



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

| | Name | Institution/School | Phone | Email |
|------------------------------|------------------|-------------------------|--------------|----------------------------|
| USD(s) | Stacey Cole | Leavenworth High School | 913-684-1550 | Stacey.cole@lvpioneers.org |
| Postsecondary Institution(s) | Cheryl Runnebaum | KCKCC | 913-288-7811 | crunnebaum@kckcc.edu |

Date 02/01/2022 Regional Team Kansas City – Wyandotte/Leavenworth

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- A co-chair can only serve on a maximum of two (2) regional teams.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and “regional” are used interchangeably.

What is the purpose of this Template?

1. Explain the purpose of the regional needs assessment
2. Outline the required components of the assessment
3. Provide tools for identifying new needs and/or re-evaluating the existing needs

What are the tasks of the Regional Needs Assessment Stakeholder Team?

1. Use evidence-based strategies to recognize needs of the regional industry
2. Identify strengths and gaps of CTE programs in the region
3. Identify strengths and gaps in student performance

What are the tasks of the regional team co-chairs?

1. Collaborate with the secondary/postsecondary co-chair
2. Assemble and coordinate the work of the regional stakeholder team
3. Participate in the state trainings and webinars
4. Lead the labor data and student performance data analysis
5. Schedule and conduct regional stakeholder team meetings (minimum of two meetings in the assessment year)
6. Record discussion and decisions made by the regional stakeholder team
7. Complete the needs assessment Template and accompanying documentation
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2022

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:

1. Identify participants on the regional stakeholder team
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage stakeholders in a review and analysis of focused data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity and gaps (what is not working)

Why complete a comprehensive regional needs assessment?

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are six components of the comprehensive regional needs assessment:

1. Evaluation of regional labor market data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention, and training for CTE educators
6. Description of progress toward implementing equal access to CTE for all students, including special populations

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

- completed every two years with a review of progress in the interim year
- approved by the state prior to the submission of the grant application
- submitted with the application
- be part of an on-going performance management cycle

Who should participate in the needs assessment process?

The regional needs assessment stakeholder team is comprised of a diverse group of local stakeholders who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following stakeholders to participate in the needs assessment, the local grant application development, and the on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary pathways:
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations (see next section)
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth
7. Representatives of Indian Tribes and Tribal organizations (where applicable)

Who is considered a member of special populations?

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

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

Process:

1. Assign co-chairs for the regional team
2. Assemble the regional stakeholder team. **All groups of stakeholders must be represented on each regional team.**
3. Gather, review, and analyze data
4. Convene the regional stakeholder team (must **meet at least twice** throughout this process; virtual meetings are acceptable)
5. Complete the needs assessment Template
 - All steps and all parts are required
 - Incomplete assessments will not be approved
 - Add rows to tables as needed
 - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated
 - Include a copy of meeting documentation and/or minutes
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org

Template:

STEP 1: Analyze Labor Market Information

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

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

Part 3: Analyze data and compare to the last regional needs assessment

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

Part 2: Progress Toward Implementing Programs of Study

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

Part 4: Progress toward Improving Access and Equity

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> February 1, 2022 </u> | | |
| Regional Needs Assessment Team Co-chairs: | Email: | Phone number: |
| Secondary: Stacey Cole | <u>Stacey.cole@lvpoineers.org</u> | 913-684-1550 |
| Postsecondary: Cheryl Runnebaum | <u>crunnebaum@kckcc.edu</u> | 913-288-7811 |

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

| Representative | Name | Institution and Position |
|---|--|---|
| Secondary Co-chair | Cheryl Runnebaum | KCKCC – Dean of Career & Technical Education |
| Postsecondary Co-chair | Stacey Cole | Leavenworth High School – Assistant Principal, CTE, & Perkins |
| Teacher(s) – Secondary | Alex Hirbe Kim Biasella Elizabeth Hicks Hannah Kemp Patrick Holton Sam Preston April Wolters | Basehor-Linwood (USD458) - Technology Integration Specialist Turner (USD202) - Business Teacher KCKPS (USD500) - Bio+ Coordinator Tonganoxie (USD464) - Digital Arts Teacher Easton (USD449) - Industrial Arts Teacher Easton (USD449) - Science Teacher Leavenworth (USD453) - CTE Teacher & Dept. Chair |
| Faculty – Postsecondary | Dr. Ishfaq Ahmed Dr. Ross Stites Kris Ball Kristofer Johnson Kelly Olinde Mike Wichtendahl | KCKCC - Biomanufacturing Coordinator KCKCC - Engineering & Electronics Coordinator KCKCC - Administrative Office Professional (AOP) Coordinator KCKCC - Building Engineering & Maintenance Technology KCKCC - Cybersecurity KCKCC - Auto Technology |
| Secondary Administration | Jared Jackson Sandy VanCise Steve St. Louis Kristi Hoffine Matt Dunning Kelly Hoopes | Basehor-Linwood (USD458) - Dir. Innovative Programs Lansing (USD469) - Assistant Principal Turner (USD202) - Associate Principal Bonner Springs (USD204) - Dir. of Instruction/CTE/PD/CPR Bonner Springs (USD204) - Assistant Principal Tonganoxie (USD464) - Asst. Principal |
| Postsecondary Administration | Dr. Ed Kremer Ashley Irvin Dr. Tiffany Bohm | KCKCC - Dean of Math, Science, Business & Technology KCKCC - Associate Dean of Career & Technical Education KCKCC - Dean of Allied Health |
| Specialized instructional support and paraprofessional(s) | Robert Hofmann Carly Eastling | KCKPS-USD500/College and Career Facilitator KCKCC - Academic Support Facilitator |
| Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth | Lisa Shepard Lexie McVey Scott Kessler Mark Farrar | Leavenworth (USD453) - Counselor Tonganoxie (USD464) - School Psychologist Easton (USD449) - Principal Tonganoxie (USD464) - Principal |

| | | |
|--|---|--|
| Representative(s) of Special Populations | Dr. Elizabeth Meitl Dara Canady | KCK School District (USD500) - Director of Diploma+ KCKCC - Lansing Correctional Facility Site Coordinator |
| Career Guidance and Academic Counselor(s) | Loralee Stevens Polly Vader Sandra Henning Tara George | Basehor-Linwood (USD458) - Career Counseling Advocate Piper (USD203) - Coor. Of Real World Learning & CTE Easton (USD449) - Counselor Tonganoxie (USD464) - Junior/Senior Counselor |
| Student(s) | Ramon Smith Paul Jaeger | Wyandotte High School - BEMT student KCKCC - HVAC student |
| Community | Lisa Guthrie Torree Pederson | KUMC - Education Specialist Aligned - CEO |
| Business & Industry | Angela Consani Joseph Kelly John Daly Kim Swartzendruber Jason Loader Bill Fox Lee (Turf) Hermreck Archie Smith Derek Burlison Becky Beaver Jermaine Wilson Rep. Tim Johnson | Bioscience Core Skills Institute - CEO Garmin - Production Supervisor Kaw Roofing & Sheet Metal - Vice President (KS Roofing Assn) Kaw Roofing & Sheet Metal - Executive Director (KS Roofing Assn) Kaw Valley Engineering - Engineer Garber Surveying Service - Professional Surveyor McClure - Land Surveyor Universal Construction - President City of Leavenworth - Operations Superintendent City of Leavenworth - Foreman/Streets & Traffic Dept. City of Leavenworth 38th District Kansas House of Representatives |
| Workforce Development | Keely Schneider Nancy McNealey Laura Wagner Mike White Greg Kindle | Workforce Partnership - President Workforce Partnership - Workforce Services Supervisor MO-KAN LECET - Executive Director Laborers Training WYEDC - President |
| Parent(s) | Kristin Povilonis Melissa Mahan | College parent K-12 Parent |
| Representatives of Indian Tribes and Tribal organizations (where applicable) | | |
| Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.) | Dr. Leticia Porter Tonya Phillips Monica Sykes Cody Witte Renee Gregory Lourdes Olivares-Baker | Bonner Springs (USD204) - Director of HR/Data Specialist Tonganoxie (USD464) - Assistant Superintendent Office Administrator to Exec. Director of Diploma + Tonganoxie (USD464) - Principal and Athletic Director KCKCC - Student Success Advisor KCKCC - Student Success Advisor |

STEP 1: Analyze Labor Market Information

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

The local needs assessment shall include...

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

- (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or*
- (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

What does the law mean?

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

Part 1: Identify sources of labor market data

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

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

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
 - a. Long Term Projection Data
 - b. Short Term Projection Data
 - c. Vacancy Reports
 - d. High Demand Occupations
 - e. Occupational Reports
2. Kansas Career Navigator Data
<https://kscareernav.gov/>
3. KSDegreeStats.org
https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report
https://kansasregents.org/workforce_development/k-tip-report

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

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

Part 4: Convene the regional stakeholder team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

Q1: How do the pathways and programs already offered in the region compare to regional job demand?

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

| CIP CODE & PATHWAY | PROGRAM | COLLEGE CONCENTRATORS | SECONDARY CONCENTRATORS | JOB OPENINGS | COMMENTS |
|---------------------------------|----------------------|-----------------------|-------------------------|--------------|---|
| 11 Information Technology | Digital Media | | 168 | 192 | |
| | Web & Digital Design | | 132 | 132 | Summary: Secondary pathway concentrators in Digital Media and Web & Digital Interface Design are meeting 93% of the demand. The college has been unsuccessful in filling this program. Students need a Bachelor's degree to apply for these positions. The decision was made to sunset it as students take this program at a 4-year institution. |
| 12 Personal Services | Nail Tech- Nology | 28 | | 32 | Nail Technology concentrators at postsecondary level are meeting the 88% of the annual need. |
| 47 Mechanic & Repair Tech | HVAC Tech | 79 | | 103 | 77% of the demand is being met. |

Pathways/Programs with too many concentrators for the job openings:

| CIP CODE & PATHWAY | PROGRAM | COLLEGE CONCENTRATORS | SECONDARY CONCENTRATORS | JOB OPENINGS | COMMENTS |
|---------------------------------|--|-----------------------|-------------------------|--------------|--|
| 01 Agriculture | Comprehen- sive Agriculture Science | | 14 | 22 | 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. |
| 11 Information Technology | Audio Engineering | 40 | | 22 | Students in this program obtain jobs across the Kansas City metropolitan area, spanning Missouri and Kansas. |
| 11 Information Technology | Digital Imaging Design | 12 | | 11 | Program is meeting the demand. |

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

| CIP CODE & PATHWAY | PROGRAM | COLLEGE CONCENTRATORS | SECONDARY CONCENTRATORS | JOB OPENINGS | COMMENTS |
|------------------------------|--|-----------------------|-------------------------|--------------|--|
| 01 Agriculture | 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. |
| | Plant Systems | | 1 | 919 | Marketing and education to students would likely help increase student interest into these fields. |
| 11 Information Technology | Computer Engineering | 0 | | 53 | CIST is undergoing a restructure to modify the program with pathway options and update syllabi to reflect current trends. |
| | Web Application & Design | 0 | | 70 | CIST is undergoing a restructure to modify the program with pathway options and update syllabi to reflect current trends. |
| | Computer Systems Networking | 4 | | 53 | CIST is undergoing a restructure to modify the program with pathway options and update syllabi to reflect current trends. |
| | Computer Support Specialist | 7 | | 45 | CIST is undergoing a restructure to modify the program with pathway options and update syllabi to reflect current trends. |
| | Programming & Software Development | 4 | | 53 | CIST is undergoing a restructure to modify the program with pathway options and update syllabi to reflect current trends. |
| | Graphic Design | | 20 | 108 | This is a program that would be a good option at the postsecondary level. |
| | Cybersecurity | | | 343 | New program at KCKCC |
| | Culinary Arts | 65 | | 323 | This is one of 2 programs that serves the Kansas City region. Additional space is needed to expand the program for increasing the number of students who are able to complete the Certificate and/or Associates of Applied Sciences degree. The demand is great and grew exponentially through the Covid pandemic. Many organizations have begun paying higher wages with benefits, however, those organizations that are not raising salaries are struggling to find reliable help. |

| CIP CODE & PATHWAY | PROGRAM | COLLEGE CONCENTRATORS | SECONDARY CONCENTRATORS | JOB OPENINGS | COMMENTS |
|------------------------------------|---------------------------------------|-----------------------|-------------------------|---------------------------------|--|
| 12 Personal & Culinary Services | Pastry/Baking | 0 | | 263 | This is a new program; however, the program has been unable to hire any adjuncts due to lack of applicants. The demand is great and grew exponentially through the Covid pandemic. Many organizations have begun paying higher wages with benefits, however, those organizations that are not raising salaries are struggling to find reliable help. Restructuring the position to be full-time would increase the pool of candidates. |
| | Restaurant & Event Mgmt | | 138 | 7247 | Many of these positions do not require experience beyond the secondary level. The demand is great and grew exponentially through the Covid pandemic. Many organizations have begun paying higher wages with benefits, however, those organizations that are not raising salaries are struggling to find reliable help. |
| | Mortuary Science | 24 | | 73 | 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. |
| | Cosmetology | 65 | | 260 | The demand is great, however space is a challenge. |
| | Esthetics | | | | KCKCC is modifying the current KBOR approved program to become eligible for state aide. |
| | Family, Community & Consumer Services | | 105 | 1645 | This pathway is utilized to provide a variety of potential career options for students at the secondary level. |
| 13 Education | Childcare Workers | 16 | | 63 certified; 373 non-certified | The demand is great, however low wages are a deterrent for those entering this pathway. |
| | Teaching/Training | | | | |
| | Early Childhood Ed | | | | |
| 14 Engineering | Drafting | 0 | | 161 | Currently, zero students are enrolled in the program. It is a challenge to find faculty to hire for the position. |
| | Surveying Technology | | | 52 | New program at KCKCC |
| | Engineering & Applied Math. | | 61 | 517 | This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements. |
| | Electronics Technology | | | 52 | Pending State approval |

| CIP CODE & PATHWAY | PROGRAM | COLLEGE CONCENTRATORS | SECONDARY CONCENTRATORS | JOB OPENINGS | COMMENTS |
|---------------------------------------|-----------------------------------|-----------------------|-------------------------|--------------|---|
| 43 Security & Protective Services | Emergency & Fire Mgmt Services | | 0 | 156 | This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements. |
| | Police Science | 18 | | 283 | Due to current portrayal of police officers, it is more difficult to recruit students for a career in this program. |
| 44 Public Admin. & Social Services | Paralegal & Legal Assistants | 7 | | 101 | |
| | Gov. & Public Admin. | | 12 | 120 | This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements. |
| 46 Construction Trades | Electrical Technology | 81 | | 209 | Space restrictions make it difficult to increase college concentrators. The college is looking at potential options of restructuring schedules and implementing work-based learning opportunities to accommodate more postsecondary students. |
| | Building Engineering Maintenance | 38 | | 403 | Space restrictions make it difficult to increase college concentrators. The college is looking at potential options of restructuring schedules and implementing work-based learning opportunities to accommodate more postsecondary students. |
| | Construction & Design | | 106 | 2802 | This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements. |
| | Construction Technology | 38 | | 523 | Space and personnel limit the program capacity numbers. Alternative scheduling and work-based learning options are being explored. |
| 47 Mechanic & Repair Tech | Auto Body Collision Repair | 33 | | 89 | Space and personnel limit the program capacity numbers. Alternative scheduling and work-based learning options are being explored. |
| | Automotive Technology | 89 | | 232 | Space restrictions make it difficult to increase college concentrators. The college is looking at potential options of restructuring schedules and implementing work-based learning opportunities to accommodate more postsecondary students. |
| 48 Precision Production | Manufacturing | | 18 | 3565 | This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements. |
| | Automation Engineering Technology | 0 | | 29 | New Program |

| CIP CODE & PATHWAY | PROGRAM | COLLEGE CONCENTRATORS | SECONDARY CONCENTRATORS | JOB OPENINGS | COMMENTS |
|--------------------|------------------------------------|-----------------------|-------------------------|--------------|---|
| | Bio-Manufacturing | 14 | | 166 | 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. |
| | Machine Technology | 20 | | 68 | Program is researching and reviewing needs of the various industries students prepare for. Possibility of restructuring the program into smaller certification options to increase student retention and students going into the workforce quicker. |
| | Welding Technology | 43 | | 290 | Space restrictions make it difficult to increase college concentrators. The college is looking at potential options of restructuring schedules and implementing work-based learning opportunities to accommodate more postsecondary students. |
| 51 Health | Health Science | | 935 | 3854 | This is a good option for students at the secondary level, hiring personnel to fulfill these positions is a challenge due to licensing requirements. |
| | Physical Therapist | 42 | | 76 | Space and personnel limit the program capacity numbers. |
| | Respiratory Care | 38 | | 99 | Space and personnel limit the program capacity numbers. |
| | EMT/EMS/Paramedic | 109 | | 153 | Space and personnel limit the program capacity numbers. |
| | Medical Asst | 62 | | 197 | Space and personnel limit the program capacity numbers. |
| | Licensed Practical Nurse (LPN) | 127 | | 427 | Space and personnel limit the program capacity numbers. |
| | Certified Nursing Aide (CNA) | 76 | | 1757 | CNAs, in high demand, are meeting only 4% of the need. |
| | Registered Nurse | 111 | | 3790 | Due to the extremely high need for Registered Nurses, concentrators are meeting only 3% of the need. |
| 52 Business | Administrative Office Professional | 6 | | 330 | |
| | Office Asst | 6 | | 933 | |
| | Accounting | 10 | | 572 | |
| | Business Mgmt & Entrepreneurship | | 119 | 3334 | 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 | | 146 | 10,776 | This is a good option for students at the secondary level |

Q2: What pathways/programs (if any) are not offered, but are needed in the region?

| Pathway/Program | Evidence from Kansas Labor Market Data | Evidence from Regional Sources |
|---|---|---|
| Business/Information & Record Clerk | 71 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Business/Payroll & Timekeeping Clerk - <i>Recommended for KCKCC</i> | 83 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| 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. | 1114 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Information Technology/Unmanned Aircraft (Drone) Certification; <i>New area recommended for KCKCC.</i> | Rapidly growing area with little current data | Current jobs posted on Indeed show a \$20.34/hour - \$27.24/hour starting rate. DroneDeploy’s State of the Drone Industry 2022 Report states “94% of respondents in the construction industry use drones as their primary tool for digitizing their job site!” ReportLinker.com report “Global UAV Drones Industry” – The Global UAV Drones |

| Pathway/Program | Evidence from Kansas Labor Market Data | Evidence from Regional Sources |
|--|---|---|
| | | Market is set to reach \$58.5 Billion by the year 2026. |
| 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. | 42 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Interior Design | 40 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Travel & Tourism | 1358 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Personal & Culinary/Food & Beverage Mgmt – <i>Certificate course recommended for KCKCC</i> ; This program can be the difference between positions in the industry. | 507 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Personal & Culinary - Barbering | Department of Labor, September 2021: Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 19 percent from 2020 to 2030, much faster than the average for all occupations. | <ul style="list-style-type: none"> • Dept of Labor |
| Basic Business Administration/Management - <i>Certificate Course would be useful in many different categories above.</i> (Scheduling, cash register, iPad, credit cards, inventory, customer service, taking payments/making change, writing checks, etc.) | Department of Labor 2021: Employment opportunities for business administrative assistants are expected to grow by 8% over the next decade, far faster than average for all occupations. With an additional 327,400 jobs expected to be added to the market by 2029, there is no doubt that business administrative assistants are in high demand. | <ul style="list-style-type: none"> • Dept of Labor |
| Biotechnology | According to the Bureau of Labor Statistics (BLS), the overall demand for qualified | <ul style="list-style-type: none"> • Bureau of Labor Statistics |

| Pathway/Program | Evidence from Kansas Labor Market Data | Evidence from Regional Sources |
|---------------------------------------|--|---|
| | biotech workers is above the average job demand for all professions. | |
| Surgical Technologists | 216 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Radiologic Technologists | 91 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Pharmacy Technicians | 51 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Dental Hygienists | 87 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Dietary Manager Certificate | 53 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Medical Coding Specialists | 31 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Medical Office Specialist | 507 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Medication Aide | 29 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Corrections, Law Enforcement Services | 1355 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Social & Human Service Assistance | 241 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Public Safety Tele-Communicators | 51 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Compliance Officers | 138 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |

| Pathway/Program | Evidence from Kansas Labor Market Data | Evidence from Regional Sources |
|--|---|---|
| Occupational Health & Safety Specialists | 81 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Court, Municipal & License Clerks | 58 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Legal Secretaries & Admin Assistants | 50 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Bus & Truck Mechanics; Diesel Engine Specialists | 389 openings | A KCKCC advisory group has been formed and is working on developing a program for this area. The group is jointly working on a CDL too. |
| Mobile Heavy Equipment | 144 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| CDL Licensing – Heavy & Tractor-Trailer Drivers; Industrial Truck & Tractor Operators; <i>Light Truck Drivers and Bus Drivers are under discussion at KCKCC.</i> | 825 openings | KCKCC is working with the Diesel Tech Advisory Committee to explore offering a CDL. |
| Railroad Operations; Transportation, Storage & Distribution; Logisticians | 923 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Electrical Power-Line Installers & Repairers at the postsecondary level | 77 openings; It is projected by the Kansas Dept of Labor 10 year Outlook for 2016 – 2026 that there will be 156 annual openings | KCKCC is working with an Advisory group to plan a program in this field. |
| Sheet Metal Workers | 109 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |
| Water & Wastewater Treatment Operators | 57 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |

| Pathway/Program | Evidence from Kansas Labor Market Data | Evidence from Regional Sources |
|-------------------------------------|--|---|
| Hazardous Materials Removal Workers | 60 openings | <ul style="list-style-type: none"> • JobsEQ • Top Occupations |

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

| Program/Pathway | Reason for offering these Programs/Pathways | Kansas Labor Market Data or Local Labor Data Source |
|---|--|--|
| CIP: 01 Agriculture Comprehensive Agriculture Science – 14 enrolled at secondary pathway for only 13 openings | Several schools in the region are located in rural areas. Many of the Agricultural jobs they obtain are located in counties outside of the region and not included in the data. | <ul style="list-style-type: none"> • JobsEQ |
| CIP: 10 Communications Audio Engineering– 40 concentrators at postsecondary level for only 22 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 – 168 secondary concentrators for 192 openings | High schools are offering more graphics types 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 students to careers in computer programming. | <ul style="list-style-type: none"> • JobsEQ |

| Program/Pathway | Reason for offering these Programs/Pathways | Kansas Labor Market Data or Local Labor Data Source |
|---|---|---|
| CIP: 12 Personal and Culinary Services Mortuary Science | 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. | Placement rates for mortuary science are excellent. |

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.

Note: Throughout the Gaps/Needs sections, it can be said that Covid caused a disruption to students’ learning and retention and has cause increased attrition.

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 | 1P1 Placement/Retention 2019 = 92.53% 2020 = 92.66% <ul style="list-style-type: none"> • Strong Advisory groups, employment fairs, and boutique hiring fairs contribute to the high placement of students. • Excellent teachers and staff who provide mentorship and guidance to struggling students help to retain numerous students who otherwise may have not completed. | 2P1 Credential, Certification, Degree Attainment 2019 = 78.88% 2020 = 66% <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% 2020 = 14% <ul style="list-style-type: none"> • KCKCC is located in a large migrant population. | |
| Audio Engineering | <u>2020:</u> 1P1 = 80% | <u>2019:</u> 1P1 = 57% |

| | | | | | | | | |
|---------------------------------------|---|---|----------------------------|---|---------------------------|---|--|------------|
| 10.0203 | <p>3P1 = 17%</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>2P1 = 64%</p> <p><u>2020:</u> 2P1 = 47%</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> | | | | | | |
| Digital Imaging Design (10.0303) | <p><u>2020:</u> 3P1 = 61%</p> | <table> <tr> <td><u>2019:</u> 1P1 = 83%</td> <td><u>2020:</u> 1P1 = 60%</td> </tr> <tr> <td>2P1 = 71%</td> <td>2P1 = 44%</td> </tr> </table> | <u>2019:</u> 1P1 = 83% | <u>2020:</u> 1P1 = 60% | 2P1 = 71% | 2P1 = 44% | | |
| <u>2019:</u> 1P1 = 83% | <u>2020:</u> 1P1 = 60% | | | | | | | |
| 2P1 = 71% | 2P1 = 44% | | | | | | | |
| Computer Support Specialist (11.1006) | <table> <tr> <td><u>2019:</u> 1P1 = 88%</td> <td><u>2020:</u> 1P1 = 100%</td> </tr> </table> | <u>2019:</u> 1P1 = 88% | <u>2020:</u> 1P1 = 100% | <table> <tr> <td><u>2019:</u> 2P1 = 43%</td> <td><u>2020:</u> 2P1 = 0%</td> </tr> </table> | <u>2019:</u> 2P1 = 43% | <u>2020:</u> 2P1 = 0% | | |
| <u>2019:</u> 1P1 = 88% | <u>2020:</u> 1P1 = 100% | | | | | | | |
| <u>2019:</u> 2P1 = 43% | <u>2020:</u> 2P1 = 0% | | | | | | | |
| Mortuary Science (12.0301) | <table> <tr> <td><u>2019:</u> 1P1 = 100%</td> <td><u>2020:</u> 1P1 = 95%</td> </tr> <tr> <td>2P1 = 82%</td> <td>3P1 = 83%</td> </tr> </table> | <u>2019:</u> 1P1 = 100% | <u>2020:</u> 1P1 = 95% | 2P1 = 82% | 3P1 = 83% | <p><u>2020:</u> 70%</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> | | |
| <u>2019:</u> 1P1 = 100% | <u>2020:</u> 1P1 = 95% | | | | | | | |
| 2P1 = 82% | 3P1 = 83% | | | | | | | |
| Cosmetology (12.0401) | <table> <tr> <td><u>2019:</u> 1P1 = 94%</td> <td><u>2020:</u> 1P1 = 96%</td> </tr> </table> <ul style="list-style-type: none"> High schools attending hot Career days & school tours. Word of mouth from the industry and former students. | <u>2019:</u> 1P1 = 94% | <u>2020:</u> 1P1 = 96% | <table> <tr> <td><u>2019:</u> 2P1 = 50%</td> <td><u>2020:</u> 2P1 = 62%</td> </tr> <tr> <td></td> <td>3P1 = 3.4%</td> </tr> </table> <ul style="list-style-type: none"> Changing of the test from physical practical test to a written practical test. | <u>2019:</u> 2P1 = 50% | <u>2020:</u> 2P1 = 62% | | 3P1 = 3.4% |
| <u>2019:</u> 1P1 = 94% | <u>2020:</u> 1P1 = 96% | | | | | | | |
| <u>2019:</u> 2P1 = 50% | <u>2020:</u> 2P1 = 62% | | | | | | | |
| | 3P1 = 3.4% | | | | | | | |
| Nail Technology (12.0410) | <table> <tr> <td><u>2019:</u> 1P1 = 90%</td> <td><u>2020:</u> 1P1 = 88%</td> </tr> <tr> <td>2P1 = 100%</td> <td>2P1 = 100%</td> </tr> </table> | <u>2019:</u> 1P1 = 90% | <u>2020:</u> 1P1 = 88% | 2P1 = 100% | 2P1 = 100% | <p><u>2020:</u> 3P1 = 0%</p> | | |
| <u>2019:</u> 1P1 = 90% | <u>2020:</u> 1P1 = 88% | | | | | | | |
| 2P1 = 100% | 2P1 = 100% | | | | | | | |
| Culinary Arts (12.0505) | <table> <tr> <td><u>2019:</u> 1P1 = 86%</td> <td><u>2020:</u> 1P1 = 83%</td> </tr> <tr> <td>2P1 = 89%</td> <td></td> </tr> </table> <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. | <u>2019:</u> 1P1 = 86% | <u>2020:</u> 1P1 = 83% | 2P1 = 89% | | <p><u>2020:</u> 2P1 = 42%</p> <p>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. | | |
| <u>2019:</u> 1P1 = 86% | <u>2020:</u> 1P1 = 83% | | | | | | | |
| 2P1 = 89% | | | | | | | | |

| | | | | |
|---|---|---|--|--|
| 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. | | |
| Fire Science (43.0203) | <u>2019:</u> 1P1 = 95% 2P1 = 81% | <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. | |
| Construction Technology (46.0201) | <u>2019:</u> 1P1 = 90% 2P1=90% 3P1=N/A <ul style="list-style-type: none"> High school students attend the hot career days. Word of mouth from former students. | <u>2020:</u> 1P1 = 97% | <u>2020:</u> 2P1 = 68% 3P1 = 7.3% <ul style="list-style-type: none"> Time in class because of COVID issues. | |
| Electrical Technology (46.0302) | <u>2019:</u> 1P1 = 96% 2P1 = 94% | <u>2020:</u> 1P1 = 90% 3P1 = 6.3% | <u>2020:</u> 2P1 = 73% Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials. | |
| Building & Property Maintenance (46.0401) | <u>2019:</u> 2P1 = 100% | <u>2020:</u> 1P1 = 100% | <u>2019:</u> 1P1 = 78% | <u>2020:</u> 2P1 = 23% 3P1 = 4.9% Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials. |

| | | | | | |
|---|---|---|---|---|---|
| HVAC (47.0201) | <u>2019:</u> 1P1 = 96% | <u>2020:</u> 1P1 = 96% | <u>2019:</u> 2P1 = 65% | <u>2020:</u> 2P1 = 54% 3P1 = 2.3% | Covid caused a disruption to learning, making it difficult for students to practice the hands-on skills necessary for taking and passing these credentials. |
| Automotive Collision (47.0603) | <u>2019:</u> 2P1 = 75% | <u>2020:</u> 1P1 = 88% 3P1 = 16% | <u>2019:</u> 1P1 = 79% | <u>2020:</u> 2P1 = 50% | |
| Automotive Technology (47.0604) | <u>2019:</u> 1P1 = 88% 2P1 = 83% | <u>2020:</u> 1P1 = 95% | <u>2020:</u> 2P1 = 32% 3P1 = 5.1% | | <ul style="list-style-type: none"> • 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. |
| Machine Technology (48.0501) | <u>2019:</u> 2P1 = 81% | <u>2020:</u> 1P1 = 90% 3P1 = 13% | <u>2019:</u> 1P1 = 81% | <u>2020:</u> 2P1 = 53% | |
| Welding Technology (48.0508) | <u>2019:</u> 1P1 = 95% 2P1 = 78% | <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>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. |
| Physical Therapist Assistant (51.0806) | <u>2019:</u> 1P1 = 94% 2P1 = 97% | <u>2020:</u> 1P1 = 92% 2P1 = 92% 3P1 = 35% | | | |

| | | |
|---|--|--|
| <p>EMT (51.0810)</p> | <p><u>2019:</u> <u>2020:</u> 1P1=96% 1P1 = 91% 2P1=100% 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>Paramedic (51.0904)</p> | <p><u>2019:</u> <u>2020:</u> 1P1=100% 1P1 = 94% 2P1=100% 2P1 = 94% 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>Registered Respiratory Therapist (51.0908)</p> | <p><u>2019:</u> <u>2020:</u> 1P1 = 100% 1P1 = 89% 2P1 = 76% 2P1 = 94% 3P1 = N/A</p> | |
| <p>Nursing AND (51.3801)</p> | <p><u>2019:</u> <u>2020:</u> 1P1=98% 1P1 = 94% 2P1=89% 2P1 = 98% 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>Nursing PN (51.3901)</p> | <p><u>2019:</u> <u>2020:</u> 1P1=100% 1P1 = 100% 2P1=89% 2P1 = 91% 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. | |

Secondary

| Overall Performance | Identify Strength(s) | Identify Gaps/Needs |
|-------------------------------|--|---|
| 1S1 – Graduation Rate | <p>97.79% 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. | |
| 2S1 - Academic Reading | <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 provides tiered level of support. • Strong supportive services for ELL learners. | <p>30.89% Region / 31.00% State Target</p> <ul style="list-style-type: none"> • Numbers reported last year included our .5 CTE credits earned. • Numbers may not include Donnelly College and tech school credits. • We believe that many gaps have been caused by the Covid pandemic and more students missing school. |

| | | |
|-------------------------------|---|---|
| | <ul style="list-style-type: none"> • CCR (College & Career Readiness) support for reading. • 6 minutes reads across the district. | |
| 2S2 – Academic Math | <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 the provides tiered level of support. • Strong supportive services for ELL learners. • CCR (College & Career Readiness) support for reading. | <p>20.68% Region / 24% State Target</p> <ul style="list-style-type: none"> • Numbers reported last year included our .5 CTE credits earned. • Numbers may not include Donnelly College and tech school credits. • We believe that many gaps have been caused by the Covid pandemic and more students missing school. • Transportation. • Attendance. • Student academic support. <p><u>Comment:</u> Students could be enrolled in remedial courses instead of CTE.</p> |
| 2S3 – Academic Science | <p>34.35% 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 reported last year included our .5 CTE credits earned. • Numbers may not include Donnelly College and tech school credits. • 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 | <p>37.60% 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. |

| | | |
|--|--|--|
| | <p>focused data and analyzed the data. A focus group was used to gather feedback on outcomes of the programs related to equity.</p> <ul style="list-style-type: none"> • Case managers are knowledgeable of programs. • LEA is knowledgeable of programs. • Dissemination of information. • Maintaining graduation rate close to state performance with continued support. | |
| 4S1 – Non-Traditional Concentrators | <p>41.85% Region / 30% State Target</p> <ul style="list-style-type: none"> • 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. | <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>63.81% Region / 52% State Target</p> <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Postsecondary Credits attained percentages decreased and the gap of meeting the state target increased. |

Special Populations

Notes:

- Placement and Credential Data was not provided for Postsecondary students.
- Data reported in the Secondary students section is inconsistent with district data. Three Districts showed 0% for total placement. It appears that our data may not have been entered correctly for our graduation rate, since it is listed as 0.00%. This is throwing off our overall regional data in this area.
- Throughout the Gaps/Needs sections, it can be said that Covid caused a disruption to students' learning and retention.

1) Individuals with Disabilities

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|---|--|
| Post-Secondary | <p>Non-traditional Concentrators: 12.50%</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. • 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. | <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. |

| | | |
|------------------|---|---|
| Secondary | <p>Non-Traditional Concentrators: 36% Post-Secondary credits Attained: 39%</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>Graduation Rate: 72% Reading: 15% Math: 6% Science: 11% Total Placement: 9%</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. |
|------------------|---|---|

2) Individuals from Economically Disadvantaged Families, including Low-Income Youth and Adults

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|--|--|
| Post-Secondary | <p>Placement: 89.59% Non-Traditional Concentrators: 12.5%</p> <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. • 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>Credentials attained: 71.92%</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 challenges for these students. Explore wrap-around and support services that can include mentorship with industry personnel. • 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. |

| | | |
|------------------|---|--|
| Secondary | <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>Graduation rate: 14% Reading: 4% Math: 2% Science: 3% Total Placement: 5% Non-Traditional Concentrators: 8% Post-Secondary Credits Attained: 10%</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 • Low placement in CTE programs due to low academic performance |
|------------------|---|--|

3) Individuals Preparing for Non-Traditional Fields

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|--|--|
| Post Secondary | <p>Placement: 89.71% Non-traditional Concentrators: 100%</p> <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. • 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>Credentials Attained: 69.32%</p> <ul style="list-style-type: none"> • Lack of offering clubs or networking sessions to these students that will help prepare them for the “social” aspect of these jobs. • 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. |
| Secondary | <p>Graduation Rate: 87% Reading: 32% Non-Traditional Concentrators: 93% Post-Secondary Credits Attained: 60%</p> <ul style="list-style-type: none"> • CCR, CTE and other teachers provide encouragement and support to these students. | <p>Math: 20% Science: 25% Total Placement: 28%</p> <ul style="list-style-type: none"> • Staff Diversity • Recruitment |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • 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><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. |
|--|--|---|

4) Single Parents, including Single Pregnant Women

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|---|---|
| Post Secondary | <ul style="list-style-type: none"> • In Allied Health and CTE programs there are many single parents in the programs. • Numerous scholarships are offered in CTE and Allied Health programs. Nursing created a scholarship geared towards single parents. • Programs are understanding and make accommodations for single parents and single pregnant women to reduce barriers when challenges occur at home or attending doctor’s visits. | <p>Non-traditional Concentrators: 0.00% - Research why this has been reported as 0% and work to remedy.</p> <ul style="list-style-type: none"> • Transportation, childcare, support at home. • Identify additional resources that can provide support to the students. • Explore wrap-around and support services that can include mentorship with industry personnel. Ideally, mentorship would occur with someone who had/has experienced being a single parent and/or a single pregnant woman. • We need to do a better job of identifying this information. How and where is this reported? |
| Secondary | <p>Total Placement: 100%</p> <ul style="list-style-type: none"> • Placement is high and will continue to be an area of focus for both the high school and post-secondary partners. | <ul style="list-style-type: none"> • All other data reports 0%. We need to do a better job of identifying this information. • Graduation rate is very low for these students due to challenges of getting to school on a regular basis. |

5) Out-of-Workforce Individuals

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|--|---|
| Post Secondary | <p>Non-traditional Concentrators: 18.75%</p> | <ul style="list-style-type: none"> • The college has not actively marketed the KHPOP funding available for out-of-workforce and other individuals. This is an opportunity for improvement. |

| | | |
|--|--|---|
| Placement and Credential Data – not provided | <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. KCKCC works with the many organizations that support displaced workers including Workforce Partnership. • Student worker program and internship program. • Numerous scholarships are offered in CTE and Allied Health programs. | <ul style="list-style-type: none"> • Transportation, childcare, support at home. • Identify additional resources that can provide support to the students. • Explore wrap-around and support services that can include mentorship with industry personnel. • Improve methods of identifying and reporting this information. |
| Secondary | No data available/provided – N/A | No data available – N/A |

6) English Learners

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|--|--|
| Post-Secondary | <p>Non-traditional Concentrators: 12.77%</p> <ul style="list-style-type: none"> • KCKCC students in this special population are higher than the state average. Medical Terminology has been added as a required course for the Practical Nursing program as this program has a high number of English learners and they often struggle to be successful in the program. • Numerous scholarships are offered in CTE and Allied Health programs. | <ul style="list-style-type: none"> • Additional supports and resources are needed in the classroom to help students who are English learners. The population of Mung Students is growing, but few resources exist for this language in numerous program areas. • Explore wrap-around and support services that can include mentorship with industry personnel. • Improve methods of identifying and reporting this information. |
| Secondary | <p>No data provided/reported</p> <ul style="list-style-type: none"> • Strong math achievement due to subject being more universal in all languages • CCR, CTE and other teachers provide encouragement and support to these students. • Dissemination of information • Providing interpretation for community/family engagement events • Providing all communication home in numerous languages • Providing specific classroom guidance to ELL students • Collaborating with the ELL district provider to support enrollment needs, training for teachers, etc. | <p>No data provided/reported</p> <ul style="list-style-type: none"> • Helping ELL students and their families see this as an asset when looking for jobs. • Some districts report zero ELL students enrolled. • Lack of resources/information provided to ELL students and their families. • ELL instructor is not aware of CTE programs • Low graduation rate due to lack of support in home language, outside responsibilities, family language barriers. |

7) Homeless Individuals

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|--|---|
| Post-Secondary | <p>Non-traditional Concentrators: 25%</p> <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. • Numerous scholarships are offered in CTE and Allied Health programs. | <ul style="list-style-type: none"> • Periodically, young students who are homeless are identified when weather conditions are harsh. Supports for these students are difficult to find in the region. In addition to being homeless, when the weather is harsh, it provides additional challenges for students in the classroom due to the focus switching to survival. Lack of resources or knowledge of resources for younger homeless students is a challenge. • Explore wrap-around and support services that can include mentorship with industry personnel. • Identify additional resources that can provide support to the students. • Transportation, childcare, support services |
| Secondary | <p>Graduation Rate: 94%</p> <p>Non-traditional Concentrators: 36%</p> | <p>Reading: 24%</p> <p>Math: 3%</p> <p>Science: 19%</p> <p>Total Placement: 29%</p> <p>Post-Secondary Credits Attained: 46%</p> |

8) Youth who are in, or Have Aged out of, the Foster Care System

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|---|---|
| Post Secondary | <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>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. |

| | | |
|------------------|--|---|
| Secondary | Data not provided. <ul style="list-style-type: none"> • CCR, CTE, and other teachers encourage and support all students • Dissemination of information | Data not provided. <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. |
|------------------|--|---|

9) Youth with a Parent who is a Member of the Armed Forces and is on Active Duty

| | Identify Strength(s) | Identify Gaps/Needs |
|-----------------------|---|--|
| Post-Secondary | Non-Traditional Concentrators: 66.67% <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. | <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. |
| Secondary | Reading: 31% Science: 40% Post-Secondary Credits Attained: 60% <ul style="list-style-type: none"> • CCR, CTE and other teachers provide encouragement and support to these students. • Dissemination of information • The district schools continue to focus on improving the reading skills of all students. | Graduation rate: 54% Math: 21% Total Placement: 30% Non-Traditional Concentrators: 19% <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 transfer to the next base the officer is stationed at. • The total placement of these students remains an area of concern. |

OF NOTE: Data reported are not consistent with the experiences of our faculty, staff, and administrators. It is important to investigate the data collection and reporting processes as this could be the root cause of lower performance numbers in many categories rather than an actual decrease.

Questions for Discussion:

- 1) How are students performing in your CTE programs?
 - Majority of students are meeting most state goals for the levels of performance. As a region, we are at or close in most all categories, besides Total Placement where it appears districts have not reported correctly to the state throwing off the data.
 - Majority of students are performing very well.
 - Many students experience success in CTE programs because they are taking courses that are of interest to them and/or it is related to their future career goals. There was a gap/drop in student success for some programs when schools switched to remote and/or hybrid learning. For example, it can be difficult for students to be active in a welding course if they are remote and do not have access to equipment or supplies at home. Thus, we saw a drop in some grades or interests of students (as far as progression within a pathway) due to the non-traditional classroom experience that is due to COVID.
- 2) What is the variation in performance among students in different programs? Various programs do perform differently. Some inherently attract students who are stronger in math and reading (i.e. Construction & Design/Manufacturing/Teaching). Also, pathways where students are picking up more “electives” but not necessarily going further in the career field tend to perform lower.
 - Pathways where students are picking up more “electives” but not necessarily going further in the career field tend to perform lower. As a small school, several of our Juniors and Seniors attend Highland Community College Technical School and others start taking college courses. Depending on individual plans of study, these reduce the number of concentrators and completers here within the building. However, the students are completing classes through other programs.
 - Performance varies based on pathway type. For instance, some pathways require specific pre-reqs that are more difficult than others. Some pathways are more hands-on and skill based while others focus more on the content and process to learn/gain skills.
- 3) What is the variation in performance among students in different special populations and subgroups? There are some big variations, especially in the subgroups of Economically Disadvantaged, African-American, and Individuals with Disabilities.
 - Economically disadvantaged students seem to perform below their peers.
 - The variation in subgroups and special populations is unique. For instance, one student may be on an IEP and part of a special population who struggles in a traditional classroom setting with traditional teaching methods, however he/she may excel in CTE programs that tend to be more hands on (“doing”) and skill based. It is rewarding to see students identify their strengths and have success in CTE programs.

- 4) How are your schools and colleges performing compared to the state overall performance?
- We are about half and half in meeting the state goals but are close in some goals where we were below. We also have an area that appears to have been misrepresented as three schools appear to have not correctly provided data to the state (Total Placement).
 - Overall, we are meeting or exceeding in many areas.
 - In general, there is always room for improvement, however after reviewing and providing the above statistical data for Math, ELA and Science we believe our district is at or just above most areas compared to the state.
 - Our biggest gaps in performance areas are the academic achievement levels in Reading, Math, and Science for our SPED and Hispanic populations not received ESL services. These groups do have high attainment in Graduation Rate and Placement in spite of the gaps.

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 pathways 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.

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

| Question | Answer | Areas for Improvement |
|--------------------------------------|---|---|
| <p>Are of sufficient size</p> | <ul style="list-style-type: none"> ● 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 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. ● 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. | <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 hire highly qualified individuals to teach our students. ● 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. |

| Question | Answer | Areas for Improvement |
|---|--|--|
| <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. ● 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. | <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 providing more resources through funding and personnel for institutions to expand this area. ● 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. |

| Question | Answer | Areas for Improvement |
|---|---|-----------------------|
| <p>Relate to real-world work environment (Scope) – continued</p> | <ul style="list-style-type: none"> ● 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 promote our programs and allow students to gain a better understanding of what is available at the high school. | |

| Question | Answer | Areas for Improvement |
|---|--|--|
| <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. ● 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"> ● 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. ● 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. |

| Question | Answer | Areas for Improvement |
|-----------------------------------|--|--|
| <p>Are of high quality</p> | <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). ● 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. | <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. ● 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. |

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 pathway (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 pathway 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.

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

(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.

| | Post-Secondary | Secondary |
|-------------------|---|---|
| Strengths | <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. | <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 business industry stakeholders, progress toward programs of study and essential student skilled opportunities are becoming more attainable. • 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. |
| Needs/Gaps | <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 | <ul style="list-style-type: none"> • More rigorous pacing guides • State needs to update competencies to reflect relevant times. • 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, |

| | | |
|--|--|---|
| | <p>standards and pathways for continuity in education and messaging.</p> <ul style="list-style-type: none"> ● 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. | <ul style="list-style-type: none"> ○ 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 identified and address for each subpopulation. |
|--|--|---|

B) Addresses both academic and technical knowledge and skills, including employability skills.

| | Post-Secondary | Secondary |
|------------------|--|---|
| Strengths | <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. | <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 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. ● 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>Needs/Gaps</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 preventing access to depth. | <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. |
|--------------------------|---|---|

C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area.

| | <p>Post-Secondary</p> | <p>Secondary</p> |
|-------------------------|---|--|
| <p>Strengths</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 which programs are getting updates from industries on trends, needs, credentials, equipment, and skill sets. | <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. |
| | | |

| | | |
|--------------------------|--|--|
| <p>Needs/Gaps</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. | <ul style="list-style-type: none"> ● Make this a priority by having all buildings in a district aligned. ● Increase effort to create partnerships. ● 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. |
|--------------------------|--|--|

D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction).

| | <p align="center">Post-Secondary</p> | <p align="center">Secondary</p> |
|-------------------------|---|--|
| <p>Strengths</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. | <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 ● 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>Needs/Gaps</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. | <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. |
|--------------------------|---|---|

E) Has multiple entry and exit points that incorporate credentialing.

| | <p>Post-Secondary</p> | <p>Secondary</p> |
|--------------------------|--|---|
| <p>Strengths</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). ● 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. | <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>Needs/Gaps</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 Health Sciences cluster and could provide gainful employment (ex: phlebotomy). ● Many programs need to increase the number of industry specific credentials students can take. | <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. |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • More Programs should work towards restructuring curriculum that allows for time to review the curriculum prior to taking a certification test. | <ul style="list-style-type: none"> • 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 truly beneficial to future student careers. • Increase in dual-credit opportunities need to be offered across CTE. • 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> |
|--|--|--|

F) Culminates in the attainment of a recognized postsecondary credential.

| | Post-Secondary | Secondary |
|--------------------|--|---|
| Strengths | <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. | <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 |
| Needs/ Gaps | <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) | <ul style="list-style-type: none"> • Deficit in completers to follow through into postsecondary credentials • Cost of credentials/certificates can be prohibitive. • 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. |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ● 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"> ● 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. |
|--|---|--|

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.

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

| Process | Strengths | Needs/Gaps |
|--|--|---|
| <p>RECRUITMENT</p> <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. ● After the pandemic is over, employment and career fairs will return to being strong recruiting vehicles. | <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. |
| <p>RETENTION</p> <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. |

| Process | Strengths | Needs/Gaps |
|---|---|---|
| <p>TRAINING</p> <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. ● 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"> ● 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. ● 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 | <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. |

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 pathways 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 pathways of performance; and
- Activities which prepare special populations for high-skill, high-wage, or in-demand industry occupations that will lead to self-sufficiency.

Perkins V Sec. 2(48)

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

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

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

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

Checklist

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

| Addressed in Q8, Q9, and/or 10? | Population |
|---------------------------------|---|
| | <i>Perkins V – special populations Sec. 2(48)</i> |
| | (A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) |
| | (B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) |

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

Q8 & Q9: What strategies are used to remove barriers to success of students in special populations? 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.

| Special Population | Challenges | Strategies for Improvement |
|--------------------|--|--|
| All | <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 | <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. |

| | | |
|---|---|---|
| | <p>been cumbersome. This results in students seeing charges on their accounts that should not be there.</p> | <ul style="list-style-type: none"> ● 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). |
| <p>Foster Care</p> | <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. | <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. ● 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). |
| <p>Aged out of Foster Care (AOK)</p> | <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. | <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"> ● AOK students have the benefit of having a team teacher in their tech classroom at least 20% of the time to support students with academic skills as they relate to their pathway. |
| Military Youth | <ul style="list-style-type: none"> ● Students move often which makes it difficult for students to complete a program certificate and/or credential. | <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. ● Ways to engage students and families about opportunities. |
| ELL | <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. | <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. |
| Socioeconomic Factors/Homeless | <ul style="list-style-type: none"> ● Student attendance and retention is an ongoing challenge. ● Transportation to and from classes. ● Lack of food and shelter. | <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. |
| Nontraditional Students | <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 | <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. |

| | | |
|---|--|--|
| | families. This causes retention challenges, students mental and physical health declines, schoolwork suffers. | <ul style="list-style-type: none"> ● 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. |
| Lansing Correctional Facility (LSF) Students | <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. | <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. |

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.

ALL STUDENTS

| | STRENGTHS | STRATEGIES FOR SUSTAINING |
|-----------------------|---|---|
| Post Secondary | <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. | <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"> ● 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. ● 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 dive drives decisions about strategies to increase participation and provide opportunities to possible barriers to access ● 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. | <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 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. |
| | | |
| | GAPS | STRATEGIES FOR IMPROVEMENT |
| Post Secondary | <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. | <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. |
| Secondary | | <ul style="list-style-type: none"> • Piper is currently undergoing a high school redesign to provide wall-to-wall academies that will require students to choose an academy with a specific career focus. In addition, this academy track will provide them with a capstone experience that is individual to their future desires. The KCKCC Tech program will be a capstone experience for specific focus areas and students will have had to complete a specific course sequence in order to apply. This will eliminate the "free for all" enrollment of students that may not be interested in a tech program but just want to take advantage of getting off campus. Only students truly interested in that sector will apply and enroll. • We do not enroll students in any program, however we do hold students accountable for their choice in programs/classes and they are encouraged to follow through and finish out courses/programs (if it is past the drop-dates for college courses or tech school). • Continue to discuss disability services and all other student services not only during their |

| | | |
|--|--|--|
| | | advising appointment, but also during orientation. |
|--|--|--|