COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

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Date   January 31, 2020   Regional Team   Kansas City

Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment

Purpose

The purpose of this document is to provide a template to prepare the content of the regional needs assessment by:

- Explaining the purpose of the regional needs assessment
- Outlining the required components of the assessment
- Providing tools for identifying regional needs

By conducting regional needs assessment, the Regional Team will:

- Use evidence-based strategies to recognize needs of the regional industry
- Identify strengths and weaknesses of secondary and postsecondary CTE programs in the region
- Perform a root-cause analysis of gaps
- Make progress toward student success and employment

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the Regional Needs Assessment Team (stakeholders)
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity (what is not working)

Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins 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 aligned 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. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals
   - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth.

Process:

1. Establish a Regional Needs Assessment Team

   Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. **All groups listed on page 4 must be a part of the Regional Needs Assessment Team.**
2. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
4. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
5. Complete the needs assessment Template
   i. All steps and all parts are required
   ii. Incomplete assessments will not be approved
   iii. Add rows to tables as needed
   iv. Include the data analysis documents (required)

Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information
   Part 1: Utilize the Labor Market Analysis Tool (Excel)
   Part 2: Use additional approved sources of data and compare the data to Part 1 findings.
   Part 3: Bring the Regional Team together to discuss the findings from Parts 1 & 2
   Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

STEP 2: Analysis of Student Performance
STEP 3: Analysis of 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

Career and Technical Education (CTE) Program Comprehensive Regional Needs Assessment Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.
The needs assessment must be completed <u>every two years</u> with a review of progress in the interim. The assessment must be completed <u>prior</u> to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.

Regional Team Name: **Kansas City** (Basehor, Bonner Springs, Easton, Kansas City, Lansing, Leavenworth, Piper, Tonganoxie, Turner)	**Date:** **January 30, 2020**

Needs Assessment Lead Co-Coordinators:	**Contact Information:**
Secondary: Renee Freers	**renee.freers@kckps.org**
Postsecondary: Donna Shawn	**dshawn@kckcc.edu**

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator	Donna Shawn	Kansas City, Kansas Community College (KCKCC) Technical Programs Director	Scheduling meetings, gathering data and writing needs assessment report
	Secondary Perkins Grant Coordinator	Renee Freers	Kansas City, Kansas Public Schools (KCKPS) Career and Technical Education Coordinator	Scheduling meetings, gathering data and writing needs assessment report
Teacher(s) - Secondary		Kim Biasella	Turner Public Schools Business & Computer Teacher	Provide data on student performance, career pathways, and size, scope and quality. Participate in writing the needs assessment report.
		April Wolters	Leavenworth A/V Communications Teacher	
		Drew Garner	Turner Public Schools Health Science Teacher	
Faculty - Postsecondary		William Riggs	KCKCC Machine Technology Instructor	Provide data on student performance, career pathways, and size, scope and quality.
		Angela Consani	KCKCC Bio Technology Instructor	
Secondary Administration		Kristi Hoffine	Bonner Springs Schools Director of Secondary Educ.	Provide data on student performance; career pathways; and recruitment, retention, and training of CTE educators.
		Jared Jackson	Basehor Linwood High School Asst. Principal / CTE Director	
Postsecondary Administration		Cheryl Runnebaum	KCKCC Career & Technical Education Dean,	Provide data on student performance; programs; and

	Rich Piper	KCKCC Technical Programs Director	recruitment, retention, and training of CTE educators.
Specialized instructional support and paraprofessional(s)	Carly Eastling Jessica Smith Kimberly Sterne	KCKCC-Technical Educ Center Academic Support Facilitator KCKPS Homeless Coordinator KCKPS CTE Instructional Coach	Provide data on student performance, access and equity.
Representative(s) of Special Populations	Jay Douglas Sandy VanCise	Turner School District Dean of Students Lansing High School Assistant Principal	Provide data on student performance, access and equity.
Career Guidance and Academic Counselor(s)	Samantha Beye Elisa Dorian Nancy Hamil-Beacham	Bonner Spring High School Counselor Piper High School Counselor Wyandotte High School Counselor	Provide data on programs of study, access, and equity.
Student(s)	Student Participants	Leavenworth High School KCKCC	Provide the perspective of students attending CTE programs/pathways.
Community	Sasheen Cutchlow	Director of Economic Empowerment El Centro, Inc.	El Centro strengthens families through economic empowerment, including homeownership classes and financial literacy education, to the Latino community
Business & Industry	Gail Schuetz MSN, APRN, NNP-BC	University of Kansas Health System Assistant Chief Nursing Officer Inpatient Services KC Division	Representing local businesses.

	Jeremy Catlett	JE Dunn Construction	
	Danica Rome	Manufactures	
	Mary Ricketts	Investment Guidance	
	Elaine Moore	Fire Marshall Dept.	
	Mandy Nicole	Cerner	
	Allison Zimmerman	Honeywell	
	Dan Bernhardt	Environetics Incorporated	
	Ed Moore	KCK Police	
	David Thaxton	Wyandotte Sheriff	
	Joe Davis	Custom Engineering	
Workforce Development	Keely Schneider	Workforce Partnership Executive Director	Providing input on local workforce needs.
	Teri Kriege	KC STEM Alliance	
	Greg Kindle	Wyandotte Economic Development Council	
Parent(s)	Kari Anderson	High School Parent	Provide input from the parent's perspective of CTE programs/pathways.
	Stacey Cole	Leavenworth High School	
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Laura Loyacono	K-State, Director of Community and Education Engagement	Connect students to K-State initiatives
	Rachel Macek	CTE Data Manager	Provide input on data collection/submission.

STEP 1: Analysis of Labor Market Information

Perkins V 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 Information Should Locals Collect: Labor Market Alignment	
What does the law say? The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.	**What does the law mean?** The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel Spreadsheet contains data for:
- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

1. Kansas Department of Labor data and program data provided by the state must be used in the assessment.
2. Regional Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of regional needs.
3. As each Team populates the fields in the spreadsheet, Excel will create a bubble chart, which visually represents each one of the institution's programs or industry demand for programs. *Please do not delete, rename or add columns in the spreadsheets, as all the data is necessary for the creation of the chart.*

Part 2: Use additional approved sources of data
Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2
Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

Based on the information determined in the above mentioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

What programs and pathways in the region align with the labor market needs?

Strengths	Gaps
CIP 10: Communications Technologies/Technicians and Support Services The postsecondary Audio Engineering program met 100% of the demand.	**CIP: 01 Agriculture, Agricultural Operations and Related Sciences** There are not enough concentrators to satisfy the needs of this sector. There are 12 secondary concentrators for 1,466 openings. There are no postsecondary programs.
	CIP: 09 Communication, Journalism, And Related Programs Digital Media programs (secondary) are filling 67% of the annual openings. High schools are offering more graphics type programs. These are high interest areas for the kids, however there are no postsecondary programs.
	CIP: 11 Computer and Information Sciences and Support Services There are not enough concentrators to satisfy the needs of this sector. There are 40 secondary concentrators for 2,409 openings; there are 28.5 postsecondary concentrators 1,772 openings. *This does not include the secondary web & digital communications pathway, which includes a variety of graphic design courses as well as computer courses -- there are 738 concentrators for 70 annual openings.*
CIP 12: Personal and Culinary Services The postsecondary Mortuary Science program has met 100% of the demand.	**CIP: 12 Personal and Culinary Services -- includes Restaurant & Event Management, Hospitality & Tourism** Both the secondary and postsecondary concentrator counts for restaurant and event management/hospitality and tourism do not meet the need. Secondary only meets 12% of the total annual openings. Some of these positions may not require classroom training beyond basic skills of numeracy and communication, but some type of on-the-job training specific to the company. The postsecondary Cosmetology and Nail programs are only satisfying 8 and 9% of the need.

	CIP: 13 Education Teaching/Training programs (secondary) are filling 5% of the annual openings--124 concentrators for 2,408 openings. There are no postsecondary programs. Teaching and training programs in the high schools are strong and are the focus of continued growth. Yet, students in several of the high schools have no way to begin their preparation before college.
	CIP: 14 Engineering Secondary pathways provided 76 concentrators for 563 openings -- leaving an 87% gap. There are no postsecondary programs offered.
	CIP: 15 Engineering Technologies/Technicians The postsecondary Drafting (CAD) program provided 6.5 concentrators for 68 openings -- leaving a 90% gap. There are no secondary programs offered.
	CIP: 19 Family and Consumer Sciences/Human Sciences Secondary programs provided 46 concentrators (2%). Postsecondary programs provided 24.5 concentrators (27%) for early childhood education. Currently, there are no secondary childcare programs, other than pre-teaching programs. There are no postsecondary interior design programs to align with the high school pathways. Even though wages are not high, the need is great and good childcare allows parents to work in other jobs.
	CIP: 22 Legal Professions And Studies Postsecondary offers paralegal with 8 concentrators -- leaving a 95% gap. There are no secondary programs offered.

	CIP: 43　Security and Protective Services There is a gap at both secondary and postsecondary levels. Secondary provided 1% of the need and postsecondary provided 16% for the openings in police science and 62% of the openings for firefighters. There is not a lot of opportunity available at the secondary level due to age requirements for emergency & fire management, but there is student interest. There is also interest and a need in government, corrections & security; the secondary schools run into challenges with age requirements but do continue to look for ways to prepare students. There is a large need for corrections officers in the Lansing/Leavenworth area.
	CIP: 44　Public Administration and Social Service Professions Secondary pathways provided less than five concentrators for 120 openings - - leaving a 98% gap. There are no postsecondary programs offered.
	CIP: 46　Construction Trades Secondary construction and design pathways provided 1.2% of the openings. Postsecondary: Construction technology provided 9.6%, electrical technology provided 12.2%, and building and property maintenance provided 3.7% of the needed annual openings.
CIP: 47　Mechanic and Repair Technologies/Technicians Commercial and residential equipment technology is meeting 100% of the need. HVAC technology is also meeting 100% of the need.	**CIP: 47　Mechanic and Repair Technologies/Technicians** Secondary concentrators are only meeting 2.2% of mobile equipment maintenance need. Postsecondary: Auto collision is meeting 69% of the need and automotive technology is meeting 70% of the need.
	CIP: 48　Precision Production Secondary concentrators are only meeting 0.4% of the manufacturing need. Postsecondary: Machine technology is meeting 11% of the need and welding technology is meeting 84% of the need.

	CIP: 50 Visual and Performing Arts The secondary graphic design pathway provided 90 concentrators for 108 openings -- leaving a 17% gap. There are no postsecondary programs offered.
CIP: 51 Health Professions and Related Clinical Sciences Postsecondary: Respiratory care is meeting 100% of the need and EMT is meeting 100% of the need.	**CIP: 51 Health Professions and Related Clinical Sciences** Secondary concentrators are only meeting 5% of the health science need. Postsecondary: Medical assistant is meeting 23% of the need, paramedic is meeting 87% of the need, medication aide is meeting 68% of the need, nursing is meeting 28% of the need, practical nursing is meeting 61% of the need, and nursing aide is meeting 31% of the need. The secondary schools would like to have more CNA sections available for students.
CIP: 52 Business, Finance, and Marketing Programs There are a lot of programs being offered due to high student interest in this area. Additionally, schools are producing high quality graduates. Due to this, business programs are well represented.	**CIP: 52 Business, Management, Marketing, and Related Support Services** Secondary concentrators are meeting less than 1% of the annual need. Perkins funding eligibility has been removed from postsecondary programs. Marketing information could be very misleading because it includes retail data, which is usually low, wage--need to look at high end market jobs vs retail jobs.

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Plant systems at the secondary level.	State provided data (KSDE) Workforce data provided for the region	
Travel and tourism at the secondary level.	State provided data (KSDE) Workforce data provided for the region	
The Information Technology Pathway at the secondary level suffers from: • Lack of student interest • Faces difficulty finding qualified teachers • Funding since Perkins won't pay for "canned curriculum" • Teachers professional development to develop high-quality teachers	There are not enough concentrators to satisfy the needs of this sector. There are 40 secondary concentrators for 2,409 openings; there are 28.5 postsecondary concentrators 1,772 openings. *This does not include the Web & Digital Communications, which are included in the Graphic Design, AV and Communications category.*	Data Used: Information Technology Top Occupations
Science Technologies/Technicians Biotechnology -- one high school district in the region offers a biotechnology pathway at the secondary level, which feeds into the postsecondary bio-manufacturing program.		Data Used: Life Sciences Top Occupations
At the secondary level, not every school/district has all of the pathways that are listed with concentrators. Some schools/districts may need to add some pathways to increase student options. Pathways include: Programming and software development, network systems, information support and services, early childhood, etc.	These pathways do not have enough concentrators to meet the annual openings demand.	Workforce data provided for the region input from regional team members and Information Technology Top Occupations

Computer Information Systems at the postsecondary level.	State provided data (KBOR) Workforce data provided for the region-- 680 annual openings.	Additional Data Used: Information Technology Top Occupations
Information Technology at the postsecondary level.	State provided data (KBOR) Workforce data provided for the region-- 451 annual openings.	Additional Data Used: Information Technology Top Occupations
Chef Apprenticeship at the postsecondary level.	State provided data (KBOR) Workforce data provided for the region-- 994 annual openings.	Additional Data Used: Top Occupations
Food and Beverage Management at the postsecondary level.	State provided data (KBOR) Workforce data provided for the region-- 634 annual openings.	Additional Data Used: Top Occupations
Industrial Machinery Mechanics at the postsecondary level -- also called Advanced Manufacturing Technician or Industrial Maintenance Technician.	The Kansas Department of Labor 10 Year Job Outlook for 2016 - 2026 projects there will be 453 annual openings.	KCKCC has been approached by local manufacturers to start a training program. Additional data used: Architecture/Engineering Manufacturing Top Occupations
Diesel Technician at the postsecondary level.	The Kansas Department of Labor 10 Year Job Outlook for 2016 - 2026 projects there will be 262 annual openings.	KCKCC has been approached by local companies to start a training program. Manufacturing Top Occupations
Electrical Lineman at the postsecondary level.	The Kansas Department of Labor 10 Year Job Outlook for 2016 - 2026 projects there will be 156 annual openings.	KCKCC has been approached by local utility companies to start a training program. Additional Data Used; Top Occupations

Health Information Systems Specialist at the postsecondary level.	State provided data (KBOR) Workforce data provided for the region-- 478 annual openings	Additional Data Used: Information Technology Top Occupations
Medical Office Specialist	State provided data (KBOR) Workforce data provided for the region-- 333 annual openings.	Additional Data Used: Top Occupations
Medical Coding Specialist	State provided data (KBOR) Workforce data provided for the region-- 282 annual openings.	Additional Data Used: Top Occupations
Home Health Aide	State provided data (KBOR) Workforce data provided for the region-- 1,207 annual openings.	Additional Data Used: Health Care

What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
CIP: 11 Information Technology Secondary web & digital communications pathway	High schools are offering more graphics type programs because there is a high interest in this pathway by students. While some schools may not have the specific pathways for some of the high demand careers, they do learn skills that can still lead to post-secondary education in these high-demand areas. For example, many of the skills taught in Web and Digital lead students to careers in computer programming.	The secondary web & digital communications pathway includes a variety of graphic design courses as well as computer courses -- there are 738 concentrators for 70 annual openings.
CIP 10: Communications Technologies/Technicians and Support Services The postsecondary Audio Engineering program exceeds the needs of Kansas City--38.5 concentrators for 15 annual openings.	There is no 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: FY18 = 100% FY17 = 100% FY16 = 88.89%
CIP 12: Personal and Culinary Services The postsecondary mortuary science program exceeds the needs of Kansas City--42 concentrators for 18 annual openings.	This is 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 and the Missouri program is located in St. Louis.	Placement rates for mortuary science: FY18 = 95.24% FY17 = 93.10% FY16 = 96.77%

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)
The local needs assessment shall include…
(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

<div style="background:green;color:white">**What Information Should Locals Collect: Student Performance Data**</div>

What does the law say?	What does the law mean?
The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**	The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

**Because the disaggregated data on special population subgroups is not available at this time, the needs assessment's student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Regional Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region.**

Postsecondary Performance

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

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

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

Secondary Performance

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

2S1 – Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

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

4S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S1 – Nontraditional Program Concentration
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

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

Based on the secondary and postsecondary performance data, what are the region's strengths in student performance?

Strengths	How are these strengths being sustained in the region?	Local Example
Secondary Graduation Rate: 1S1 State Goal: 90% Kansas City Rate: 99%	• CTE helps increase scores through applied academic courses relative to real world experience/their future • Relationship between teachers and students • The students that make it that far are, most of the time, on track for graduation. • Schools provide numerous opportunities for students to visit technical centers, college campuses and take virtual tours of other learning institutes. • Career speakers visit the campus and career fairs are held in the middle and high schools.	• Increasing graduation rates is a main goal for districts in the region. Therefore, they offer a number of support systems to help struggling students. These supports include tutoring and credit for completion. They also use alternative school setting and alternative curriculum options to ensure students can graduate no matter how far behind.
Non-Traditional for Concentrators: 5S1 State Goal: 32% Kansas City Rate: 36%	• Increasing the rate of non-traditional concentrators has been a focus for several years. The effort to increase the rate continues in order to expand on the positive results from work already completed.	• School districts strive to employ non-traditional teachers in career education courses as an additional way to help promote non-traditional careers.
Postsecondary placement: 1P1 2018 State Performance: 91% KCKCC Performance: 93%	• Active advisory committees • Boutique job fairs held for specific technical programs • TEC job fair held for all technical programs • Job fair held at main campus in April • Business and industry coordinator provides support with resumes and mock interviews	• The economy is strong right now, and students graduating have opportunities for placement. • Many of the technical areas have occupational shortages. • Advisory committee members have provided strong connections to industry
Postsecondary Credential/Certificate/ Degree: 2P1 2017 State Performance: 83% KCKCC Performance: 87%	In most technical programs, students spend the majority of their program time with one or two technical instructors who get to know them well and are in tune with students. This close relationship makes it more difficult for students to go unnoticed when needing intervention/support in	If students are near completion, many teachers allow students extra time and the ability to return to the lab to finish incomplete assignments/ coursework so that they may receive an official program certificate.

	order to complete a program. These supports include more individual instruction, extra time to complete tasks, and even mentoring.	
Postsecondary Nontraditional Program Completion: 3P1 2018 State Performance: 10% KCKCC Performance: 14%	● Special recruitment activities provide both males and females to the opportunity to try hands-on activities in nontraditional programs. ● Support group for nontraditional female students. ● KCKCC hosts middle and high school events that include non-traditional workers.	● Middle School Career Awareness Events ● HOT Careers Days for high school students ● Non-Traditional Student Networking Group ● Food Bank

Optional Questions for Discussion:
- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

Based on available data, what are the student performance gaps in the region?

Gap	Root Cause

Academic Proficiency Indicators
2S1: Reading/Language Arts
State Goal: 35%
Kansas City Rate: 17%
 	
2S2: Math
State Goal: 26%
Kansas City Rate: 13%
-----*Math and reading scores are the lowest in the state.*
 	
2S3: Science
State Goal: 27%
Kansas City Rate: 19%
	There are numerous reasons academic scores are lacking:
	● Curriculum needs to be reviewed to adjust to the new state assessments.
	● Students coming from poverty have a large list of challenges that impact success at school.
	● Students struggling with homelessness, frequent moves, and poverty find attending regularly a challenge.
	● Actively engaging students in the classroom work needs to be increased.
	● School districts struggle to find math and science teachers who specialize in working with students from poverty, with bilingual challenges, or facing other hurdles.
	● Students who are bilingual often struggle with the language on standardized exams; and, therefore, do not perform as well.
	  ○ KCKPS - 51% are ELL students
	  ○ Turner - 40% are ELL students

Placement Indicator: 3S1 State Goal: 90% Kansas City Rate: 85%	● School districts struggle to encourage students to stay focused on a career path after high school. They often take the first job they find and do not wait to pursue more training or a position in their field of study. ● Districts in this region have a high number of transient students. When they move frequently, change phones numbers often, or are undocumented; it is very challenging to follow-up with them on what they are doing. ● When the state changed from completers to concentrators, it has made an impact on core indicator results.
Postsecondary Credits Attained- Indicator: 4S2 State Goal: 55% Kansas City Rate: 46%	● Schools need to consider offering dual credit courses that are in the high school pathways. ● The Higher Learning Commission requirements for teachers in the high schools who are qualified to offer college credit classes has made it more difficult to offer this

	option to students attending college classes in their high school. ● Communication between secondary and postsecondary schools can be difficult. ● There continues to be a stigma for career and technical education to be a dumping ground for students who are struggling in academic areas and/or who have a low skill level. The math and reading levels needed in many CTE programs makes it difficult to be successful.

Postsecondary Nontraditional Program Completion: 3P1
 2018 State Performance: 10%
 KCKCC Performance: 14%
	● While KCKCC's performance is above the state target, it does not meet the target set for KCKCC by KBOR.
	   ○ Some programs really help carry the numbers for others -- the really high percentages help boost the overall percentage by bringing up those programs that are low or even zero.
	● Recruitment -- it is difficult to recruit non-traditional students into a program when there are no role models in industry. Schools are charged with obtaining a percentage that is not reflected in industry--especially in areas considered "dirty" jobs.
	● There are many barriers that prevent students from completing:
	   ○ Lack of reliable and/or affordable childcare
	   ○ Sick children/no childcare prevents them from attending school, which jeopardizes their program status
	   ○ Money -- how to go to school full time, pay the bills, and take care of children plus also trying to hold down a job.
	   ○ Transportation -- including paying for gas and insurance
	● Counselors and family members steer students towards more gender-typical occupations.

Optional Questions for Discussion:
- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

See also -- Appendix A
STEP 3: Analysis of 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; and…

What Information Should Locals Collect: Size, Scope & Quality	
What does the law say? The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	**What does the law mean?** The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

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

Scope:
As specified in K.S.A. 71-1802, CTE programs must:
- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
- lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
- be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:
- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Definitions Continued:

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

The Kansas State Department of Education has established the following secondary quality measures for CTE programs:
- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via Individual Plans of Study (IPS) implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

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

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

How do schools and colleges in the region determine that programs…

Question	Answer	Areas for Improvement
Are of sufficient size	Determine that the size of programs are sufficient by data. At the secondary level, IPS determines if there is a need for a program. Once the need is determined, it is decided how the need can be met-- staff, space, equipment, etc. Once those are determined, courses are put before the board for approval. Once approved, students are informed and enrollment begins.	Challenges: ● Limited staff availability -- it can be difficult to hire faculty for some CTE positions for both secondary and postsecondary. ● 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.
Relate to real-world work environment (Scope)	Determine that programs are related to real-world work environments by offering work-based learning opportunities to students, including but are not limited to: ● Special education students operating coffee shops ● Health science internship in medical facilities ● Carpentry classes that build a house ● High school Automotive repair class accepting live work ● Tutor-peer modeling HS Students. ● Mentoring at elementary who are interested in a career in education ● Student led culinary programs ● Teaching soft skills in CTE and school wide ● Internship: Cerner internship as an example ● Simulate job site visits in the classroom ● Business operated in the schools by the students ● Job shadow/internships and projects brought in to the school for students to complete. ● Partnerships with Business and Industry to allow student opportunities. (Job shadow, Intern, PLE). First hand experience.	Areas that need targeting: ● Clear expectations and communication of what is needed from the private sector so that classes can be connected to the right companies ● More connection with industry ● Experiences with deeper outcomes ● Field experience with project completion ● More internships & apprenticeships ● Professional development for instructors with continued business and industry skill sets through professional development/internships/ other connections.

	● The programs are based on real-world need and helped by the advisory committee of people from the industries. ● Programs use industry advisory to ensure their curriculum is appropriate ● Offer tours/experiences at post-secondary institutions ● TEC: live work in Auto Tech, Auto Collision, House Construction, Cosmetology lab, Culinary capstones ● School store- Coffee shop, Print shop, Designs (student) ● Apprenticeships, internships, mentorships, 80% hands-on training, new technology being integrated	
Help students advance to future education (Scope)	Primary & Secondary advance students in their future education by: ● 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 including outside the classroom. ● Exposure to career courses in primary grades i.e.: PLTW launch ● Better communicate the wages paid in the different jobs and what classes/ education needed to get those wages. ● Middle and high schools offer a numerous career-planning events that include industry partners and post-secondary institutes. ● Students are taken on college campus visits and tours of local industry. Secondary & Postsecondary ● Increase attendance and engagement	● Allow opportunities to shadow/intern or test out a career field. This will help with motivation to continue in a career field of interest ● Need to provide more information earlier in student's education K-6. Career exploration. Career pathway ● Need additional Pathways ● Students required to meet state level benchmarks before passing to the next grade level in K-12 ● Help the dual language students see this as an asset when looking for a job. ● Continue to improve marketing CTE programs to middle and high school students ● Help high school students understand what jobs they can get, the pay they could receive, and what the job includes. ● Provide more information earlier in students' education; K-6, for example, Career exploration and career pathways

	Postsecondary ● Some do but most do not transfer or articulate ● Stackable credentials & paid apprenticeships (by employer) ● Continue to strengthen this ● Offer multiple areas of financial aid as well as actively recruit students to complete the program at KCKCC.	Postsecondary: ● Continue to strengthen the opportunities to learn about and acquire ● TEC Programs should have an AAS option for each pathway possible
Are of high quality	Determine that programs are of high quality by measuring if the: ● Community looks at the programs as reputable ● Programs have: credential opportunities, live work experiences, apprenticeships/work experiences, and field work ● Placement data. (Most of this is strong in the area) ● Program advisory committees should be driving curriculum ● Must be current regarding what the business community wants ● Skills being taught must be current ● Program is Meeting state competencies ● Business and industry is used to determine if they are of "high quality" ● Use data for continuous improvement ● Ensure all KCKCC programs are accredited ● Accreditation options are being shared with business and industry so as to help drive their perception ● Industry should help access the programs ● if KCKCC programs are accredited by outside agencies ● Strengthen connections/opportunities with business/industry for students (Job shadows, internships, professional learning experiences)	● Students should have more opportunities to become credentialed. ● Improve the use of data to drive local decisions. ● Provide instructors internship opportunities in the field they teach in and encourage teachers to participate needs to be increased.

	- The program should have experienced/certified instructions. - Provide instructors internship opportunities in the field they teach in (KBOR provides a grant opportunity)	
Should be offered in the region	Determine if a program should be offered by reviewing the following factors: - Focusing on high demand careers and livable wages - Guidance from advisory committees as well as other community representative from businesses and industry - High demand careers implement pathways backed by business and industry - Meeting student demand and industry demand - Data driven decisions - Industry advisory boards recommendations - Allowing business and industry should be driving this work - What interests students and matches needs - Workforce data. Needs/Interests of students	High demand careers implement pathways that should be backed by business and industry.

STEP 3: Analysis of 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 Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:
Perkins V Sec. 2(41)
Program Of Study:
The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
   (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
   (B) addresses both academic and technical knowledge and skills, including employability skills;
   (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
   (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
   (E) has multiple entry and exit points that incorporate credentialing; and
   (F) culminates in the attainment of a recognized postsecondary credential.

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

How do schools and colleges in the region implement programs of study?

Implementation Process	Strengths	Needs/Gaps
Every district has a process to determine which pathways will be offered. The general process includes: ● Addressing the Individual Program of Study -- some districts start as early as the 6th grade. ● Students are surveyed to find out their interests in different pathways and career fields. ● Courses are determined by student requests from the courses that have been approved by the board of education. ● Business partners/advisory committees/community members share their needs ● Pathways/programs to meet those needs are created.	● Students have the opportunity to be heard 　● There is a process followed which begins with student choice ● Students are having conversations about their interests, class choices, and their future career. ● Teachers are involved in the process of making decisions and writing the curriculum	● More training and information for teachers about guiding students through the IPS process. ● Begin promoting CTE classes earlier. ● Ensure that the curriculum used to meet current needs and trends, is followed by all pathways/instructor and has measurable results ● Pathway development must begin with business/industry/labor demand, not just student interest. ● Not all teachers have access to the industry guidance or choose to change what they are doing. ● It can be difficult to find qualified/certified instructors to teach the curriculum identified in pathways. ● If a teacher leaves, a program may be closed because a replacement cannot be found. ● Need better communication with both students and parents about where the job needs are, so students will go into pathways that are harder to fill. Would be more impactful if this message was delivered by business. ● Focus on teaching employability/soft skills, not just technical skills. ● State funding drives the implementation of new programs and hiring instructional positions.

The following items are used to determine programs of study needs/implementation: ● Local workforce data ● Advisory committee input ● Needs raised by students and/or staff ● Listening to local Workforce Partnership ● Information from professional development, networking, and student participation in competitions and leadership events related to the CTSOs ● Recommendations from school Site Council ● Working within local budgetary limitations, which includes staffing decisions	● Strong workforce data is available. ● Business and industry partners understand the importance of their input. ● Student exposure to careers, college visits, etc.	● Going forward, information from this needs assessment will be used. ● Teacher interest in teaching a course but ultimately if enough students do not enroll, the course cannot make. ● Would be helpful for secondary and postsecondary instructors to meet on a regular basis to discuss vertical alignment to review what is being taught at each level. ● Ensuring that what is taught is followed by a work-based learning application
The postsecondary process is very similar to the above description. Most of the time, new programs are started when a business partner reaches out to us because they are having difficulty finding qualified employees.	● Strong workforce data is available. ● Business and industry partners understand the importance of their input. ● Unions are recognizing postsecondary training programs are pre-apprentice training and starting the apprentices at the second or third year.	● Can be difficult to find advisory partners to attend meetings and spend time helping to develop a program. ● Provide professional development to assist with developing deeper relationships with industry/business partners and understand what industry wants. ● Continued focus on developing or refining programs of study, gathering secondary and postsecondary teachers together to discuss how the programs align, and providing a pathway to postsecondary program completion/credential attainment. ● Promote articulation agreements and opportunities to gain college credit while still in high school--including Excel in CTE.

STEP 3: Analysis of 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 Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say? 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.	**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.

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

How do schools and colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps
Human Resources district staff work hard to recruit teachers; they attend employment fairs, use website recruitment, etc.	Building administration encourages an open-door policy, and does its best to be available for teachers. Additionally, new teacher orientation helps acclimate new teachers to the building.	● This is an area that could use improvement-- looking at former students and grow your own educator are potential ways to improve. ● Find post-secondary partners who have programs that align with the needs.
Recruit by word of mouth, Kansas Teaching Job board, attend many state-provided trainings. Retain by having competitive salaries and growth opportunities within the building.	Put supports in place through official mentors and support from colleagues/department chairs. PLCs provide teachers extra support and collaboration time.	● Finding teachers with the appropriate certifications needed to fill the demand for the classes that are offered. ● In the Kansas City metro, it may help to connect with teachers who have retired from the Missouri system but are still looking to teach for a few more years.
KCKPS Fellows program allows a person to teach full-time while earning a teaching certification or Master's degree in education.	Bring in teachers from industry to fill gaps and needs in the district. The district is allowed to certify individuals who have never obtained a degree in Education to teach in high-need content areas with a minimum of a Bachelor's degree. The high-need content areas include teaching positions in middle and high schools and may include Science, Math, English (English Language Arts), Engineering, Technology and Information Systems, or Finance/Accounting.	● Explore ways to pay for teachers to obtain certifications in other areas that are hard to fill.

The district looks to be creative in recruiting teachers and are open to business and industry moves to education.	KBOR provides a grant opportunity to allow teacher externships to provide pay while they return to an industry setting for three weeks.	● 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.
To recruit teachers, positions are advertised through online search engines. To retain and train teachers, they are provided a mentor program and professional development opportunities in their CTE programs offered throughout the state.	By providing good support in the school building, faculty are more likely to persist in the profession; i.e. providing teacher mentors.	● 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.
Attracting qualified postsecondary faculty candidates within the confines of college policy/practice/higher education requirements and providing training on the job.	● Postsecondary does not have the licensing restrictions that are sometimes found in the secondary system. ● 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. ● Partner with industry to supply instructors for specialty classes. ● Perkins funding provides opportunities to attend conferences to support teachers in developing both new industry skills and learn best practices for teaching and learning.	● Coming directly from industry, most CTE faculty do not have teaching experience nor have they completed a teacher education program. The college must then provide a train-the-trainer experience while the faculty member is working in the position. ● It is difficult to attract adjunct faculty because there is not a guaranteed year around work schedule and no benefits for part time employment. ● New instructors from industry should be allowed to use their years of work experience to move up on the pay scale. If a new hire comes in at the bottom of the pay scale, they will never make the switch from industry to the classroom. ● Would be more beneficial to technical programs for instructors to continue to expand their technical expertise rather than spend time working on advanced graduate

		degrees, which fits the model of the academic world.
		Business may have to consider sponsoring a portion of the teacher's salary in order to expand technical education capacity.

STEP 3: Analysis of Programs
Part 4: Progress toward Improving Access and Equity

Perkins Section 134(c)(2)(E)
The local needs assessment shall include…
(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say?	What does the law mean?
The needs assessment shall include a description of: • Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; • How they are providing programs that are designed to enable special populations to meet the local levels of performance; and • How they are 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.	This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

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.

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

How do schools and colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement
All students are protected by equal opportunity policies.	Continue to help students and parents open their minds to all kinds of employment opportunities.	Provide training to students that will empower them to speak up and be their own advocate for access, equity, and fairness.
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 do a tremendous job of encouraging students and encouraging some form of education after high school.	Some high schools enroll students in any KCKCC-TEC program that has openings; the students are unhappy and do not succeed in the program when that happens.	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 Initiatives that support students: - TRIO - especially for economically disadvantaged students to encourage college - AVID - implemented classes and are working towards becoming an AVID school - Homebound - this supports students who have babies, as well as medical/mental health concerns - Advisory Teacher - each student has an advisory teacher (4 years if here all 4) who oversees their grades and supports them academically	Socioeconomic Factors - Attendance issues/limitations because of home situations - Out-of-work parents Homelessness Youth In/ Out of Foster Care - Support for youth in/out of foster care - Teachers may be unaware that a student is even a foster child, which makes it hard to support these students Military Youth	- Teacher training to better recognize those types of barriers and address issues that may arise with attendance (if they are not attending regularly) - Partner with the Wyandotte Economic Development Council 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 lecture; - 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.

- Communication with parents via email/ phone - ESL supports - Special Education supports - Mental Health supports - new grant and therapist in house - Support through SPED services, ESL caseworker, social work and school psychologist. It is important for SPED case managers to understand CTE as well. - Provide opportunities with quality transition services and opportunities to help them be successful. - Transportation -- most districts have provided a transportation option for students to attend college classes off the high school campus. - The Kansas Excel in CTE initiative pays the tuition for tiered technical credits. Some districts also pay for fees and supplies; other districts require students to pay for fees and supplies.	- Some schools do struggle to get parent involvement to better inform - Ways to engage students and families about opportunities; - Some schools do struggle to get parent involvement to better inform	- 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. - Foster Care - 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. - Military Youth - 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 - May need to add a population for children who have a parent in prison.
Support is provided for high school students who speak languages other than English.	- ELL students struggle in postsecondary classes because of a language barrier. - Language gaps are generally significant; handled with various options, interpreters, and have basic knowledge that are bilingual.	- Find ways to better accommodate ELL students so they can access the same programs as their peers. - More instruction in their native language. - Invest in technology that allows for communication between student/teacher with different languages. - Test prep for language options

	● Language bias is limiting for admission -- cannot pass ACCUPLACER and technical reading is different ● Language gaps are generally significant; handled with various options interpreters and more basic knowledge and bilingual ● Language bias is limiting for admission -- cannot pass ACCUPLACER and technical reading is different	
Postsecondary initiatives ● TRIO Student Support Services: Awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase the college retention and graduation rates of its participants. ● All SSS projects must provide: academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection, assist students with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships; and assistance in completing financial aid	Homelessness Foster Care Military Youth Disabilities: Postsecondary students must self-identify and provide documentation of their disability. If the student does not identify, that can hinder their progress in a technical program.	

applications. Education or counseling services designed to improve the financial and economic literacy and assist students in applying for admission to graduate and professional programs; and assist students enrolled in two--year institutions and applying for admission to, and obtaining financial assistance for enrollment in four--year programs. ● Through TRIO--FAFSA assistance is available at the main campus and at TEC ● KCKCC Hosted an Expungement Resource Fair with the Wyandotte County District Attorney's Office. ● Workforce Partnership is allocated dedicated office space at KCKCC-TEC and serves both current students and prospective students, including: funding for classes, gas assistance, bus pass assistance, and other supportive assistance as funds are available. ● An Academic support facilitator at KCKCC-TEC assists students with disabilities. From the high school student's IEP, it is determined what accommodations can be provided.		
Non-traditional barriers are a challenge for many CTE students. Providing transportation for students is key, however	● Nontraditional student enrollment and support options to decrease barriers ● Childcare ● Money ● Transportation	● Earlier exposure to careers so they have an understanding of the job and how it impacts the community. ● Bring exposure to the schools--cheaper than sending students to opportunities. ● Daycare options -- onsite daycare

	● Limited public transportation and some districts do not provide services.	● 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.
		
		● Nontraditional students
		  ○ More exposure to careers earlier so they have an understanding of the job and how it impacts the community.
		  ○ Bring exposure to the schools--cheaper than sending students to opportunities

Appendix A

To begin looking at how the region matched up with the labor market data, we organized the information into clusters, and then included programs offered through KCKCC within those clusters. As discussed at the stakeholder meeting, the skills being taught within the cluster often have overlap, and while the labor market data shows a relationship to one specific pathway, there really are skills being taught in a variety of pathways/programs that fall within a cluster. Additionally, there can even be overlap of skills between the clusters. Thus, we organized the following information for Stakeholders in order to represent area schools.

				Total Annual Openings	Entry-level Annual Wage
Marketing	Business	Turner, LV, Lansing, Kansas City	Sec	10,776	$20,432
Restaurant & Event Management	FACS	Turner, Bonner Springs, LV, Basehor-Linwood, Tonganoxie, Lansing, Wyandotte	Sec	7,328	$17,359
Health Science	Health	Turner, Bonner Springs, Pleasant Ridge, Basehor-Linwood, Tonganoxie, Lansing, Kansas City	Sec	3,854	$29,482
Manufacturing	Design, Production & Repair	Bonner Springs, LV, Basehor-Linwood, Tonganoxie, Kansas City	Sec	3,565	$28,639
Business Finance	Business	Turner, Piper, Bonner Springs, Easton, Tonganoxie, Lansing, Kansas City, (LV is adding)	Sec	3,510	$32,515
Business Management & Entrepreneurship	Business	Turner, Piper, Bonner Springs, Easton, Tonganoxie, Lansing, Kansas City	Sec	3,334	$46,843
Construction & Design	Design Prod and Repair	Turner, Piper, Bonner Springs, Easton, LV, Basehor-Linwood, Tonganoxie, Lansing, Kansas City	Sec	2,802	$33,303
Teaching/Training	Public Services	Bonner Springs, LV, Tonganoxie, Lansing, Kansas City	Sec	2,408	$25,330
Family, Community & Consumer Services	FACS	Turner, Piper, Bonner Springs, Basehor-Linwood, Tonganoxie, Lansing, Kansas City	Sec	1,645	$21,492
Travel & Tourism	FACS		Sec	1,358	$19,163
Corrections, Security, Law & Law Enforcement Services	Public Services		Sec	1,355	$23,401

OFFICE ASSISTANT	Business	KCKCC Program	Post	1,237	$20,079
HOME HEALTH AIDE	Health		Post	1,207	$21,085
ADMINISTRATIVE ASSISTANT	Business	KCKCC Program	Post	1,149	$27,187
CHEF APPRENTICESHIP	FACS		Post	994	$20,171
Mobile Equipment Maintenance	Design Prod and Repair	Turner, Bonner Springs, Tonganoxie	Sec	953	$25,612
Information Support & Services	Media and Technology	Bonner Springs	Sec	929	$24,748
Plant Systems	Ag	Tonganoxie	Sec	919	$24,559
FASHION MERCHANDISING AND MARKETING	FACS		Post	914	$36,952
Programming & Software Development	Media and Technology	Turner, Lansing, Kansas City	Sec	855	$55,151
Early Childhood Development & Services	FACS	Turner, LV	Sec	801	$17,428
NURSING AIDE	Health	KCKCC Program	Post	787	$23,269
ACCOUNTING	Business	KCKCC Program	Post	744	$27,749
BUILDING AND PROPERTY MAINTENANCE	Design Prod and Repair	KCKCC Program	Post	698	$28,384
COMPUTER INFORMATION SYSTEMS	Media and Technology	KCKCC Program	Post	680	$49,714
NURSING	Health	KCKCC Program	Post	676	$52,265
FOOD & BEVERAGE MANAGEMENT	FACS		Post	634	$23,343
Network Systems	Media and Technology	(LV - not active)	Sec	625	$56,282
FLORAL DESIGN	Ag/FACS		Post	523	$25,973
Engineering & Applied Mathematics	Design Prod and Repair	Bonner Springs, Basehor-Linwood, Lansing, Kansas City	Sec	517	$62,134
ELECTRICAL TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	486	$41,135
HEALTH INFORMATION SYSTEMS SPECIALIST	Health		Post	478	$34,178
CONSTRUCTION TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	472	$37,043

COMPUTER SUPPORT SPECIALIST	Media and Technology	KCKCC Program	Post	457	32,896
INFORMATION TECHNOLOGY	Media and Technology		Post	451	50,237
COSMETOLOGY	NA	KCKCC Program	Post	415	$17,291
HOMELAND SECURITY CERTIFICATE	Public Services		Post	386	66,133
MEDICAL OFFICE SPECIALIST	Health		Post	333	$27,052
Animal Science	Ag	Easton, Kansas City	Sec	323	$17,317
MEDICAL CODING SPECIALIST	Health		Post	282	$27,057
MEDICAL ASSISTANT	Health	KCKCC Program	Post	234	$26,468
MACHINE TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	226	$31,373
AUTOMOTIVE TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	194	$27,699
Digital Media	Media and Technology	Turner, Piper, Bonner Springs, Pleasant Ridge, LV, Basehor-Linwood, Lansing, Kansas City	Sec	192	$26,681
RAILROAD OPERATIONS	Design Prod and Repair		Post	191	$37,156
WEB APPLICATION AND DESIGN	Media and Technology	KCKCC Program	Post	184	$35,128
Fashion, Apparel, Interior Design (FAID)	FACS	Turner, LV	Sec	178	$22,615
POLICE SCIENCE	Public Services	KCKCC Program	Post	165	$43,241
CULINARY ARTS	FACS	KCKCC Program	Post	161	19,967
PRACTICAL NURSING	Health	KCKCC Program	Post	157	$41,501
Emergency & Fire Management Services	Public Services	Lansing	Sec	156	$30,577
PARALEGAL	Public Services	KCKCC Program	Post	150	$30,161
Natural Resources & Environmental Services	Ag	Lansing	Sec	142	$41,047
PASTRY/BAKING	FACS		Post	142	$21,154
HOTEL/LODGING MANAGEMENT	FACS		Post	121	$18,847
Government & Public Administration	Public Services	Pleasant Ridge, Kansas City	Sec	120	$29,495

Program	Cluster	Location	Level	Enrollment	Salary
LANDSCAPE TECHNICIAN	Ag		Post	112	$31,389
CORRECTIONS	Public Services	KCKCC Program	Post	112	0
WELDING TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	111	$31,842
Graphic Design	Media and Technology	Turner, Bonner Springs, Pleasant Ridge, Basehor-Linwood, Tonganoxie, Kansas City	Sec	108	$32,046
NAIL TECHNOLOGY	NA	KCKCC Program	Post	105	22,135
HORTICULTURE SCIENCES	Ag		Post	104	$40,548
ELECTRONICS TECHNOLOGY	Design Prod and Repair		Post	102	$25,099
EARLY CHILDHOOD EDUCATION	Public Services	KCKCC Program	Post	90	$19,137
FIRE SCIENCE/FIRE-FIGHTER	Public Services	KCKCC Program	Post	73	32,759
AUTO COLLISION REPAIR	Design Prod and Repair	KCKCC Program	Post	72	$29,221
BIOMANUFACTURING	Health		Post	72	$28,320
Web & Digital	Media and Technology	Turner, Piper, Bonner Springs, LV, Basehor-Linwood, Tonganoxie, Kansas City	Sec	70	$46,165
DRAFTING (COMPUTER-AIDED DESIGN)	Design Prod and Repair	KCKCC Program	Post	68	$33,393
Food Products & Processing Systems	Ag		Sec	62	$36,765
HVAC TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	52	$36,683
PHYSICAL THERAPIST ASSISTANT	Health	KCKCC Program	Post	52	$37,759
DENTAL HYGIENE	Health		Post	50	$44,453
COMPUTER ENGINEERING TECH (WEB EMPHASIS)	Media and Technology	KCKCC Program	Post	46	45,239
Aviation Production	Design Prod and Repair		Sec	45	$35,508
HEALTH CARE INTERPRETING	Health		Post	41	30,906
AMERICAN SIGN LANGUAGE STUDIES	NA		Post	41	$30,906
SUSTAINABLE AGRICULTURE	Ag		Post	35	$29,298

Program	Category	Location	Level	Count	Amount
PARAMEDIC	Health	KCKCC Program	Post	34	$23,293
RESPIRATORY CARE	Health	KCKCC Program	Post	33	$45,976
Biochemistry	Health	Bonner Springs	Sec	32	$47,671
LEGAL ADMINISTRATIVE ASSISTANT	Public Services		Post	30	$37,669
Energy	Design Prod and Repair		Sec	24	$48,189
INTERIOR DESIGN	FACS		Post	23	$37,786
NEURODIAGNOSTIC TECHNOLOGY	Health		Post	21	$38,023
DIGITAL IMAGING DESIGN	Media and Technology	KCKCC Program	Post	21	26,130
Agribusiness Systems	Ag		Sec	20	$41,667
MEDICATION AIDE	Health		Post	19	$23,053
MORTUARY SCIENCE	Health	KCKCC Program	Post	18	$28,024
AUDIO ENGINEERING	Media and Technology	KCKCC Program	Post	15	$27,323
Biomedical	Health	Bonner Springs, Kansas City	Sec	14	$43,663
ESTHETICS	NA		Post	14	$19,432
Power, Structural & Technical Systems	Ag	Pleasant Ridge, Tonganoxie	Sec	12	$17,689
Aviation Maintenance	Design Prod and Repair		Sec	5	$45,877
DIETARY MANAGER CERTIFICATE	Health		Post	5	$21,312
COMMERCIAL & RESIDENTIAL EQUIPMENT TECHNOLOGY	Design Prod and Repair	KCKCC Program	Post	4	$0
EMT	Health	KCKCC Program	Post	1	$0
Comprehensive Agriculture Science	Ag	Tonganoxie	Sec	0	$0
AUTOMATION ENGINEER TECHNOLOGY	Media and Technology		Post	0	0