engineering Technologists and Technicians. Regional openings show 23 openings, however proximity to jobs in Wichita area show over 200 jobs. | LCNA committee discussed proximity to Wichita and state-wide job need as evidence to need for pathway. Students would learn skills that would be transferrable to many other relatable fields. Also noted the proximity to K-State Salina as postsecondary option for students.  |
| 43.0299 Emergency & Fire Management (Secondary)     | 29-2040 Emergency Medical Technicians (46 opening); 33-2011 Firefighters (55 openings); with various other relatable fields in law and public cluster   | LCNA committee discussed the increasing need and jobs in the region in law and public safety. The pathway is an entry point with valuable and highly needed credential of EMT.   |
| Graphic Design (Secondary & Postsecondary)          | SOC 27-1024 was used. Other SOC codes could connect to graphic design.  | SOC 27-1024, Graphic Designers, was identified as a high demand occupation in Arts, AV Technologies, and Communications for both the state of Kansas and the NE region. 2023 High Demand by Career Cluster (KDOL)<br><br>LCNA group discussed the importance and need for entry level positions in small companies needing students with graphic design and video skills for jobs that aren't often posted. For example, small businesses are seeking individuals to update web and social media and do light marketing along with other skills. Secondary and postsecondary would provide value. Also, other careers are closely related including Web Developers, Computer User Support specialist, Computer occupations and average wage for all careers in 15-0000. Specific crosswalks to 15-1254 Web Developers; 15-1255 Web and Digital Interface Designers but data is only found for 15-1257 Web Developers and digital Interface Designers. In online search over 100 positions are posted in Manhattan area alone for various IT positions, many of which are entry level and pathway would be starting point to learn on the job or attend postsecondary 2-year program in IT. |

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| Culinary Arts (Postsecondary)  | <p>Combined 363 openings<br/> 35-1011 Chefs and Head Cooks<br/> 35-1012 First-Line Supervisors of Food Preparation and serving Workers<br/> Could also include Soc Codes in 35-0000 although many just require High School.</p>   | <p>Noted by committee that food service managers and chef and culinary could be beneficial in region with hospitals, nursing home, schools, colleges, and universities. Near Manhattan and surrounding areas, there is a need in the general tourism industry.</p>  |
| <p>Early Childhood (Postsecondary)<br/> HCC (19.0708) is offering CDA Credentialing Program to high school students through Excel in Career and Technical Education (formerly Senate Bill 155). It is available and the Western Center and Wamego locations.</p> | <p>56 Annual Openings<br/> Annual Wage: \$34,306<br/> 25-1192 Family &amp; Consumer Science Teachers, Postsecondary (No Data)<br/> 25-2011 Preschool Teachers, Except Special Education (56 Openings, \$34,306)</p>   | <p>Manhattan task force has been formed to identify lack of childcare. The K-State Extension Office is also partnering with Geary County agencies to address the lack of childcare in Geary County. Greater Manhattan Foundation is working on kickstart childcare program.<br/> Wamego CTE ECH Students continue to be employed at local childcare and preschools to fill gap in adult workers in childcare with paid internships and after school jobs.</p>   |
| Teaching & learning – Intro to education (postsecondary)   | <p>Paraeducators, substitute teachers, and highly qualified teachers in CTE</p>   | <p>Several educational &amp; training SOC codes were identified as high-demand high-wage occupations for Kansas and the NE region while others were identified as high-demand occupations. 2023 High demand by Career Cluster (KDOL)</p> <p>Justification of employment vacancies at regional school districts for paraeducators, substitute teachers, and highly qualified CTE Teachers.</p>   |
| Electrical (Postsecondary)   | <p>125 Annual Openings; \$67,863 Annual Mean Wage<br/> 47-1011 First-Line Supervisors of Construction Trades and Extraction Workers<br/> 107 Annual Openings; \$54,361 Annual Mean Wage<br/> 47-2111 Electricians<br/> 9 Annual Openings; \$51,683 Annual Mean Wage<br/> 49-2098 Security and Fire Alarm Systems Installers<br/> ≤ 5 Annual Openings; \$82,510 Annual Mean Wage (KS)<br/> 49-9097 Signal and Track Switch Repairers</p> | <p>SOC 47-2111 was identified as a high-demand high-wage occupation for Kansas and the NE region. 2023 High Demand by Career Cluster (KDOL)</p> <p>Highland has B, C, and Assoc options. LCNA recognizes that along with other building trades the area lacks qualified workforce and labor data doesn't reflect true need.</p> <p>Postsecondary concentrator data showed 43 concentrators (HCC) with at least 107 openings in the area. MATC is in the planning stages of adding a program in this area.</p>   |
| <p>Plumbing (Postsecondary)<br/> HCC's current HVAC program only contains two basic plumbing courses.</p>  | <p>125 Annual Openings; \$67,863 Annual Mean Wage<br/> 47-1011 First-Line Supervisors of Construction Trades and Extraction Workers<br/> 64 Annual Openings; \$56,306 Annual Mean Wage (NE)<br/> 41 Annual Openings; \$52,323 Annual Mean Wage (NC)<br/> 47-2152 Plumbers, Pipefitters, and Steamfitters<br/> ≤ 5 Annual Openings; \$47,421 Annual Mean Wage<br/> 47-4071 Septic Tank Servicers &amp; Sewer Pipe Cleaners</p>           | <p>SOC 47-2152 was identified as a high-demand high-wage occupation for Kansas and the NE region. 2023 High Demand by Career Cluster (KDOL)</p> <p>LCNA reiterated the need in the area and other building trades in all the communities and rural areas as lack of qualified individuals exists.</p> <p>Postsecondary concentrator data showed 0 concentrators in the region, but with significant job opportunity. The KBOR Kansas Training Information Program (K-TIP) report showed only 28 concentrators in the state for CIP 46.0503 with over 440 annual openings statewide.</p> |
| Biomanufacturing (Postsecondary)   | <p>12 Annual Openings; \$45,178 Annual Mean Wage<br/> 19-4021 Biological Technicians<br/> 9 Annual Openings; \$54,824 Annual Mean Wage</p>  | <p>Biomanufacturing is an emerging field and thus the regional job projects are not reflective of the potentially high demand that a program could support as the 'Animal Health Corridor'</p>  |

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|  | 19-4031 Chemical Technicians<br>47 Annual Openings; \$37,924 Annual Mean Wage<br>19-4010 Agricultural and Food Science Technicians  | develops. LCNA discussed the area need with impact of NBAF and other subsidiary companies and agencies.  |
| Cybersecurity (Postsecondary) 11.0901          | Openings: 107, Wage: \$55,396<br>SOC Code(s): 15-1142 Network and Computer Systems Administrators; 15-1152 Computer Network Support Specialists; 11-3021 Computer and Information Systems Managers; 15-1122 Information Security Analysts; 15-1143 Computer Network Architects; 15-1231 Computer Network Support Specialists; 15-1232; Computer User Support Specialists<br>(Annual opening & wage data from 11.1001) | This is similar to 11.1001 Network and System Administration/Administrator, but with a cybersecurity focus. Given today's environment with most data being electronic, cyber security is necessary.<br><br>Several related SOC codes (15-1256, 15-1232, 15-1211, 11-3021, 15-1244, 15-1299, 15-1242, and 15-1251) are listed as high-demand high-wage occupations for Kansas and the NE region. 2023 High Demand by Career Cluster (KDOL)  |
| Automation Engineering (Postsecondary) 15.0406 | Openings 9 (106 state); Wage: \$65,787 (64,020 state)<br>17-3023 Electrical and Electronic Engineering Technologists and Technicians<br>9 Annual Openings; \$54,824 Annual Mean Wage<br>17-3024 Electro-Mechanical and Mechatronics Technologists and Technicians   | Manhattan is the home to the NBAF research laboratory (Biosafety Level 4 / BSL-4) which was completed in 2022. Manhattan is also the home of BRI, a BSL-3 laboratory, which means it requires the second highest level of biosafety precautions. Additionally, K-State's Vet Med labs include BSL-2 laboratories, which require the third highest level of biosafety precautions. This growth, along with other planned regional business developments, supports automation engineering in the region. The program would be aligned with KBOR. |

**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>11.1004 Web and Digital (Secondary)</u><br/>           147 Concentrators, 130 Annual Openings, Wage: \$65,696<br/>           ONet crosswalked career data was incomplete, Used Web Developers, Computer User Support specialist, Computer occupations and average wage for all careers in 15-0000. Specific crosswalks to 15-1254 Web Developers; 15-1255 Web and Digital Interface Designers but data is only found for 15-1257 Web Developers and digital Interface Designers</p> | <p>Pathway gives the best opportunity to expose students to sectors of information technology that connect to jobs in various high demand areas.</p> <p>The job skills learned in this pathway are applicable to many other professions. These soft skills are sought after in all employment opportunities.</p> | <p>ONet crosswalked career data was incomplete, Used Web Developers, Computer User Support specialist, Computer occupations and average wage for all careers in 15-0000. Specific crosswalks to 15-1254 Web Developers; 15-1255 Web and Digital Interface Designers but data is only found for 15-1257 Web Developers and digital Interface Designers. In online search over 100 positions are posted in Manhattan area alone for various IT positions, many of which are entry level, and pathway would be starting point to learn on the job or attend postsecondary 2-year program in IT.</p> |
| <p><u>51.2603 Medication Aide (HCC &amp; MATC)</u><br/>           Concentrators: 44, Openings: 11, Wage: \$43,185<br/>           SOC Code(s): 31.9099 Healthcare Support Workers, All Other.<br/>           Data doesn't represent real job outlook.</p>  | <p>Certification Medication Aide certification can distribute medication in many facilities. Those working in Long Term Care (LTC) facilities need this certification to distribute medications.</p> <p>This program provides a gateway to other Allied Health, nursing, and health care programs.</p>           | <p>Data doesn't reflect real openings.</p> <p>Concentrators: 44, Openings: 11, Wage: \$43,185<br/>           SOC Code(s): 31.9099 Healthcare Support Workers, All Other.<br/>           Data doesn't represent real job outlook. After a quick search online, 14 open positions are posted in Manhattan alone.</p>   |

## STEP 2: Analyze Student Performance

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

*The local needs assessment shall include...*

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

#### What does the law mean?

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

The regional 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.**

|  | <b>Identify Strength(s)</b><br><b>How are these strengths being sustained in the region?</b>   | <b>Identify Gap(s)</b><br><b>What are the root causes of the gaps?</b>   |
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| <p><b>Overall Student Performance in the Region</b></p> <p><b>Secondary Targets:</b></p> <p>1S1 Grad Compiled – target = 85.50%<br/>           2S1 Reading Compiled – target = 31.10%<br/>           2S2 Math Compiled – target = 24.20%<br/>           2S3 Science Compiled – target = 27.10%<br/>           3S1 Placement Compiled – target = 85.50%<br/>           4S1 NonTrad Compiled – target = 30.50%<br/>           5S2 PS Compiled – target = 52.50%</p> <p><b>Postsecondary State Targets:</b></p> <p>1P1 Postsecondary Placement: 76.00%<br/>           2P1 Earned Recognized PS Credential: 71.00%<br/>           3P1 Non-traditional Program Concentration: 8.00%</p> | <p><b>Secondary:</b></p> <p>Overall performance met target in each performance area<br/>           1S1 Grad Compiled – 95.24% / 85.50%<br/>           2S1 Reading Compiled – target = 41.40% / 31.10%<br/>           2S2 Math Compiled – target = 37.51% / 24.20%<br/>           2S3 Science Compiled – target = 51.46% / 27.10%<br/>           3S1 Placement Compiled – target = 95.19% / 85.50%<br/>           4S1 NonTrad Compiled – target = 45.07% / 30.50%<br/>           5S2 PS Compiled – target = 77.17% / 52.50%</p> <p><b>Postsecondary:</b></p> <p>Highland CC &amp; Manhattan Area Technical College (MATC) exceeded the state targets on 1P1 and 2P1. MATC also exceeded the state target on 3P1.</p> <p>Highland CC<br/>           1P1 – 95.17%<br/>           2P1 – 86.43%</p> <p>MATC<br/>           1P1 – 96.39%<br/>           2P1 – 91.74%<br/>           3P1 – 10.41%</p> | <p><b>Secondary:</b></p> <p>Gaps existed for some pathway students in meeting the performance gap.</p> <p>1S1 (target 85.50%) – Business Management 80.95%, Manufacturing 66.67%, Plant Systems 50%<br/>           2S1 (target 31.10%) – Comprehensive Agriculture Science 20.83%; Construction &amp; Design 19.79%; Family, Community &amp; Consumer Services 27.12%; Health Science 25.00%; Plant Systems 22.22%; Power, Structural, &amp; Technical Systems 21.21%<br/>           2S2 (target 24.10%) – Family, Community &amp; Consumer Services 27.27%; Power, Structural, &amp; Technical Systems 16.67%; Restaurant and Event Management<br/>           2S3 (target 27.10%) – Animal Science 21.88%; Corrections, Security, Law &amp; Law Enforcement 25.00%<br/>           3S1 (target 85.50%) – BioChemistry 83.33%; Early Childhood Development &amp; Services 81.82%; Restaurant and Event Management 85.19%<br/>           4S1 (target 30.50%) – Construction &amp; Design 16.67%; Early Childhood Development &amp; Services 12.50%; Health Science 25%; Manufacturing 20%; Power, Structural, &amp; Technical Systems 11.25%; Teaching/Training 10%<br/>           5S2 (target 52.5%) – Corrections, Security, Law &amp; Law Enforcement 50%; Information Support &amp; Services 50%; Manufacturing 42.86%; Mobile Equipment Maintenance 47.37%</p> <p>Root Causes: Most groups met the target; however, some pathways were still below. With small numbers in some pathways, it’s difficult to get accurate data.</p> <p><b>Postsecondary:</b></p> <p>Highland CC<br/>           3P1 – 7.77%</p> <p>Highland CC, meets 90% of target. Performance on 3P1 was less than the state performance although just barely. Part of the root cause is a small cohort and students’ personal choice in program selection.</p> |
| <p><b><i>Performance of Special Populations</i></b></p>  |  |  |



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| <p>Individuals with disabilities</p>   | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 96.36% / 85.50%<br/>2S1 Reading Compiled – 66.10% / 31.10%<br/>2S2 Math Compiled – 58.71% / 24.20%<br/>2S3 Science Compiled – 57.04% / 27.10%<br/>3S1 Placement Compiled 97.62% / 85.50%<br/>4S1 NonTrad Compiled –62.18% / 30.50%<br/>5S2 PS Compiled –74.53% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 100.00%<br/>2P1 – 90.91%<br/>3P1 – 10.34%</p> <p>MATC<br/>1P1 – 95.45%<br/>2P1 – 86.96%</p> | <p><b>Secondary:</b><br/>1S1 (target 85.50%) – Animal Science 75.00%; Comprehensive Agriculture 66.67%<br/>2S1 (target 31.10%) –Family Community &amp; Consumer Services; Health Science 27.27%; Power, Structural, &amp; Technical Systems 16.67%; Restaurant and Event Management 21.05%<br/>2S2 (target 24.10%) – Comprehensive Agriculture 12.50%; Construction &amp; Design 5.88%; Digital Media Pathway 9.09%; Graphic Design 14.29%; Power, Structural, &amp; technical systems 12.00%; Restaurant and Event Management 5.26%<br/>2S3 (target 27.10%) – Construction &amp; Design 21.05%; Restaurant and Event Management 23.53%<br/>3S1 (target 85.50%) – Power, Structural, &amp; Technical Systems 66.67%<br/>4S1 (target 30.50%) – Business Management and Entrepreneurship 25.00%; Construction &amp; Design 9.52%; Power, Structural, &amp; Technical Systems 6.25%<br/>5S2 (target 52.5%) – Animal Science 50.00%; Digital Media 50.00%; Family, Community, &amp; Consumer Services 50.00%; Restaurant and Event Management 25.00%; Web and Digital Communications 44.44%</p> <p>Root Causes – Access and participation in CTE, Continued work on instructional strategies and resources to support all students, especially those with exceptionalities, in CTE courses. Other causes include support networks and increase in rigor.</p> <p><b>Postsecondary:</b><br/>MATC<br/>3P1 – 7.69%</p> <p>Gaps may exist because of the lack of awareness/knowledge of accommodations available at postsecondary intuitions. Disabilities services at this level require the student to self-identify to receive accommodation. This may also be due to students’ personal choice in program selection.</p> |
| <p>Individuals from economically disadvantaged families, including low-income youth and adults</p> | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 96.19% / 85.50%<br/>2S1 Reading Compiled – 39.87% / 31.10%<br/>2S2 Math Compiled – 32.08% / 24.20%<br/>2S3 Science Compiled – 55.02% / 27.10%<br/>3S1 Placement Compiled 96.55% / 85.50%<br/>4S1 NonTrad Compiled – 49.71% / 30.50%<br/>5S2 PS Compiled – 74.37% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 96.55%<br/>2P1 – 86.11%</p> <p>MATC<br/>1P1 – 96.55%<br/>2P1 – 77.27%</p>                 | <p><b>Secondary:</b><br/>1S1 (target 85.50%) – Animal Science 80.00%; Business Management 50.00%<br/>2S1 (target 31.10%) –Comprehensive Ag 12.50; Construction &amp; Design 11.76%; Family, Community and Consumer Services 19.05%; Graphic Design 28.57%; Power, Structural, &amp; Technical Systems 4.17%; Restaurant and Event Management 21.05%<br/>2S2 (target 24.10%) – Comprehensive Agriculture 12.50%; Construction &amp; Design 5.88%; Digital Media Pathway 9.09%; Graphic Design 14.29%; Power, Structural, &amp; technical systems 12.00%; Restaurant and Event Management 5.26%<br/>2S3 (target 27.10%) – Business Management 25.00%; Comprehensive Ag 21.43%; Construction &amp; Design 20.45%; Family, Community &amp; Consumer Services 16.00%; Power, Structural, &amp; Technical Systems 26.83%; Restaurant and Event Management 14.81%<br/>3S1 (target 85.50%) – Health Science 72.73%; Restaurant and Event Management 77.78%;<br/>4S1 (target 30.50%) – Construction &amp; Design 12.96%; Health Science 14.29%; Power, Structural, &amp; Technical Systems 14.89%;</p>   |

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|   | <p>3P1 – 13.04%</p>  | <p><b>5S2 (target 52.5%)</b> – Manufacturing 50.00%; Restaurant and Event Management 44.44%; Teaching/Training 50.00%</p> <p>Root Causes – Students from economically disadvantaged families do not have the consistency of living in the same area. Those students must adjust to each new school's practices. Parents are often overwhelmed, and many of the students have higher absenteeism. Many students feel the need to work more part-time jobs and focus more on education or schoolwork. Transportation is also a barrier, especially when students need to have transportation to be involved in many school clubs/activities including programs like work-based learning. Students are not aware of many resources and oftentimes do not want to ask or take advantage of programs to assist them.</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 6.78%</p> <p>Students meet individually with counselors to identify and support academic and personal needs. We assist all students with applying for Kansas Promise Scholarship in the program areas recognized. Low-income families do not have awareness of all the resources to help with funding for education. Additionally, it may be difficult to get the necessary documentation from them due to this lack of resources.</p>  |
| <p>Individuals preparing for non-traditional fields</p> | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 97.56% / 85.50%<br/>2S1 Reading Compiled – 46.89% / 31.10%<br/>2S2 Math Compiled – 38.93% / 24.20%<br/>2S3 Science Compiled – 44.49% / 27.10%<br/>3S1 Placement Compiled 93.67% / 85.50%<br/>4S1 NonTrad Compiled – 100.00% / 30.50%<br/>5S2 PS Compiled – 77.13% / 52.50%</p> <p><b>Postsecondary:</b><br/>MATC<br/>3P1 – 10.41%</p> | <p><b>Secondary:</b><br/><b>1S1 (target 85.50%)</b> – Business Management 73.33%<br/><b>2S1 (target 31.10%)</b> – Construction &amp; Design 23.53%<br/><b>2S2 (target 24.10%)</b> – Animal Science 20.00%; Construction &amp; Design 11.76%; Restaurant and Event Management 18.64%<br/><b>2S3 (target 27.10%)</b> – Animal Science 26.09%; BioChemistry 25.00%; Business Management and Entrepreneurship 26.92%; Restaurant and Event Management 26.23%;<br/><b>3S1 (target 85.50%)</b> – BioChemistry 80.00%; Business Management 83.33%; Health Science 82.61%; Restaurant and Event Management 75.00%<br/><b>5S2 (target 52.5%)</b> – Corrections, Security, Law &amp; Law Enforcement 50.00%; Restaurant and Event Management 51.52%</p> <p>Root causes - Stereotypes about non-traditional fields and the roles that women and men play in the workplace continue to be a factor. Lack of awareness of the role that technology plays in the evolution of skills-based occupations also contributes. Barriers still exist to break the norm or show many non-traditional role-models in many small towns.</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 9.24%<br/>2P1 – 6.42%<br/>3P1 – 7.77%</p> <p>Root Cause: Gender norms and societal expectations and transportation barriers. Institutions are trying to break down those barriers through</p> |

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|   |   | <p>outreach campaigns, marketing materials, and exposing students to non-traditional careers.</p> <p>MATC<br/>1P1 – 10.87%<br/>2P1 – 6.60%</p> <p>Gaps may exist due to peer pressure and/or gender expectations in various roles. Institutions have invested in outreach campaigns, marketing materials, and exposing students to non-traditional careers.</p>   |
| Single parents, including single pregnant women | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – 100.00% / 31.10%<br/>2S2 Math Compiled – no data / 24.20%<br/>2S3 Science Compiled – no data / 27.10%<br/>3S1 Placement Compiled no data / 85.50%<br/>4S1 NonTrad Compiled – 100.00% / 30.50%<br/>5S2 PS Compiled - 100.00% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 90.00%<br/>2P1 – 88.46%</p> <p>MATC<br/>1P1 – 96.55%<br/>2P1 – 91.30%</p> | <p><b>Secondary:</b><br/>Root Causes - Gaps may exist; however, no data is reported because of size or lack of means to track. Information is just not reported and oftentimes teachers or instructors only know if the student discloses information.</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.00%</p> <p>MATC<br/>3P1 – 6.67%</p> <p>Highland CC and MATC’s performance on 3P1 were less than the state targets. Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection, particularly in fields that meet their needs.</p> |
| Out-of-workforce individuals                    | <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 100.00%<br/>2P1 – 100.00%</p> <p>MATC<br/>2P1 – 71.43%<br/>3P1 – 25.00%</p>   | <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.00%</p> <p>MATC<br/>1P1 – 62.50%</p> <p>Out-of-work individuals may have been returning to classrooms after having been out of school. It was intimidating to many individuals, and some did not persist. Temporary non-skilled jobs pay comparable to skilled jobs.</p> <p>Limited faculty offer coursework at various times.<br/>Many individuals may leave the program before completing or earning a credential due to the immediate need of finding employment.<br/>Students stay long enough to learn enough skills to go to work.</p>          |
| English Learners                                | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – no data / 31.10%<br/>2S2 Math Compiled – 100% / 24.20%<br/>2S3 Science Compiled – no data / 27.10%<br/>3S1 Placement Compiled – 100% / 85.50%<br/>4S1 NonTrad Compiled – 100.00% / 30.50%</p>  | <p><b>Secondary:</b><br/>5S2 (target 52.5%) – Health Science 25.00%</p> <p>Root causes – Students often make choices based on family and defined cultural norms. Oftentimes, career choices are made on necessity to help provide immediate support to family rather than long-term career plans/goals. Attainment of postsecondary degrees/credits</p>   |

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|   | <p>5S2 PS Compiled– 75.00% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – n/a<br/>2P1 – n/a<br/>3P1 – n/a</p> <p>MATC<br/>1P1 – 100.00%<br/>2P1 – 100.00%<br/>3P1 – 14.29%</p>  | <p>is not valued in many cultures. EL students sometimes do not receive adequate instruction because they are not placed in career-oriented classes, and sometimes paraeducator support is not available in all classes. Oftentimes, students enter school late and/or move during the semester and miss key concepts. There is a lack of translation materials/services and a lack of staffing/translators. Students may need well-informed case managers who can work with counseling departments and advocate for participation in CTE programs. Currently, we are not recruiting in the appropriate places for these students.</p> <p>The vast majority of staff are not bilingual.<br/>“English Learners” are not a federal identified disability, so there are no additional accommodations provided to these students – such as more time.</p> <p><b>Postsecondary:</b><br/>Highland CC and MATC met state performance targets.</p> |
| <p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p> | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – no data / 31.10%<br/>2S2 Math Compiled – no data / 24.20%<br/>2S3 Science Compiled – 100% / 27.10%<br/>3S1 Placement Compiled – 100% / 85.50%<br/>4S1 NonTrad Compiled – 50.00% / 30.50%<br/>5S2 PS Compiled– 100.00% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – n/a<br/>2P1 – n/a<br/>3P1 – 0.0%</p> <p>MATC<br/>1P1 – n/a<br/>2P1 – n/a<br/>3P1 – 0.0%</p> | <p><b>Secondary:</b><br/>Lack of data at Secondary in many areas is gap. Many students aren’t always caught appropriately in enrollment data. Foster care students are also transient and have difficulty in completion of programs/pathways that require multiple years of enrollment.</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.0%</p> <p>MATC<br/>3P1 – 0.0%</p> <p>EXPLANATION – Students are sometimes difficult to identify. There has not been a proactive collaboration approach with McKinney-Vento Homeless Liaisons to advocate for support homeless students’ participation in CTE programs. Low numbers make accurate data evaluation impossible.</p>   |
| <p>Youth who are in, or have aged out of, the foster care system</p>  | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – no data / 31.10%<br/>2S2 Math Compiled – no data / 24.20%<br/>2S3 Science Compiled – 100% / 27.10%<br/>3S1 Placement Compiled – 100% / 85.50%<br/>4S1 NonTrad Compiled – no data / 30.50%<br/>5S2 PS Compiled– 83.33% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland</p>   | <p><b>Secondary:</b><br/>Gaps may exist; however, no data is reported because of size or lack of means to track</p> <p><b>Postsecondary:</b><br/>Highland<br/>2P1 – 66.67%</p> <p>MATC<br/>3P1 – 0.00%</p>   |

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|  | <p>1P1 – 100.00%<br/>3P1 – 40.00%</p> <p>MATC<br/>1P1 – 100.00%<br/>2P1 – 100.00%</p>  | <p>HCC has seen students leave education because they don't have role models and examples to value educational opportunities. They are out on their own and need to work to support themselves.</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection, particularly in fields that meet their needs.</p>   |
| <p>Youth with a parent who—<br/>is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and<br/>is on active duty (as such term is defined in section 101(d)(1) of such title)</p> | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – 41.67% / 31.10%<br/>2S2 Math Compiled – 29.17% / 24.20%<br/>2S3 Science Compiled – 55.74% / 27.10%<br/>3S1 Placement Compiled – 93.37% / 85.50%<br/>4S1 NonTrad Compiled – 49.18% / 30.50%<br/>5S2 PS Compiled – 65.55% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 100.00%<br/>2P1 – 100.00%</p> <p>MATC<br/>1P1 – 83.33%<br/>2P1 – 100.00%</p> | <p><b>Secondary:</b><br/>3S1 (target 85.50%) – Construction &amp; Design 83.33%, Early childhood Developmental &amp; Services 75.00%, Health Science 73.91%, mobile Equipment Maintenance 75.00%<br/>4S1 (target 30.50%) – Health Science 25.00%, Health Science 14.29%; Power, Structural, &amp; Technical Systems 14.29%; Restaurant and Event Management 25.00%<br/>5S2 (target 52.5%) – Comprehensive Agriculture 40.00%, Correction, Security, Law and Law Enforcement 50.00%, Manufacturing 33.33%, Restaurant and Event Management 50.00%, Web &amp; Digital Communications 50.00%</p> <p>Root cause: Students coming from families in the military are transient in nature, making it difficult to start or complete a pathway. Some classes or credits may not be available to the student in other schools or states, making moves especially difficult to begin a or complete a pathway.</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.00%</p> <p>MATC<br/>3P1 – 0.00%</p> <p>Part of the root cause is a small cohort and student's personal choice in program selection. Gaps may exist due to peer pressure and/or gender expectations in various roles.</p> |
| <b>Performance of Students from Major Racial and Ethnic Groups</b>   |  |  |
| <p>American Indian or Alaskan Native</p>   | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 80.00% / 85.50%<br/>2S1 Reading Compiled – no data / 31.10%<br/>2S2 Math Compiled – no data / 24.20%<br/>2S3 Science Compiled – 75.00% / 27.10%<br/>3S1 Placement Compiled – 100.00% / 85.50%<br/>4S1 NonTrad Compiled – 75.00% / 30.50%<br/>5S2 PS Compiled – 80.00% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 85.71%</p>   | <p><b>Secondary:</b><br/>5S2 (target 52.5%) – Family, Community, &amp; Consumer Services 50.00%, Power, Structural, &amp; Technical Systems 50.00%</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.00%</p> <p>MATC<br/>3P1 – 0.00%</p>   |

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|                           | <p>2P1 – 100.00%</p> <p>MATC<br/>1P1 – n/a<br/>2P1 – n/a</p>   | <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>  |
| Asian                     | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – 75.00 / 31.10%<br/>2S2 Math Compiled – 87.50 / 24.20%<br/>2S3 Science Compiled – 72.22% / 27.10%<br/>3S1 Placement Compiled – 100.00% / 85.50%<br/>4S1 NonTrad Compiled – 90.00% / 30.50%<br/>5S2 PS Compiled – 95.37% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 100.00%<br/>2P1 – 100.00%</p> <p>MATC<br/>1P1 – 100.00%<br/>2P1 – 100.00%</p>               | <p><b>Secondary:</b><br/>None</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.00%</p> <p>MATC<br/>3P1 – 0.00%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>  |
| Black or African American | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – 83.33% / 31.10%<br/>2S2 Math Compiled – 75.00% / 24.20%<br/>2S3 Science Compiled – 84.00% / 27.10%<br/>3S1 Placement Compiled – 96.88% / 85.50%<br/>4S1 NonTrad Compiled – 88.13% / 30.50%<br/>5S2 PS Compiled – 77.50% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 85.71%<br/>2P1 – 66.67%</p> <p>MATC<br/>1P1 – 95.83%<br/>2P1 – 93.33%<br/>3P1 – 15.38%</p> | <p><b>Secondary:</b><br/>Gaps existed for some pathway students in meeting the performance gap.<br/>2S3 (target 27.10%) – Restaurant and Event Management 20.00%<br/>3S1 (target 85.50%) – Health Science 75%<br/>4S1 (target 30.50%) – Business Management &amp; Entrepreneurship 25.00%<br/>5S2 (target 52.5%) – Construction &amp; Design 50.00%, Power, Structural, &amp; Technical Systems 33.33%, Restaurant &amp; Event Management 40.00%, Web &amp; Digital Communications 50.00%</p> <p>Root causes: Many small schools do not have high enrollment of this demographic of students, making it difficult to accurately evaluate data.</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 7.14%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p> |
| Hispanic/Latino           | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – 58.10% / 31.10%<br/>2S2 Math Compiled – 55.00% / 24.20%<br/>2S3 Science Compiled – 47.68% / 27.10%<br/>3S1 Placement Compiled – 92.11% / 85.50%<br/>4S1 NonTrad Compiled – 60.59% / 30.50%</p>  | <p><b>Secondary:</b><br/>Gaps existed for some pathway students in meeting the performance gap.<br/>2S1 (target 31.10%) – Restaurant and Event Management 16.67%<br/>2S2 (target 24.10%) – Power, Structural, &amp; Technical Systems 20.00%;<br/>2S3 (target 27.10%) – Animal Science 25.00%; Biomedical 25.00%,<br/>Business Management and Entrepreneurship 16.67%, Family,</p>  |

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|   | <p>5S2 PS Compiled– 66.38% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 95.65%<br/>2P1 – 89.47%</p> <p>MATC<br/>1P1 – 96.00%<br/>2P1 – 77.27%<br/>3P1 – 10.26%</p>  | <p>Community &amp; Consumer Services 16.67%, Health Science 25.00%, Restaurant and Event Management 25.00%</p> <p>3S1 (target 85.50%) – Comprehensive Agriculture 66.67%, Digital Media Pathway 66.67%, Health Science 56.25%</p> <p>4S1 (target 30.50%) – Power, Structural, &amp; Technical Systems 12.50%</p> <p>5S2 (target 52.5%) – Comprehensive Agriculture 25.00%, Digital Media Pathway 42.86%, Family, Community &amp; Consumer Services 33.33%, Fashion Apparel Interior Design 50.00%</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 4.76%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>  |
| Native Hawaiian or Other Pacific Islander | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – no data<br/>2S2 Math Compiled – no data<br/>2S3 Science Compiled – 100.00% / 27.10%<br/>3S1 Placement Compiled – 100.00% / 85.50%<br/>4S1 NonTrad Compiled – 100.00% / 30.50%<br/>5S2 PS Compiled– 77.78% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 100.00%<br/>2P1 – n/a</p> <p>MATC<br/>1P1 – n/a<br/>2P1 – n/a</p>                     | <p><b>Secondary:</b><br/>Very little data as population is very small</p> <p>5S2 (target 52.5%) – Health Science 33.33%</p> <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 0.00%</p> <p>MATC<br/>3P1 – 0.00%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>  |
| White                                     | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 95.03% / 85.50%<br/>2S1 Reading Compiled – 45.73% / 31.10%<br/>2S2 Math Compiled – 39.39% / 24.20%<br/>2S3 Science Compiled – 56.67% / 27.10%<br/>3S1 Placement Compiled – 96.63% / 85.50%<br/>4S1 NonTrad Compiled – 47.82% / 30.50%<br/>5S2 PS Compiled– 81.30% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 95.39%<br/>2P1 – 86.15%</p> <p>MATC<br/>1P1 – 97.18%<br/>2P1 – 95.35%</p> | <p><b>Secondary:</b><br/>Gaps existed for some pathway students in meeting the performance gap.</p> <p>1S1 (target 85.50%) – Business Management 77.78%, Manufacturing 50.00%, Plant Systems 66.67%</p> <p>2S1 (target 31.10%) – Comprehensive Agriculture Science 21.74%; Construction &amp; Design 20.69%; Family, Community &amp; Consumer Services 28.07%; Health Science 25.00%; Plant Systems 22.22%; Power, Structural, &amp; Technical Systems 19.78%</p> <p>2S2 (target 24.10%) – Animal Science 5.26%, Comprehensive Agriculture Science 17.39%, Family, Community &amp; Consumer Services 12.28%</p> <p>2S3 (target 27.10%) – Animal Science 22.22%; Early Childhood 25.00%</p> <p>4S1 (target 30.50%) – Construction &amp; Design 22.03%; Health Science 19.35%; Manufacturing 25.00%; Power, Structural, &amp; Technical Systems 11.89%; Teaching/Training 12.50%</p> <p>5S2 (target 52.5%) – Information Support &amp; Services 50.00%; Manufacturing 50.00%; Mobile Equipment Maintenance 47.37%</p> |

|                   |   |   |
|-------------------|---|---|
|                   | 3P1 – 10.04%  | <p><b>Postsecondary:</b><br/>Highland<br/>3P1 – 6.75%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>  |
| Two or More Races | <p><b>Secondary:</b><br/>Overall performance met target in each performance area<br/>1S1 Grad Compiled – 100.00% / 85.50%<br/>2S1 Reading Compiled – 74.44% / 31.10%<br/>2S2 Math Compiled – 70.37% / 24.20%<br/>2S3 Science Compiled – 72.08% / 27.10%<br/>3S1 Placement Compiled – 94.79% / 85.50%<br/>4S1 NonTrad Compiled – 60.82% / 30.50%<br/>5S2 PS Compiled– 85.52% / 52.50%</p> <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 96.97%<br/>2P1 – 86.96%<br/>3P1 – 18.64%</p> <p>MATC<br/>1P1 – 94.44%<br/>3P1 – 12.90%</p> | <p><b>Secondary:</b><br/>Gaps existed for some pathway students in meeting the performance gap.<br/>2S2 (target 24.10%) –Restaurant and Event Management 22.22%<br/>3S1 (target 85.50%) – Construction &amp; Design 50.00%<br/>4S1 (target 30.50%) – Construction &amp; Design 25.00%<br/>5S2 (target 52.5%) – Construction &amp; Design 50.00%, Restaurant and Event Management 33.33%</p> <p><b>Postsecondary:</b><br/>MATC<br/>2P1 – 70.59%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection. Also, the state target is 71.00% while MATC was barely short.</p> |
| Unknown           | <p><b>Postsecondary:</b><br/>Highland<br/>1P1 – 94.12%<br/>2P1 – 94.12%<br/>3P1 – 12.00%</p> <p>MATC<br/>2P1 – 100.00%</p>  | <p><b>Secondary:</b><br/>No Data found</p> <p><b>Postsecondary:</b><br/>MATC<br/>1P1 – 50.00%<br/>3P1 – 0.00%</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>  |

**Questions for Discussion:**

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



## STEP 3: Analyze CTE Programs

### Part 1: Size, Scope, and Quality

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

*The local needs assessment shall include*

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

#### What does the law mean?

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

#### State Definitions:

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

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

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

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

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

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

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

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.

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

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

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

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

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

|                               |   |  |
|-------------------------------|---|--|
| <p>Are of high quality</p>    | <ul style="list-style-type: none"> <li>● Rubric is utilized</li> <li>● Students meeting/exceeding competencies</li> <li>● Students passing end of course and pathway assessments, obtaining credentials, certifications</li> <li>● Student obtaining employment</li> <li>● Feedback from Business/Industry, including Business Roundtables</li> <li>● Employer surveys</li> <li>● Feedback from Advisory Committee and Pathway Committee</li> <li>● Feedback from students &amp; teachers</li> <li>● Graduate surveys.</li> <li>● Instructors review pathways &amp; KSDE updates annually</li> <li>● Comparing course outlines to state standards</li> <li>● Generating a list of soft skills taught in CTE programs</li> <li>● Supervision of instruction &amp; programs</li> <li>● ACT WorkKeys data</li> <li>● Students who are successful in postsecondary and/or career</li> <li>● Instructors attending workshops to stay relevant</li> <li>● Having teachers highly skilled in their area of study</li> <li>● Providing students with tools &amp; equipment similar to those used in the real world to ensure workplace standards are met</li> <li>● Accreditation</li> <li>● Instructors continue professional development in their field.</li> <li>● Postsecondary/ Secondary Program Alignment</li> </ul> | <ul style="list-style-type: none"> <li>● Identifying industry credentials that can be obtained in high school or that can be tracked to be completed at postsecondary level</li> <li>● Postsecondary retention in program through completion.</li> <li>● Placement in employment in the degree career field and continued employment in that field.</li> <li>● Other local opportunities to document students as successful graduates.</li> </ul>  |
| <p>Are of sufficient size</p> | <ul style="list-style-type: none"> <li>● Advisory Committee Feedback</li> <li>● Site Council Feedback</li> <li>● Local Business/Industry Feedback, such as projected job openings. Some schools utilize Business Roundtables</li> <li>● Completer Rates</li> <li>● Concentrator numbers</li> <li>● Follow-Up Data</li> <li>● Limit on Class Sizes</li> <li>● Teacher/Pupil Ratio</li> </ul>   | <ul style="list-style-type: none"> <li>● Some schools don't have a specific measure or don't address/monitor program size</li> <li>● Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry)</li> <li>● Many comments relate "size" to school issues (i.e. class size, teacher/pupil ratio, student interest), rather than the Perkins definition of "size" as having an "appropriate number of students in order to be effective and meet local business and industry demand". Additional training on the meaning of "program size" may be beneficial as it relates to meeting business/industry needs.</li> </ul> |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical &amp; Application-level (Secondary)</li> <li>• Sending secondary students to postsecondary for coursework</li> <li>• Compare CTE enrollment to overall school enrollment</li> <li>• Student interest inventories</li> <li>• Analysis of IPS activities</li> <li>• Available clinical/training site placements available in local area (healthcare program)</li> <li>• Demand and proper faculty/student ratios required for external healthcare program accreditation.</li> <li>• HS students have access to participation in a program at a local technical/community college</li> </ul>  | <ul style="list-style-type: none"> <li>• Student age limitations in work-based learning opportunities due to industry restrictions (for example - manufacturing facilities will only allow students ages 18 and over)</li> <li>• Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult.</li> <li>• Limited capital funding to assist with necessary facility expansion.</li> <li>• Some schools limit numbers to enrollment for safety guidelines set by the state fire Marshall: woods, culinary, preschool laboratory classes</li> <li>• The challenge of finding qualified educators/instructors is a statewide issue.</li> </ul> |
| Help students advance to future education (Scope) | <ul style="list-style-type: none"> <li>• Completer/Follow-Up Questionnaire</li> <li>• Offer real-world skills necessary for students to advance to future education/career</li> <li>• Pathway Analysis-extended to 6-year plan to cross over to postsecondary</li> <li>• Student IPS includes 6-year educational plan with financial planning included</li> <li>• Student individual portfolios are created in high school with professional documents for job seeking and college admission, resume, cover letter, application, examples of work, certificates, etc.</li> <li>• Students/employers report back readiness of the students</li> <li>• Certifications</li> <li>• College Enrollment, Students completing postsecondary curriculum</li> <li>• Communication with postsecondary schools</li> <li>• Conversations with graduates</li> <li>• Success/Effectiveness Rating from KSDE</li> <li>• Student meetings with Academic Advisors Data from Student Services Transition Specialist and Institutional Research</li> </ul> | <ul style="list-style-type: none"> <li>• Schools struggle with Follow-Up data. Schools lack the resources and ability to locate students once they graduate.</li> <li>• Lack of capacity for time and effort for data collection and reporting for schools without full-time CTE staff.</li> <li>• Identify industry certifications</li> <li>• Improve stakeholder engagement</li> <li>• Better alignment with postsecondary to up-date articulation agreements. Provide clear and easy paths for students in high school to transition and get credit for High School credit.</li> <li>• Better advertising of articulation agreements and future opportunities</li> </ul>                              |
| <b>Question</b>                                   | <b>Answer</b>   | <b>Areas for Improvement</b>   |
| Relate to real-world work environment (Scope)     | <ul style="list-style-type: none"> <li>• Advisory Committee feedback</li> <li>• Business/Industry feedback, including Business Roundtables</li> <li>• Collaboration with Community</li> </ul>   | <ul style="list-style-type: none"> <li>• Some schools are still offering traditional programs.</li> <li>• Adequate funding to stay current with technology and equipment advances in industry</li> </ul>   |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Consulting with Professionals and postsecondary students</li> <li>• Project-Based Learning Activities</li> <li>• Students complete work for others outside the classroom</li> <li>• CTE pathways follow Kansas State Standards</li> <li>• Skill sets taught in technical/application-level courses align with real-world work environments</li> <li>• Utilize walk-through, evaluation data, teacher lesson plans</li> <li>• Curriculum mapping and meeting with Pathway Advisors</li> <li>• Participation in State Pathway Reviews</li> <li>• Internships, OJT, Certifications, Volunteer work outside of school day</li> <li>• Industry standards and Accreditation standards</li> <li>• CTE faculty remain current in field (through collaboration, externships, trainings, etc.) (some schools)</li> </ul> | <ul style="list-style-type: none"> <li>• Training and PD for faculty to remain up to date (varies by school)</li> <li>• Brainstorming ways to provide more incentive for industry-recognized certifications and greater emphasis on WorkKeys test.</li> <li>• Industry recognizing the benefits of young adult workers/employees. Industry partners to help with work-based learning and internships is challenging in some industry sectors.</li> <li>• Focusing on apprenticeship opportunities.</li> <li>• Under 18 insurance liability concerns.</li> </ul> |
|--|---|---|

### 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 | Schools continue to improve in academic standard alignment and graduation rates. Schools in the area use collaboration from various PAC and advisory committees and include feedback from various parties in differing roles, which ensures a better-developed program that meets the needs of industry in the region.  | Difficulty in translating academic test scores and students' fidelity in taking state tests. State tests also are given during 10 <sup>th</sup> or 11 <sup>th</sup> grade years and don't reflect students' ability when exiting or graduation (two years later). IPS to be implemented at the elementary level and continued up through the secondary grades for postsecondary planning. District-wide planning/training is needed to meet this gap. Time and effort on teachers' ever-increasing workload of supplemental programs and initiatives. |
| (B) addresses both academic and technical knowledge and skills, including employability skills   | All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Students are encouraged to participate in CTSOs to gain employability skills and leadership. Postsecondary PAC committee members provide feedback to and participate in courses and programs.   | Employability skills are still of high importance among members of the advisory committee. Schools and students still need to emphasize this skill development. Many employability skills are difficult to teach outside the workplace. CTSOs and other clubs/activities which students are involved in reinforce many employability skills.  |
| (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area   | Area schools along with postsecondary institutions participate in Perkins Needs Assessment. All pathways and programs seek input from advisory committee members. Determine courses relevant to local industry and business needs.  | SDOL labor regions do not align with local market needs, requiring assessment of multiple regions. Continue to recognize the nature of secondary pathways as being a gateway to many career fields.   |
| (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)                          | Many Secondary schools in the area work with postsecondary institutions to align programs and to create programs of study starting at the secondary level.  | Gaps exist to build opportunities for middle school students.   |
| (E) has multiple entry and exit points that incorporate credentialing  | Continued focus on identifying fields with credentials that can be earned at various levels to help a student obtain entry level job while in high school or attending postsecondary schooling. Postsecondary State aligned programs all have multiple exit points.   | Continue to identify entry-level industry-recognized credentials obtained in high school.   |
| (F) culminates in the attainment of a recognized postsecondary credential.   | Many secondary schools have students earning the following IRC's (OSHA 10, OSHA 30, NC3, KCCTO, ServSafe food Handler, ServSafe Food Manager, Precision/YouScience, Adobe, MOS, BLS, CNA, CMA, EMT, CPR, AED and other industry Recognized Certificates)<br>The use of Senate Bill 155 (Excel in CTE) courses helps students to earn additional college credit and certification while in high school | Higher recognition for students earning industry recognized certificates and associate degrees.<br>Continuing to review and stay current with what Business/Industry partners required or preferred credentials. Credentials may be different dependent on Business/Industry location, or specific Business needs.  |

## 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?

| <b>RECRUITMENT</b>   |   |   |
|--|---|---|
| <b>Process</b>   | <b>Strengths</b>  | <b>Needs/Gaps</b>   |
| <ul style="list-style-type: none"> <li>Advertisement, institutional webpages, and other faculty job boards.</li> <li>Utilize social media resources – Linked In, Indeed, Zip recruiter, etc.</li> </ul>                | <ul style="list-style-type: none"> <li>Utilize multiple strategies to advertise positions</li> <li>Network with resources who may know of a candidate (postsecondary schools, Advisory Committee members, graduates/alums etc.)</li> <li>Regional Access to teacher education program at Kansas State University with student interns in CTE classrooms.</li> </ul> | <ul style="list-style-type: none"> <li>Difficult to recruit new teachers to rural areas</li> <li>Industry pays better than schools can offer. Hard to provide a competitive salary</li> <li>Teacher shortage for all content areas.</li> <li>PARAS PD certificate</li> <li>Substitutes</li> <li>Sign-on bonus to attract new teachers and staff</li> </ul>  |
| <ul style="list-style-type: none"> <li>Utilize Kansasteachingjobs.com</li> <li>Attend College &amp; Career Fairs</li> </ul>  | <ul style="list-style-type: none"> <li>School districts attend college career fields held at state colleges to attract teachers to stay in the area.</li> </ul>   | <ul style="list-style-type: none"> <li>Process to attract industry to teach secondary to earn teaching certificate.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Seek candidates from industry, provide them with avenues to pursue certifications</li> <li>Send emails to Advisory Board to announce the openings</li> <li>Interview</li> </ul> | <ul style="list-style-type: none"> <li>Proximity to diverse options to obtain certifications and/or coursework.</li> </ul>  | <ul style="list-style-type: none"> <li>Individuals entering Education from industry still have cumbersome and sometimes timely process to earn teaching certificate</li> <li>Hired staff not educated or prepared take Praxis test for certification</li> <li>Lack of qualified candidates</li> <li>Slow process to move candidates to employees</li> </ul> |

**TRAINING**

| <b>Process</b>   | <b>Strengths</b>   | <b>Needs/Gaps</b>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Provide Professional Development (conferences, workshops, etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide new hires with training/PD necessary to meet any gaps.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lack of substitute teachers creates a burden on schools for outside professional development.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide training and onboarding experiences for essential functions of the position</li> <li>• Mentorships</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance and participation at many State and National PD opportunities</li> <li>• Schools in the region hold new teacher in-service and connect a new teacher with mentor.</li> <li>• CTE educators can be paired with Mentor through KCCTE and/or K-ACTE affiliate.</li> <li>• Provide in-building/district mentors</li> </ul> | <ul style="list-style-type: none"> <li>• Educators are gone from the classroom for athletic and CTSO activities which creates time away from students.</li> <li>• Attending additional PD meetings takes extra time away from the classroom and creates more work for the teacher when making sub notes and creating/following up on sub notes and plan.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Instructional Coaches</li> </ul>  | <ul style="list-style-type: none"> <li>• Mentoring all aspects of the teaching profession including instructional gaps, classroom management, curriculum design and delivery, resources, additional support, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• More access and coaches</li> </ul>   |

**RETENTION**

| <b>Process</b>   | <b>Strengths</b>  | <b>Needs/Gaps</b>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Provide stable working environment</li> </ul>   | <ul style="list-style-type: none"> <li>• Benefits (i.e., paid time off, insurance, retirement, etc.)</li> <li>• The nine-month schedule</li> </ul>  | <ul style="list-style-type: none"> <li>• Lack of ability to offer incentives to teachers</li> <li>• Having mentors and/or quality leadership that hear and respond to the concerns of the faculty/staff.</li> <li>• Manageable workload and preps for high school teachers and extra-curricular duties.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Provide valuable benefits (retirement, time off, insurance, etc.)</li> </ul>                            | <ul style="list-style-type: none"> <li>• Teachers receive benefit packages offered by the school district and KPERS.</li> </ul>   | <ul style="list-style-type: none"> <li>• Additional staff could provide support to current faculty</li> <li>• Increasing cost for insurance</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Emphasize the intrinsic value of educating the workforce and providing service to the region</li> </ul> | <ul style="list-style-type: none"> <li>• Desirable location/region statewide to live with easy access to outdoor recreation, entertainment, and educational institutions. Very nice communities and towns in the region which are desirable places to live and raise a family.</li> </ul> | <ul style="list-style-type: none"> <li>• Housing costs are high in some areas</li> <li>• Difficult to compete with districts state-wide that have higher salary schedules</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Pay</li> </ul>  | <ul style="list-style-type: none"> <li>• Retention pay – Some schools offer incentives and/or benefits for longevity.</li> </ul>  | <ul style="list-style-type: none"> <li>• Public education / postsecondary not competitive with industry</li> </ul>   |



## 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<br>in Q8, Q9,<br>and/or 10? | Population   |
|---------------------------------------|--|
|                                       | <i>Perkins V – special populations Sec. 2(48)</i>  |
| 8, 9, 10                              | (A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))  |
| 8, 9, 10                              | (B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))  |
| 8, 9, 10                              | (C) individuals preparing for non-traditional fields;  |
| 8, 9, 10                              | (D) single parents, including single pregnant women;   |
| 8, 9, 10                              | (E) out-of-workforce individuals;  |
| 8, 9, 10                              | (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))   |
| 8, 9, 10                              | (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);  |
| 8, 9, 10                              | (H) youth who are in, or have aged out of, the foster care system; and   |
| 8, 9, 10                              | (I) youth with a parent who—<br><ul style="list-style-type: none"> <li>(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</li> <li>(ii) is on active duty (as such term is defined in section 101(d)(1) of such title.</li> </ul> |
| 8, 9, 10                              | <i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;   |
| 8, 9, 10                              | American Indian or Alaskan Native  |
| 8, 9, 10                              | Asian  |
| 8, 9, 10                              | Black or African American  |
| 8, 9, 10                              | Hispanic/Latino  |
| 8, 9, 10                              | Native Hawaiian or Other Pacific Islander  |
| 8, 9, 10                              | White  |
| 8, 9, 10                              | Two or More Races  |
| 8, 9, 10                              | Unknown  |

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

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

| Strength   | Which special population(s)   | Strategies for Sustaining  |
|--|---|--|
| <p><b>Secondary:</b></p> <p>Overall students exceeded targets in some areas by over 10%. Only some subgroups in particular pathways didn't meet target. Most subgroups met performance target.</p> | <p>All populations</p>  | <p>Schools continue to work to devote time for staff to attend training, professional development, and the continued focus on integrating math, reading, and writing skills into CTE courses and content.</p> <p>Overall, most of our targeted areas have met or exceeded the State average. Each district in our region takes time to meet with each other to discuss supports in place.</p>  |
| <p><b>Secondary:</b></p> <p>Graduation rate is high at secondary schools in the region.</p>  | <p>All populations</p>  | <p>Continued access for programs and staff that remove barriers for individuals with disabilities to meet graduation requirements. CTE instructors working with accommodation and IEP requirements. Analyze policies and procedures to meet the needs of all students. Continued focus on non-traditional roles in career fields and encourage more non-traditional students to enter pathways as the numbers are still low for some pathways.</p> <p>Graduation requirements are changing, which will need to be looked at as it affects special populations.</p> |
| <p><b>Secondary:</b></p> <p>Academic Reading scores exceeded state target</p>  | <p>Active military, Two or more races; Individuals with disabilities, Non-traditional Enrollees</p>   | <p>Free after school tutoring. Greater emphasis on reading at lower grade levels.</p> <p>Emphasis on reading in Career and Technical education coursework.</p>   |
| <p><b>Secondary:</b></p> <p>Academic Math scores exceeded state target</p>   | <p>Many subgroups scored much higher than the target: Black or African American, Asian, Two or more races, Hispanic or Latino.</p>                      | <p>Schools develop lessons and work to implement Math into CTE course work. Area schools offer free tutoring after school.</p>   |
| <p><b>Secondary:</b></p> <p>Academic Science exceeded state target</p>   | <p>Subgroups all scored well above target. Active Military, individuals with disabilities, and economically disadvantages all doubled the standard.</p> | <p>Programs like summer STEM camp and after school programs focusing on STEM. Robotics club and Science clubs.</p> <p>Students have the ability to take STEM courses in middle school</p>  |
| <p><b>Secondary:</b></p> <p>Placement Compiled showed strong numbers of placement for Secondary pathway concentrators</p>  | <p>All subgroups as a group were over 90%.</p>  | <p>College and job fairs with help given to fill out FASFA form.</p>   |
| <p><b>Secondary:</b></p> <p>Non-traditional concentration</p>  | <p>Active Military parent, Non-traditional enrollees, Economically disadvantaged met standard.</p>  | <p>Marketing material, career fairs, elective fairs, guest speakers, and tours.</p> <p>MFLC – Military and Family Life Counseling liaison supports and advocates for military families. This partnership will continue with applicable school districts.</p>   |

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| <p><b>Secondary &amp; Postsecondary:</b></p> <p>Postsecondary Credits</p>   | <p>Economically disadvantaged, English learners, Homeless, and Non-traditional enrollees met performance goal.</p> | <p>Many secondary and postsecondary schools in the area have worked to develop concurrent courses with Excel in CTE making it free to reduce any barriers for special populations. Marketing of Kansas Promise Scholarship will provide opportunity for those wanting to go to postsecondary to receive certificate or degree.</p> <p>Junction City USD 475 pays for all postsecondary credits students complete with a passing grade while in high school. AP exams are also paid for by the district.</p> <p>Highland has implemented a scholarship opportunity for early college students (Early College Scholarship).</p>  |
| <p><b>Students with disabilities perform well against the state targets.</b></p> <p><b>Secondary:</b></p> <p>Students exceeded state targets by over 10% points</p> <p><b>Postsecondary:</b></p> <p>1P1 - MATC &amp; Highland exceeded/met state target.<br/> 2P1 - MATC &amp; Highland exceeded/met state target.<br/> 3P1 - Highland exceeded/met state target.</p> | <p>Individuals with Disabilities</p>   | <p>Secondary – funding streams are available to pay paraprofessionals. Secondary teachers attend professional development and attend student IEP meetings to work on plans for students.</p> <p>Continuing to facilitate collaboration between counseling, CTE, and Special Education regarding IPS, CTE pathways, and postsecondary opportunities.</p> <p>Postsecondary (PS) institutions have emphasized equipment and technology that is adaptive for students with disabilities. They have educated CTE faculty on how to use this equipment and support students who may need accommodation. Student Services are aware of how programs can accommodate and support students with disabilities.</p> <p>MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.</p> <p>PS institutions have implemented a training and professional development program for staff and faculty in case a non-traditional student with a disability attends. Additionally, they offer services to provide accommodation to individuals with disabilities by maintaining sufficient staffing.</p> <p>PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources are designed to meet accessibility requirements including screen readers. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.</p> |
| <p><b>Secondary:</b></p>  | <p>Individuals from Economically Disadvantaged Families</p>  | <p>Secondary programs of after school tutoring, JAG-K, and other resources help individuals from economically disadvantaged</p>  |

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| <p>Students exceeded state targets</p> <p><b>Postsecondary:</b></p> <p>1P1 - MATC &amp; Highland exceeded/met state target.<br/> 2P1 - MATC &amp; Highland exceeded/met state target.<br/> 3P1 - MATC exceeded/met state target.</p> |  | <p>families find help and resources. All students are given a one-to-one learning device (iPad, computer). Resources are found online in Learning Management Systems such as Canvas and Schoology.</p> <p>Highland CC offers the Work Keys testing in Spanish. They provide Fundamentals of English and Math courses.</p> <p>Postsecondary institutions partner with Vocational Rehab, SER Corp, and company sponsorships.</p> <p>Postsecondary institutions facilitate the Kansas Promise Scholarship Act and other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds. Outside entities such as Vocational Rehab and SER Corp., and company sponsorships also exist.</p> <p>PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for easier integration of open educational resources (OER). Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.</p> <p>In partnering with the Adult Learning Center, MATC has strengthened and expanded the Regional Testing Center, allowing additional credential tests on campus for MATC students and others. Having such a resource on campus reduces or eliminates barriers, such as costs and travel, for students.</p> <p>Continue awareness and availability of these services.</p> |
| <p>Students preparing for non-traditional fields perform well in the area.</p> <p><b>Secondary:</b></p> <p>Students exceeded state targets</p> <p><b>Postsecondary:</b></p> <p>3P1 - MATC exceeded/met state target.</p>             | <p>Individuals Preparing for Nontraditional Fields</p> | <p>Secondary educators attended Access and equity training.</p> <p>PS institutions partner with Vocational Rehab, SER Corp, and company sponsorships.</p> <p>PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds.</p> <p>PS institutions partnered with an HR consultant to train all staff and faculty in identifying and combating bias towards non-traditional concentrators.</p>   |

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|  |                              | <p>MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.</p> <p>HCC specifically prepares marketing materials to target non-traditional fields. (i.e., female students in welding or diesel) When we are recruiting, we encourage all students to consider all fields, without limitations.</p>   |
| <p><b>Postsecondary:</b></p> <p>1P1 - MATC &amp; Highland exceeded/met state target.<br/>2P1 - MATC &amp; Highland exceeded/met state target.</p>                                | Single Parents               | <p>PS institutions partnered with an outside entity to provide low, or no cost, wellness and education support services to all students. These services include financial, mental health, legal, and community resources and services.</p> <p>PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.</p> <p>MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.</p>  |
| <p><b>Postsecondary:</b></p> <p>1P1 - Highland exceeded/met state target.<br/>2P1 - MATC &amp; Highland exceeded/met state target.<br/>3P1 - MATC exceeded/met state target.</p> | Out of Workforce Individuals | <p>PS institutions collaborate with KansasWorks / Kansas Promise Act to provide educational opportunities to individuals who are out of the workforce currently.</p> <p>Postsecondary offers a variety of program lengths &amp; times (1/2 day, full day, etc.). Out of work individuals can complete a short-term program and be prepared to enter a high-demand career field.</p> <p>PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for easier integration of open educational resources (OER) which may reduce costs for students. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.</p> <p>MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.</p> |
| <p><b>Secondary:</b></p> <p>Non-traditional Concentration</p>  | English Learners             | <p>Continue translation services for all communication to EL students and families.</p>  |

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|---|--|---|
| <p><b>Postsecondary:</b></p> <p>1P1 - MATC exceeded/met state target (Highland: n/a).<br/> 2P1 - MATC exceeded/met state target (Highland: n/a).<br/> 3P1 - MATC exceeded/met state target (Highland: n/a).</p> |  | <p>Continued collaboration with EL directors/teachers and CTE staff, constantly seeking ways to best serve EL students and their families</p> <p>Highland CC offers the Work Keys testing in Spanish. They provide Fundamentals of English and Math courses.</p> <p>PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds.</p> <p>PS institutions partnered with an HR consultant to train all staff and faculty in identifying and combating bias towards non-traditional concentrators.</p> <p>PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources may allow for translation of online content. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.</p> <p>MATC campus houses an on-site ESL program. In recent years, the institution has strengthened the working relationship with the local adult learning center which includes taking responsibility for the center. Additionally, MATC employs bilingual staff and faculty to interpret and translate.</p> <p>MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others. And because the testing center is part of campus, which offers ESL services, both needs are met for these individuals.</p> <p>Continue awareness and availability of these services.</p> |
| <p><b>Postsecondary:</b></p> <p>1P1 - MATC &amp; Highland exceeded/met state target.<br/> 2P1 - MATC exceeded/met state target.<br/> 3P1 - Highland exceeded/met state target.</p>                              | <p>Youth with Parent in Active Military</p>  | <p>MATC is designated as a Military-Friendly school. Staff are specifically trained to work with individuals with a military connection, including financial aid requirements.</p> <p>MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.</p>  |
| <b>Gap</b>  | <b>Which special population(s)</b>   | <b>Strategies for Improvement</b>   |
| <p>Lack of data and numbers in schools in the area to collect data.</p>   | <p>All special populations - Individuals with disabilities, economically disadvantaged, non-traditional, English</p> | <p>Budgeting and planning: Students' recognition of long-term financial benefits of educational attainments and even earned</p>   |

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|--|---|--|
|  | Language learners, Students of military related and homeless or foster. | <p>postsecondary degrees or certificates. Special populations are particularly vulnerable as they may come from families who do not put a priority on budgeting. One of the top reasons students drop out of college is lack of finances. Understanding a budget and how to develop and live within one is a critical skill to improve student success</p> <p>State graduation requirement of financial literacy will be opportunity to reach students and teach about budgeting and benefits of earning money and understanding of financial matters such as loans, credit, banking, etc.</p> |
| Staffing and qualified professionals in CTE programs and pathways                | All special populations   | Continued pressure for more funding and focus on programs to recruit and retain educators in secondary and postsecondary levels. Pay increase to be competitive in related field is a focus.   |
| Promotion of CTE programs and 2-year and technical college pathways for students | All special populations   | Targeting marketing and focus on the trades and the skills gap. Continued use of resources such as Hire Paths and more emphasis given to scholarships and programs attained at 2-year and technical colleges. Greater emphasis and recognition on certifications.  |



## 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><b>Secondary:</b><br/>Graduation rate of individuals with disabilities meets standard</p>   | <p>(a) students with disabilities, (c) students in non-traditional fields</p>                       | <p>Postsecondary Faculty In-Service training for students with differences and strategies for supporting them.<br/><br/>Secondary CTE teachers participate in IEP &amp; Section 504 meetings and implement accommodations<br/><br/>Postsecondary provides accommodation for students in accordance with ADA regulations</p>  |
| <p><b>Secondary:</b><br/>Academic Science and Postsecondary Credit meet standard</p>   | <p>Individuals from economically disadvantaged families, including low-income youth and adults</p>  | <p>Schools participating in job and career fairs specifically designed for students with disabilities and special populations.</p>   |
| <p><b>Secondary:</b><br/>MFLC – Military and Family Life Counseling liaison supports and advocates for military-related families. This partnership will continue with applicable school districts.</p> | <p>Students of military-related families</p>  | <p>Continued maintenance and collaboration of counselor and other entities to utilize MFLC resources effectively</p>   |
| <p><b>Secondary:</b><br/>Academic Reading, Math, Science, Non-trad Concentration, and postsecondary credit exceeded performance goal</p>   | <p>Youth with a parent who – is a member of the armed forces</p>                                    | <p>Continued partnership area schools with Fort Riley with liaisons. Area schools building partnerships with Ft. Riley and members serve on school boards and committees.</p>  |
| <p><b>Postsecondary:</b><br/>Students meet standard in indicators unless small population and many times approach the target</p>   | <p>All special populations and subgroups</p>  | <p>Continued work by admin and instructors to better identify populations and greater emphasis given institutionally to increase student performance with Core Ability Assessments.</p>  |
| Gap  | Which special population(s)   | Strategies for Improvement   |
| <p><b>Secondary:</b><br/>Total Placement, Non-trad conc, graduation rate</p>   | <p>Individuals from economically disadvantaged families, including low-income youth and adults.</p> | <p>Transportation to attend work-based learning opportunities<br/>Area schools develop plans to meet the needs of transportation for all students. These might include school bussing and/or public transportation (aTaBus) to develop plans to assist in transportation.</p>  |
| <p><b>Secondary:</b><br/>Performance was not met for the area in academic reading and academic math</p>  | <p>Economically Disadvantages, English Learners, Homeless</p>                                       | <p>Professional development to connect core subject material (reading, writing, Math) into CTE coursework such as construction, welding, FACS.</p>   |
| <p><b>Postsecondary:</b><br/>Students must self-report disabilities. School may not be aware of students to meet needs. Lack of training/professional development for school personnel</p>             | <p>Individuals with disabilities</p>  | <p>Instructors meet with counselor and Special Education Coordinator to design a plan of placement for the student in the classroom and a plan to accommodate students' learning and physical needs. Advocating for appropriate services in CTE courses that some individuals with disabilities receive in core subject areas. For internship experiences, additional meetings are held with business and industry to accommodate the student at the workplace.<br/>Provide Role Models / Mentors that help check in with students to make sure needs are being met.</p> |

**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.*

| <b>Strength</b>   | <b>Which special population(s)</b>   | <b>Strategies for Sustaining</b>  |
|---|--|---|
| Many events held annually: Manhattan Area Work Force holds job fairs/career fairs. School to business educational consortium Career fair (11 high schools)  | All special populations  | Building greater partnerships and work together to hold events that can benefit the region as opposed to individual schools.  |
| Collaboration with Special Education staff and CTE staff working on Work-Based Learning procedures for Job Skills Classes (MHS). Advisory lessons target SEL and employability skills needed for all jobs. Standardizing forms and helping with building contacts and opportunities for students. | Individuals with disabilities  | Providing opportunities to include teachers and staff working with students with disabilities to attend CTE state and national conferences. Continued emphasis of Perkins legislation focuses attention on access in equity in special populations.   |
| Events focused on non-traditional students entered career fields. Example: Women in Manufacturing day at Wamego Caterpillar   | Non-traditional  | Continue to support and build events with ideas for growth.   |
| Work Based Learning Growth – Many students from special populations may benefit or find high value in earning high school credit  | All Special Populations and subgroups  | Area high schools are providing more opportunities for work-based learning. Building new relationships and maintaining current business partnerships.   |
| Funding at secondary level: .5 funding helps area high schools offer pathways that directly and indirectly expose students and help fill jobs.  | All Special Populations and racial subgroups   | Continued communication with community and state representatives to acknowledge the benefits of the high school CTE pathways.   |
| Postsecondary – Kansas Promise Scholarship  | All Special Populations and racial subgroups   | Continued maintenance of program for areas of improvement and marketing of opportunity.   |
| <b>Gap</b>  | <b>Which special population(s)</b>   | <b>Strategies for Improvement</b>   |
| <b>Secondary:</b><br><br>Lack of transportation (public or school funded) to provide opportunities for students unable to provide transportation  | Economically disadvantaged, English Language Learners                                      | Setting up Work-Based Learning systems to better place students of special populations in real-world applications. Secondary – investigation of options for Transportation to attend work-based learning opportunities (ATTA bus)   |
| <b>Postsecondary:</b><br><br>Not enough graduates to fill the industry need.  | All, economically disadvantaged, English learners, Homeless, and Non-traditional enrollees | Recruit more students. Encourage graduates to go to work for our business partners.   |
| <b>Secondary &amp; Postsecondary:</b><br><br>Accurate and up-to-date data to help show special pop and subgroup data; some subgroups are difficult to identify and improvement or programs to assist are difficult to utilize   | All Special Populations and racial subgroups   | Marketing and outreach of programs and opportunities for all students, especially special populations. Greater need for school social workers and counselors and training for individuals working with special populations.   |
| <b>Secondary:</b><br><br>Mindset still exists that all students need to go to a four-year university to be successful.  | All Special Populations and racial subgroups   | Continued marketing and engagement with parents on options after high school including technical school and certificate programs. Better recognition of students attending technical and trade schools. Utilization of Hire Paths web resource with students and families. Increase exposure to professionals of a technical-school or certificate field through guest speaking events, job shadows, and internships. Continue to promote with parents/guardians. |