



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)	Stacey Cole	Leavenworth High School	913-684-1550	Stacey.cole@lvpioneers.org
USD(s)	Kim Biasella	Turner	913-288-3325	Biasellaa@turnerusd202.org
Postsecondary Institution(s)	Amanda Franze	Kansas City Kansas Community College	913-288-7572	afranze@kckcc.edu
Postsecondary Institution(s)	Don Smith	Kansas City Kansas Community College	913-288-7811	dsmith@kckcc.edu

Add rows as needed

Date 1/30/2024

Regional Team Name Kansas City – Wyandotte and Leavenworth Counties

- 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.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team Name: <u>Kansas City – Wyandotte and Leavenworth Counties</u> Date: <u>1/30/2024</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Stacey Cole	<u>Stacey.cole@lvpioneers.org</u>	913-684-1550
Secondary: Kim Biasella	<u>biasellaa@turnerusd202.org</u>	913-288-3325
Postsecondary: Amanda Franze	<u>afranze@kckcc.edu</u>	913-288-7572
Postsecondary: Donald Smith	<u>dsmith@kckcc.edu</u>	913-288-7811

Regional Needs Assessment Team

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

Representative	Name	Institution and Position
Secondary Co-chair(s)	Stacey Cole Kim Biasella	Leavenworth (USD458) – Assistant Principal Turner (USD202) – Business Teacher
Postsecondary Co-chair(s)	Don Smith Amanda Franze	KCKCC – Dean of CTE KCKCC – Institutional Grant Director/Perkins Coordinator
Teachers – Secondary	April Wolters Kim Biasella Heather Waters Karen Mitchell	Leavenworth (USSD453) – CTE Teacher & Dept. Chair Turner (USD202) – Business & IT Teacher & Dept. Chair Leavenworth (USD458) – CTE Teacher Leavenworth (USD458) – CTE Teacher
Faculty – Postsecondary	Michael Florence Kelly Olinde Chuck Saunders	KCKCC – HVAC Instructor KCKCC – Cyber Security Instructor KCKCC – Automation Engineering Technology Instructor
Secondary Administration	Kelley James Dr. Jessica Dain Jared Jackson Dr. Matt Wachel	Kansas City (USD500) – CTE Teacher Piper (203) – Superintendent Basehor-Linwood (USD458) – Director Innovative Programs Director of Instruction, State and Federal Programs
Postsecondary Administration	Jerry Pope Ashley Irvin Dr. Tiffany Bohm Dr. Edward Kremer Marcia Irvine	KCKCC – Vice President of Academic Affairs/Secondary Perkins Coordinator KCKCC – Associate Dean of CTE KCKCC – Dean of Health Professions KCKCC – Dean of Math, Science, and Computer Technology KCKCC – Director of Leavenworth Center
Specialized instructional support and paraprofessionals	NaQari Harris Robert Beach	KCKCC – High School Partnership Specialist II

		KCKCC – Assistive Technology Specialist
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Jessica Smith Fyn Morigan	KCKPS – McKinney-Vento Coordinator KCKCC – Student Basic Needs Coordinator
Representatives of Special Populations	Wade Abel Gena Ross	KCKCC – Director of the Veteran’s Center KCKCC – Title III Director
Career Guidance and Academic Counselors	Lisa Shepard Danielle Frideres Sara Schlep	Leavenworth (USD453) – Counselor KCKCC – Career Services Coordinator II KCKCC – Student Success Advisor
Students	Robert Tiffany Brady Waters	KCKCC – HVAC Student Leavenworth (USD458) – Student
Community Members	Diana Dodd Tanika Edmonds	Leavenworth County Development Corporation – Assistant Director Goodwill Artemis Institute – Program and Business Engagement Manager
Business & Industry Representatives	Jason Loader Paul Bishop	Kaw Valley Engineering – Engineer Garmin – Operations Trainer
Workforce Development Representatives	Keely Schneider Sloane Gage Greg Kindle	Workforce Partnership – President Workforce Partnership – Director of Work Based Learning and Industry Engagement Wyandotte Economic Development Council – President
Parents	Heather Waters Karen Mitchell	Leavenworth (USD458) – CTE Teacher/Parent Leavenworth (USD458) – CTE Teacher/Parent
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Stephanie Prichard	KCKCC – Assistant Director of Adult Education
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Robert Beach	KCKCC – Assistive Technology Specialist
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	

Representatives from CTE programs at correctional institutions (where applicable)	Christopher Nicoll Ashley Irvin	KCKCC – Welding Instructor at Lancing Correctional Facility KCKCC – Associate Dean of CTE/LCF Coordinator
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Dr. Stephen Nettles Kim Klise Michael Torres	KCKCC- Director of Institutional Effectiveness KCKCC – Administrative Assistance to the CTE Dean KCKCC – Director of Diversity, Equity, and Inclusion

STEP 1: Analyze Labor Market Information

Perkins V Act – Section 134I(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

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?

Pathways/Programs with adequate concentrator count for the job openings:

CIP CODE & PATHWAY	PROGRAM	COLLEGE CONCENTRATORS	SECONDARY CONCENTRATORS	JOB OPENINGS	COMMENTS
01 Agriculture 1.9999	Comprehensive Agriculture Science		6	10	Several school districts are located in and/or near rural areas. Many of these students work in counties that are not included in this region as they are neighboring to their location.
39 Personal Services 12.041	Nail Technology	56 2022		* – KC 95 - State	
39 Personal Services 12.0301	Mortuary Science	37		78 – entire state	KCKCC offers the only mortuary science program in the state of Kansas and it also serves surrounding states. There is no

					mortuary science in the state of Nebraska; the Missouri program is located in St. Louis.
29 Healthcare Practitioners and Technical Occupations 51.3901	Licensed Practical Nurse (LPN)	149		147	Space and personnel limit the program capacity numbers.
49 Installation, Maintenance, and Repair Occupations 47.0201	HVAC Tech	107		176	61% of the demand is being met.
33 Protective Services Occupations 43.0299 43.0203	Emergency & Fire Management Services	43	0	116	
46 Construction Trades 46.0302	Electrical Technology	78		159	The college is looking at potential options of restructuring schedules and implementing work-based learning opportunities to accommodate more postsecondary students.
47 Construction and Extraction Occupations 47.0603	Auto Body Collision Repair	45		60	

47 Construction and Extraction Occupations 47.0604	Automotive Technology	135		201	
51- Production Occupations 48.0508	Welding Technology	76		106	
12 Personal & Culinary Services 12.0505	Culinary Arts	91		194	
31 – Healthcare Support Occupations 51.0806	Physical Therapist Assistant	63		55 State 169	Clinical availability impacts number of students.
29- Healthcare Practitioners and Technical Occupations 51.0904	EMT/EMS/ Paramedic	66		24 200 (state)	Space and personnel limit the program capacity numbers.
Healthcare Practitioners and Technical Occupations 51.0908	Respiratory Care	51		40	Largest program in the state. Clinical/quality of applicants.

Pathways/Programs with too few concentrators for the job opening:

CIP CODE & PATHWAY	PROGRAM	COLLEGE CONCENTRATORS	SECONDARY CONCENTRATORS	JOB OPENINGS	COMMENTS
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01 Agriculture 3.0101	Natural Resources & Environmental Services		0	142	Kansas City is considered the “Animal Health Corridor” comprising over 75% of all jobs/industries related to the various aspects of Animal Health and services. Marketing and education to students would likely help increase student interest into these fields.
1.1101	Plant Systems		*	919	Marketing and education to students would likely help increase student interest into these fields.
11 Information Technology 15.1201	Computer Engineering	0		50	
11.0901	Web Application & Design	0		81	
11.0901	Computer Systems Networking	6		47	
11.1006	Computer Support Specialist	7		47	
11.0801	Programming & Software Development	8		215	

27 Information Technology 50.0499	Graphic Design		21	173	
12 Personal & Culinary Services 12.0501	Pastry/Baking	0		154	A part-time instructor started the Baking program fall 2023.
12.0504	Restaurant & Event Management		190	715	
Personal Care and Service Occupations 12.0401	Cosmetology	67		212	The demand is great, and there is an opportunity for expansion.
19.0799	Family, Community & Consumer Services		53	199	
13 Education 19.0708	Early Childhood Education & Development	15		111	
17 Architecture and Engineering Occupations 15.1102	Surveying and Technology	0		14	New program at KCKCC as of fall 2022.
33 Protective Services 43.0107	Police Science	16		145	
44 Public Admin. & Social Services 22.0302	Paralegal & Legal Assistants	16		144	
44.0401	Gov. & Public Admin.		8	54	
46.0401	Building Engineering Maintenance	69		423	The college is looking at potential options of

					restructuring schedules and implementing work-based learning opportunities to accommodate more postsecondary students.
	Construction & Design		112	2031	
46.0201	Construction Technology	66		224	
51 Production Occupations	Manufacturing		18	153	
(Industrial Machinery Mechanics) 15.0406	Automation Engineer Technology	0		101	New program as of fall 2022.
19 Life, Physical, and Social Science Occupations 19-4021	Biomanufacturing	0		65	Bio-manufacturing is located at a USD500 building it difficult to attract students outside of USD500. Allowing this program to operate in an additional location would likely attract and increase the number of concentrators.
51 Production Occupations 48.0508	Machine Technology	16		115	The program is deactivated and has been replaced with Automation Engineer Technology.

51 Health	Health Science		415	2058	
31 Healthcare Support Occupations 51.0806	Medical Asst	49		256	Space and personnel limit the program capacity numbers.
31 Healthcare Support Occupations 51.3902	Certified Nursing Aide (CNA)	170		808	CNAs, in high demand, are meeting only 21% of the need.
31 Healthcare Support Occupations 51.0801	Medication Aide	16		0 59 state	
29 Healthcare Practitioners and Technical Occupations 51.3901	Registered Nurse	56		807	Due to the extremely high need for Registered Nurses, concentrators are meeting only 7% of the need.
43 Office and Administrative Support Occupations 52.0401	Administrative Office Professional	0		793	
43 Office and Administrative Support Occupations 52.0408	Office Assistant	0		269	
Business Management & Entrepreneurship 52.0799	Business Management & Entrepreneurship		137	2281	This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements.

Marketing 52.1402	Marketing		85	1338	This is a good option for students at the secondary level
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Pathways/Programs with too many concentrators for the job opening:

CIP CODE & PATHWAY	PROGRAM	COLLEGE CONCENTRATORS	SECONDARY CONCENTRATORS	JOB OPENINGS	COMMENTS
11 Information Technology 9.0702	Digital Media		194	87	
11 Information Technology 10.0203	Audio Engineering	40		14	Students in this program obtain jobs across the Kansas City metropolitan area, spanning Missouri and Kansas.
Engineering & Applied Math 14.0101	Engineering & Applied Math.		120	63	

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
Business/Information & Record Clerk	October 2023: 2 openings	1,439 openings Jobs EQ, Kansas City MSA
Business/Payroll & Timekeeping Clerk - <i>Recommended for KCKCC</i>	October 2023: 41 openings	48 openings Jobs EQ, Kansas City MSA

Information Technology/Information Support & Services – 0 enrolled (Bonner Springs) Information Technology/Network Systems - (not active in Leavenworth) Summary: These programs at the secondary level lacks student interest, faces difficulty finding teachers, lacks funding and is not a Perkins approved program, and lacks professional development for teachers. Information Technology related programs are recommended at the postsecondary level.	October 2023: 0 openings	788 openings Jobs EQ, Kansas City MSA
Information Technology/Unmanned Aircraft (Drone) Certification; <i>New area recommended for KCKCC.</i>	Rapidly growing area with little current data October 2023: 0 openings	0 openings Jobs EQ, Kansas City MSA
American Sign Language Interpreters: this program is highly needed and would be best as a Certificate program. This course has also been requested by the public in CEB.	October 2023: 0 openings	7 openings Jobs EQ, Kansas City MSA
Interior Design	October 2023: 15 openings	26 openings Jobs EQ, Kansas City MSA
Travel & Tourism	October 2023: 0 openings	34 food openings Jobs EQ, Kansas City MSA
Personal & Culinary/Food & Beverage Management – <i>Certificate course recommended for KCKCC</i> ; This program can be the difference between positions in the industry.	October 2023: 0 openings	511 openings Jobs EQ, Kansas City MSA
Personal & Culinary - Barbering	October 2023: 164 openings	194 openings Jobs EQ, Kansas City MSA
Basic Business Administration/Management - <i>Certificate Course would be useful in many different categories above.</i> (Scheduling, cash register, iPad, credit cards, inventory, customer	October 2023: 0 openings	835 openings Jobs EQ, Kansas City MSA

service, taking payments/making change, writing checks, etc.)		
Biotechnology	October 2023: 0 openings	0 openings Jobs EQ, Kansas City MSA
Surgical Technologists	October 2023: 321 openings	205 openings Jobs EQ, Kansas City MSA
Radiologic Technologists	October 2023: 476 openings	315 openings Jobs EQ, Kansas City MSA
Pharmacy Technicians	October 2023: 329 openings	226 openings Jobs EQ, Kansas City MSA
Dental Hygienists	October 2023: 39 openings	70 openings Jobs EQ, Kansas City MSA
Dietary Manager Certificate	October 2023: 0 openings	55 openings Jobs EQ, Kansas City MSA
Medical Coding Specialists	October 2023: 0 openings	52 openings Jobs EQ, Kansas City MSA
Medical Office Specialist	October 2023: 0 openings	26 openings Jobs EQ, Kansas City MSA
Medication Aide	October 2023: 0 openings	323 openings Jobs EQ, Kansas City MSA
Corrections, Law Enforcement Services	October 2023: 0 openings	1,225 openings Jobs EQ, Kansas City MSA
Social & Human Service Assistance	October 2023: 74 openings	873 openings Jobs EQ, Kansas City MSA
Public Safety Tele-Communicators	October 2023: 15 openings	33 openings Jobs EQ, Kansas City MSA
Compliance Officers	October 2023: 19 openings	68 openings Jobs EQ, Kansas City MSA
Occupational Health & Safety Specialists	October 2023: 29 openings	118 openings Jobs EQ, Kansas City MSA
Court, Municipal & License Clerks	October 2023: 40 openings	38 openings Jobs EQ, Kansas City MSA
Legal Secretaries & Admin Assistants	October 2023: 4 openings	9 openings Jobs EQ, Kansas City MSA
Bus & Truck Mechanics; Diesel Engine Specialists	October 2023: 238 openings	244 openings Jobs EQ, Kansas City MSA

Mobile Heavy Equipment	October 2023: 46 openings	47 openings Jobs EQ, Kansas City MSA
CDL Licensing – Heavy & Tractor-Trailer Drivers; Industrial Truck & Tractor Operators; <i>Light Truck Drivers and Bus Drivers are under discussion at KCKCC.</i>	October 2023: 589 openings	1,207 openings Jobs EQ, Kansas City MSA
Railroad Operations; Transportation, Storage & Distribution; Logisticians	October 2023: 81 openings	85 openings Jobs EQ, Kansas City MSA
Electrical Power-Line Installers & Repairers at the postsecondary level	October 2023: 31 openings	11 openings Jobs EQ, Kansas City MSA in this field.
Sheet Metal Workers	October 2023: 23 openings	13 openings Jobs EQ, Kansas City MSA
Water & Wastewater Treatment Operators	October 2023: 52 openings	23 openings Jobs EQ, Kansas City MSA
Hazardous Materials Removal Workers	October 2023: 1 opening	0 openings Jobs EQ, Kansas City MSA

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
CIP: 10 Communications Audio Engineering– 40 concentrators at postsecondary level for only 14 openings	There is not a program on the Missouri side of the Kansas City metro, so the annual openings does not reflect an accurate picture for the number of concentrators	Placement rates for audio engineering are excellent.
CIP: 11 Information Technology Digital Media – 194 secondary concentrators for 87 openings	High schools are offering more graphics types of programs because of high interest by students. While some schools may not have the specific pathways for some of the high-demand careers, they do learn skills that can lead to postsecondary education in high-demand areas. For example, skills taught in Web and Digital Design may lead	Report provided to KCKCC directly from the Kansas Department of Labor. File attached.

	students to careers in computer programming.	
CIP: 14 Engineering and Applied Math Engineering 194 secondary concentrators for only 87 openings	Data provided by the Workforce Partnership shows forecasted growth for all engineering fields including Civil, Industrial, Mechanical, and Electrical with the annual demand exceeding 100 for all fields.	<ul style="list-style-type: none"> • Workforce Partnership

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.

Post-Secondary

Program	<ul style="list-style-type: none"> • Identify Strength(s) • How are strengths being sustained in the region? 	<ul style="list-style-type: none"> • Identify Gaps/Needs • What are the Root Causes of the Gaps?
KCKCC Institutional Data		2P1 Credential, Certification, Degree Attainment 2019 = 78.88% 2020 = 66% 2021 = 78% 2022 = 81% 2023 = 82.36% <ul style="list-style-type: none"> • Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.
	3P1 Non-Traditional Concentration 2019 = 14.11%	

	<p>2020 = 14%</p> <p>2021 = *</p> <p>2022 = 13%</p> <p>2023 = 13.76%</p> <ul style="list-style-type: none"> • KCKCC is located in a large migrant population. 									
<p>Audio Engineering 10.0203</p>	<p><u>2020:</u> 1P1 = 80% 3P1 = 17%</p> <p><u>2021</u> 1P1 = 91% 3P1 = 19%</p> <ul style="list-style-type: none"> • Local and regional employers give presentations to classes – they are aware of our program and some prioritize our graduates for employment vacancies. • Local industry personnel and potential employers are on the Program Advisory Committee. This allows us to best meet the needs of the local industry. • Industry minorities are featured in advertising and recruitment materials. 	<p><u>2019:</u> 1P1 = 57% 2P1 = 64%</p> <p><u>2020:</u> 2P1 = 47%</p> <p><u>2021</u> 2P1 = 60%</p> <p>Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.</p>								
<p>Digital Imaging Design (10.0303)</p>	<p><u>2020:</u> 3P1 = 61%</p>	<table> <tr> <td><u>2019:</u> 1P1 = 83% 2P1 = 71%</td> <td><u>2020:</u> 1P1 = 60% 2P1 = 44%</td> </tr> <tr> <td colspan="2"><u>2021</u> 1P1 = 75% 2P1 = 44% 3P1 = N/A</td> </tr> </table>	<u>2019:</u> 1P1 = 83% 2P1 = 71%	<u>2020:</u> 1P1 = 60% 2P1 = 44%	<u>2021</u> 1P1 = 75% 2P1 = 44% 3P1 = N/A					
<u>2019:</u> 1P1 = 83% 2P1 = 71%	<u>2020:</u> 1P1 = 60% 2P1 = 44%									
<u>2021</u> 1P1 = 75% 2P1 = 44% 3P1 = N/A										
<p>Computer Support Specialist (11.1006)</p>	<table> <tr> <td><u>2019:</u> 1P1 = 88%</td> <td><u>2020:</u> 1P1 = 100%</td> </tr> <tr> <td colspan="2"><u>2021</u> 1P1 = 86%</td> </tr> </table>	<u>2019:</u> 1P1 = 88%	<u>2020:</u> 1P1 = 100%	<u>2021</u> 1P1 = 86%		<table> <tr> <td><u>2019:</u> 2P1 = 43%</td> <td><u>2020:</u> 2P1 = 0%</td> </tr> <tr> <td colspan="2"><u>2021</u> 2P1 = 67% 3P1 = 0%</td> </tr> </table>	<u>2019:</u> 2P1 = 43%	<u>2020:</u> 2P1 = 0%	<u>2021</u> 2P1 = 67% 3P1 = 0%	
<u>2019:</u> 1P1 = 88%	<u>2020:</u> 1P1 = 100%									
<u>2021</u> 1P1 = 86%										
<u>2019:</u> 2P1 = 43%	<u>2020:</u> 2P1 = 0%									
<u>2021</u> 2P1 = 67% 3P1 = 0%										

<p>Mortuary Science (12.0301)</p>	<p><u>2019:</u> 1P1 = 100% 2P1 = 82%</p> <p><u>2020:</u> 1P1 = 95% 3P1 = 83%</p> <p><u>2021</u> 1P1 = 100% 2P1 = 88%</p>	<p><u>2020:</u> 70% Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.</p> <p><u>2021</u> 3P1 = 74%</p>
<p>Cosmetology (12.0401)</p>	<p><u>2019:</u> 1P1 = 94%</p> <ul style="list-style-type: none"> • High schools attending hot Career days & school tours. • Word of mouth from the industry and former students. <p><u>2020:</u> 1P1 = 96%</p> <p><u>2021</u> 1P1 = 89%</p>	<p><u>2019:</u> 2P1 = 50%</p> <p><u>2020:</u> 2P1 = 62% 3P1 = 3.4%</p> <ul style="list-style-type: none"> • Changing of the test from physical practical test to a written practical test. <p><u>2021</u> 2P1 = 77% 3P1 = 0%</p>
<p>Nail Technology (12.0410)</p>	<p><u>2019:</u> 1P1 = 90% 2P1 = 100%</p> <p><u>2020:</u> 1P1 = 88% 2P1 = 100%</p> <p><u>2021</u> 1P1 = 84% 2P1 = 100% 3P1 = 0</p>	<p><u>2020:</u> 3P1 = 0%</p>
<p>Culinary Arts (12.0505)</p>	<p><u>2019:</u> 1P1 = 86% 2P1 = 89%</p> <ul style="list-style-type: none"> • Visiting high schools and attending high school College Career Nights. • Using TEC Career Days for Students to come to TEC to see Programs. <p><u>2020:</u> 1P1 = 83%</p> <p><u>2021</u></p>	<p><u>2020:</u> 2P1 = 42% 3P1 = N/A</p> <ul style="list-style-type: none"> • HS students only attend for 2 semesters, and do not obtain the 40 credits need for certificate. • Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.

	1P1 = 100%	<u>2021</u> 2P1 = 58% 3P1 = N/A
Computer Software Tech (15.1204)		<u>2019:</u> 1P1 = 50% 2P1 = 50% <u>2020:</u> 1P1 = 40% 2P1 = 17% 3P1 = 27%
Early Childhood Education & Development (19.0708)	2019: 1P1= 100% 2020: 1P1= 100% <ul style="list-style-type: none"> ECE&D participated in Hot Career days for high school students and middle school career awareness events. Guest speakers create awareness about early childhood field, and job opportunities. 	2019: 2P1= 56% 3P1 = 0% 2020: 2P1 = 57% 3P1 = 0% <ul style="list-style-type: none"> The CDA credential is an entry-level credential, and most students continue their education. Low wages in the field of ECE challenges enrolling nontraditional students. <u>2021</u> 1P1 = 75% 2P1 = 50% 3P1 = 0%
Fire Science (43.0203)	<u>2019:</u> 1P1 = 95% 2P1 = 81% <u>2021</u> 1P1 = 89% <u>2020:</u> 1P1 = 100% 3P1 = 21%	<u>2020:</u> 2P1 = 47% Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials. <u>2021</u> 2P1 = 65% 3P1 = 30%
Construction Technology (46.0201)	<u>2019:</u> 1P1 = 90% 2P1=90% <u>2020:</u> 1P1 = 97%	<u>2020:</u> 2P1 = 68% 3P1 = 7.3%

	<p>3P1=N/A</p> <ul style="list-style-type: none"> • High school students attend the hot career days. • Word of mouth from former students. <p><u>2021</u> 1P1 = 88%</p>	<ul style="list-style-type: none"> • Time in class because of COVID issues. <p><u>2021</u> 2P1 = 56% 3P1 = 6.7%</p>
Electrical Technology (46.0302)	<p><u>2019:</u> 1P1 = 96% 2P1 = 94%</p> <p><u>2020:</u> 1P1 = 90% 3P1 = 6.3%</p> <p><u>2021</u> 1P1 = 87%</p>	<p><u>2020:</u> 2P1 = 73%</p> <p>Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.</p> <p><u>2021</u> 2P1 = 42% 3P1 = 8.3%</p>
Building & Property Maintenance (46.0401)	<p><u>2019:</u> 2P1 = 100%</p> <p><u>2020:</u> 1P1 = 100%</p>	<p><u>2019:</u> 1P1 = 78%</p> <p><u>2020:</u> 2P1 = 23% 3P1 = 4.9%</p> <p>Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.</p> <p><u>2021</u> 1P1 = 80% 2P1 = 42% 3P1 = 10%</p>
HVAC (47.0201)	<p><u>2019:</u> 1P1 = 96%</p> <p><u>2020:</u> 1P1 = 96%</p> <p><u>2021</u> 1P1 = 100%</p>	<p><u>2019:</u> 2P1 = 65%</p> <p><u>2020:</u> 2P1 = 54% 3P1 = 2.3%</p>

	2P1 = 81%	Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials. <u>2021</u> 3P1 = 2%
Automotive Collision (47.0603)	<u>2019:</u> 2P1 = 75% <u>2021</u> 2P1 = 83% 3P1 = 15% <u>2020:</u> 1P1 = 88% 3P1 = 16%	<u>2019:</u> 1P1 = 79% <u>2020:</u> 2P1 = 50% <u>2021</u> 1P1 = 83%
Automotive Technology (47.0604)	<u>2019:</u> 1P1 = 88% 2P1 = 83% • Word of mouth advertising in local high schools keeps helping to grow our program given how successful our students are in earning certificates. • Increased focus on preparing students for end of program testing. <u>2021</u> 1P1 = 97%	<u>2020:</u> 2P1 = 32% 3P1 = 5.1% • Due to Covid, was difficult to get students into school to take end of program tests. • Again, due to covid, could not get students into prepare like normal for the end of program tests. <u>2021</u> 2P1 = 67% 3P1 = 5.6%
Machine Technology (48.0501)	<u>2019:</u> 2P1 = 81% • Each semester, area employer participated in mock interviews for the students to prepare them for the hiring process after graduation. • Women are featured prominently in photos of work situations in college advertising. <u>2020:</u> 1P1 = 90% 3P1 = 13%	<u>2019:</u> 1P1 = 81% <u>2020:</u> 2P1 = 53%

	<u>2021</u> 1P1 = 100% 2P1 = 83% 3P1 = 11%	
Welding Technology (48.0508)	<u>2019:</u> 1P1 = 95% 2P1 = 78% <u>2021</u> 1P1 = 88% 2P1 = 78% 3P1 = 16%	<u>2020:</u> 1P1 = 87% <u>2020:</u> 2P1 = 48% 3P1 = 8.1% Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials.
Medical Assistant (51.0801)	<u>2019:</u> 1P1 = 100% 2P1 = 80% <u>2021</u> 1P1 = 100% 2P1 = 93%	<u>2020:</u> 1P1 = 100% 2P1 = 86% <u>2020:</u> 3P1 = 5.1% Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials. <u>2021</u> 3P1 = 4.6%
Physical Therapist Assistant (51.0806)	<u>2019:</u> 1P1 = 94% 2P1 = 97% <u>2021</u> 1P1 = 96% 2P1 = 96%	<u>2020:</u> 1P1 = 92% 2P1 = 92% 3P1 = 35% <u>2021</u> 3P1 = N/A

<p>EMT (51.0810)</p>	<p><u>2019:</u> 1P1=96% 2P1=100% 3P1=N/A</p> <ul style="list-style-type: none"> Faculty assessing student progress, make open labs available, encouraging students to utilize certification exam prep programs. Utilize annual course/program assessment to analyze outcomes, including NR exam results. <p><u>2021</u> 1P1 = 98% 2P1 = 100%</p>	<p><u>2021</u> 3P1 = N/A</p>
<p>Paramedic (51.0904)</p>	<p><u>2019:</u> 1P1=100% 2P1=100% 3P1=N/A</p> <ul style="list-style-type: none"> Utilize annual course/program assessment to analyze outcomes, including NR exam results. Encouraging students to utilize certification exam prep programs. Analyze graduate and employer surveys. <p><u>2021</u> 2P1 = 84%</p>	<p><u>2021</u> 1P1 = N/A 3P1 = N/A</p>
<p>Registered Respiratory Therapist (51.0908)</p>	<p><u>2019:</u> 1P1 = 100% 2P1 = 76% 3P1 = N/A</p> <p><u>2020:</u> 1P1 = 89% 2P1 = 94%</p> <p><u>2021</u> 1P1 = 96% 2P1 = 81% 3P1 = 15%</p>	

<p>Nursing AND (51.3801)</p>	<p><u>2019:</u> 1P1=98% 2P1=89% 3P1=N/A</p> <ul style="list-style-type: none"> • Working to put some courses online to allow for flexibility to attract more applicants. • Word of mouth with clinical partners. <p><u>2020:</u> 1P1 = 94% 2P1 = 98%</p> <p><u>2021</u> 1P1 = 97% 2P1 = 88% 3P1 = 21%</p>	
<p>Nursing PN (51.3901)</p>	<p><u>2019:</u> 1P1=100% 2P1=89% 3P1=N/A</p> <ul style="list-style-type: none"> • Changed curriculum sequencing to be more balanced to not over burden students. • Working to put some courses online to allow for flexibility to attract more applicants. • Word of mouth with clinical partners. <p><u>2020:</u> 1P1 = 100% 2P1 = 91%</p> <p><u>2021</u> 1P1 = 95% 2P1 = 79% 3P1 = 17%</p>	

Secondary

Overall Performance	Identify Strength(s)	Identify Gaps/Needs
1S1 – Graduation Rate	<p>97.61% Region / 85% State Target</p> <ul style="list-style-type: none"> • CCR, CTE and other teachers provide encouragement and support to these students. • District is committed to paying for fees for CTE courses for economically disadvantaged families. • Continuing to expose students to non-traditional careers. • CTE is a graduation requirement. • Math and Reading increased significantly due to MTSS and staff efforts across the board. • Identified Tier 2 and Tier 3 interventions in reading and math to support students in increasing their levels of performance, especially in the areas where attainment is lower. • Our team engaged stakeholders in a review of focused data and analyzed the data. A focus group was used to gather feedback on outcomes of the programs related to equity. • Case managers are knowledgeable of programs. • LEA is knowledgeable of programs. • Dissemination of information. • Maintaining graduation rate close to state performance with continued support. • Graduation rate is high because students are interested in their field of study. • Students receive support to succeed. 	<ul style="list-style-type: none"> • Obstacles can be many but include not understanding the value of CTE programs, not understanding the program itself or knowing what it might involve. • Factors enabling success include mentorship and strong peer bonds • Continued support as students post COVID continue to makeup credits from failures during changes in schooling. This group represents students who were sophomores or juniors during shutdown.

Overall Performance	Identify Strength(s)	Identify Gaps/Needs
	<ul style="list-style-type: none"> Students who become completers often find a niche and place to belong. CTE is part of their school identity. 	
2S1 - Academic Reading	<p>34.70% Region / 31.00% State Target</p> <ul style="list-style-type: none"> Interventionists available to assist struggling students. Peer Tutors. Tutoring sessions with teachers. Direct reading classes for Special Education students. Reading curriculum that provides tiered levels of support. Strong supportive services for ELL learners. CCR (College & Career Readiness) support for reading. 6 minutes reads across the district. 	<ul style="list-style-type: none"> We believe that many gaps have been caused by the COVID pandemic and more students missing school. Finding quality teachers is a struggle throughout not only the state, but the nation. The teacher shortage means less quality candidates, and sometimes substitutes without teacher licensure.
2S2 – Academic Math	<p>27.09% Region / 24% State Target</p> <ul style="list-style-type: none"> Interventionists available to assist struggling students. Peer Tutors. Tutoring sessions with teachers. Direct Math classes for Special Education students. Math curriculum that provides tiered levels of support. Strong supportive services for ELL learners. CCR (College & Career Readiness) support for reading. 	<ul style="list-style-type: none"> We believe that many gaps have been caused by the Covid pandemic and more students missing school. Transportation. Attendance. Student academic support. Finding quality teachers is a struggle throughout not only the state, but the nation. The teacher shortage means less quality candidates, and sometimes substitutes without teacher licensure. <p><u>Comment:</u> Students could be enrolled in remedial courses instead of CTE.</p>

Overall Performance	Identify Strength(s)	Identify Gaps/Needs
2S3 – Academic Science	<p>36.77% Region / 27% State Target</p> <ul style="list-style-type: none"> • Many CTE courses directly relate to Science (cross-curricular), such as CNA, Biomedical, Culinary Arts. • Gifted programs. • Summer Enrichment camps. • Enrichment courses and clubs. • Excellent selection of Science courses, allows students a greater variety in learning science. 	<ul style="list-style-type: none"> • Numbers may not include College and tech school credits as it only includes the CTE credits in high school pathways. • Many gaps have been caused by the Covid pandemic and more students missing school.
3S1 – Total Placement	<ul style="list-style-type: none"> • CCR, CTE and other teachers provide encouragement and support to these students. • Dissemination of information. • District is committed to paying for fees for CTE courses for economically disadvantaged families. • Continuing to expose students to non-traditional careers. • CTE is a graduation requirement. • Math and Reading increased significantly due to MTSS and staff efforts across the board. • Identified Tier 2 and Tier 3 interventions in reading and math to support students in increasing their levels of performance, especially in the areas where attainment is lower. • Our team engaged stakeholders in a review of focused data and analyzed the data. A focus group was used to gather feedback on outcomes of the programs related to equity. • Case managers are knowledgeable of programs. 	<p>72.53% Region / 85% State Target</p> <ul style="list-style-type: none"> • Need to promote post-secondary training to families. • Transportation. • Attendance. • Student academic support. • Low placement in CTE programs due to low academic performance.

Overall Performance	Identify Strength(s)	Identify Gaps/Needs
	<ul style="list-style-type: none"> • LEA is knowledgeable of programs. • Dissemination of information. • Maintaining graduation rate close to state performance with continued support. 	
4S1 – Non-Traditional Concentrators	<p>41.39% Region / 30% State Target</p> <ul style="list-style-type: none"> • CTE is a graduation requirement. • Our team engaged stakeholders in a review of focused data and analyzed the data. A focus group was used to gather feedback on outcomes of the programs related to equity. 	<ul style="list-style-type: none"> • We need to do a better job of identifying non-traditional students and having one-on-one conversations with them about what this means and how this can impact their future career positively. • Low placement in CTE programs - students are seeking enrollment through other non-traditional programs outside of school district (tech school, alternative certifications, etc.) • Work to reduce the stigma behind non-traditional fields not being appropriate for students or not as ‘good’ or well-paying as other jobs that traditional college bound students.
5S2 – Post Secondary Credentials.	<p>59.98% Region / 52% State Target</p> <ul style="list-style-type: none"> • CTE is a graduation requirement. • Our team engaged stakeholders in a review of focused data and analyzed the data. A focus group was used to gather feedback on outcomes of the programs related to equity. 	<ul style="list-style-type: none"> • Postsecondary Credits attained percentages decreased and the gap of meeting the state target increased. • Many of the exams for credentials are expensive, and not all schools pay for the exams.

	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>Post Secondary 1P1: 86.63% 2P1: 82.36% 3P1: 13.76%</p> <ul style="list-style-type: none"> • Student Affairs provides a variety of wrap-around services for students 	<ul style="list-style-type: none"> • Additional resources and support are needed for special populations. • Identifying special populations and how to best support them. • Addressing transportation issues • Basic needs not being met

	<ul style="list-style-type: none"> • Community partnership including alignment and communication with secondary schools 	<ul style="list-style-type: none"> • Schedules of classes are not accommodating for non-traditional students • Access to safe, affordable childcare
<i>Performance of Special Populations</i>		
Individuals with disabilities	<p>Post-Secondary- 1P1: 100%</p> <ul style="list-style-type: none"> • Students are supported through the necessary reasonable accommodations. • Programs provide pre-advising done by program faculty and Student Success Advisors to assist students with determining their ability to be successful in the program. • KCKCC works actively with high school counselors, students, and special education teachers to inform students about the resources available to individuals with disabilities. SASS personnel participate in high school transition and orientation programs to ensure students have the information needed to access accommodations at KCKCC. • KCKCC has a full-time assistive technology specialist to work with students on technology skills. This allows the students to be more independent in their studies. 	<p>2P1: 60% 3P1: 0.00%</p> <ul style="list-style-type: none"> • Additional resources and support would benefit students with disabilities beyond what is currently offered, to ensure student success. • Accessibility options related to equipment can be challenging for students who have a physical disability. It is difficult to find equipment that adjusts to student needs. • Programs reported students with disabilities struggled the most with online learning. • Improve methods of identifying this information to be reported. • Explore wrap-around and support services that can include mentorship with industry personnel. <p>Secondary- Reading: 10.64% Math: 13.96% Science: 11.87% Total Placement: 46.53% Non-Traditional Concentrators: 24.61%</p>

	<ul style="list-style-type: none"> • Programs work closely with these students to make appropriate accommodations. Special Education Teachers and other case workers provide extra support at the high school for student with an IEP. • Graduation rate and employment rates upon graduation in the field of study are consistent with students without disabilities. • Numerous scholarships are offered in CTE and Allied Health programs. <p>Secondary- Graduation Rate: 99.68%</p> <ul style="list-style-type: none"> • Case managers are knowledgeable of programs • LEA is knowledgeable of programs • CCR, CTE and other teachers provide encouragement and support to these students. • Dissemination of information • Maintaining graduation rate close to state performance with continued support 	<p>Post-Secondary credits Attained: 29.01%</p> <ul style="list-style-type: none"> • In one district, these students seem to be performing at around the same level as their peers. • MTSS • Other educational needs • The state assessments do not allow us to provide all of the accommodations necessary for these students. • Lack of support provided within CTE classrooms (paraprofessionals) to increase access and success • Low placement in CTE programs due to low academic performance • Students could be enrolled in remedial courses instead of CTE. • We show that 0 students with disabilities are enrolled as CTE students. • There are gaps in how these students are being flagged and reported.
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p>Post-Secondary – Placement Overall: 86.63% 1P1: 82.94% 2P1: 84.75% 3P1: 13.94%</p> <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. 	<p>Post-Secondary-</p> <ul style="list-style-type: none"> • Students are not required to take a course on financial literacy. The skills and information offered in financial literacy could be added into the syllabi of the Obtaining Employment course currently required by most programs. • Transportation, childcare, appropriate shelter that provides heat sources are

	<ul style="list-style-type: none"> • KCKCC offers many services to students in this population such as a food pantry, clothing closet, and referrals to outside services. • Tutoring services are provided by the college. • Numerous scholarships are offered in CTE and Allied Health programs. <p>Secondary –</p> <p>Non-Traditional Concentrators” 45.78%</p> <ul style="list-style-type: none"> • CCR, CTE and other teachers provide encouragement and support to these students. • Dissemination of information • District is committed to paying for fees for CTE courses for economically disadvantaged families. • Continuing to expose students to non-traditional careers 	<p>challenges for these students. Explore wrap-around and support services that can include mentorship with industry personnel.</p> <ul style="list-style-type: none"> • There are gaps in how these students are being flagged and reported. • Lack of resources or knowledge of resources for younger students in this category makes it more challenging in helping them. <p>Secondary-</p> <p>Graduation rate: 83.43%</p> <p>Reading: 24.77%</p> <p>Math: 13.37%</p> <p>Science: 21.86%</p> <p>Total Placement: 53.66%</p> <p>Post-Secondary Credits Attained: 40.86%</p> <ul style="list-style-type: none"> • Lack of understanding from families regarding the need for post-secondary training • Need to promote post-secondary training to families • Lack of enrollment • Transportation • Attendance • Student academic support
Individuals preparing for non-traditional fields	<p>Post-Secondary-3P1: 13.76%</p> <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. 	<p>Post-Secondary-1P1: 11.14%</p> <p>2P1: 9.62%</p> <ul style="list-style-type: none"> • Lack of offering clubs or networking sessions to these students that will help

	<ul style="list-style-type: none"> Marketing efforts have increased to promote individuals preparing for a non-traditional field. Examples include print and radio ads, and brochure development. Numerous scholarships are offered in CTE and Allied Health programs. <p>Secondary-</p> <p>Math: 27.10% Science: 27.44% Non-Traditional Concentrators: 100.0% Post-Secondary Credits Attained: 66.30%</p> <ul style="list-style-type: none"> CCR, CTE and other teachers provide encouragement and support to these students. Dissemination of information 44% of our district's students enrolled in CTE courses are non-traditional Graduation rate is high because students are interested in their field of study Students receive support to succeed 	<p>prepare them for the "social" aspect of these jobs.</p> <ul style="list-style-type: none"> Explore mentorship for non-traditional students. Students can be paired with a non-traditional person employed in the field (or similar field) throughout their time in the program. Stronger support services. <p>Secondary-</p> <p>Graduation Rate: 80.03% Reading: 30.88% Total Placement: 60.17%</p> <ul style="list-style-type: none"> Staff Diversity Recruitment <p><u>Comments</u></p> <ul style="list-style-type: none"> Work to better identify non-traditional students and having one-on-one conversations with them about what this means, and how this can impact their future career positively. Low placement in CTE programs - students are seeking enrollment through other non-traditional programs outside of school district. Work to reduce the stigma behind non-traditional fields not being appropriate for students or not as 'good' or well-paying as other jobs that traditional college bound students.
<p>Single parents, including single pregnant women</p>	<p>Post-Secondary- 1P1: 100% 2P1: 87.50%</p>	<p>Post-Secondary- 3P1: 0%</p> <ul style="list-style-type: none"> Transportation, childcare, support services

	<p>Secondary- Graduation Rate: 100.0% Science: 50.0% Non-Traditional Concentrators: 75.0% Post-Secondary Credits Attained: 50.0%</p>	<p>Secondary- Reading: 0.0% Math: 0.0% Total Placement: 50.0%</p>
Out-of-workforce individuals	<p>Post-Secondary- 1P1: 93.33% 2P1: 93.33%</p> <ul style="list-style-type: none"> • KCKCC's Career Services Departments provides training on updating resumes and best practices for interviewing. • Career Services with business/industry • Handshake platform accessible for all students <p>Secondary- Not applicable</p>	<p>Post-Secondary- 3P1: 0%</p> <ul style="list-style-type: none"> • Soft-skill trainings are needed. Industry partners have shared their concerns in advisory board meetings. <p>Secondary- Not Applicable</p>
English Learners	<p>Post-Secondary- 1P1: 92.31% 2P1: 85% 3P1: 10%</p> <ul style="list-style-type: none"> • ESL Department holds information sessions for potential students and offers transitional support to help students succeed <p>Secondary- Graduation Rate: 82.07% Non-Traditional Concentrators: 42.35%</p>	<p>Post-Secondary- 3P1: 10%</p> <p>Secondary- Reading: 0.0% Math: 0.0% Science: 1.06% Total Placement: 25.93% Post-Secondary Credits Attained: 29.28%</p>

<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<p>Post-Secondary-</p> <p>1P1: 100% 2P1: 100% 3P1: not listed in the data from KBOR</p> <ul style="list-style-type: none"> • KCKCC has a Basic Needs Center that can assist homeless individuals find the resources and shelter they need. • The Financial Aid Office assists students in obtaining funding needed to attend classes. <p>Secondary- Science: 28.57% Non-Traditional Concentrators: 61.67%</p>	<p>Post-Secondary-</p> <ul style="list-style-type: none"> • Transportation, basic needs, mental health <p>Secondary- Graduation Rate: 64.29% Reading: 0.0% Math: 0.0% Total Placement: 14.29% Post-Secondary Credits Attained: 25.00%</p>
<p>Youth who are in, or have aged out of, the foster care system</p>	<p>Post-Secondary-</p> <p>1P1: 100% 2P1: 100% 3P1: not listed in the data from KBOR</p> <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. • Fostering Blue Devils is a program dedicated to supporting students who have been part of the foster care system. • Numerous scholarships are offered in CTE and Allied Health programs. <p>Secondary- Science: 33.33% Non-Traditional Concentrators: 100.00%</p> <ul style="list-style-type: none"> • CCR, CTE, and other teachers encourage and support all students 	<p>Post-Secondary- Non-traditional Concentrators performance: 0%</p> <ul style="list-style-type: none"> • These students have higher rates of being homeless. Supports for these students are difficult to find in the region to help them reach their goals. • Identify additional resources that can provide support to the students. • Transportation, childcare, support services • Explore wrap-around and support services that can include mentorship with industry personnel. <p>Secondary- Graduation Rate: 33.33% Reading: 0.0% Math: 19.25% Total Placement: 66.67% Post-Secondary Credits Attained: 50.00%</p>

	<ul style="list-style-type: none"> • Dissemination of information 	<ul style="list-style-type: none"> • No identified gaps • Transfer students • Many foster individuals change schools often. • Improve methods of identifying and reporting this information.
<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)</p>	<p>Post-Secondary-</p> <p>1P1: 100% 2P1: 60% 3P1: not listed in the data from KBOR</p> <ul style="list-style-type: none"> • Fort Leavenworth is part of KCKCC service area. KCKCC students in this special population are higher than the state average. • The Military and Veterans Center is dedicated to helping and supporting military affiliated individuals. • Many CTE programs can be completed in one year or less. <p>Secondary-</p> <p>Reading: 38.54% Math: 34.90% Science: 48.15% Total Placement: 72.92% Non-Traditional Concentrators: 66.49%</p> <ul style="list-style-type: none"> • CCR, CTE and other teachers provide encouragement and support to these students. • Dissemination of information 	<p>Post-Secondary-</p> <ul style="list-style-type: none"> • Research offering additional short-term credentials that can be completed in less than 1 year. Examples in the Health Services cluster include phlebotomy, massage therapy, and pharmacy technician. In Human Services cluster, creation of Embalming and Funeral Directing certificates would also be beneficial. • Research offering multiple exit points in CTE programs that would allow students to leave with a college credential and industry recognized certifications. • Identify additional resources that can provide support to the students. <p>Secondary-</p> <p>Graduation rate: 67.97% Post-Secondary Credits Attained: 50.31%</p> <ul style="list-style-type: none"> • Many military individuals move from state to state and programs do not match • Student mobility is a challenge these students face. • Fort Leavenworth is a one-year leadership school. Once officers complete the year of school, the families

	<ul style="list-style-type: none"> The district schools continue to focus on improving the reading skills of all students. 	<p>transfer to the next base the officer is stationed at.</p> <ul style="list-style-type: none"> The total placement of these students remains an area of concern.
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	<p>Post Secondary 2P1: 83.33% 3P1: 12.50%</p> <p>Secondary- All areas need improvement</p>	<p>Post Secondary 1P1: 50%</p> <p>Only 50% of American Indian or Alaskan Native students are placed after program completion, remain enrolled in postsecondary education, or a service program.</p> <p>Secondary- Graduation rate: 50.00% Reading: 0.00% Math: 0.00% Science: 0.00% Total Placement: 0.00% Non-Traditional Concentrators: 25.00% Post-Secondary Credits Attained: 25.00%</p>
Asian	<p>Post Secondary 1P1: 96% 2P1: 89.66%</p> <p>Secondary All areas need improvement</p>	<p>Post Secondary 3P1: 7.81%</p> <p>Secondary Graduation rate: 72.50% Reading: 10.56% Math: 16.67% Science: 24.96%</p>

		Total Placement: 22.58% Non-Traditional Concentrators: 15.44% Post-Secondary Credits Attained: 34.97%
Black or African American	Post Secondary 2P1: 78.79% 3P1: 14.85% Secondary All areas need improvement	Post Secondary 1P1: 79.03% This is below KCKCC's negotiated 1P1 target of 86%. Secondary Graduation rate: 79.00% Reading: 19.71% Math: 4.47% Science: 12.49% Total Placement: 32.78% Non-Traditional Concentrators: 28.96% Post-Secondary Credits Attained: 31.01%
Hispanic/Latino	Post Secondary 2P1: 81.90% 3P1: 11.14% Secondary Graduation rate: 85.84% Non-Traditional Concentrators: 35.98%	Post Secondary – 1P1: 82.50% Secondary Reading: 15.24% Math: 11.58% Science: 19.24% Total Placement: 55.22% Post-Secondary Credits Attained: 47.07%
Native Hawaiian or Other Pacific Islander	Post Secondary 1P1: 100% 2P1: 100% Secondary Graduation rate: 100.00% Post-Secondary Credits Attained: 100.00%	Post Secondary 3P1: not listed in the data from KBOR Secondary Reading: 0.00% Math: 0.00% Science: 0.00%

		Total Placement: 0.00% Non-Traditional Concentrators: 0.00%
White	<p>Post Secondary 1P1: 91.21% 2P1: 84.37% 3P1: 16.83%</p> <p>Secondary Graduation rate: 95.31% Reading: 33.10% Math: 25.05% Science: 51.48% Total Placement: 78.55% Post-Secondary Credits Attained: 65.28%</p>	<p>Secondary Total Placement: 78.55% Non-Traditional Concentrators: 29.63%</p>
Two or More Races	<p>Post Secondary 1P1: 91.55% 2P1: 82.22% 3P1: 12.79%</p> <p>Secondary Non-Traditional Concentrators: 32.46%</p>	<p>Secondary Graduation rate: 60.12% Reading: 28.910% Math: 15.28% Science: 25.39% Total Placement: 22.58% Post-Secondary Credits Attained: 40.15%</p>
Unknown	<p>Post Secondary 2P1: 77.27%</p> <p>Secondary – No Students Classified as Unknown</p>	<p>Post Secondary – 1P1: 81.48% 3P1: 9.88%</p>

Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

What does the law mean?

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

State Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	<ul style="list-style-type: none"> • Data is one component utilized to determine if the programs are of sufficient size. Data is pulled from state labor reports and JobsEQ, then analyzed by programs, administrators, and program Advisory Committees. Once the need is determined, it is decided how the need can be met-- staff, space, equipment, etc. Next, programs go through the local and state approval process. • Program Review is a 4-year process that takes a deep dive into the overall health and sustainability of a program. Data is utilized from a variety of sources to determine if a 	<ul style="list-style-type: none"> • Limited staff availability -- it can be difficult to hire faculty for some CTE positions for both secondary and postsecondary. This creates a lower enrollment cap on courses/programs by not having appropriate staffing. • Student-teacher ratio. For some program areas, it is unsafe to have one instructor supervising 30 students. Budget restraints make it difficult to hire additional staff. • Starting salaries are often not competitive with industry pay. This makes it difficult to

	<p>program should be modified/adapted to industry needs, sunsetted, or if an additional program should be offered. The review is utilized to support making recommendations to the college Cabinet.</p> <ul style="list-style-type: none"> ● Networking, professional development, internships, and externships; program personnel are able to gain hands-on experiences and knowledge provide additional opportunities to ensure programs are of sufficient size. 	<p>hire highly qualified individuals to teach our students.</p> <ul style="list-style-type: none"> ● Differentiation is a challenge with large class sizes and high percentage of students with IEPs, especially with no additional adult support. ● Due to space shortages, programs cannot physically expand labs and classrooms to accommodate more students. ● Student interest may not sustain a program of study.
<p>Relate to real-world work environment (Scope)</p>	<ul style="list-style-type: none"> ● Offering work-based learning opportunities and other experiences to students. ● Special education students operating coffee shops ● Internships, apprenticeships, and job shadowing are offered in programs such as: Health Sciences, Automotive Collision Repair, Culinary Arts, Hospitality & Restaurant Management, Construction, Electrical Technology, HVAC, Computer Information Systems Technology; to name a few. ● Businesses and industries providing work-based learning examples includes Ryan Lawn & Tree, Cerner, Sporting KC, various schools, numerous medical facilities, Kansas City FAME (Federation for Advanced Manufacturing Education), Amsted Rail, Waste Management; to name a few. ● Tutor-peer modeling for high school students. ● Students mentoring at elementary schools who are interested in a career in education. 	<ul style="list-style-type: none"> ● Clear expectations and communication of what is needed from the private sector so that classes can be connected to the right companies. ● Formalizing work-based learning opportunities. ● Experiences with deeper outcomes. ● More work-based learning opportunities. ● Professional development for instructors. ● Transportation for students to have equal access to these opportunities. ● Flexibility in student/teacher schedules to permit more real-world learning through experiences in the community. ● Finding funds to have appropriate staffing for students to work in on-site school-based enterprises. ● Additional funding to secure newer and updated equipment to provide students with a deeper learning in CTE programs. For example, a printer for CAD classes, welders for our Agriculture classes, updated equipment for construction. ● Establish additional working relationships with local businesses to help bridge the gap and provide internship opportunities for students. Improve on this initiative by

	<ul style="list-style-type: none"> ● Teaching soft skills in CTE and school wide. ● Simulate job site visits in the classroom. ● Businesses operated in the schools by the students including coffee shops, print shops, student supply stores, designing spirit wear. ● Programs use industry advisory to ensure their curriculum is appropriate. ● Offer tours/experiences at post-secondary institutions. ● Tours of business and industrial spaces. ● Live work performed at secondary and postsecondary include programs such as: Automotive Technology, Auto Collision, Building ● Engineering & Maintenance Technology, Electrical Technology, HVAC, Machine Technology, Nail Technology, Construction/Carpentry, Cosmetology, Culinary Arts, Restaurant Management, Marketing, Digital Media, Web Page Design, Retail, Multimedia Video Production, and Welding Technology. ● Special education students do a variety of fundraisers and events to earn money. Listing this item as an area for improvement as well. ● It can be costly to build an entire house and then work to sell the house after-the-fact. Secondary districts Residential Carpentry students work on renovating local rental houses as well as community jobs. ● Different pathways do a good job at putting on special events and days for our elementary. We do put on a CTE day/trade show at our local middle school to help 	<p>providing more resources through funding and personnel for institutions to expand this area.</p> <ul style="list-style-type: none"> ● Expand partnerships within school buildings for special education students to gain some real-life skills in a basic business setting. ● A deeper understanding of client-connected projects across all contents, not just CTE ● Increased opportunity for co-teaching/integrated teaching between core and career and technical education (i.e. - geometry through industrial technology) learning in some of our CTE programs. ● Covid impacted CTE by restricting in class and work experiences. It was difficult to navigate and maintain the overall high quality programming standards through remote learning. ● Work to identify connections between the classroom and job experiences students already have. As an example, some workplace experience opportunities have lower pay to start and students will not forego the wages they would earn at fast-food or retailers to gain true industry experiences.
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	<p>promote our programs and allow students to gain a better understanding of what is available at the high school.</p>	
<p>Help students advance to future education (Scope)</p>	<p>Educational institutions advance students in their future education by:</p> <ul style="list-style-type: none"> ● Elementary students are introduced to the idea of a career and learn about the seven career fields. ● Elementary students hear from individuals in their community and across the country about different careers, how to prepare for that career and what a typical day looks like. ● Counselors work across the region to help guide students toward their dreams. ● Social-emotional support is provided. ● Career planning (all students have an individual plan of study). ● Students are given many different exposures inside and outside the classroom. ● Exposure to career courses in primary grades i.e.: PLTW launch. ● Middle and high schools offer numerous career-planning events that include industry partners and post-secondary institutions. ● Students are taken on college campus visits and tours of local industry. ● Stackable credentials, work-based learning opportunities such as paid apprenticeships, internships, and job shadowing. ● Offer multiple areas of financial aid as well as actively recruit students to complete the program at KCKCC. 	<ul style="list-style-type: none"> ● Allow opportunities to shadow/intern or test out a career field. This will help with motivation to continue in a career field of interest. ● Provide more information earlier in student’s education K-6 through career exploration and career pathways. ● Create additional pathways at the secondary and postsecondary levels. ● Students required to meet state level benchmarks before passing to the next grade level in K-12. ● Work with dual language students in marketing these areas as possible career opportunities. ● Provide additional supporting resources to dual language students to help advance their education. ● Continue to improve marketing CTE programs to middle and high school students. ● Increase marketing efforts and resources to students that allows them to understand what jobs they can get, the potential pay and benefits, and what the job includes. ● Promote and encourage Seal of Bi-literacy ● Market Value Assets as a graduation requirement ● Expand AAS options for Career & Technical Education Programs. ● Identify and increase short-term and stackable credentials that may be available in all programs.

	<ul style="list-style-type: none"> ● The college offers Transfer Fairs for students to explore options for advanced education. ● Boutique hiring fairs tailored to college programs and employers in those fields to recruit and hire students prior to their graduation. 	<ul style="list-style-type: none"> ● Continue to seek out additional articulation opportunities to support students in degree advancement when available. ● Better communicate the wages paid in the different jobs and what classes/ education needed to get those wages. ● Increase attendance and engagement. ● Identify funding sources for certification programs at all levels for students who are economically disadvantaged.
Area of high quality	<p>Factors that determine if programs are of high quality by measuring the:</p> <ul style="list-style-type: none"> ● Feedback from stakeholders, including community, business/industry partners, associations, students, etc. ● Programs offer credential opportunities, live work experiences, apprenticeships/work experiences, and field work. ● Data relating to completion rates, retention, credentials earned, job placement. ● Program advisory committees should be assisting in driving curriculum in collaboration with education partners. ● Meeting state competencies and accreditation requirements. ● Regular Advisory Committee meetings are held to discuss programmatic items and business/industry needs and trends. ● Strong partnerships with business/industry in most programs that allow for job shadowing, internships, client-connected projects, professional learning experiences. ● Experienced and qualified instructors. ● Provide instructors internship opportunities in the field they teach in (KBOR provides a grant opportunity). 	<ul style="list-style-type: none"> ● More opportunities for students to earn an industry recognized credentials. ● Improve the use of data to drive local decisions. ● Provide instructors internship/externship opportunities in the field they teach in and encourage teachers to participate needs to be increased. ● Increase methods to support students in earning more dual credits while in high school. ● Identify multiple ways for teachers to offer dual credit ● Increase participation at conferences and PD opportunities. ● Expand and strengthen partnerships with business/industry in most programs that allow for job shadowing, internships, client-connected projects, professional learning experiences. ● Covid impacted CTE by restricting in class and work experiences. It was difficult to navigate and maintain the overall high quality programming standards through remote learning. Additionally some of those

	<ul style="list-style-type: none"> ● Program Review is a 4-year process to take a deep dive into the overall health and sustainability of a program. Data is utilized from a variety of sources to determine if a program should be modified/adapted to industry needs, sunsetted, or if an additional program should be offered. The review is utilized to support making recommendations to the college Cabinet. ● Program and Course level assessment are utilized to make informed decisions about quality of education and best practices. 	relationships have been challenging to reestablish post-Covid.
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STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What does the law mean?

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

Perkins V Sec. 2(41)

Program of Study:

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

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

(F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps
<p>(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965</p>	<p>Post Secondary-</p> <ul style="list-style-type: none"> ● All programs with external accreditation meet or exceed these expectations. ● Students in many Health Professions programs consistently perform at or above the state and national averages on their certification exams. ● The program seeks feedback/support from its Advisory Board when considering changes. ● Seeks to understand trends in the field to ensure students are trained/educated to meet the needs of the industry. ● Programs utilize course level and program level assessment to ensure they are aligned with state standards, business/industry expectations, credential requirements, and KBOR requirements. <p>Secondary-</p> <ul style="list-style-type: none"> ● Teachers receiving PD on incorporating academic standards aligned with CTE courses ● Use competencies to guide course curriculum ● Region is meeting or exceeding in some areas. ● Through continued collaborative efforts between secondary, postsecondary and 	<p>Post Secondary-</p> <ul style="list-style-type: none"> ● Collaboration between instructors in programs and those teaching pre-requisite general education coursework would facilitate better alignment across the program and increase the likelihood of student success ● Seek broader perspective of the industry via professional journals and conferences which could help with identifying necessary changes and implementation of new curriculum. ● Collaborate more often with K12 partners on connecting academic standards and pathways for continuity in education and messaging. ● Covid impacted students learning and retention of information. Students struggled with comprehension of curriculum and demonstration of skillset knowledge. This impacted the number of students who took and passed an industry recognized credential. <p>Secondary-</p> <ul style="list-style-type: none"> ● More rigorous pacing guides ● State needs to update competencies to reflect relevant industry expectations and environment. .

	<p>business industry stakeholders, progress toward programs of study and essential student skilled opportunities are becoming more attainable.</p> <ul style="list-style-type: none"> ● This past school year, the entire staff from PreK-12th grade were required to complete a Guaranteed Viable Curriculum to ensure that all content, in all programs, is rigorous and aligned with state standards and competencies. ● Regional districts have identified strengths in developing programs of study such as a strong sense of student voice, involving teachers in the development and implementation of programs of study, reviewing local workforce data local advisory committee input. 	<ul style="list-style-type: none"> ● One area (Total Placement) appears to have been misreported to the state by three schools and this is skewing our data for the region. ● State targets in math and reading are only 24% and 31%. We are under the state average, which already are small percentages of students passing the state exams. ● Reading and Postsecondary Credits Attained are two areas needing improvement. ● While this collaboration is functioning at higher levels the regional districts recognize the continued challenge of: <ul style="list-style-type: none"> ○ providing more focused training for teachers, ○ communicating about CTE programs and pathways for students and the community, ○ generating additional funding to fully implement high quality programs ○ retain high quality certified staff and/or certify quality instructors. ● Regional districts also recognize the need for: <ul style="list-style-type: none"> ○ continued and ongoing time dedicated to secondary and postsecondary instructors collaborating on a regular basis ○ identifying desegregated data for the identifying state targets so that barriers to success can be
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		identified and address for each subpopulation.
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p>Post Secondary-</p> <ul style="list-style-type: none"> ● Most programs have both didactic and laboratory components; many have clinical/internship components ● Academic units provide information related to gaining employment (ex: mock interviews and resume development) ● Through assessment efforts, students' knowledge and skills are measured. ● Bring outside sources/professionals ● Work-based learning opportunities and feedback provided by employers of student skillset and knowledge. ● Strong partnerships with Advisory Boards who meet biannually. The program and board collaborate and review curriculum/syllabi to ensure academic and technical knowledge and skills are being taught. <p>Secondary-</p> <ul style="list-style-type: none"> ● Several pathways have strong instruction in Alignment between buildings within our district academic and technical skills ● Bringing outside sources/professionals ● Offer opportunities for hands-on experiences and send out to outside opportunities ● An increase in Work Based Learning Opportunities has improved overall student employability skills. ● Student enrollment in Wall-to-Wall Academies will require students to choose an academy with a specific career 	<p>Post Secondary-</p> <ul style="list-style-type: none"> ● Varied assessment measures will likely produce varying views of students' knowledge, skills, and employability. ● More contact with potential employers may provide a different perspective. ● The college should explore adding Financial Literacy as a required or elective course to programs. ● Increase opportunities for work-based learning in all programs. ● Increase Capstone projects in the last semester of a program to assess overall skills and knowledge. Provides a holistic approach of assessing student knowledge and skills. ● COVID prevented access to depth. <p>Secondary –</p> <ul style="list-style-type: none"> ● Alignment between buildings within our district ● Location and COVID preventing access to depth. ● Promote and support students gain a college certificate and/or earn industry recognized credential(s). ● Offer more opportunities for industry recognized credentials at the secondary level. This will make students more marketable for their future.

	<p>focus. This will provide students a real-world learning experience that prepares them for self-sufficiency and post-secondary success. They will receive on-the-job training, which will provide crucial employability skills practice prior to graduation.</p> <ul style="list-style-type: none"> ● Specific to CTE, many of the pathways are hands-on so they are addressing not only the academic side of content to be learned, however they are focused on learning by doing. This allows for students to gain the technical skills and knowledge through doing. ● Most pathways/programs discuss and review employability skills as they relate to their content area, as well as soft skills that employers are looking for. 	
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p>Post-Secondary-</p> <ul style="list-style-type: none"> ● KCKCC programs have strong advisory boards that provide information about the needs of their industries ● Training program curriculum is aligned with the economy (current and future) as well, program is aligned to meet state, regional and community (local area) needs. ● Professional Development opportunities allows program personnel outreach to communities and personnel within their industries to gain a broader perspective of the happenings in other areas. ● An increase of work-based learning opportunities has advanced the speed at 	<p>Post-Secondary-</p> <ul style="list-style-type: none"> ● Increase the engagement of advisory boards beyond the two meetings each year. Engagement can be through work-based learning, job fairs, informal meetings, and industry tours/events. ● Ensure that skills desired of new graduates are incorporated (if allowed) into curricula outlines ● Utilize the Program Review process to ensure program is comprehensive. <p>Secondary-</p> <ul style="list-style-type: none"> ● Make it a priority by having all buildings in a district aligned.

	<p>which programs are getting updates from industries on trends, needs, credentials, equipment, and skill sets.</p> <p>Secondary-</p> <ul style="list-style-type: none"> ● District focusing on client connect projects PD and advisory boards continuously improving ● Each program has an advisory board that assist in driving curriculum needs. ● Strong connections with our Advisory Committees has improved our understanding of industry needs, as well as helped to shape our programs. ● Consistent and continuous Advisory Meetings, CTE department goals targeted at increasing equity, and participation in the regional and local needs assessments to ensure industry needs are addressed. ● Our local area is rural but within driving distance to more developed areas, thus the needs range. Our CTE programs provide a variety of opportunities for students pursuing a trade. Additionally, we have tech school partnerships with Washburn Tech and KCKCC that allow students to continue to expand their knowledge in a pathway that we offer OR gain knowledge in a program that we do not offer. Additionally, we recognize the need for traditional college bound students, thus we have established a dual credit partnership with the University of Saint Mary. 	<ul style="list-style-type: none"> ● Increase effort to create partnerships within the community and area. ● Updating equipment and software due to tech changes. ● Explore ways to get more businesses involved. It can be hard to get quality input. ● Seek additional information regarding the needs of industries in the economy of the State, region, Tribal community, or local area and utilize it to make decisions regarding programs of study. ● Assess industry needs as well as student needs to provide instruction that is impactful.
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<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<p>Post-Secondary-</p> <ul style="list-style-type: none"> ● Health Professions AAS degrees begin with general education courses as pre-requisite requirements to program admission. Curricula within the programs progresses from introductory to complex, culminating in specialty areas of practice. ● Progress is measured via assessment efforts and SWOT analysis. Additionally, information from Advisory Board utilized. ● Program progress based on skillsets and curriculum maps. Most programs culminate in a final project, capstone, and/or work-based learning opportunity documentation. ● Many programs offer a variety of exit points that can include Certificate A, Certificate B, Certificate C, and an AAS. This allows students multiple exit points from programs. <p>Secondary-</p> <ul style="list-style-type: none"> ● Intro classes provides exposure to fields ● Continued to growth in this area. While introductory courses are more informative and all-encompassing of main ideas in the content area, application-level classes are geared toward the application of skills through Work Based Learning 	<p>Post-Secondary-</p> <ul style="list-style-type: none"> ● Best practices and research are not always utilized in some programs that would make them more relevant. ● Program Review has identified evening programs are not progressing in the correct order. This is being addressed and all evening cohorts will be realigned beginning Fall 2022. <p>Secondary-</p> <ul style="list-style-type: none"> ● More alignment is needed between buildings, counselors, all ICs, and more staff to do so. ● Don't do the on-the-job training as much. ● Work to standardize instruction across content areas and pathways/programs to progress in similar manners to ensure that occupation-specific instruction/information is being provided to students.

	<ul style="list-style-type: none"> ● With the wall-to-wall academy design, the course sequences follow the state CTE pathway courses. This alignment ensures that students within that CTE pathway are taking the core courses that begin with introductory, move to the technical level, and end in the application level. ● The specificity progresses throughout these courses as designed by the state. In their final year, the students are required to complete a Capstone experience that can be either a client connected project, entrepreneurial experience, internship, industry recognized credential, or a dual credit program such as technical school. ● Several of our pathways/programs work with aspects of an industry and then work towards occupation-specific instruction. For example, Construction and Design as well as our Manufacturing pathway has 100% student success in placement in a post-secondary establishment. ● Many programs of study research occupations within an area to broaden the mindset of students 	
<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p>Post-Secondary-</p> <ul style="list-style-type: none"> ● Programs are increasing the number of exit points to allow more students to gain credentials. Especially the high school students who can complete a Certificate A after 20 credits (within one year). 	<p>Post-Secondary-</p> <ul style="list-style-type: none"> ● Many Health Professions programs have a required exit point per their accreditation requirements. However, there are opportunities for developing short-term credentials that fall within the

	<ul style="list-style-type: none"> • Many programs have restructured their daily schedule to incorporate time dedicated towards reviewing curriculum for a certification. Pre-tests are given to students to aid in the study process. • Nail Technology plans a couple of dates to drive students in a KCKCC van to Topeka to take their Kansas Board of Cosmetology tests. This has increased the number of students taking the test by reducing the transportation barrier. <p>Secondary-</p> <ul style="list-style-type: none"> • Many schools offer complete program courses for students • Encourage all students to take an intro course and beyond • CTE is a graduation credit • Throughout the course sequence offered through wall-to-wall academies, there will be stackable market value asset opportunities; client-connected projects embedded into curriculum, industry recognized credentials embedded in course scope and sequence, entrepreneurial experiences as a part of the course, etc. • Students attend the KCKCC Career & Technical Education programs to obtain credentials. This provides them with additional opportunities and exposure (as opposed to strictly getting credentials in-house). 	<p>Health Sciences cluster and could provide gainful employment (ex: phlebotomy).</p> <ul style="list-style-type: none"> • Many programs need to increase the number of industry specific credentials students can take. • More Programs should work towards restructuring curriculum that allows for time to review the curriculum prior to taking a certification test. <p>Secondary-</p> <ul style="list-style-type: none"> • Difficulty finding staff to teach courses, students being put into classes without prerequisites- unable or not wanting to finish courses that lead to a completed program or credentialing. • Hard to get kids to complete programs of studies if they don't get in during their freshman year. • Increase business partners and teachers willing to participate in client-connected projects. • Provide professional development around the Design Thinking process, competency based learning, and co-teaching opportunities. • Not enough credentialing is offered, as many of the tests are expensive. Also, all pathways don't have credentialing that is directly connected to future student careers. • Increase in dual-credit opportunities needed to be offered across CTE.
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		<ul style="list-style-type: none"> • Due to the many students taking introductory courses, and/or pathway into a Career & Technical Education program at the college, or college level courses, it is difficult for students to complete a program through the end. • We need to be able to certify/offer credentials to students in-house for all programs/pathways. • Create an established route for students to achieve credentials in the event that it cannot be done in-house. <p><u>Comments</u> This data does not reflect the number of students getting credentials through other avenues.</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p>Post-Secondary-</p> <ul style="list-style-type: none"> • Career & Technical Education programs culminate in the attainment of a recognized credential. Many have multiple exit points to increase the attainment of multiple credentials. • All programs in the Health Professions culminate in the ability for students to sit for the national examination to gain the recognized postsecondary credential. • Lansing Correctional Facility has built in wrap around services to help support students and ensure they are successful in completing the Welding Technology Certificate A. <p>Secondary-</p>	<p>Post-Secondary-</p> <ul style="list-style-type: none"> • Several options for dual credit enrollment • In their final year, students are required to complete a Capstone experience that can be either a client connected project, entrepreneurial experience, internship, industry recognized credential, or a dual credit program such as technical school. • Improvement of students' attainment of recognized postsecondary credentials over the past several years <p>Secondary-</p> <ul style="list-style-type: none"> • Deficit in completers to follow through into postsecondary credentials • Cost of credentials/certificates can be prohibitive.

	<ul style="list-style-type: none"> ● The time to meet all necessary requirements for credentialing can be challenging. ● Programs that are able should restructure their curriculum to ensure multiple exit points by offering a Certificate A (exit after 20 hours) ● Wrap-around services that provide mentorship and coaching could increase the number of students graduating. ● Nail Technology and Cosmetology state credentials are taken in Topeka. Transportation is a barrier to some students in getting to Topeka. ● Covid impacted the number of students taking and earning a postsecondary credential. ● Retention is a challenge. 	<ul style="list-style-type: none"> ● Not enough credentialing offered, as many of the tests are expensive. Also, all pathways don't have credentialing that is truly beneficial to future student careers. ● Increase in dual-credit opportunities offered across CTE. ● Work to improve the number of students who attain recognized postsecondary credentials. Work to find additional ways to help students be successful. ● Covid impacted the number of students taking and earning a postsecondary credential.
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STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

RECRUITMENT		
Process	Strengths	Needs/Gaps
<ul style="list-style-type: none"> ● Attend employment/career fairs ● Use college website as well as professional job placement websites ● Partner with industry to supply instructors for specialty classes. ● Word of mouth ● Kansas Teaching Job Board ● Attend state-provided trainings ● Bring in teachers from industry to fill gaps and needs in the district. ● Find teachers who have retired but are still looking to teach 	<ul style="list-style-type: none"> ● Postsecondary does not have the licensing restrictions that are sometimes found in the secondary system. ● Websites are the most popular vehicles for providing information to typical students today. ● Employment and career fairs are returning to pre-Covid levels and return to being strong recruiting vehicles. ● List the academic credentials for the faculty. ● List the salaries on the job posting. 	<ul style="list-style-type: none"> ● The pay rate at both secondary and post-secondary schools is not appealing to applicants. An increase in pay would allow schools to better compete with local industry and business. ● There is a lack of potential faculty members in this region. Administrators must travel long distances to recruit new faculty members. ● Insufficient budget at the college that is dedicated to recruitment. ● Certain positions are difficult to hire for as they relate to CTE. Industrial arts as well as FACS certified teachers can be difficult to find. ● Finding teachers with the appropriate certifications needed to fill the demand for the classes that are offered. ● It is difficult to attract adjunct faculty because there is not a guaranteed year around work schedule and no benefits for part time employment.
TRAINING		
Process	Strengths	Needs/Gaps
<ul style="list-style-type: none"> ● Explore more dual credit opportunities with regional schools so as to “share” teachers, yet benefit both secondary and post-secondary institutions, and most importantly, to benefit our students. 	<ul style="list-style-type: none"> ● The Kansas Council for Workforce Education hold New Teacher Seminars twice a year and provides additional workshops in Assessment-- Determining Student Grades, Course Planning, Classroom and Lab Management. 	<ul style="list-style-type: none"> ● There are limited funds for the postsecondary instructors to participate in externships. ● The hourly pay for the externship is less than if the instructor had taught summer school. ● Business may have to consider sponsoring a portion of the teacher’s salary in order to expand technical education capacity.

<ul style="list-style-type: none"> ● Explore ways to pay for teachers to obtain certifications in other areas that are hard to fill. ● Provide on-the-job training ● State provides CTE Professional Development Opportunities and training throughout the year. ● The Center for Teaching Excellence and Online Education Services provide comprehensive, year-long professional development opportunities. ● Incentivize certifications in hard to fill areas 	<ul style="list-style-type: none"> ● Many lab aides train while they are working to eventually become an instructor. ● KBOR provides a grant opportunity to allow teacher externships to provide pay while they return to an industry setting for three weeks. ● KCKPS Fellows program allows a person to teach full-time while earning a teaching certification or Master's degree in education. ● Many of the professional development opportunities are offered virtually, recorded, and then archived so that they are available on demand to view. ● Perkins funding provides opportunities to attend conferences to support teachers in developing both new industry skills and learn best practices for teaching and learning 	
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RETENTION

Process	Strengths	Needs/Gaps
<ul style="list-style-type: none"> ● Competitive salaries and growth opportunities within the building. ● Leadership opportunities within the building that provide additional pay per the negotiated agreement. ● Utilize KCKPS Fellows program which allows a person to teach full-time while earning a teaching certification or Master's degree in education. ● Provide a mentor program and professional development opportunities in their CTE programs offered throughout the state. ● Per the master contract, faculty can earn up to \$600 if they complete 30 hours of accepted professional development. 	<ul style="list-style-type: none"> ● Supports in place through official mentors and support from colleagues/department chairs. ● PLCs provide teachers extra support and collaboration time. ● Building administration encourages an open-door policy and does its best to be available for teachers. ● Program-specific mentorship and training. ● Monthly new-teacher mentor meetings with building administration for all new to the district staff. 	<ul style="list-style-type: none"> ● Faculty are leaving to go back into industry because of pay and health benefits. ● Required documentation, meetings, and other non-teaching responsibilities cause faculty/teachers to leave education. ● Faculty pay scale is less than the industry pay scale, which makes it difficult to attract applicants to teaching. College pay scales are designed to reward degree attainment rather than rewarding industry specialized knowledge.

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

What does the law mean?

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

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

Perkins V Sec. 2(48)

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

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

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

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

(D) English learners.

Checklist

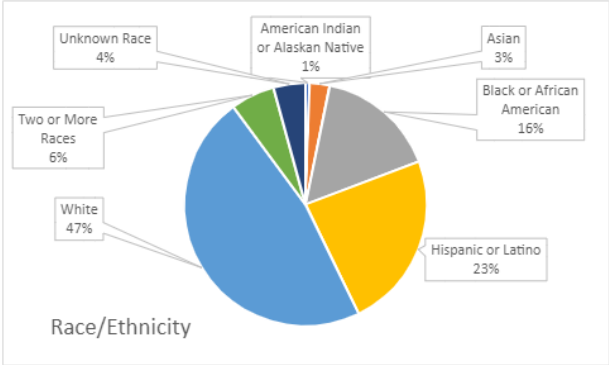
Each special population and each subgroup must be addressed in the following three (3) questions Q8, Q9, and/or Q10. Once you have addressed the group, use the checklist below to ensure that each population/subgroup has been mentioned.

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
X	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
X	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
X	(C) individuals preparing for non-traditional fields;
X	(D) single parents, including single pregnant women;
X	(E) out-of-workforce individuals;
X	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
X	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
X	(H) youth who are in, or have aged out of, the foster care system; and
X	(I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
X	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
X	American Indian or Alaskan Native
X	Asian
X	Black or African American
X	Hispanic/Latino
X	Native Hawaiian or Other Pacific Islander
X	White
X	Two or More Races
X	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
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<ul style="list-style-type: none"> ● Common belief that all students can participate and be successful ● Exposure to the industry in a variety of ways from classroom to field, demonstrating that everyone is welcome and encouraged to consider the area ● Creating and encouraging a space where anyone can start with little knowledge and become skilled in an area by taking courses and having a variety of experiences. ● Focusing on the strengths a student has to offer not the weaknesses 	<p>All</p> <p>Post-Secondary Data</p>  <table border="1"> <caption>Race/Ethnicity Data</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>47%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>23%</td> </tr> <tr> <td>Black or African American</td> <td>16%</td> </tr> <tr> <td>Two or More Races</td> <td>6%</td> </tr> <tr> <td>Unknown Race</td> <td>4%</td> </tr> <tr> <td>Asian</td> <td>3%</td> </tr> <tr> <td>American Indian or Alaskan Native</td> <td>1%</td> </tr> </tbody> </table>	Race/Ethnicity	Percentage	White	47%	Hispanic or Latino	23%	Black or African American	16%	Two or More Races	6%	Unknown Race	4%	Asian	3%	American Indian or Alaskan Native	1%	<ul style="list-style-type: none"> ● Mentor and PD experiences can help to facilitate this culture within a building or district. ● Working to ensure that enrollment and interest drive students in courses not a quota system. ● Finding ways to communicate the opportunities in ways students and their families can understand ● Recognizing that each individual has to make choices and that they cannot do everything. Sometimes those are extremely difficult. ● Finding ways for students to find connections with their peers and educators to help maintain interest in coursework and pathway opportunities.
Race/Ethnicity	Percentage																	
White	47%																	
Hispanic or Latino	23%																	
Black or African American	16%																	
Two or More Races	6%																	
Unknown Race	4%																	
Asian	3%																	
American Indian or Alaskan Native	1%																	
<p style="text-align: center;">Gap</p>	<p style="text-align: center;">Which special population(s)</p>	<p style="text-align: center;">Strategies for Improvement</p>																
<ul style="list-style-type: none"> ● Teachers may be unaware that a student falls into a special population, which makes it hard to support these students. ● Some schools struggle to get parent/family involvement. ● The college process for waiving the tuition for our AOK students has been cumbersome. This results in students seeing charges on their accounts that should not be there. ● Non-CTE staff may not be aware of opportunities available to all students including special populations within CTE courses or pathways. ● Students of color have the opportunity to participate in any pathway and are likely 		<ul style="list-style-type: none"> ● Provide training to students that will empower them to speak up and be their own advocate for access, equity, and fairness. ● Provide an anonymous way for students to report inequalities. ● Provide social workers to help with these situations and community resources. ● Mental Health supports - new grant and therapist in house ● Transportation -- most districts have provided a transportation option for students to attend college classes off the high school campus. ● If economically disadvantaged, homeless or foster, fees and supplies are covered. 																

to be identified in one of the special populations. It is essential that they find connection to others in the pathway and have the subsequent support of family.

KCKCC	Male	85.08%		
KCKCC	Female	87.90%		
		86.63%		
		1P1	2P1	3P1
KCKCC	American Indian or Alaskan Native	50.00%	83.33%	12.50%
KCKCC	Asian	96.00%	89.66%	7.81%
KCKCC	Black or African American	79.03%	78.79%	14.85%
KCKCC	Hispanic or Latino	82.50%	81.90%	11.14%
KCKCC	Native Hawaiian or Other Pacific Islander	100.00%	100.00%	
KCKCC	White	91.21%	84.37%	16.83%
KCKCC	Two or More Races	91.55%	82.22%	12.79%
KCKCC	Unknown Race	81.48%	77.27%	9.88%
		86.63%	82.36%	13.76%
KCKCC	Individuals with Disabilities	100.00%	60.00%	0.00%
KCKCC	Individuals from Economically Disadvantaged Families	82.94%	84.75%	13.94%
KCKCC	Individuals Preparing for Nontraditional Fields	11.14%	9.62%	13.76%
KCKCC	Single Parents	100.00%	87.50%	0.00%
KCKCC	Out of Workforce Individuals	93.33%	93.33%	0.00%
KCKCC	English Learners	92.31%	85.00%	10.00%
KCKCC	Homeless Individuals	100.00%	100.00%	
KCKCC	Youth in Foster Care	100.00%	100.00%	
KCKCC	Youth with Parent in Active Military	100.00%	60.00%	
		34.25%	34.96%	13.66%

Secondary Pathway Averages

- Provide accommodations on the Accuplacer placement test for any student with a documented disability.
- Student Accessibility and Support Services coordinate academic accommodations for all students who have a documented disability.
- Orientation is required for all first-time students at the Technical Education Center. Students are provided information about all support services available at the college.
- Continue communicating with high school personnel, career and college advisors and transition specialist to encourage students with disabilities to contact SASS in order to request accommodations for their courses.
- Continue providing information to high schools and other agencies supporting student about services available to all students.
- Yearly assessment of non-traditional and special populations data that drive department and building goals for the next school year. Awareness of the access data helps to identify gaps and create strategies on a yearly basis to increase access for all.
- Teacher training to better recognize those types of barriers and address issues that may arise with attendance (if they are not attending regularly).

	1S1 Avg	2S1 Avg	2S2 Avg	2S3 Avg	2S3 Avg	4S1 Avg	5S2 Avg
Overall	97.61%	34.00%	23.67%	36.62%	36.62%	40.38%	59.98%
Male	97.18%	37.17%	29.52%	49.88%	49.88%	100.00%	49.07%
Female	93.08%	41.34%	33.15%	24.66%	24.66%	100.00%	64.79%
Hispanic or Latino	94.88%	29.63%	23.43%	26.67%	26.67%	48.52%	51.62%
White	99.48%	42.54%	32.74%	51.82%	51.82%	42.23%	68.00%
Native Hawaiian or Other Pacific Islander	100.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	100.00%
Black or African American	96.59%	45.87%	24.68%	28.72%	28.72%	46.81%	42.65%
Asian	98.86%	64.58%	87.50%	52.71%	52.71%	47.38%	54.13%
American Indian or Alaska Native	100.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	75.00%	87.50%
Two or More Races	95.14%	78.31%	59.13%	58.07%	58.07%	62.11%	63.51%
Individual with Disability	97.86%	32.86%	47.02%	25.38%	25.38%	37.30%	36.87%
Economically Disadvantaged	95.94%	48.80%	36.08%	25.71%	25.71%	44.82%	49.07%
Single Parent	100.00%	#DIV/0!	#DIV/0!	100.00%	100.00%	75.00%	93.33%
English Learners	99.72%	#DIV/0!	#DIV/0!	16.10%	16.10%	41.66%	39.18%
Non-Traditional Enrolees	97.37%	44.46%	37.22%	37.67%	37.67%	100.00%	68.08%
Migrant Worker Parent	100.00%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	62.50%	50.00%
Homeless (Includes Migrant)	90.00%	#DIV/0!	#DIV/0!	100.00%	100.00%	61.67%	75.00%
Active Military	98.86%	68.33%	53.79%	69.14%	69.14%	66.49%	73.18%
Foster Youth Care	100.00%	#DIV/0!	#DIV/0!	100.00%	100.00%	100.00%	75.00%

Trends in this data show the students performing the lowest are our students with disabilities, our Hispanic/Latino and ELL Students.

- We must continue to look for research-based interventions to assist our Students with Disabilities, as well as our Hispanic/Latino and ELL populations.
- Communication or translation services need to be identified for those students and families who are not native English speakers. It is important that the communication can be interpreted by both the student and the family. Even if the student is comfortable with English and parent may not be. This limits the opportunities for the student for a variety of reasons.
- Identifying alumni or community members from a variety of ethnic groups to be resources or even mentors to both staff and students would benefit all in the varied programs.

- Transportation of students to the college provider, especially if transportation is not provided by the school district.
- Support at location where being fostered to ensure student success is lacking for most students in foster care.

Foster Care – See data Above

- Provide counselor support for after graduation plans.
- Transition plans and support as they transition to new schools.
- Training for teachers on how to support this population.

		<ul style="list-style-type: none"> ● Earlier exposure to careers so they understand the job and how it impacts the community. ● Bring exposure to the schools--cheaper than sending students to opportunities. ● Daycare options -- onsite daycare. ● Sick child daycare with 24/7 availability. ● Affordable childcare--both genders have this issue; includes skilled people who need to balance between time periods and issues with working overtime. ● Improved transportation options after high school. ● Regardless of the circumstance, the student services team and administration works to provide supports based on individual need(s).
<ul style="list-style-type: none"> ● A challenge for our AOK program has been decrease in overall enrollment over the years. We are working on a plan to market and attract additional AOK students over the next year. 	<p>Aged out of Foster Care (AOK) – See data Above</p>	<ul style="list-style-type: none"> ● AOK pays the tuition costs for students who are dually enrolled in a technical pathway and Adult Education classes. ● Our Adult Education program benefits financially when AOK students earn their first industry-recognized credential and when they pass all 4 GED tests. This money can be used to assist AOK students with their materials fees on occasion.
<ul style="list-style-type: none"> ● Students move often which makes it difficult for students to complete a program certificate and/or credential. 	<p>Military Youth – See data Above</p>	<ul style="list-style-type: none"> ● Military liaison to provide support for students transferring in. ● Provide counseling support. ● Provide teacher training in how to support the special populations students.

		<ul style="list-style-type: none"> ● Bring in more industry partners to learn about careers and opportunities regardless of education or legal status. ● Bring in partners that better represent those special populations. ● Strengthen partnership with community groups to make these things happen. ● Ways to engage students and families about opportunities.
<ul style="list-style-type: none"> ● Student attendance and retention is an ongoing challenge in ELL classes. Often students in our morning session are absent due to their children being ill or not being able to go to school. ● ELL students in many instances will prioritize work over schooling. 	<p>ELL – See data Above</p>	<ul style="list-style-type: none"> ● Provide interpreter at family engagement events and provide all materials in several language options ● Ensure diversity within the Advisory Boards and Business/Community Partners ● We provide ELL classes in the morning and evening on campus for a nominal fee \$60/year ● We have 3 business ELL classes on site at local businesses to meet English Language Learners where they are. They are paid by their employer for part or all of the time they are in class. ● We purchase Burlington English seats for all of our students which they utilize both in and out of class to improve their speaking, listening, reading and writing skills. ● ELL Department partner with divisions who have higher populations of ELL students to provide individualized support for students and training for faculty ● We must continue to look for research-based interventions to assist our Hispanic/Latino and ELL populations.

		<ul style="list-style-type: none"> ● Help to educate students and families on the benefits of being bilingual and how it opens job and career opportunities.
<ul style="list-style-type: none"> ● Student attendance and retention is an ongoing challenge. ● Transportation to and from classes. ● Lack of food and shelter. 	<p>Socioeconomic Factors/Homeless – See data Above</p>	<ul style="list-style-type: none"> ● Partner with the Wyandotte Economic Development Council and local counties to provide training opportunities for school social workers to learn about opportunities to support kids. ● Make up options for missed coursework -- virtual options to help with missed assignment, live stream lectures. ● Provide parents information about workforce groups to assist them in locating a job--possibly set time for the workforce partnership to meet parents at the school. ● Partnerships with foster care opportunities for support and connect with organizations that offer support. ● Provide social workers to help with these situations and community resources. ● Provide free bus services. ● Access to the college food pantry for needs. ● Provide information or resources on internet access points that are free or have open access. ● Identifying non-technical access opportunities as many of these students do not have consistent, cost effective access to internet/Wi-Fi.
<ul style="list-style-type: none"> ● Many of these students go to work promptly after school. Often, students 	<p>Nontraditional Students – See data Above</p>	<ul style="list-style-type: none"> ● Transition plans and support as they transition to new schools.

<p>work 6-8 hours after the school day to help support their families. This causes retention challenges, students mental and physical health declines, schoolwork suffers, attendance is also impacted.</p>		<ul style="list-style-type: none"> ● Training for teachers on how to support these students. ● Work to continue to bring more opportunities to the school for all students, especially nontraditional students (difficult with Covid). ● Most programs work with these students to create individualized learning plans to focus on essential skills needed to learn, lessen homework load that focuses on critical knowledge needed to obtain/master a skillset for employment. ● Expanding work-based learning opportunities for students to gain employment at a higher pay rate to alleviate the need for 6-8 hours of work each. This reduces the number of hours students must work to help support their family and increases their overall well-being by not being stretched so thin.
<ul style="list-style-type: none"> ● High turnover rate of critical employees the college works with at LCF. ● KDOC (Kansas Department of Corrections) rules and regulations create new challenges to students being eligible to take the program on through enrollment. ● Facility lockdowns and Covid cause delays in students ability to attend the Welding program. 	<p>Lansing Correctional Facility (LCF) Students – See data Above</p>	<ul style="list-style-type: none"> ● A full-time GED Instructor has been hired to work with students at LCF. GED classes are held 4 days/week to help students gain the necessary skills to pass their GED tests. Having a GED will position these students for better jobs upon release. ● The Education Navigator supports students in a variety of ways. Such as, helping students with goal setting and mapping their plan. Also, working closely with local workforce partners to develop relationships and ultimately identify employment opportunities for LCF students.

		<ul style="list-style-type: none"> • Work collaboratively with KDOC and LCF to create processes and procedures that will help alleviate many barriers of enrolling students.
<ul style="list-style-type: none"> • The primary gap within our ethnic break outs is in the area of our Hispanic/Latino population, and our African American populations as well. 	Ethnic Groups	<ul style="list-style-type: none"> • The strategies used for the special populations will also help address the discrepancies in race, as minority races are often over-represented within the special populations.

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
<ul style="list-style-type: none"> • Specialized advisors are available to help support students with disabilities through the enrollment process. Additionally, KCKCC hosts a variety of tours, including a variety of K-12 schools, Vocational Rehabilitation, and Kansas School for the Blind. These opportunities help students from all backgrounds consider a variety of post-secondary opportunities. 	<p>Individuals with disabilities – See data Above</p> <p>Looking at the data above, this is in the top three as an area of concern, when looking at the student performance data as they are scoring below their peers.</p>	<ul style="list-style-type: none"> • Connection with a social worker and case manager to continue to advocate and identify opportunities for students.
<ul style="list-style-type: none"> • To service special populations students, Workforce Partnership has a dedicated office space at the Thomas R. Burke Technical Education Center and serves both current students and prospective students, including funding for classes, gas assistance, bus pass assistance, and other supportive assistance as funds are available. Both the main campus and TEC have emergency food pantries for students in need. 	<p>Individuals from economically disadvantaged families – See data Above</p>	<ul style="list-style-type: none"> • Limit costs to student by providing materials and items needed to be successful in courses • Refer to support services

<ul style="list-style-type: none"> • Additionally, the Financial Aid office assists students in obtaining the necessary funding needed to attend college. Students who apply for assistance and meet eligibility requirements may receive one or more of the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Loan, state scholarship or grant, and/or a KCKCC scholarship or performance grant. 		
<ul style="list-style-type: none"> • To service special populations students, Workforce Partnership has a dedicated office space at the Thomas R. Burke Technical Education Center and serves both current students and prospective students, including funding for classes, gas assistance, bus pass assistance, and other supportive assistance as funds are available. Both the main campus and TEC have emergency food pantries for students in need. • Additionally, the Financial Aid office assists students in obtaining the necessary funding needed to attend college. Students who apply for assistance and meet eligibility requirements may receive one or more of the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Loan, state scholarship or grant, and/or a KCKCC scholarship or performance grant. 	<p>Individuals preparing for non-traditional fields – See data Above</p>	<ul style="list-style-type: none"> • Continue to support students through wrap-around services
<ul style="list-style-type: none"> • Programs will work with the KCKCC Marketing team to include non-traditional genders in their program materials to 	<p>Single parents, including single pregnant women – See data Above</p>	<ul style="list-style-type: none"> • HR continues to implement strategies to diversify hiring process

<p>encourage enrollment. Additionally, programs will work with individuals if alternate protective gear/uniforms are needed.</p> <ul style="list-style-type: none"> ● Perkins approved programs employ non-traditional staff in their programs. This increases representation for non-traditional students in these programs and faculty members can provide additional support as they understand the students' experience. Classes also welcome guest speakers who are non-traditional in their field to share their experiences with students. ● The Nursing Program has a student mentor program where they pair first and second semester students to support incoming students. ● Faculty members also attempt to pair male students to offer support and information to succeed in the program. ● Faculty members advocate for students with staff and patients to ensure equal experiences for all students. 		<ul style="list-style-type: none"> ● Marketing team continues to prioritize recruitment of special populations with Perkins funding ● Continued support from leadership of the Nursing mentoring program ● On-site child care ● Flexible class schedules
<ul style="list-style-type: none"> ● Instructors will refer students to the Financial Aid Office, Counseling Office, or the Student Affairs Office as needed. There is also a daycare on campus to provide childcare while parents are on campus. Additionally, instructors will work with students if they need an alternate schedule. ● KCKCC's certificate programs allow students to learn the skills they need to quickly enter the workforce. These courses have flexible schedules, skills- 	<p>Out-of-workforce/unemployed individuals – See data Above</p>	<ul style="list-style-type: none"> ● Leadership prioritizing non-traditional students and schedules that accommodate work schedules ● Access to trainings to enhance job readiness skills

<p>based activities, nationally recognized career certification exam(s) essential to entry-level employment, and optional volunteer externship opportunities.</p> <ul style="list-style-type: none"> • Individuals can utilize Career Services Department resources to learn how to update their resume or to learn best practices for interview skills. The faculty will also provide internships and job placement information so students can quickly enter the workforce and earn a living wage. 		
<ul style="list-style-type: none"> • Students are referred to KCKCC's ESL Department. This department will hold informational sessions on how to transition from ESL to college-level courses and provide resources to help the students succeed. 	<p>English learners</p> <p>Looking at the data above, this is in the top three as an area of concern, when looking at the student performance data as they are scoring below their peers. Likely, this includes several Hispanic/Latino learners who are also not scoring as well.</p>	<ul style="list-style-type: none"> • Implementing new strategies based on student's needs (noted in the FY24 application) • Cross-collaboration between the ELL Department and faculty divisions
<ul style="list-style-type: none"> • Students are referred for all financial resources to Financial Aid with a special emphasis on the KCKCC Food Pantry and the Counseling and Advocacy Center who provides information on area resources and emotional support for students. 	<p>Homeless individuals – See data Above</p>	<ul style="list-style-type: none"> • KCKCC expanded wrap-around services by opening the Basic Needs Center that assists with food and housing needs
<ul style="list-style-type: none"> • Students are referred to the Financial Aid Office. The Financial Aid office assists students in obtaining the necessary funding needed to attend college. Students who apply for assistance and meet eligibility requirements may receive one or more of the following: Federal Pell Grant, Federal Supplemental Educational 	<p>Youth who are in, or have aged out of, the foster care system – See data Above</p>	<ul style="list-style-type: none"> • Strengthen wrap-around services based on student needs • Knowledgeable, attentive Financial Aid staff

<p>Opportunity Grant, Federal Work-Study, Federal Loan, state scholarship or grant, and/or a KCKCC scholarship or performance grant.</p> <ul style="list-style-type: none"> • • Wrap-around services such as counseling and tutoring services are available for students. These services are essential to students' success as they transition out of the foster care system. 		
<ul style="list-style-type: none"> • The KCKCC Veterans and Military Center was established in 2018 to increase access to and success in postsecondary education for military, veterans, wounded warriors, and their families by providing a broad range of services, fostering peer connections, and coordinating community support. • • KCKCC has a designated space for military affiliated students. The Veterans Center features a computer lab with a printer, a study area to work on homework or meet with other military affiliated students, and staff available to assist with navigating VA benefits and services available for veterans on and off campus. • Additionally, KCKCC established a Student Veterans Organization to foster camaraderie between veterans, service members, spouse/dependents and supporters attending Kansas City Kansas Community College, encourage academic success, demonstrate leadership skills, ensure that veterans and service members 	<p>Youth with a parent who are an active-duty member of the armed forces – See data Above</p>	<ul style="list-style-type: none"> • Continue to support students through the Veterans and Military Center and through Perkins special population dollars

<p>are aware of all available resources and to empower and support military-connected students. This organization allows students to be successful in their endeavors to improve themselves through higher education at Kansas City Kansas Community College.</p>		
<p>Gap</p>	<p>Which special population(s)</p>	<p>Strategies for Improvement</p>
<ul style="list-style-type: none"> ● Teachers may be unaware that a student falls into a special population, which makes it hard to support these students. ● Some schools struggle to get parent involvement. ● The college process for waiving the tuition for our AOK students has been cumbersome. This results in students seeing charges on their accounts that should not be there. 	<p>All – See data Above</p>	<ul style="list-style-type: none"> ● Provide training to students that will empower them to speak up and be their own advocate for access, equity, and fairness. ● Provide an anonymous way for students to report inequalities. ● Provide social workers to help with these situations and community resources. ● Mental Health supports - new grant and therapist in house ● Transportation -- most districts have provided a transportation option for students to attend college classes off the high school campus. ● If economically disadvantaged, homeless or foster, fees and supplies are covered. ● Provide accommodations on the Accuplacer placement test for any student with a documented disability. ● Student Accessibility and Support Services coordinate academic accommodations for all students who have a documented disability. ● Orientation is required for all first-time students at the Technical Education Center. Students are provided information

		<p>about all support services available at the college.</p> <ul style="list-style-type: none"> ● Continue communicating with high school personnel, career and college advisors and transition specialist to encourage students with disabilities to contact SASS in order to request accommodations for their courses. ● Continue providing information to high schools and other agencies supporting student about services available to all students. ● Yearly assessment of non-traditional and special populations data that drive department and building goals for the next school year. Awareness of the access data helps to identify gaps and create strategies on a yearly basis to increase access for all. ● Teacher training to better recognize those types of barriers and address issues that may arise with attendance (if they are not attending regularly).
<ul style="list-style-type: none"> ● Transportation of students to the college provider, especially if transportation is not provided by the school district. ● Support at location where being fostered to ensure student success is lacking for most students in foster care. 	<p>Foster Care – See data Above</p>	<ul style="list-style-type: none"> ● Provide counselor support to provide after graduation ● Transition plans and support as they transition to new schools. ● Training for teachers on how to support these students. ● Earlier exposure to careers so they understand the job and how it impacts the community. ● Bring exposure to the schools--cheaper than sending students to opportunities.

		<ul style="list-style-type: none"> ● Daycare options -- onsite daycare. ● Sick child daycare with 24/7 availability. ● Affordable childcare--both genders have this issue; includes skilled people who need to balance between time periods and issues with working overtime. ● Improved transportation options after high school. ● Regardless of the circumstance, the student services team and administration works to provide supports based on individual need(s).
<ul style="list-style-type: none"> ● A challenge for our AOK program has been decrease in overall enrollment over the years. We are working on a plan to market and attract additional AOK students over the next year. 	<p>Aged out of Foster Care (AOK) – See data Above</p>	<ul style="list-style-type: none"> ● AOK pays the tuition costs for students who are dually enrolled in a technical pathway and Adult Education classes. ● Our Adult Education program benefits financially when AOK students earn their first industry-recognized credential and when they pass all 4 GED tests. This money can be used to assist AOK students with their materials fees on occasion. ●
<ul style="list-style-type: none"> ● Students move often which makes it difficult for students to complete a program certificate and/or credential. 	<p>Military Youth – See data Above</p>	<ul style="list-style-type: none"> ● Military liaison to provide support for students transferring in. ● Provide counseling support. ● Provide teacher training in how to support the special populations students ● Bring in more industry partners to learn about careers. ● Bring in partners that better represent those special populations. ● Strengthen partnership with community groups to make these things happen.

		<ul style="list-style-type: none"> ● Ways to engage students and families about opportunities.
<ul style="list-style-type: none"> ● Student attendance and retention is an ongoing challenge in ELL classes. Often students in our morning session are absent due to their children being ill or not being able to go to school. 	ELL	<ul style="list-style-type: none"> ● Provide interpreter at family engagement events and provide all materials in several language options ● Ensure diversity within the Advisory Boards and Business/Community Partners ● We provide ELL classes in the morning and evening on campus for a nominal fee \$60/year ● We have 3 business ELL classes on site at local businesses to meet English Language Learners where they are. They are paid by their employer for part or all of the time they are in class. ● We purchase Burlington English seats for all of our students which they utilize both in and out of class to improve their speaking, listening, reading and writing skills.
<ul style="list-style-type: none"> ● Student attendance and retention is an ongoing challenge. ● Transportation to and from classes. ● Lack of food and shelter. 	Socioeconomic Factors/Homeless	<ul style="list-style-type: none"> ● Partner with the Wyandotte Economic Development Council and local counties to provide training opportunities for school social workers to learn about opportunities to support kids. ● Make up options for missed coursework - - virtual options to help with missed assignment, live stream lectures. ● Provide parents information about workforce groups to assist them in locating a job--possibly set time for the workforce partnership to meet parents at the school.

		<ul style="list-style-type: none"> ● Partnerships with foster care opportunities for support and connect with organizations that offer support. ● Provide social workers to help with these situations and community resources. ● Provide free bus services. ● Access to the college food pantry for needs.
<ul style="list-style-type: none"> ● Many of these students go to work promptly after school. Often, students work 6-8 hours after the school day to help support their families. This causes retention challenges, students mental and physical health declines, schoolwork suffers. 	<p>Nontraditional Students</p>	<ul style="list-style-type: none"> ● More exposure to careers earlier so they understand the job and how it impacts the community. ● Bring exposure to the schools-- cheaper than sending students to opportunities. ● Transition plans and support as they transition to new schools. ● Training for teachers on how to support these students. ● Work to continue to bring more opportunities to the school for all students, especially nontraditional students (difficult with Covid). ● Most programs work with these students to create individualized learning plans to focus on essential skills needed to learn, lessen homework load that focuses on critical knowledge needed to obtain/master a skillset for employment. ● Expanding work-based learning opportunities for students to gain employment at a higher pay rate to alleviate the need for 6-8 hours of work each. This reduces the number of hours students must work to help support their

		family and increases their overall well-being by not being stretched so thin.
<ul style="list-style-type: none"> • High turnover rate of critical employees the college works with at LCF. • KDOC (Kansas Department of Corrections) rules and regulations create new challenges to students being eligible to take the program on through enrollment. • Facility lockdowns and Covid cause delays in students ability to attend the Welding program. 	<p>Lansing Correctional Facility (LCF) Students</p>	<ul style="list-style-type: none"> • A full-time GED Instructor has been hired to work with students at LCF. GED classes are held 4 days/week to help students gain the necessary skills to pass their GED tests. Having a GED will position these students for better jobs upon release. • The Education Navigator supports students in a variety of ways. Such as, helping students with goal setting and mapping their plan. Also, working closely with local workforce partners to develop relationships and ultimately identify employment opportunities for LCF students. • Work collaboratively with KDOC and LCF to create processes and procedures that will help alleviate many barriers of enrolling students.
<ul style="list-style-type: none"> • The primary gap within our ethnic break outs is in the area of our Hispanic/Latino population, and a little bit with our African American populations as well. 	<p>Ethnic Groups</p>	<ul style="list-style-type: none"> • The strategies used for the special populations will also help address the discrepancies in race, as minority races are often over-represented within the special populations.

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>POST SECONDARY</p> <ul style="list-style-type: none"> • Several events are held during school hours so students who lack the ability and/or resources to come outside of school hours still have opportunities. Representatives from KCKCC work with high school students on enrollment. Counselors and all staff (CTE, General Education, Special Education) do a tremendous job of encouraging students and encouraging some form of education after high school. • KCKCC (Kansas City Kansas Community College) offers specialized advising for students with disabilities. • Offers an event called Hot Careers where potential high school students can explore programs that they are interested in. • Middle School Career Awareness Event where middle school students are invited to experience all the Career & Technical Education programs. Students get an overview of each program and a hands-on activity to learn about the program. • Tours to high school groups to share information on the variety of programs offered at KCKCC. 	<p>ALL – See Data Above</p>	<ul style="list-style-type: none"> • Continue to host and improve career events for all students including those in special populations. • Offer tours, host groups, etc.

<ul style="list-style-type: none"> • Specialized tours to a variety of groups to share information on the different programs offered at KCKCC. • Non-traditional support group that meets monthly. The group discusses non-traditional topics and have guest speakers come in to share outside resources available. • A specialized high school orientation presentations to include high school employees, incoming students, and their parents. 		
<p>SECONDARY</p> <ul style="list-style-type: none"> • A series of graduated career interest surveys and learner profiles to explore possibilities for the future. • Onsite Career Day opportunities and visits to the Kansas City Kansas Community College Technical Education center provides a day to tour and learn more about their programs. • Every student participates in a Senior interview with their counselor to provide guidance on their interests and how it aligns with post-secondary opportunities. • Staff is provided disaggregated data on student market value attainment and CTE pathway concentrator data so equity and access can be investigated. This data drive decisions about strategies to increase participation and provide opportunities to possible barriers to access 	<p>ALL</p>	<ul style="list-style-type: none"> • Determine ways to hold events during school hours so that all students have the opportunity to gain. Beyond the lack of ability and/or resources to come outside of school hours for some students it could be related to the fact that they are involved in extracurricular activities after school or work, etc. • Continue to improve the IPS plan with students and make them understand what is needed for entering their career of choice as well as what routes are available to get there. • Encourage students to take advantage of opportunities available at the high school (i.e. dual enrollment partnerships, tech school, etc.) • Continue bringing CTE to the forefront in CCR. • KESA CTE groups are working on increasing enrollment. • Enrollment in Wall-to-Wall Academies will require students to choose an

<ul style="list-style-type: none"> ● Wall-to-wall academies that will require students to choose a focus and provide them with a capstone experience that is individual to their future desires. These real-world learning opportunities will help them to be future-ready and self-sufficient. ● Partnering with community business to provide students in our Life Skills program opportunities for onsite job training in various areas. ● Developing Individual Plans of Study to help students find more opportunities that provide higher wages. 		<p>academy with a specific career focus. This will provide crucial employability skills and a real world learning experience that prepares them for self-sufficiency and post-secondary success.</p> <ul style="list-style-type: none"> ● Community outreach and communication strategies to publicize the amazing CTE things that are happening in our schools. ● Networking opportunities for alumni, families and students to connect with each other to help identify both needs and opportunities. It is essential that this represent all special populations and ethnic groups. As school populations are becoming more diverse it can be a challenge to find alumni representatives within certain groups but it is essential for students to see success in people who look like themselves.
Gap	Which special population(s)	Strategies for Improvement
<ul style="list-style-type: none"> ● Postsecondary students must self-identify and provide documentation of their disability. If the student does not self-identify that can hinder their progress in a technical program. ● Lack of identification of high demand jobs combined with high wage for non-CTE staff. This results in preconceived ideas being communicated to families of all groups. 	All	<ul style="list-style-type: none"> ● More counselors or college and career coordinators. Schools have good counselors who care about guiding students. Schools attempt to give students good advice, regardless of the student's situation as to which pathways to pursue, if college is a good fit and promote the career programs. Each counselor has a large number of students to serve. ● Additional PD for staff about trends in wages and demand for specific skills and/or careers. ● Identify common communication / marketing methods throughout the area

		which can highlight high demand/high wage opportunities for all.
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