



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

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

Regional Team Co-chairs:

| | Name | Institution/School | Phone | Email |
|------------------------------|----------------|--------------------------------------|--------------|---------------------------|
| USD(s) | Michael Brooks | Arkansas City Public Schools USD 470 | 620.441.2010 | michael.brooks@usd470.com |
| Postsecondary Institution(s) | Chris Cannon | Cowley County Community College | 620.229.5985 | chris.cannon@cowley.edu |

Add rows as needed

Date 2/1/24 Regional Team Name Winfield

- 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 by February 1, 2024.
 7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

Template:

STEP 1: Analyze Labor Market Information

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

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

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

FY 23-24 Needs Assessments can be found at <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability>

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

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality.

Part 2: Progress Toward Implementing Programs of Study.

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

Part 4: Progress toward Improving Access and Equity.

Add rows as needed

Regional Needs Assessment Team

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

| Representative | Name | Institution and Position |
|---------------------------|-------------------|---|
| Secondary Co-chair(s) | Mike Brooks | USD 470, CTE Coordinator |
| Postsecondary Co-chair(s) | Chris Cannon | Cowley College, Department Chair |
| Teachers - Secondary | Shannon Barker | Ark City, Correction/Law |
| | Shanna Graham | Ark City, Social Science |
| | Rane Case | Wellington, CTE Coordinator/Business |
| | Karen Tingley | Arkansas City, SPED |
| | Susan Schultz | Arkansas City, SPED |
| | Becka Leible | Udall, Business |
| | Justin Hogan | USD 465 CTE Coordinator and Teacher |
| Faculty - Postsecondary | Buddy Curry | Cowley College, Ag Faculty |
| | Colby Endres | Cowley College, Welding Faculty |
| | Cameron Schwarz | Cowley College, EMS Faculty |
| Secondary Administration | Daniel Farley | South Haven, Superintendent |
| | Melissa Seacat | Arkansas City, Principal |
| | Ashley Bugbee | Oxford, Asst. Principal/CTE Coordinator |
| | Pete Bastian | Belle Plaine, Superintendent |
| | Heidi Perkins | Udall, Superintendent |
| | Chantelle Johnson | Mulvane, Asst. Principal |
| | Jillian Henning | Central Burden, Principal |

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| Postsecondary Administration | Dr. Rachel Bates | Cowley College, Academic Vice President |
| | Janice Stover | Cowley College, Associate Vice President |
| Specialized instructional support and paraprofessionals | Liz Shepherd | Cowley College, Upward Bound Coordinator |
| | Jamie Manhart | Greenbush |
| | Linda Kemmerer | Arkansas City, Para |
| | Katie McAnulty | Arkansas City, Para |
| | Jocelyn Corley | Arkansas City, Academic Coach |
| | Dawn Simpson | Cowley College, Student Accessibility Coordinator |
| Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth | Lory West | Rooted |
| | Donna Jackson | Joseph's Storehouse |
| Representatives of Special Populations | Ashley Griggs | Cowley College, Student |
| | Shawn Anderson | Cowley College, Student |
| Career Guidance and Academic Counselors | Alisha Miller | Central, Counselor |
| | Tina Alamanza | Udall, Counselor |
| | Michala Taylor | Arkansas City, Counselor |
| Students | Reagan Dillard | Cowley College, Student |
| | Zane Estes | Arkansas City |
| | Paige Cassidy-Minnie | Arkansas City |
| | Alizabella Meile | Arkansas City |
| | Hannah Coates | Cowley College, Student |
| Community Members | Gary Brewer | Retired, Winfield Resident |
| | Amy Buxman | Burden Resident |
| Business & Industry Representatives | Shannon Reed | Sedgwick County EMS, Operations Division Chief |
| | Jessica Reymer | Silgan, HR Director |
| | Monica Owens | KanPak, HR Generalist |
| | Lacey Keleher | Western Industries Plastics |
| | Austin Rising | Rubbermaid, Director of Operations |
| | Crystal Garcia | Creekstone, Employment Manager |
| | Bob Beltz | Alltite, Vice President |

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| | Hannah Peroo | Galaxy Tool, HR Specialist |
| Workforce Development Representatives | Greg Butler | Cowley College, Workforce and Career Specialist |
| | Jessica Falk | Cowley First, Director |
| | Will Dorr | Workforce Centers of South Central Kansas, One Stop Manager |
| Parents | Tiffany Schandorf | Teacher |
| | Nikki Wakefield | Attendance Secretary |
| | Shannon Hills | Financial Secretary |
| Representative of Adult Education Programs (one representative is sufficient per state requirement) | Kami Moore | Cowley College, Adult Basic Education Director |
| Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement) | Dawn Simpson | Cowley College, Student Accessibility Coordinator |
| Representatives of Indian Tribes and Tribal organizations (where applicable) | N/A | N/A |
| Representatives from CTE programs at correctional institutions (where applicable) | Matt Thomas | Education Navigator, Winfield Correctional Facility |
| Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.) | Debbie Phelps | Cowley College, Institutional Data and Research Director |

STEP 1: Analyze Labor Market Information

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

The local needs assessment shall include ...

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

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

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

What does the law mean?

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

Part 1: Identify sources of labor market data

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

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

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
 - a. Long Term Projection Data
 - b. Short Term Projection Data
 - c. Vacancy Reports
 - d. High Demand Occupations
 - e. Occupational Reports
2. Kansas Career Navigator Data: <https://kscareernav.gov/>
3. KSDegreeStats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

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

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

Part 4: Convene the regional 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

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 |
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| | <p>SECONDARY</p> <p>Animal Science Total Annual Openings: 259 Concentrators: 16</p> <p>BioChemistry Total Annual Openings: 46 Concentrators: 0</p> <p>BioMedical Total Annual Openings: 38 Concentrators: 7</p> <p>Business Finance Total Annual Openings: 678 Concentrators: 33</p> <p>Business Management Total Annual Openings: 552 Concentrators: 59</p> <p>Comprehensive Agriculture Total Annual Openings: 442 Concentrators: 106</p> | |

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| | <p>Construction Total Annual Openings: 993 Concentrators: 78</p> <p>Corrections Total Annual Openings: 413 Concentrators: 9</p> <p>Digital Media Total Annual Openings: 145 Concentrators: 48</p> <p>Early Childhood Total Annual Openings: 285 Concentrators: 8</p> <p>Emergency & Fire Management Total Annual Openings: 112 Concentrators: 0</p> <p>Engineering Total Annual Openings: 423 Concentrators: 18</p> <p>Family, Community, & Consumer Services Total Annual Openings: 376 Concentrators: 30</p> <p>Fashion Apparel and Interior Design Total Annual Openings: 148 Concentrators: 0</p> <p>Health Science Total Annual Openings: 2,781 Concentrators: 203</p> | |
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Manufacturing

Total Annual Openings: 2,067

Concentrators: 13

Marketing

Total Annual Openings: 227

Concentrators: 0

Mobil Equipment Maintenance

Total Annual Openings: 256

Concentrators: 9

Power, Structural, & Technical Systems

Total Annual Openings: 602

Concentrators: 138

Programming

Total Annual Openings: 509

Concentrators: 11

Restaurant

Total Annual Openings: 2,244

Concentrators: 84

Teaching

Total Annual Openings: 976

Concentrators: 12

Web and Digital Communications

Total Annual Openings: 318

Concentrators: 25

POST SECONDARY

Agriculture – Farm and Ranch Management

Total Annual Openings: 874
Concentrators: 38

Precision Agriculture

Total Annual Openings: 874
Concentrators: 0

Milling Technician

Total Annual Openings: 77
Concentrators: 12

Graphic Imaging Design

Total Annual Openings: 46
Concentrators: 0

Software, Security and Development

Total Annual Openings: 357
Concentrators: 16

Cosmetology

Total Annual Openings: 648
Concentrators: 34

Electromechanical Maintenance

Total Annual Openings: 106
Concentrators: 20

Wind Energy

Total Annual Openings: 11,200, 45% growth
(USDOL)
Concentrators: 0

Early Child Education – Childcare and Development

Total Annual Openings: 1,073

Concentrators: 45

Nondestructive Testing

Total Annual Openings: 7,000, 2-4% growth
(O*NET online)

Concentrators: 79

Criminal Justice

Total Annual Openings: 507

Concentrators: 19

Fire Science

Total Annual Openings: 299

Concentrators: less than 5

Carpentry – Construction Trades

Total Annual Openings: 742

Concentrators: 34

Automotive Service Technology

Total Annual Openings: 599

Concentrators: 85

Machine Technology

Total Annual Openings: 462

Concentrators: 57

Welding Technology

Total Annual Openings: 787

Concentrators: 164

Medical Coding

Total Annual Openings: 115

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| | <p>Concentrators: 100</p> <p>Emergency Medical Technician Total Annual Openings: 200 Concentrators: 48</p> <p>Paramedic Total Annual Openings: 200 Concentrators: 90</p> <p>Phlebotomy Total Annual Openings: 178 Concentrators: 4</p> <p>Home Health Aide Total Annual Openings: 3,582 Concentrators: 7</p> <p>Medication Aide Total Annual Openings: Concentrators: 16</p> <p>Restorative Aide Total Annual Openings: 59 Concentrators: 4</p> <p>IV Therapy Total Annual Openings: 2,899 Concentrators: 555 (LPN Openings)</p> <p>Nursing Aide Total Annual Openings: 2,899 Concentrators: 70</p> <p>Accounting Clerk Total Annual Openings: 1,795</p> | |
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| | <p>Concentrators: 43</p> <p>Office Management</p> <p>Total Annual Openings: 2,639 Concentrators: less than 5</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 |
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| PATHWAYS | | |
| <p>43.0299 Emergency and Fire Management</p> <p>While some secondary schools in the service area have this pathway, there are several that do not.</p> | <p>There is an EMS and Firefighter shortage across Kansas, with 499 annual openings noted.</p> | <p>Advisory council members of EMS and Fire Science have strongly requested that Cowley College work with secondary partners to develop more of these pathways.</p> |
| <p>43.0199 Corrections, Security, Law and Law Enforcement</p> <p>While some secondary schools in the service area have this pathway, there are several that do not.</p> | <p>There is a law enforcement shortage across Kansas, with 507 annual openings noted.</p> | <p>Advisory council members of the criminal justice program have strongly requested that Cowley College work with secondary partners to develop more of these pathways.</p> |
| <p>44.0401 Government and Public Administration</p> | <p>There are currently 279 annual openings noted.</p> | <p>Faculty and the community have proposed this pathway be developed.</p> |
| PROGRAMS | | |
| <p>46.0302 Electrician</p> | <p>Annual openings 573, Mean salary \$59,750.</p> | <p>According to members of the community and members on the CST and other advisory committees, an electrician training program is essential for meeting industry demands, ensuring safety, keeping up with technological advancements, promoting quality work, supporting economic growth, and fostering a skilled and diverse workforce in the electrical sector.</p> |
| <p>47.0103 Communications Systems Installation and Repair Technology/Technician</p> | <p>Annual Openings 247, Mean Salary \$55,410.</p> | <p>With the planned expansion of fiber broadband and other telecommunications infrastructure improvements possible with newly available federal funding, a qualified workforce is acutely needed.</p> |

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| <p>15.0501 Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician</p> | <p>Annual Openings 434, Mean Salary \$54,270.</p> | <p>Input from community members indicated that there is a need for an HVAC program, including several businesses desiring internship/apprentices to join their organizations for on the job training to help improve the local workforce. The program addresses the evolving technologies within the HVAC industry, encompassing advanced control systems, renewable energy integration, and environmentally friendly refrigerants. Additionally, the training ensures that professionals are well-versed in safety protocols and industry standards, minimizing the risk of system failures, enhancing energy efficiency, and ultimately contributing to a healthier and more comfortable indoor environment.</p> |
| <p>15.1703 Solar Energy Technology/Technician</p> | <p>Information not available on KDOL due to the newness of the occupation. The USDOL Occupational Outlook Handbook shows an annual wage of \$45,230 and a job outlook from 2022-2032 of a 22% increase, much faster than average moving from 29,400 jobs in 2022 to 36,000.</p> | <p>There is an increasing need for renewable energy in the region. As the demand for solar installations surges, trained technicians become crucial for designing, installing, and maintaining solar energy systems. This program equips individuals with the skills and knowledge needed to harness the power of the sun effectively, promoting sustainability and reducing dependence on non-renewable energy sources. By focusing on photovoltaic technology, system integration, and safety measures, the training ensures that technicians can contribute to the growth of the solar industry, advance clean energy initiatives, and play a pivotal role in addressing climate change concerns.</p> |
| <p>46.0503 Plumbing Technology/Plumber</p> | <p>Annual openings 440, Mean salary \$57,660.</p> | <p>Input from the community indicates a high local need for plumbers. This program addresses the increasing complexity of</p> |

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| | | plumbing systems, covering aspects such as water supply, drainage, pipe installation, and environmentally friendly practices. With a focus on both traditional and modern plumbing technologies, the training equips individuals with the skills necessary to troubleshoot issues, implement preventive maintenance, and adhere to stringent safety and building codes. |
| 52.0901 Hospitality Administration Management | Annual openings 206, Mean salary \$66,070. | Input from local casinos and other establishments have indicated a need for training in hospitality and hospitality management to help meet their workforce needs. |
| 51.0910 Diagnostic Medical Sonography /Sonographer and Ultrasound Technician. | Annual openings 64, Mean Salary \$82,920 | Job growth in this occupation is projected to grow at 10%, with local needs for trained sonographers expected to grow at a similar or higher rate. |
| 51.4031 Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic | Annual Openings 166, Mean Salary \$39,880 | The Cowley County area has a large number of plastics manufacturers that have need for a trained workforce. |
| 30.7101 Data Analytics | Annual Openings 780, Mean Salary \$80,940 | Faculty and administration have proposed this program as a need in the community. A program that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, strategy, uncertainty quantification, and visual analytics. |

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 |
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| NA | | |
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STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

- 9. American Indian or Alaskan Native
- 10. Asian
- 11. Black or African American
- 12. Hispanic/Latino
- 13. Native Hawaiian or Other Pacific Islander
- 14. White
- 15. Two or More Races
- 16. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

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

| | Identify Strength(s) How are these strengths being sustained in the region? | Identify Gap(s) What are the root causes of the gaps? |
|--|---|---|
| Overall Student Performance in the Region | <p>1S1, 2S3, 3S1, 5S2</p> <p>1P1, 3P1</p> <p>Schools in the region provide positive school culture and safe environments.</p> <p>Adequate facilities.</p> <p>Incorporate cultural relevance and diversity in curriculum.</p> <p>High placement rates noted for both regular and special populations, 90% and 97% respectively. Continue to have active advisory committees and connections with industry that allow students placement in their chosen careers.</p> | <p>2S1, 2S2, 4S1</p> <p>2P1</p> <p>Strong connections between schools and families are not always maintained.</p> <p>Hiring well-trained, experienced, and motivated teachers has become increasingly difficult.</p> <p>Improvement needed for earned credential (2P1) for both regular and special populations, 75% and 69% respectively. Continue to assist students with preparation for certification and remove as many barriers, such as costs, as possible. Embedding certification fees in course fees can help all student populations succeed with credential attainment.</p> |
| <i>Performance of Special Populations</i> | | |

| | | |
|---|--|---|
| Individuals with disabilities | 1S1, 3S1 | 2S1, 2S2, 2S3, 4S1, 5S2 Para support falls short in the following categories: <ul style="list-style-type: none"> • Para to student ratio • Para Professional Development Providing individualized support for students with special needs ensures that they receive the accommodations necessary for success. |
| Individuals from economically disadvantaged families, including low-income youth and adults | 1S1, 3S1, 2S3, 5S2 Available community resources that do not duplicate services. Local non-profits providing student support. Large employers supporting employees with childcare, ESL training, etc. | 2S1, 2S2, 4S1 Students from lower-income families face challenges related to access to resources, educational support, and extracurricular opportunities. Parents of students need to be more connected to available community support services. Parental education on the available resources would help close this gap. |
| Individuals preparing for non-traditional fields | 1S1, 3S1, 4S1, 5S2 Continue focused outreach to non-traditional students to showcase available career pathways that may not be readily apparent. | 2S1, 2S2, 2S3 |
| Single parents, including single pregnant women Non-Suppressed Cells: 0 Suppressed Cells: 2 | 1S1, 4S1, 5S2 | 2S1, 2S2, 2S3, 3S1 Root cause is lack of available/affordable/dependable childcare. Continue to advocate for the establishment of more childcare |
| Out-of-workforce individuals | | |
| English Learners Non-Suppressed Cells: 0 Suppressed Cells: 10 | 1S1, 3S1, 5S2 | 2S1, 2S2, 2S3, 4S1 Demographic changes have outpaced changes in the para and educator workforces, with a lack of |

| | | |
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| | | Spanish-speaking staff and faculty noted as a root cause of difficulty for these learners. |
| Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) Non-Suppressed Cells: 0 Suppressed Cells: 5 | 1S1 Look to develop a program allowing homeless students to stay in the dorms year-round, regardless of semester end, if they remain enrolled for the upcoming semester. | 2S1, 2S2, 2S3, 3S1, 4S1, 5S2 Students need to be more connected to available community support services. Learner education on the available resources would help close this gap. |
| Youth who are in, or have aged out of, the foster care system Non-Suppressed Cells: 0 Suppressed Cells: 5 | 5S2 This group represents a very small portion of the students served in the region. All of the previously discussed support services are also available to this special population group. | 1S1, 2S1, 2S2, 2S3, 3S1, 4S1 Non-differentiated/non-specialized services that may not meet the exact needs of the students |
| Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title) Non-Suppressed Cells: 0 Suppressed Cells: 4 | 2S1, 3S1, 5S2 This group represents a very small portion of the students served in the region. All of the previously discussed support services are also available to this special population group. | 1S1, 2S2, 2S3, 4S1 Non-differentiated/non-specialized services that may not meet the exact needs of the students |
| <i>Performance of Students from Major Racial and Ethnic Groups</i> | | |
| American Indian or Alaskan Native | | 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S2 Historical events, such as the boarding school era, where Native American children were often separated from their families and communities, have had lasting impacts on education. High rates of poverty and limited access to quality healthcare and housing are two factors that affect a student's ability to focus on education. |

| | | |
|--|----------------------|--|
| <p>Asian</p> <p>Non-Suppressed Cells: 0 Suppressed Cells: 8</p> | | <p>1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S2</p> <p>The term "Asian" includes individuals from East Asia, South Asia, Southeast Asia, and the Pacific Islands, each with its own languages and cultural practices.</p> <p>Language barriers and cultural differences affect communication with teachers and hinder academic performance.</p> <p>Standardized testing and grading systems may not always be culturally sensitive, potentially disadvantaging students from certain Asian backgrounds.</p> |
| <p>Black or African American</p> <p>Non-Suppressed Cells: 0 Suppressed Cells: 12</p> | <p>1S1</p> | <p>2S1, 2S2, 2S3, 3S1, 4S1, 5S2</p> <p>Historically, discriminatory policies have left lasting impacts on the educational opportunities available to Black students.</p> <p>Economic factors, including disparities in income and employment opportunities, affect access to resources such as quality housing, healthcare, and educational enrichment opportunities.</p> |
| <p>Hispanic/Latino</p> | <p>1S1, 3S1, 4S1</p> | <p>2S1, 2S2, 2S3, 5S2</p> <p>Demographic changes have outpaced changes in the para and educator workforces, with a lack of Spanish-speaking staff and faculty noted as a root cause of difficulty for these learners.</p> <p>English language proficiency is a significant factor influencing academic performance.</p> |

| | | |
|---|---|---|
| | | Undocumented or immigrant status creates additional challenges for Hispanic students |
| Native Hawaiian or Other Pacific Islander Non-Suppressed Cells: 0 Suppressed Cells: 2 | 1S1, 3S1 | 2S1, 2S2, 2S3, 4S1, 5S2 The level of involvement and engagement in educational matters impacts the quality of educational initiatives and support services. Economic factors, including disparities in income and employment opportunities, affect access to resources such as quality housing, healthcare, and educational enrichment opportunities. |
| White | 1S1, 2S3, 3S1, 4S1, 5S2 Safe and supportive school climate where students feel physically and emotionally safe. Participation in extracurricular activities. | 2S1, 2S2 |
| Two or More Races Non-Suppressed Cells: 0 Suppressed Cells: 7 | 1S1, 2S3, 3S1, 5S2 Safe and supportive school climate where students feel physically and emotionally safe. Incorporating social-emotional learning programs that address the well-being and mental health of minority students. | 2S1, 2S2, 4S1 |
| Unknown | | |

Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

What does the law mean?

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

State Definitions:

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

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

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

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

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

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

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

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.

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

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

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

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

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

| Question | Answer | Areas for Improvement |
|------------------------|--|--|
| Are of sufficient size | <ul style="list-style-type: none"> • Advisory Committee input. • Number of CTE Participants, Concentrators, and Completers. • Follow-up Data • Class size limitations • Sufficient enrollment in Introductory Level classes to ensure adequate Technical Level and Application Level enrollment. • Student Interest Inventories • Student Individual Plans of Study (IPS) • Secondary Pathways are closely aligned with Cowley College Pathways. | <ul style="list-style-type: none"> • Advisory Board Participation • Increasing student interest in local area jobs. • Finding quality instructors for CTE programs. • Increasing student participation in low enrollment programs. • Student understanding of available CTE programs. |

| | | |
|--|--|---|
| <p>Relate to real-world work environment (Scope)</p> | <ul style="list-style-type: none"> • Advisory Committee input. • High Quality Project Based Learning • Work Based Learning including Internships, Apprenticeships, Clinical Work Experience, Supervised Agricultural Experience, and School-Based Enterprises. • Job Shadowing, Field Trips, Guest Speakers • Ensure staff have adequate opportunities for PD within the school and through outside opportunities such as Workshops, Seminars, Industry Training Programs, and Classroom Observation. • Ensure that 21st Century Skills, Career Ready Practices, and Employability Skills are embedded within the curriculum. | <ul style="list-style-type: none"> • Adequate funding to ensure Technical Level courses have sufficient resources available to ensure mastery of skills to be successful in Applications Level courses. • Ensure staff is current on industry skills and new trends within each pathway. • Region has a limited number of available Work-Based Learning opportunities within reasonable distance of students. • Work-Based Learning Coordinator |
| <p>Help students advance to future education (Scope)</p> | <ul style="list-style-type: none"> • Secondary Pathways are closely aligned with Cowley College Pathways. • Student IPS includes Post-Secondary information. • Students take advantage of free application days to Post-Secondary schools. • Students take advantage of Excel in CTE funding. • Students enroll in Concurrent General Ed classes. • CCCC hosting student days on CCCC Campus. • Cowley College hosting a Secondary CTE Staff day geared toward Non-CTE Staff within the area. • Articulation Agreements | <ul style="list-style-type: none"> • Scheduling Cowley College student and staff days with each school having a different calendar. • Identification of KSDE approved certification vs Cowley College Certificates. • Students accessing Articulation Agreements. |

| | | |
|----------------------------|--|---|
| <p>Are of high quality</p> | <ul style="list-style-type: none"> • Local Advisory Committee’s meet twice per year to review curriculum and technology available to students. • Use Advisory Committee feedback to improve Programs of Study • Education Follow-up Report • CTE Pathways align with KSDE Standards • KSDE Pathway Competencies are followed • Highly Qualified staff • Curriculum Maps • Utilization of Rubrics | <ul style="list-style-type: none"> • Finding Highly Qualified staff • Limited staffing to expand Education Follow-up Report |
|----------------------------|--|---|

STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What does the law mean?

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

Perkins V Sec. 2(41)

Program of Study:

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

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

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

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

| Implementation Process | Strengths | Needs/Gaps |
|--|---|--|
| (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 | <ul style="list-style-type: none"> • All Secondary students complete the KSDE approved assessments of academic standards • Districts follow the College and Career Ready Standards adopted by the State Board • Academic Credit Recovery Programs • CTSO Participation • Work-Based Learning • Programs of study are approved by KSDE for each pathway. | <ul style="list-style-type: none"> • Limited CTE and General Ed collaboration |
| (B) addresses both academic and technical knowledge and skills, including employability skills | <ul style="list-style-type: none"> • Feedback from Advisory Committee’s regarding graduate performance is an important metric to ensure CTE programs are of high quality offerings. • Students are encouraged to participate in CTSO’s. • Industry recognized certificate • Youth Entrepreneurship Challenge | <ul style="list-style-type: none"> • CTSO’s need high quality sponsor’s |
| (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area | <ul style="list-style-type: none"> • Host a minimum of two (2) advisory meetings per year. • Review student inventories. | <ul style="list-style-type: none"> • Increase community awareness of the importance of advisory boards. |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> • “Soft Skills” are emphasized in the Tiger Stripes Work Ethics program guest speakers. | |
| (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) | <ul style="list-style-type: none"> • Ensure all pathways at both secondary and Post-Secondary schools create a sequence of classes that begin with an Introductory Class and end with an Application Level Class. • Cowley College works with Secondary Schools to create a seamless transition within pathways. • Cowley College offers concurrent classes in both CTE and General Ed. Excel in CTE covers the cost of CTE Classes while Cowley College offers a Fast Track Rate of Secondary students. • Articulation Agreements | <ul style="list-style-type: none"> • Colleges are limited to the number of visits they can make to a high school during the course of a year. |
| (E) has multiple entry and exit points that incorporate credentialing | <ul style="list-style-type: none"> • Secondary Schools follow KSDE guidelines for Sequencing courses based upon the three levels: Introductory, Technical, and Application. • CTE Faculty at Cowley College continue to implement more short term certificates and SAPPs to ensure multiple entry and exit points for most programs. | <ul style="list-style-type: none"> • Ensure Secondary Schools and Cowley College continue to work together to create a seamless transition within all pathways. |
| (F) culminates in the attainment of a recognized postsecondary credential. | <ul style="list-style-type: none"> • Secondary schools utilize Excel in CTE to earn college credit and certifications. • Cowley College implemented the Fast Track program to increase dual credit opportunities by decreasing the cost for secondary students. • Emphasis with Cowley College Perkins programs to ensure each has an approved or recognized postsecondary credential. • Cowley College offers Cert A, B, and C Certificates along with AAS programs. | <ul style="list-style-type: none"> • Course remediation at the Secondary Level limits students' opportunities for Post-Secondary success. • |

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

| RECRUITMENT | | |
|--|---|---|
| Process | Strengths | Needs/Gaps |
| <ul style="list-style-type: none"> Attend employment fairs at multiple universities across the state. List open positions on State websites: KEEB, Kansasteachingjobs.com. Advertise in newspapers and institutional webpages. Utilize social media resources: Linked In, Indeed, ZipRecruiter. Actively seek December Graduates. Recruit alumni to become staff members. Seek candidates from local industry that qualify for certification. | <ul style="list-style-type: none"> Wide variety of candidates with more diverse opportunities. | <ul style="list-style-type: none"> Difficult to recruit non-local CTE Teachers to relocate to the area long term. Industry pays better. Lack of qualified candidates. Post-Secondary institutions are not offering opportunities for new teachers to certify. |

TRAINING

| Process | Strengths | Needs/Gaps |
|--|--|---|
| <ul style="list-style-type: none"> • Mentorships • District hosted Professional Development for new staff. • District hosted Professional Development for all staff during the course of the year. • Perkins funded Professional Development for KSDE workshops, seminars, and conferences. • Professional Development from Regional Service Centers. • Cowley College host a Spring CTE Regional Teacher day in the Spring. | <ul style="list-style-type: none"> • Faculty have the opportunity for Professional Development for both industry information and teaching strategies. • Provide in-building mentors for all new staff. • Regional has two Service Centers: Greenbush and Orion. | <ul style="list-style-type: none"> • Lack of Substitute Teachers. • Not all faculty take advantage of Professional Development opportunities. |

| RETENTION | | |
|---|---|--|
| Process | Strengths | Needs/Gaps |
| <ul style="list-style-type: none"> • Actively working to increase Base Salary • Keep salaries of present faculty at a strong level. • Provide valuable benefits. • Provide stable work environment. • Mentors are provided for new staff. • Four (4) day work week. | <ul style="list-style-type: none"> • Salaries and benefits are competitive with Secondary and Post-Secondary Institutions. • Professional Development opportunities for all staff. • Mentors for all new staff. • Some schools in the region have gone to a four (4) day work week. | <ul style="list-style-type: none"> • Salaries and benefits are not competitive with many industry positions. • Lack of ability to offer incentives or bonuses. • Lack of ability to increase staff as needed. |

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

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

What does the law mean?

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

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

Perkins V Sec. 2(48)

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

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

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

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

Checklist

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

| Addressed in Q8, Q9, and/or 10? | Population |
|---------------------------------|---|
| | <i>Perkins V – special populations Sec. 2(48)</i> |

| | |
|--|--|
| | (A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) |
| | (B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) |
| | (C) individuals preparing for non-traditional fields; |
| | (D) single parents, including single pregnant women; |
| | (E) out-of-workforce individuals; |
| | (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) |
| | (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. |
| | ESEA of 1965 Sec. 1111(h)(1)(C)(ii) (B) students from major racial and ethnic groups; |
| | American Indian or Alaskan Native |
| | Asian |
| | Black or African American |
| | Hispanic/Latino |
| | Native Hawaiian or Other Pacific Islander |
| | White |
| | Two or More Races |
| | 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 |
|---|---|---|
| Programs: <ul style="list-style-type: none"> are evaluated by program review, follow-up data collection, and administrative oversight. are high quality offerings following guidelines set by both KSDE and KBOR. have highly qualified faculty. curriculum is approved by the program advisory committees. | <ul style="list-style-type: none"> All Special Populations and each Subgroup | Continue: <ul style="list-style-type: none"> Investing Perkins funds in faculty training. Follow the program review process. Solicit input from engaged members of the advisory committee. Ensure curriculum is up-to-date. |

| | | |
|---|---|--|
| ADA Compliance | <ul style="list-style-type: none"> • Individuals with disabilities | Continue to update facilities, web sites, correspondence, and handbooks to meet ADA Compliance |
| Accommodations and modifications are provided based upon individual student needs. | <ul style="list-style-type: none"> • All Special Populations and each Subgroup | Staff participation in IEP's, 504's, and other specific plans for students. |
| All students are included in Introductory Level CTE Courses and the Secondary Level. | <ul style="list-style-type: none"> • All Special Populations and each Subgroup | Participate in Access and Equity trainings. |
| Multi Tier Support System (MTSS) in place for all Secondary Students. | <ul style="list-style-type: none"> • All Special Populations and each Subgroup | Continue looking at different strategies and opportunities for special populations to be successful. |
| Region has several non-profit organizations that offer clothing, hygiene products, food, and household items. | <ul style="list-style-type: none"> • Individuals from economically disadvantaged families, including low-income youth and adults • Single parents, including single pregnant women • Out-of-workforce individuals • Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act | Continued community support and donations. |
| Area churches offer language classes. | <ul style="list-style-type: none"> • English Learners | Continued community volunteers to continue programs. |
| Full time ESL Coordinator | <ul style="list-style-type: none"> • English Learners | Continued funding for the position. |
| Gap | Which special population(s) | Strategies for Improvement |
| Rigid adherence to the pathway/program courses can make degree or certificate completion unnecessarily challenging. Many times, more than one course, especially general education courses, can be used to satisfy degree requirements, and some of these alternate courses may be more suitable for special population students. For instance, advising a student to take Interpersonal Communications instead of Public Speaking may be very beneficial for an English learning student, and will still satisfy the degree requirement. | This strategy will potentially benefit all special population students who have decreased program completion rates. | Work with CTE Faculty and Admissions staff to implement "shadow grids", degree grids that show alternative classes that can be utilized to satisfy degree requirements of general education classes. These can be used by faculty advisors, USD guidance counselors, and Cowley admissions to help place special population students in suitable alternative courses as needed for student success |

| | | |
|---|---|---|
| Transportation was identified as a potential barrier to student success. | <ul style="list-style-type: none"> • Economically Disadvantaged • Single Parents • Out-of-workforce • English Learners • Homeless • Foster youths | Work collaboratively with USDs and Cowley College to block schedule CTE as much as possible to simplify transportation options. Explore possibility of sharing transport between USDs (several USD students using one van/bus). |
| Scheduling rigidity was identified as a potential barrier to student success. Many courses are only offered at one class time or location. Utilizing hybrid course opportunities or other innovative scheduling may alleviate this barrier. | <ul style="list-style-type: none"> • Economically Disadvantaged • Single Parents • Out-of-workforce • English Learners • Homeless | Explore alternative delivery models with faculty and technology team. Lecture capture with online posting may be a method of offering alternative learning opportunities for students who miss a class due to life circumstances. |

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 |
|---|---|---|
| Faculty in the CTE/Perkins programs are frequently sent to specialized professional development conferences/training to ensure that the most current and sound educational theories are being used in the classroom. | <ul style="list-style-type: none"> • All Special Populations and each Subgroup | <ul style="list-style-type: none"> • Continue to emphasize the hiring of qualified faculty to meet HLC and Licensed Personnel guidelines. • Continue to utilize Perkins funding to send faculty to specialized training and conferences to further improve student success. |
| Graduation rate of each Special Populations and Subgroup meet or exceed standards set by state and institution. | <ul style="list-style-type: none"> • All Special Populations and each Subgroup | <ul style="list-style-type: none"> • Continue to provide accommodations for needed success. |
| Several CTE programs have teamed with the general education faculty to integrate contextual academics into CTE programs. By providing contextual examples of academic principles, rote and theoretical items become much more concrete and easier to learn. | <ul style="list-style-type: none"> • All Special Populations and each Subgroup | <ul style="list-style-type: none"> • Work with CTE and general education faculty members to develop further strategies and professional development offerings on integrating academics into CTE programs. |
| Active learning strategies that have been integrated into many CTE/Perkins classrooms have been demonstrated to increase student | <ul style="list-style-type: none"> • All Special Populations and each Subgroup, especially groups that traditionally under perform in retention. | <ul style="list-style-type: none"> • Advocate for the use of active learning strategies in all CTE/Perkins programs. |

| success. These strategies can include case-based learning, problem-based learning, group work, formative assessments, and other items that actively engage students. | | <ul style="list-style-type: none"> Utilize faculty members currently using active learning to provide PD to other faculty in CTE/Perkins programs. |
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| Communication between CTE Instructors, Academic Instructors, and Paraprofessionals. | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Continue to foster open communication between all staff. |
| Gap | Which special population(s) | Strategies for Improvement |
| Utilizing an ABCDF grading scheme may make course/certificate/degree completion very challenging, especially for special population students who may have had IEPs in high school or who come from a high school program that utilizes a pass/fail methodology for assigning grades | <ul style="list-style-type: none"> The needs assessment team identified that Individuals with Disabilities would likely be less successful in programs with ABCDF grading schemes. | Explore using a pass/fail grading method for CTE/Perkins courses. This may be easily done, as most CTE/Perkins technical classes have very clearly defined outcomes and competencies that the pass/fail could be measured against. |
| Some CTE/Perkins programs are only offered at one time due to limited classroom space, limited faculty availability, or other logistical constraints. Many times, daytime only classes may be a challenge for special population students who are also members of the workforce. This creates a barrier to student success and enrollment for special population students who can't attend programs at traditional offering times. | <ul style="list-style-type: none"> Economically Disadvantaged Single Parents Homeless Foster youths | <ul style="list-style-type: none"> Seek out mutually beneficial times to schedule courses for all stakeholders, including students in special populations. Leverage hybrid offerings and open labs to facilitate attendance during non-peak hours for working students. |

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

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

| Strength | Which special population(s) | Strategies for Sustaining |
|---|--|---|
| Current Perkins/CTE programs are based on the needs of local industry and job markets, with close working relationships between program faculty and local industry stakeholders. This helps ensure that students who do graduate will be prepared for high-wage, high-skill jobs with many industries | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Continue to monitor labor data closely during the Needs Assessment completion. Work with local industry stake holders to ensure graduates are coming out prepared to work as a turn-key employee in high-demand/high-wage occupations. |

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| preferentially interviewing and/or hiring Cowley CTE graduates. | | |
| There are many pathways between the local high schools and Cowley College that will allow high school students to complete some, if not all, portions of an approved technical program while still in high school. This jump start allows all students, including special population students, to be better prepared to either enter the educational program as a full-time student or to immediately obtain a high-demand/high-wage job on graduating from high school and Cowley concurrently. | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Work closely with local USD stakeholders to identify successful pathways and possible future pathway inclusions. Continue to work collaboratively on the Perkins Needs Assessment, Principal/Counselor Event, CTE Faculty Day, and other opportunities for open communication between USD and Cowley faculty and staff. |
| Cowley College offers multiple majors and career pathway possibilities for students which, when combined with the pathways from the local area high schools, presents students with a wide variety of programs to meet their needs and interests. | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Continue to add pathways and programs based on student interest, strategic needs, stakeholder input, and job market demand. |
| Work-Based Learning (WBL) opportunities with real-life work experiences where students can apply academic and technical skills while developing their employability. | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Continue strong relationship with local Business & Industry partners. |
| Individual Plans of Study. | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Continue developing Individual Plans of Study cooperatively with the student and the student's counselor, teachers, and family members. |
| Cowley College offers several Student Day's as well as Faculty Day's. | <ul style="list-style-type: none"> All Special Populations and each Subgroup. | <ul style="list-style-type: none"> Continue strong relationship between Cowley College and Regional Secondary Schools. |
| Gap | Which special population(s) | Strategies for Improvement |
| The local needs assessment team identified multiple instances of students with a very poor academic performance history having unrealistic expectations, e.g.: A student who is struggling with remedial math and science | <ul style="list-style-type: none"> Individuals with Disabilities | <ul style="list-style-type: none"> Work with faculty, counselors and admissions reps to help guide students to more realistic occupations that are still high-wage/high-demand and may be more attainable. |

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| <p>courses and wishes to become a pediatric neurosurgeon. Input provided from several participants indicated that this was a fairly commonly observed issue with students during advising and counseling sessions.</p> | | <ul style="list-style-type: none"> • Increased self-awareness and interest using the Individual Plan of Study. |
| <p>The local needs assessment team identified many issues of students who were on remedial or non-collegiate plans of study in high school attaining a very high GPA and then being placed in regular college courses and failing due to not being prepared.</p> | <ul style="list-style-type: none"> • Individuals with Disabilities | <ul style="list-style-type: none"> • Increased training for both Secondary and Post-Secondary staff emphasizing the need and laws for disclosing information. • Be prepared to place students in remedial classes if needed with extra academic support, even if they have a high GPA on high school graduation. |
| <p>Some students do not receive sufficient support and/or communication while enrolled in programs of study. This can result in the student dropping or failing classes that could normally be passed.</p> | <ul style="list-style-type: none"> • All Special Populations and each Subgroup. | <ul style="list-style-type: none"> • Continue to utilize faculty advisors for students. • Identify students of special populations early in the enrollment process and proactively reach out to them with the available student support services that are available at Cowley to enhance student success. • Continue with IEPs if available and provide as much support for the student as possible. |
| <p>Transportation issues for students.</p> | <ul style="list-style-type: none"> • All Special Populations and each Subgroup. | <ul style="list-style-type: none"> • Increased funding to offset transportation cost. |