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# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

**Due Date: February 1, 2020**

**Regional Team Coordinators:**

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Date December 18, 2019 Regional Team Wichita

*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

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## What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to 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)

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## 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.

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## 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.
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## 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)
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## 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 every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.**

## Comprehensive Regional Needs Assessment Team

	Representative	Name	Institution and Position	Responsibility
Co-Coordinator	Postsecondary Perkins Grant Coordinator	Lisa Myers	WSU Tech Perkins Coordinator & Grant Specialist	
	Secondary Perkins Grant Coordinator	Jim Means	Wichita USD 259 Executive Director, Career & Technical Education	
Teacher(s) - Secondary		Cathy Mong	Wichita USD259 CTE Teaching Specialist	
Faculty - Postsecondary		Ron Fontenot	WSU Tech Carpentry/HVAC Instructor	
Faculty – Postsecondary		Brian Love	WSU Tech Automotive Instructor	
Secondary Administration		Melissa Seacat	Valley Center USD262 Postsecondary Programs Coordinator	

Postsecondary Administration	Scott Lucas	WSU Tech VP Career & Technical Education	
Postsecondary Administration	Jena Roth	WSU Tech Assoc. Dean High School Partnerships and Community Outreach	
Postsecondary Administration	Pamela Doyle	WSU Tech VP General Education & Health Sciences	
Specialized Instructional Support and paraprofessionals(s)	Jennifer Stanyer	WSU Tech Disability Services Specialist	
Representative(s) of Special Populations	Kelly Kitterman	Derby USD260 EL Coordinator	
Career Guidance and Academic Counselor(s)	Claudia Griffith	Wichita USD259 West High School Counselor	
Career Guidance and Academic Counselor(s)	Jeff Thomas	WSU Tech Senior Academic Advisor	
Students(s)		Wichita USD259 Northwest High School Student	
Community	Becky Tuttle	Wichita City Council District II Representative	
Business & Industry	Faith Martin	Spirit AeroSystems Strategic Workforce Development	
Business & Industry	Clay Kubicek	Crossland Construction Education Director	

Business & Industry	Angela Hamilton	Sedgwick County EMS QA/Education Coordinator	
Business & Industry	Michele Gifford	Textron Aviation Director, Workforce & Employee Development	
Business & Industry	Chris Lies	Davis-Moore Auto Service Director	
Workforce Development	Mary Anne Szczepanski	Workforce Alliance of South Central Kansas Sector Specialist Coordinator	
Parent(s)	Amy Andrews	WSU Tech High School Transition Specialist	
Parent(s)	Alison Strecker	Derby USD260 Secondary Assistant Principal	
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Judy Mount	WSU Tech Executive Dir, Human Resources	
Other	Ron Rothe	Derby USD260 Military Connected Academic and Support Program	

## 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—

(i) (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	
<p><b>What does the law say?</b> 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.</p>	<p><b>What does the law mean?</b> 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.</p>

**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 abovementioned 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
(50) Visual and Performing Arts/Graphic Design/Arts, AV and Communications – Proper amount of concentrators to fill the area need at both the secondary and postsecondary levels – 100% concentrators primarily due to excess in Graphic Design pathway.	(01) Agriculture, Agriculture Operations, and Related Sciences – Not enough concentrators to fill the need. Secondary concentrators meet only 14% of the total annual demand and there is a 57% gap at the postsecondary level.
11) Computer and Information Sciences and Support Services (secondary) – 100% concentrators only due to excess in the Web and Digital pathway.	(11) Computer and Information Sciences and Support Services – Not enough concentrators to fill the need (postsecondary) Concentrator numbers fail to meet demand in the Information Support and Services, and Network Systems pathways (secondary)
(09) Digital Media – 100% concentrators	(12) Personal and Culinary Services/Restaurant and Event Management/Hospitality and Tourism (secondary and postsecondary levels) There are not enough concentrators to fill the need at either the secondary or postsecondary level. At the secondary level, concentrator numbers meet only 47% of the total annual demand and there is a 54% gap
	(14) Teaching/Training – Not enough concentrators to fill the need at both secondary and postsecondary levels. At the secondary level, concentrator numbers meet only 9% of the total demand. There is a 92% gap at the postsecondary level and programs in this area are not currently offered.
	(15) Engineering Technologies and Engineering-Related Fields – At the secondary level, only 25% of the total annual demand is being met. According to the ST Occupation Projections for 2020 Q1 from the Kansas Department of Labor there is a 75% gap showing we are not producing enough concentrators at the postsecondary level to meet the local need.
	(19) Family and Consumer Sciences/Human Sciences/Services – Not enough concentrators to fill the need. Concentrators only meet 10% of the annual demand at the secondary level and there is an 81% gap at the postsecondary level.
	(22) Legal Professions and Studies – These programs are not offered at the secondary or postsecondary level, resulting in not enough concentrators to fill the need.



Strengths	Gaps
	<p>(41) Science Technologies/Technicians – Too many concentrators for demand (postsecondary). At WSU Tech, the 2018 cohort of NDT/Machine Maintenance and Reliability had a placement rate of 69.2% for program graduates. The Kansas Degree Stats website shows that 86% of WSU Tech Non-Destructive Testing graduates are employed in the region. The skills learned in this program are applicable to all manufacturing sectors. Most would be quality inspectors or work with predictive maintenance.</p>
	<p>(43) Homeland Security, Law Enforcement, Firefighting and Related Protective Services/Law, Public Safety, Corrections and Security. Only 10% of the need is being met at the secondary level. Not enough concentrators to fill the need at either the secondary or postsecondary level – 90% gap. Long-term Occupational Projections for South Central Kansas 2016-2016 show 736 annual openings in Protective Service Occupations (SOC 33-0000)</p>
	<p>(44) Government and Public Administration– There were no concentrators to fill the need (secondary/postsecondary) – 100% gap. This is a new program at the secondary level and is not offered at the postsecondary level.</p>
	<p>(46) Construction Trades/Architecture and Design Pathway – Not enough concentrators to fill the need (secondary/postsecondary) – 95% gap. According to an additional report pulled from JobsEQ, the construction industry is expected to have +550 jobs over the next 5 years. The Kansas Labor Data shows an even higher demand for South Central Kansas between 2016-2026 with a projected 1,895 openings in Construction and Extraction Occupations.</p>
	<p>(47) Mechanic and Repair Technologies/Technicians/Transportation, Distribution, and Logistics – Not enough concentrators to fill the need. Approximately 10% of the need is being met at the secondary level and there is an 84% gap at the postsecondary level.</p>
	<p>(48) Precision Production/Manufacturing – Secondary concentrator numbers only meet 4% of the current annual demand. There is a 95% gap at the postsecondary level.</p>
	<p>(51) Health Professions and Related Programs – There are not enough concentrators to meet demand (secondary/postsecondary) – 81% gap. According to a report on Workforce Region IV from JobsEQ, which pulls in data from a number of sources, healthcare and social assistance is expected to be</p>

<b>Strengths</b>	<b>Gaps</b>
	the fastest growing sector over the next 5 years with a +1.3% year-over-year rate of growth and a forecasted number of jobs over this period is expected to be +2,930.
	(52) Business, Management, Marketing, and Related Support Services – Secondary concentrators only meet 2% of the total annual demand and there is a 98% gap at the postsecondary level as well.

**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
Travel and Tourism (secondary)	1,139 total annual openings in the Kansas Department of Labor 2016-2026 projections.	
Natural Resources and Environment (secondary)	63 total annual openings in the Kansas Department of Labor 2016-2026 projections	
Energy (secondary)	54 total annual openings in the Kansas Department of Labor 2016-2026 projections.	Optional labor data – 51-8099 plant and system operators 42 openings The High Demand High Wage 2018 report from KLIC states that 51-8093 Petroleum pump system operators, and gaugers needing a high school diploma or equivalent with a demand/wage score of 16. Additionally, the 2020 ST Occupation projections for Q1 show 89 openings. Annual openings of 45 thereafter.
Registered Nurse (postsecondary)	Employment projections from the Kansas Department of Labor 2016-2026 shows 417 annual openings in South Central Kansas.	
Medical Assistant (postsecondary)	Employment projections from the Kansas Department of Labor 2016-2026 shows 202 annual openings in South Central Kansas	

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Hotel and Restaurant Management	Employment projections from the Kansas Department of Labor 2016-2026 shows 156 annual openings in South Central Kansas when these items are combined	
Motor Vehicle Operations including heavy truck and trailer drivers (postsecondary)	Employment projections from the Kansas Department of Labor 2016-2026 shows 427 annual openings in South Central Kansas	
Material Moving Workers including heavy equipment operators (postsecondary)	Employment projections from the Kansas Department of Labor 2016-2026 shows 971 annual openings in South Central Kansas	
Logistics (postsecondary)	Employment projections from the Kansas Department of Labor 2020 ST Occupational projection report shows annual openings of 56 annually in this field.	

## 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
Digital Media Pathway (secondary)	The Digital Media pathway helps students develop writing/literacy skills, critical thinking skills, teamwork skills, and other essential work skills. This pathway serves an important role in the high setting by providing important information to the school community of a wide-range of issues. Local school districts may award fine arts credit for some of the courses in this pathway.	The number of student concentrators exceeded total annual demand by 116.
Graphic Design Pathway (secondary)	The Graphic Design pathway helps students develop writing/literacy skills, communication skills and reinforcement essential computer skills. Student interest in this pathway is high because it appeals to students with interests in both computer and fine arts/creative skills. Local school districts may award fine arts credit for some of the courses in this pathway.	Data shows 47 total annual openings but a program size of 1,805.
Web & Digital Communications (secondary)	This pathway is a very common offering in high schools in the region. The pathway includes courses that provide students with general computer skills. This may account for the high student participation.	Data shows 20 total annual openings with a program size of 827.
Non-Destructive Testing/Maintenance and Reliability (postsecondary)	At WSU Tech, the 2018 cohort of NDT/Machine Maintenance and Reliability had a placement rate of 69.2% for program graduates. The skills learned in this program are applicable to all manufacturing sectors. Most would be quality inspectors.	0 openings in the area under the associated CIP/SOC Codes; however The 2020 ST Occupational Projections under 17-3029 NDT Specialist/Engineering Technicians, all other, show a 1.5% annual growth.

## 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.

#### What Information Should Locals Collect: Student Performance Data

##### What does the law say?

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.\*\*

##### What does the law mean?

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 section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

### **2S2 – Academic Proficiency in Mathematics**

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

### **2S3 – Academic Proficiency in Science**

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

### **3S1 – Post-Program Placement**

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

### **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
<p><b>1S1 - Graduation Rate</b> Proposed Secondary 2020 Target - 85% 2018 Secondary Regional Rate - 100%</p>	<p>Increasing and sustaining the graduation rate of students is a priority of every educational institution. Efforts to sustain performance in this area include:</p> <ul style="list-style-type: none"> <li>• creating college credit opportunities for high school students</li> <li>• ensuring curriculum is relevant to the student and aligns with business and industry needs</li> <li>• implementing Individual Plans of Study to target student interested and emphasize high school graduation as a goal for all students</li> <li>• Supporting CTSOs to increase student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and encouraging enrollment in Excel in CTE eligible courses</li> <li>• Using work-based learning activities and professional learning experiences in CTE classes which take advantage of the hands-on nature of learning in CTE classes</li> <li>• Valley Center offers a student internship program</li> <li>• Regional schools maintaining school chapters of as many as seven different CTSOs to support technical and academic skill development, and increasing student engagement</li> </ul>
<p><b>2S1 - Reading/LA Proficiency</b> Proposed Secondary 2020 Target - 31% 2018 Secondary Regional Rate - 32%</p> <p><b>2S2 - Math Proficiency</b> Proposed Secondary 2020 Target - 24% 2018 Secondary Regional Rate - 26%</p> <p><b>2S3 - Science Proficiency</b> Proposed Secondary 2020 Target - 27% 2018 Secondary Regional Rate - 32%</p>	<ul style="list-style-type: none"> <li>• The intentional focus on applied learning and skill attainment makes CTE courses relevant to student and emphasizes the importance of academic skills.</li> <li>• All regional school districts provide a range of intervention and enrichment activities in an effort to meet the needs of all students.</li> <li>• Supportive services address the needs of a diversity of student learners requiring services through 504, ESOL, and Special Education.</li> <li>• Vertical alignment and trainings to that teacher understand the progression of skill development from one level to another.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculums such as Project Lead the Way that make extensive use of project based learning.</li> <li>• Goddard teachers meet with WSU Tech staff to better understand the opportunities and skills requirement of students wanting to participate in Excel in CTE programs.</li> <li>• Internship programs emphasize the important of both academic and technical skill attainment.</li> <li>• Derby School conducting parent conferences differently to emphasize the importance of both academic and technical skills.</li> <li>• Valley Center’s practice of tracking and communicating student success in academics in addition to tracking and communicating on concerns and failures (D&amp;F list).</li> </ul>



Strengths	How are these strengths being sustained in the region?	Local Example
<p><b>3S1 - Placement</b> Proposed Secondary 2020 Target - 85% 2018 Secondary Regional Rate - 93%</p>	<ul style="list-style-type: none"> <li>• Implementation of Individual Plans of Study to help students understand and create their post-graduation plans.</li> <li>• Encourage career awareness and career plan development through career speakers, career fairs, industry tours, job shadowing and internships.</li> <li>• Using multiple forms of communication to keep in contact with students.</li> <li>• Student visits to college campuses as a way to encourage continued education.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior surveys conducted before graduation to gather preliminary information on post-graduation plans.</li> <li>• Teachers using various social media platforms to remain in communication with their students.</li> <li>• Wichita provides opportunities for each high school to host a career fair as a way to help student seek information and guidance on their post-graduation plans.</li> <li>• WSU Tech makes itself available for classroom speakers and program recruiting.</li> </ul>
<p><b>4S2 - Postsecondary Credit Attainment</b> Proposed Secondary 2020 Target - 52% 2018 Secondary Regional Rate - 54%</p>	<ul style="list-style-type: none"> <li>• Maintaining strong relationships between USDs and regional postsecondary institutions is a priority for all partners in expanding and supporting dual and concurrent enrollments.</li> <li>• Professional development provided to support faculty in delivering dual credit courses.</li> <li>• Dual credit classes are offered in high school buildings delivered by high school faculty as adjuncts for the college, or by college faculty at the high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meetings with WSU Tech representatives to provide complete information on program requirements and expectations as a way to prepare for success.</li> <li>• WSU Tech makes itself available for classroom presentation about program opportunities.</li> <li>• WSU Tech provided equipment needed in high school classes so that dual credit courses can be delivered.</li> <li>• WSU Tech facilitating curriculum sharing with tools such as Dropbox.</li> </ul>
<p><b>5S1 - Non-Traditional Concentration</b> Proposed Secondary 2020 Target - 30% 2018 Secondary Regional Rate - 32%</p>	<ul style="list-style-type: none"> <li>• Marketing non-traditional careers with information and images of non-traditional role models.</li> <li>• Speakers for courses in pathways designated as non-traditional.</li> <li>• Field trips bringing students into those settings.</li> <li>• Encouraging educators who are in those non-traditional roles, to become instructional leaders of those pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• WSU Tech’s Future Maker Mobile Learning Lab visiting regional schools, promoting non-tradition programs and occupations.</li> <li>• ESSDACK’s Career Expo for high school students and career fairs for middle school students.</li> <li>• Wichita taking students on industry tours, facilitated by the Wichita Manufacturers Association (a community partner) and the South Central Workforce Alliance.</li> <li>• Goddard District’s K-12 emphasis on STEM education, promoting non-traditional skills and careers to students of all ages.</li> </ul>

Strengths	How are these strengths being sustained in the region?	Local Example
<p><b>1P1 - Placement</b> Proposed Postsecondary 2020 Target - 75% 2018 WSU Tech Rate - 89%</p>	<ul style="list-style-type: none"> <li>• Guaranteed interviews for program completers</li> <li>• Intentional employer engagement to support placement</li> <li>• Using membership and engagement of Industry Advocate Teams (advisory committees) to develop placements for students</li> <li>• Internships, and “earn to learn” experiences and clinicals that can better connect students with potential and future workplace settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Guaranteed interviews to completers of specifically designated programs.</li> <li>• WSU Tech’s industry days</li> <li>• Utilizing strong relationships with regional K-12 schools to engage students early</li> <li>• WSU Tech engagement of Student Services and Career Services to support students from the classroom to employment</li> </ul>
<p><b>2P1 - Credential Attainment</b> Proposed Postsecondary 2020 Target - 70% 2017 WSU Tech Rate - 80%</p>	<ul style="list-style-type: none"> <li>• All the items that positively impact placement can have a positive impact on encouraging students to attempt and complete credentials.</li> <li>• Offering classes that prepare students for success on credential exams.</li> <li>• Alignment between secondary pathways into postsecondary programs to support and encourage students to attempt and complete credentials. This alignment also encourages dual and concurrent credit opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities in all programs for appropriate, relevant 3<sup>rd</sup>-party credentials</li> <li>• Computer Support Specialists/IN industry is pushing for new credentials, ex. Industry advocated for expansion of the program into Cisco and this transfers down into secondary school articulations.</li> </ul>
<p><b>3P1 - Non-Traditional Concentration</b> Proposed Postsecondary 2020 Target - 7% 2018 WSU Tech Rate - 10%</p>	<ul style="list-style-type: none"> <li>• Marketing efforts and resources, both print and video, to reinforce non-traditional concentration and professional role models.</li> <li>• Special activities focusing on non-traditional occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• WSU Tech’s Women in Welding and Women in Welding events</li> <li>• WSU Tech’s summer Girls Rock Camp</li> <li>• WSU Tech’s Rise UP for Youth</li> <li>• Celebrating the success of non-traditional students such as highlighting young women in aviation programs.</li> </ul>

**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?

<i>POTENTIAL Gap</i>	<i>Root Cause</i>
2S1/2/3 - Academic Proficiencies – Measures being met by a small margin.	<ul style="list-style-type: none"> <li>• A majority of students, both CTE and non-CTE currently struggle to meet these measures. Interventions and support outside the CTE classroom must be a significant component of the solution.</li> <li>• Some students enter CTE pathways with significant academic deficiencies.</li> </ul>
4S2 - Postsecondary Credits Attained – Measure being met by a small margin.	<ul style="list-style-type: none"> <li>• CTE continues to carry a stigma with many individuals that CTE programs are a ‘plan B’ and not a primary pathway to career success and satisfaction.</li> <li>• Processes to support and implement IPS are still developing so some students may not have a clearly defined and detailed career plan.</li> </ul>
5S1 - Non-Traditional Concentration – Measure being met by a small margin.	<ul style="list-style-type: none"> <li>• Counselors and counseling services are stretched too thin, not allowing sufficient time for those staff to provide meaningful support and guidance to students.</li> <li>• Processes to support and implement IPS are still developing so some students may not have a clearly defined and detailed career plan.</li> <li>• Some instructional curriculum or learning activities may not appeal to the diversity of learners. Are classes creating learning environments and activities to specifically appeal to non-traditional learners?</li> </ul>
2P1 - Credential Attainment – Not all industry-recognized credentials are counted in Core Indicators	<ul style="list-style-type: none"> <li>• Although there is a state consortium, NC3 credentials are not recognized by the Kansas Board of Regents. As of 9/30/2019 WSU Tech had awarded 2,456 NC3 credentials across several programs. Lincoln, Trane, and SnapOn are just a few of the NC3 industry participants and are also WSU Tech industry partners.</li> <li>• WSU Tech is moving away from AWS Welding credentials.</li> </ul>
3P1 – Non-Traditional Program Concentration – measure being met overall, but not in all programs	<ul style="list-style-type: none"> <li>• Industry overall does not have strong non-traditional participation. FactFinder at Census.gov states that in 2017 only 25.5% of manufacturing positions were filled by females and only 19.5% of healthcare professions were filled by males for the Wichita MSA.</li> </ul>

<b><i>POTENTIAL</i> Gap</b>	<b>Root Cause</b>
3P1 – Non-Traditional Program Concentration – measure being met overall, but not in all programs	<ul style="list-style-type: none"> <li>• Prospective students are often guided towards more gender-traditional occupations at both the secondary and postsecondary levels.</li> <li>• Course curriculum doesn't always reflect or encourage non-traditional participation.</li> </ul>

**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?

## 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:

#### Size:

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

#### Scope:

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

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

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

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

## 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
<p><b>Are of sufficient size</b></p>	<ul style="list-style-type: none"> <li>• At the secondary level, program size is primarily driven by student enrollments – the course and number of sections are provided to meet pre-enrollment requests as much as possible</li> <li>• At the postsecondary level, B&amp;I requests are addressed/considered when making decisions about course offerings</li> <li>• Targeted marketing programs such as Wichita’s Promise</li> <li>• Working within the limitations of the governing body</li> <li>• Creative scheduling</li> <li>• Positive relationships between instructors and students</li> <li>• Sharing instructors between secondary and postsecondary institutions (high school teachers as adjunct faculty, college faculty teaching in high school classrooms)</li> <li>• Use data to make staffing and hiring decisions such as capping class size (Valley Center)</li> <li>• Program review to be responsive to labor market needs</li> <li>• Collect local qualitative data to better justify program size/need.</li> </ul>	<ul style="list-style-type: none"> <li>• Process needs to align with B&amp;I demands</li> <li>• Career advising provided to guide students into programs that offer employment opportunities</li> <li>• Limitations of clinical settings may restrict program size</li> <li>• Insufficient staff (unfilled teaching positions) impact program size</li> <li>• Discussions between community and district leaders for feedback on program size</li> </ul>
<p><b>Relate to real-world work environment (Scope)</b></p>	<ul style="list-style-type: none"> <li>• Applied learning opportunities such as internships</li> <li>• Industry Advocate Team confirmation or information so that programs address new trends and emerging technology</li> <li>• Work spaces and labs that simulate work environments</li> <li>• B&amp;I representatives in classrooms to give suggestions on modifying lessons with responsive teaching</li> <li>• Career counseling resources like Nepriis that brings industry professions ‘into’ classrooms through an online library of presentations and information, 2-way classroom visits through livestreaming</li> <li>• Summer teacher externships to help broaden teachers understanding of and experience in real work settings</li> <li>• Teaching time efficiency and lean approaches to doing work</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more opportunities for professional learning experiences (PLEs) (K12)</li> <li>• Create additional entry points into programs by managing course prerequisites</li> <li>• Challenges include age restrictions and liability issues for on the job experiences for secondary students</li> </ul>

Question	Answer	Areas for Improvement
	<ul style="list-style-type: none"> <li>• Engage B&amp;I representatives into the planning for new instructional spaces</li> <li>• Earning industry credentials should be an expectation for all postsecondary students, and a goal for all secondary students.</li> <li>• Engaged collaboration with B&amp;I representatives</li> <li>• Dream Keepers program</li> </ul>	
<p><b>Help students advance to future education (Scope)</b></p>	<ul style="list-style-type: none"> <li>• Collaborate between education partners to define next steps to help students move through the entire program/pathway</li> <li>• Dual/concurrent credit connections</li> <li>• Prerequisites that help most students through a program</li> <li>• Literacy and numeracy skills are integrated with applied academics</li> <li>• Guaranteed interviews (PS)</li> <li>• Articulation agreements</li> <li>• Credit for prior learning available in some programs (PS)</li> <li>• Individual Plans of Study (K12)</li> <li>• College Advantage Program (PS)</li> <li>• Dream U, a postsecondary program</li> <li>• Creation of Bachelors of Applied Science degree in Leadership Management</li> <li>• Signing Day events and scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• Program of study information should include information that defines that program from grades 9-16</li> <li>• Create a process that provides supports for students in navigating college resources in transition from secondary to postsecondary.</li> <li>• Program and academic advising that is clear and easy for students to work through.</li> <li>• Create a process that provides supports for students in navigating college resources in applying for and manage financial assistance.</li> <li>• Increase FAFSA completion</li> <li>• Effective solutions for student socioeconomic barriers.</li> </ul>
<p><b>Are of high quality</b></p>	<ul style="list-style-type: none"> <li>• Positive performance in student competitions</li> <li>• Positive feedback from employers who have hired graduates</li> <li>• Positive feedback from employers on interns</li> <li>• Active participation of B&amp;I in advisory meetings</li> <li>• Achieving and maintaining program accreditation (PS)</li> <li>• Technology is current and reflects industry standards</li> <li>• Students are active in CTSOs</li> <li>• Programs are evaluated for quality with input from all stakeholder groups (B&amp;I, students, community)</li> </ul>	<ul style="list-style-type: none"> <li>• Reverse shadowing to provide B&amp;I representatives some experience in a CTE classroom</li> <li>• Students are required to interview with B&amp;I as part of the process to enter a program</li> <li>• Establish criteria and outline prerequisites for new student to access and enter a program</li> <li>• Need to identify an industry credential that B&amp;I will/can support. Efforts may be needed to build that industry support.</li> <li>• 360 feedback from additional stakeholders to include students, faculty, community, and business and industry.</li> </ul>



Question	Answer	Areas for Improvement
		<ul style="list-style-type: none"> <li>• A program must have relevant quality measures that are monitored</li> <li>• Have a process to address the costs of credentialing that might be an obstacle for students</li> <li>• Address access and physical limitations of labs</li> <li>• Engage B&amp;I representatives to make sure that events/activities are meeting their needs (i.e. interviews, career fairs)</li> <li>• How to support students with special needs and modifications</li> </ul>
<p><b>Should be offered in the region</b></p>	<ul style="list-style-type: none"> <li>• Labor market data to identify needs (PS)</li> <li>• Advocacy group input (PS IAT)</li> <li>• Technical Education Authority and K-TIP Data (PS)</li> <li>• Student interest and surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Retraining of staff to meet changing needs</li> <li>• Tap into other information sources, social media, Indeed, LinkedIn, headhunters, sources that don't rely on lagging labor data</li> <li>• Conduct regular program reviews to determine when established programs no longer meet a need.</li> <li>• Find careers that may be lower skill but still fill a need, and are an appropriate match for students' skill levels</li> </ul>

## 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	
<b>What does the law say?</b> The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	<b>What does the law mean?</b> 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
<ul style="list-style-type: none"> <li>• Create a course sequence and model plan of study with input from subject matter experts (based on rotation of available staff) (PS)</li> <li>• Determine admission standards and requirements</li> <li>• Conduct a needs assessment or analyze the needs</li> <li>• Determine costs, resources needed (texts, equipment, and set student costs)</li> <li>• Program/pathway must meet all KSDE or KBOR requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Start with the end in mind when planning and creating a new program/pathway</li> <li>• Connections to the community and business and industry</li> </ul>	<ul style="list-style-type: none"> <li>• Expand program alignment between secondary and postsecondary for maximum dual/concurrent credit opportunities</li> <li>• Expand community outreach and engagement</li> <li>• Expand parent engagement</li> <li>• Easier way to keep up with compliance</li> </ul>
<ul style="list-style-type: none"> <li>• Provide advisors and counselors to work with students</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Individual plans of study being implemented and include interests and skills surveys, career exploration activities, electronic portfolios, and goals and education/training plans after high school education.</li> <li>• School districts making use of career exploration and planning tools such as Xello.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted marketing to students in larger schools to help students understand and select their best fit program option</li> <li>• Educate counselors on new programs (K12)</li> <li>• Look at other advising structures where counselor caseloads don't allow for much career advising (K12)</li> <li>• Connect students to programs in which they can be successful</li> <li>• Counselor/Advisor resource and program education</li> </ul>
<ul style="list-style-type: none"> <li>• Obtain feedback from students for satisfaction and any needed changes</li> <li>• 3-year formal and comprehensive program review (PS)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty-driven program review that includes feedback from business and industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Student measures are often lagging measures</li> </ul>

## 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	
<b>What does the law say?</b> 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.	<b>What does the law mean?</b> 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
<p>Recruiting:</p> <ul style="list-style-type: none"> <li>• From Colleges - Communication and connections with colleges whose programs are either graduating new teachers through traditional teacher prep programs; or with technical and community colleges who might have faculty interested in part-time or fulltime employment.</li> <li>• From Business and Industry - Partnerships and connections with business and industry, particularly those with existing relationships and commitments to either K12 or postsecondary programs, whose companies might have access to employees interested in part-time or fulltime employment.</li> <li>• From Traditional Methods – Posting positions through traditional employment websites, use of various social media platforms, sharing vacancies through KSDE listservs....just about any way possible.</li> <li>• From Industry Advocate Teams and Pathway Advisory Committees – These teams should be aware of potential personnel needs, and engaged in the process to define positions needs and help promote those opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Lift up successful examples of new employees who have come from business and industry into classrooms. Allow them to serve as ‘ambassadors’ of those programs and relationships.</li> <li>• Providing teachers resources such as Nepris, a web-based resource that provides educational organizations access to libraries of career-oriented information and presentations, connections with business and industry in the community and across the country, and a platform to live-stream professionals into classrooms for interactive learning.</li> <li>• Some school districts shared that credit is given for previous business and industry experience when initially placing a new hire on the salary schedule.</li> <li>• Derby School District hosts an event for CTE student teachers to encourage their recruitment into the district.</li> <li>• Wichita Public Schools recently hosted an Educators Rising conference for high school students in the Teaching/Training pathway. This event including a mini college and career fair, providing opportunities for students to interact with and learn about future education and employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Business and industry may need to work creatively with its education partners to provide access to submit matter experts, perhaps through a loan executive type program.</li> <li>• Salaries for teachers are not competitive with the salaries individuals can earn out in business and industry.</li> <li>• A lack of targeted initiatives on the part of educational organizations to hire from business and industry.</li> <li>• KSDE requirements for alternative licensure can be challenging and confusing for new hires coming from business and industry.</li> <li>• Educational organizations need to look for ways to streamline, simplify and ‘lean up’ all process around recruitment, retention and training.</li> </ul>
<p>Retaining:</p> <ul style="list-style-type: none"> <li>• Ongoing faculty/teacher support, providing a good campus culture, ongoing professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the educational representatives shared that retaining instructors isn’t as much of a challenge as is hiring them in the first place.</li> <li>• Some school districts shared that credit is given for previous business and industry</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries for teachers are not competitive with the salaries individuals can earn out in business and industry.</li> <li>• Business and industry could initiate a program to develop strong employees with teaching/training skills that could be valuable</li> </ul>

Process	Strengths	Needs/Gaps
	<p>experience when initially placing a new hire on the salary schedule.</p> <ul style="list-style-type: none"> <li>• Mentoring programs to support new teachers, as required by KSDE, is a real help in retaining and training.</li> <li>• Access to professional development.</li> <li>• CTE faculty qualifications at the postsecondary level are not as stringent as they are at the secondary level.</li> <li>• Tuition benefits for the instructor and their dependents</li> </ul>	<p>if they decide to transition to teaching in the future, either full or part-time.</p> <ul style="list-style-type: none"> <li>• K12 needs to be very intentional and strategic in creating teaching schedules for new teachers so as to avoid an excess number of preparations.</li> </ul>
<p>Training:</p> <ul style="list-style-type: none"> <li>• School districts are required to provide mentoring programs for teachers for the first two years of employment.</li> <li>• Professional development events.</li> </ul>	<ul style="list-style-type: none"> <li>• School districts are required to provide mentoring programs for teachers for the first two years of employment.</li> <li>• Professional development events.</li> <li>• Ongoing training workshops are available to CTE educators across the state through KCWE and KCCTE.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for secondary and postsecondary CTE faculty to train together.</li> <li>• Identified release time for training and special projects.</li> </ul>

## 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?

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.

##### What does the law mean?

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
<p>K-12</p> <ul style="list-style-type: none"> <li>• Provided internships within walking distance</li> <li>• Project Search, providing students with disabilities job skills training</li> <li>• Derby collaborates with the Family Readiness Coordinator at McConnell Air Force Base</li> <li>• Assistance and support of AmeriCorps workers</li> <li>• Districts can provide financial support for individuals willing to add ESOL or SpEd endorsements.</li> <li>• Support of Transition Support Specialists</li> <li>• Wichita provides access to affordable child care for students who are themselves parents.</li> <li>• Derby – Spirit and Textron partnerships and speakers</li> <li>• Workforce Alliance Partnership – Youth Employment Program</li> <li>• McConnell Air Force Base programs available to area families</li> <li>• Department of Defense grants that target STEM activities for the students of military families</li> <li>• Derby Community Foundation to support CTE students</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways don't meet the needs of SpEd students who have significant cognitive deficiencies.</li> <li>• Meeting placement needs of military students coming in mid-year, or with previous courses and transcripts that don't align well with current schools' programs</li> <li>• Career readiness skills not there in new hires (attendance, conflict resolution, communication skills)</li> <li>• Transportation challenges to participate in activities that take place outside the school day (so no school bus) or outside the schedule of city buses. Derby has no link to transit in Wichita, nor is there public transit in Derby.</li> <li>• Block scheduling, a help or hindrance to success?</li> <li>• Students without social security numbers.</li> <li>• Students are not always aware of what financial benefits are available to them for continuing their education (ex. Foster care may not be aware they have a tuition benefit – dependent on caseworker)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify jobs at which students with severe cognitive deficiencies can be successful and support/address those jobs and skills in pathway classes</li> <li>• Early career exploration that paints a clear picture of day today job responsibilities (use of Xello, MyNextMove.org)</li> <li>• Discussions with advisory committees about students with special needs</li> <li>• Work with employers to remove transportation barriers for internships, applied learning, and full-time employment</li> <li>• Summer student internships</li> <li>• Conduct more awareness activities in the area to let special populations know what opportunities and support are available to them</li> <li>• Activities that bring families in to let them know about available resources</li> <li>• Workforce ensures counselors are aware of all available programs</li> <li>• AmeriCorps services</li> <li>• Flexible schedules for earn and learn opportunities</li> <li>• Seek out professional organizations that bring workforce, industry and education together.</li> </ul>



Strengths	Gaps	Strategies for Improvement
<p>Postsecondary</p> <ul style="list-style-type: none"> <li>• Partnership with Wichita Transit (WT) to provide free bus rides for students</li> <li>• Working with WT to changes existing routes to better serve the needs of WSU Tech students.</li> <li>• Improved accessibility (ADA Compliance) in all online resources</li> <li>• WSU Tech offered a Accessibility Summer Camp, providing an opportunity for college staff and vendors to interact on issues of technology and training needs</li> <li>• Project Search, providing job skills training for students with disabilities</li> <li>• Student Success coaches</li> <li>• Wrap around services that meet the needs of the whole student (food pantry, housing leads, accessing community resources)</li> <li>• Financial aid support for veterans</li> <li>• Revising admissions and marketing processes for gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• Career readiness skills not there in new hires (attendance, conflict resolution, communication skills)</li> <li>• Second shift day care needs – day care needs in general</li> <li>• Low income adults having to give up pay in a current position, even low pay, in order to enroll in programs that will ultimately lead to higher paying jobs</li> <li>• Cost of assistive and adaptive technologies and auxiliary aids</li> <li>• Failing to capitalize on opportunities for students who speak multiple languages.</li> <li>• Materials/brochures are not in other languages. Difficult and expensive to have documents translated as there is a lack of certified translators</li> <li>• Students that had an IEP in high school do not know how to advocate for themselves at the postsecondary level</li> <li>• FAFSA completion – finances</li> <li>• Students without social security numbers.</li> <li>• Students may get adaptive assistance on campus when they are taking tests for credentials, but may not be assisted on the job (Example: student passes NCCER with someone reading the test, but cannot read materials on the job.)</li> <li>• Support for offenders</li> <li>• Students are not always enrolled in a program that is not a good fit and we</li> </ul>	<ul style="list-style-type: none"> <li>• Deepening relationships with community support organizations.</li> <li>• Discussions with industry advocate teams about students with special needs</li> <li>• Making resources available for offenders</li> <li>• Find and administer language proficiency tests</li> <li>• Seek out professional organizations that bring workforce, industry and education together</li> <li>• Work with employers to remove transportation barriers for internships, applied learning, and full-time employment</li> <li>• AmeriCorps services</li> <li>• Flexible schedules for earn and learn opportunities</li> </ul>

<b>Strengths</b>	<b>Gaps</b>	<b>Strategies for Improvement</b>
	<p>can't tell them they cannot do a program</p> <ul style="list-style-type: none"><li>• Low income – Lack of internet access</li><li>• Need bilingual supervisors in industry</li></ul>	