



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Dr. Tim Murrell	USD 501 TCALC	785-274-6350	tmurrell@tps501.org
	Kate Welch	USD 345 Seaman	785-286-8300	kwelch@usd345.com
Postsecondary Institution(s)	Marie Hall	Washburn University – Institute of Technology	785-670-3327	marie.hall@washburn.edu
	Lucas Hunziger	Highland Community College	785-442-6201	lhunziger@highlandcc.edu

Date: 2/1/2022 Regional Team: Topeka

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

What is the purpose of this Template?

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

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

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

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

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

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

6. Description of progress toward implementing equal access to CTE for all students, including special populations

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who should participate in the needs assessment process?

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

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

Who is considered a member of special populations?

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

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

Process:

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

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

Part 2: Progress Toward Implementing Programs of Study

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

Part 4: Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team Name: <u>Topeka</u> Date: <u>2/1/2022</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Dr. Tim Murrell, Kate Welch	<u>tmurrell@tps501.org</u> <u>kwelch@usd345.com</u>	785-274-6350 785-286-8300
Postsecondary: Marie Hall, Lucas Hunziger	<u>marie.hall@washburn.edu</u> <u>lhunziger@highlandcc.edu</u>	785-670-3327 785-442-6201

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair	Dr. Tim Murrell	USD 501 Topeka; Principal
Secondary Co-chair	Kate Welch	USD 345 Seaman; Assistant Principal
Postsecondary Co-chair	Marie Hall	Washburn Institute of Technology; Grants Facilitator
Postsecondary Co-chair	Lucas Hunziger	Highland Community College; Dean
Teacher(s) - Secondary	Mark Dietzler	USD 501 Topeka High School; Business Teacher
Faculty - Postsecondary	Michelle Shipley	Washburn University School of Applied Studies; Faculty/Assistant Dean
Secondary Administration	Dr. Jeff DeSota	USD 437 Auburn-Washburn; Director of Secondary Education
Secondary Administration	Darrel Kohlman	USD 115 Nemaha Central; Superintendent
Secondary Administration	Shelly McBeth	USD 497 Lawrence; Curriculum Specialist
Secondary Administration	Amanda Parthemer	School-Business Educational Consortium; Perkins Coordinator
Secondary Administration	Kyle Reed	USD 437 Auburn-Washburn; Associate Principal
Secondary Administration	Philisha Stallbaumer	School-Business Educational Consortium; Perkins Coordinator
Postsecondary Administration	Dr. Chaz Havens	Washburn Institute of Technology; Director of Academic Sites & Initiatives
Postsecondary Administration	Dr. Tara Lindahl	Washburn Institute of Technology; Director of Assessment, Curriculum & Distance Learning
Postsecondary Administration	Pam Masters	Washburn Institute of Technology; Director of Health Occupations

Postsecondary Administration	Debra Mikulka	Washburn University; Director Office of Sponsored Projects
Postsecondary Administration	Dr. Mike Strohschein	Washburn Institute of Technology; Associate Dean
Specialized instructional support and paraprofessional(s)	Julie Dorrel	AOK Instructional Support HCCTC
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Tricia Sublet	Strengthening & Equipping Neighborhoods Together (SENT) Topeka; Mental Health Specialist
Representative(s) of Special Populations; also Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Shelley Bearman	Washburn Institute of Technology; Campus Advocate
Career Guidance and Academic Counselor(s)	Deb Kramer	USD 115 Nemaha Central; Counselor
Student(s)	Jaden Baker	Electrical Technology HCCTC
Student(s)	Michael Noll	Diesel Technology HCCTC
Community	Trina Goss	Go Topeka; Director of Business & Talent Initiatives
Business & Industry	Serena Laird	Stormont-Vail HealthCare; Director of Pulmonary Services, Sleep Center & Allergy
Workforce Development	Theresa Figge	Heartland Works; Senior Finance Director
Parent(s)	Sheila Krohe	USD 501 Topeka High School; Parent
Representatives of Indian Tribes and Tribal organizations (where applicable)	Tina Wahwasuk	Kansas Kickapoo Tribal Council; Member
Representatives of Indian Tribes and Tribal organizations (where applicable); also Other: Early Childhood Education	Hope Adame	Prairie Band Potawatomie Nation Head Start Program; Director
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Teri Fox	USD 501 TCALC; Data Support

STEP 1: Analyze Labor Market Information

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

The local needs assessment shall include...

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

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

What does the law mean?

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

Part 1: Identify sources of labor market data

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

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

Approved Sources of Data:

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

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

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

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

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

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

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

Openings & Wages from Kansas Department of Labor, 2018-2028 Long-Term Occupational Projections, Northeast Kansas

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>01.1101 Plant Systems (Secondary): 42 Concentrators, 42 Annual Openings Annual Wage: \$51,495 - \$65,622 <u>SOC Codes:</u> 11-9013 Farmers, Ranchers & Other Agricultural Managers (12 Openings, \$51,618) 19-1013 Soil & Plant Scientists (14 Openings, \$58,602) 19-4012 Agricultural Technicians (No Data) 25-1041 Agricultural Science Teachers, Postsecondary (***) Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 25-9021 Farm & Home Management Educators (***, \$51,495) 45-1011 First-Line Supervisors of Farming, Fishing & Forestry Workers (16 Openings, \$65,622)</p> <p>01.9999 Comprehensive Agriculture Science (Secondary): 186 Concentrators. There were no results on O*NET for this CIP Code. Used CIP 01.0000 Agriculture, General Instead. Those results are below. Many SOC Codes had no info for Openings. This pathway exposes students to a broad range of Agriculture careers, more than those listed below, so we're assuming the Concentrator count is adequate. <u>SOC Codes:</u> (No Results for 01.9999 CIP Code. Used 01.0000 Agriculture, General CIP Code) 19-1011 Animal Scientists (***) Openings, \$74,428) 19-1012 Food Scientists & Technologists (***) Openings, \$96,932) 19-1013 Soil & Plant Scientists (14 Openings, \$58,602) 19-4012 Agricultural Technicians (No Data)</p>	<p>01.0101 Agribusiness Systems (Secondary): 5 Concentrators, 16 Annual Openings Annual Wage: \$65,622 - \$81,883 <u>SOC Codes:</u> 11-9013 Farmers, Ranchers, Others (***) Openings, \$81,883) 25-1041 Agricultural Science Teachers, Postsecondary (***) Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 45-1011 First-Line Supervisors of Farming, etc. (16 Openings, \$65,622)</p> <p>01.0308 Precision Agriculture (Post-Secondary): 16 Concentrators, 30 Annual Openings Annual Wage: \$53,774 - \$81,883 <u>SOC Codes:</u> 11-9013 Farmers, Ranchers, Others (***) Openings, \$81,883) 19-1013 Soil & Plant Scientists (14 Openings, \$58,602) 19-1031 Conservation Scientists (***) Openings, \$53,774) 25-1041 Agricultural Science Teachers, Postsecondary (***) Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 25-1043 Forestry & Conservation Science Teachers, Postsecondary (No Data) 45-1011 First-Line Supervisors of Farming, etc. (16 Openings, \$65,622)</p> <p>11.0201 Programming & Software Development (Secondary): 13 Concentrators, 193 Annual Openings</p>	<p>01.0201 Power, Structural & Technical Systems (Secondary): 128 Concentrators, 15 Annual Openings Annual Wage: \$44,996 <u>SOC Codes:</u> 25-1041 Agricultural Science Teachers, Postsecondary (***) Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 49-3041 Farm Equipment Mechanics & Service Technicians (15 Openings, \$44,996)</p> <p>01.0901 Animal Science (Secondary): 53 Concentrators, 28 Annual Openings Annual Wage: \$51,495 - \$81,883 <u>SOC Codes:</u> 11-9013 Farmers, Ranchers & Other Agricultural Managers (12 Openings, \$51,618) 19-1011 Animal Scientists (***, \$74,428) 19-4012 Agricultural Technicians (No Data) 25-1041 Agricultural Science Teachers, Postsecondary (***) Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 25-9021 Farm & Home Management Educators (***, \$51,495) 45-1011 First-Line Supervisors of Farming, Fishing & Forestry Workers (16 Openings, \$65,622)</p> <p>09.0702 Digital Media (Secondary): 149 Concentrators, 94 Annual Openings Annual Wage: \$49,760 <u>SOC Codes:</u> 11-9199 Managers, All Others (94 Openings, N/A Wage) 15-1255 Web & Digital Interface Designers (No Data) 25-1122 Communications Teachers, Postsecondary (12 Openings, \$76,164, doctoral/professional degree) – <i>did not include in data above due to degree requirement.</i></p>

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>25-1041 Agricultural Science Teachers, Postsecondary (***) Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i></p> <p>03.0101 Natural Resources & Environmental Services (Secondary): 5 Concentrators, ***Annual Openings Annual Wage: \$53,774 - \$58,581 <u>SOC Codes:</u> 19-1031 Conservation Scientists (***) Openings, \$53,774) 19-1032 Foresters (***) Openings, \$58,581) 19-4071 Forest & Conservation Technicians (No Data) 25-1043 Forestry & Conservation Science Teachers, Postsecondary (No Data)</p> <p>10.0303 Graphic Design (Post-Secondary): 17 Concentrators, 7 Annual Openings Annual Wage: \$36,035 - \$41,311 <u>SOC Codes:</u> 43-9031 Desktop Publishers (***) Openings, \$41,311) 51-5111 Prepress Technicians & Workers (7 Openings, \$36,035)</p> <p>11.0901 Computer & Information Technology (Post-Secondary): 106 Concentrators, 116 Annual Openings Annual Wage: \$45,500 <u>SOC Codes:</u> 11-3021 Computer Information Systems Managers (50 Openings, \$106,496) 15-1121 Computer Systems Analysts (56 Openings, N/A) 15-1122 Information Security Analysts (13 Openings, N/A) 15-1143 Computer Network Architects (13 Openings, N/A) 15-1152 Computer Network Support Specialists (***) Openings, N/A) 15-1211 Computer Systems Analysts (No Data) 15-1212 Information Security Analysts (No Data)</p>	<p>Annual Wage: N/A for SOC Codes. \$70,770 listed as Annual Mean for 15-0000 Computer & Mathematical Occupations. <u>SOC Codes:</u> 15-1131 Computer Programmers (16 Openings, N/A) 15-1132 Software Developers, Applications (105 Openings, N/A) 15-1133 Software Developers, Systems Software (30 Openings, N/A) 15-1134 Web Developers (16 Openings, N/A) 15-1152 Computer Network Support Specialists (26 Openings, N/A) 15-1231 Computer Network Support Specialists (No Data) 15-1251 Computer Programmers (No Data) 15-1252 Software Developers (No Data) 15-1253 Software Quality Assurance Analysts & Testers (No Data) 15-1254 Web Developers (No Data) 15-1255 Web & Digital Interface Designers (N/A) 25-1021 Computer Science Teachers, Postsecondary (***) Openings, \$104,531, doctoral/professional degree) – <i>did not include in data above due to education requirement.</i></p> <p>11.1006 Computer Support Specialist (Post-Secondary): 10 Concentrators, 116 Annual Openings Annual Wage: N/A for SOC Codes. \$70,770 listed as Annual Mean for 15-0000 Computer & Mathematical Occupations. <u>SOC Codes:</u> 15-1151 Computer User Support Specialists (116 Openings, N/A) 15-1152 Computer Network Support Specialists (***) Openings, N/A) 15-1231 Computer Network Support Specialists (No Data) 15-1232 Computer User Support Specialists (No Data)</p> <p>12.0401 Cosmetology (Post-Secondary): 76 Concentrators, 168 Annual Openings Annual Wage: \$19,964 - \$46,025</p>	<p>27-4099 Media & Communication Equipment Workers, All Others (***) Openings, N/A)</p> <p>11.1004 Web & Digital Communications (Secondary): 90 Concentrators, 16 Annual Openings Annual Wage: N/A <u>SOC Codes:</u> 15-1134 Web Developers (16 Openings, N/A) 15-1254 Web Developers (No Data) 15-1255 Web & Digital Interface Designers (No Data)</p> <p>14.0501 Biomedical (Secondary): 471 Concentrators, 11 Annual Openings Annual Wage: * - \$134,354 <u>SOC Codes:</u> 11-9041 Architectural & Engineering Managers (11 Openings, \$134,354) 17-2031 Bioengineers & Biomedical Engineers (***) Openings, \$93,462) 25-1032 Engineering Teachers, Postsecondary (24 Openings, \$101, 862, doctoral/professional degree) – <i>did not include in data above due to education requirement</i></p> <p>14.1401 Biochemistry (Secondary): 34 Concentrators, 17 Annual Openings Annual Wage: \$66,380 - \$134,354 <u>SOC Codes:</u> 11-9041 Architectural & Engineering Managers (11 Openings, \$134,354) 17-2081 Environmental Engineers (6 Openings, \$66,380) 17-2111 Health & Safety Engineers (***) Openings, \$89,825) 25-1031 Engineering Teachers, Postsecondary (24 Openings, \$101,862, doctoral/professional degree) – <i>did not include in data above due to degree requirement.</i></p> <p>15.0613 Computerized Machine Tool Engineering (Post-Secondary): 52 Concentrators, 10 Annual Openings Annual Wage: \$51,501 <u>SOC Code:</u> 17-3026 Industrial Engineering Technologists & Technicians (10 Openings, \$51,501)</p>

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>15-1231 Computer Network Support Specialists (No Data) 15-1241 Computer Network Architects (No Data) 25-1021 Computer Science Teachers, Postsecondary (***, \$104,531, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i></p> <p>14.0101 Engineering & Applied Mathematics (Secondary): 12 Concentrators, 15 Annual Openings Annual Wage: \$72,490 - \$134,354 <u>SOC Codes:</u> 11-9041 Architectural & Engineering Managers (11 Openings, \$134,354) 17-2199 Engineers, All Other (4 Openings, \$72,490) 25-1032 Engineering Teachers, Postsecondary (24 Openings, \$101,862, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i></p> <p>47.0611 Motorcycle Service Technician (Post-Secondary): 0 Concentrators, *** (No Data) Annual Openings Annual Wage: \$34,360 <u>SOC Code:</u> 49-3052 Motorcycle Mechanics (***) Openings, \$34,360)</p> <p>48.0703 Cabinet/Millwork (Post-Secondary): 12 Concentrators, 16 Annual Openings Annual Wage: \$33,823 - \$38,046 <u>SOC Codes:</u> 51-7011 Cabinetmakers (***) Openings, \$35,189) 51-7031 Model Makers, Wood (No Data) 51-7032 Patternmakers, Wood (No Data) 51-7041 Sawing Machine Setters, Operators (***) Openings, \$33,823) 51-7042 Woodworking Machine Setters, Operators (16 Openings, \$38,046) 51-7099 Woodworkers (***) Openings, \$36,628)</p> <p>51.0810 Emergency Services Technology (Post-Secondary):</p>	<p><u>SOC Codes:</u> 39-5012 Hairdressers, hairstylists & Cosmetologists (144 Openings, \$25,338) 39-5091 Makeup Artists, Theatrical & Performance (No Data) 39-5092 Manicurists & Pedicurists (24 Openings, \$32,375) 39-5093 Shampooers (***) Openings, \$19,964) 39-5094 Skincare Specialists (***) Openings, \$46,025)</p> <p>12.0504 Restaurant & Events Management (Secondary): 75 Concentrators, 403 Annual Openings Annual Wages: \$31,375 - \$57,533 <u>SOC Codes:</u> 11-9051 Food Service Managers (30 Openings, \$57,533) 35-1011 Chefs & Head Cooks (32 Openings, \$36,603) 35-1012 First-Line Supervisors of Food Preparation & Serving Workers (341 Openings, \$31,375) 35-2013 Cooks, Private Household (***) Openings, N/A)</p> <p>12.0505 Culinary Arts & Hospitality (Post-Secondary): 16 Concentrators, 191 Annual Openings Annual Wage: \$26,471 - \$36,168 <u>SOC Codes:</u> 35-2012 Cooks, Institution & Cafeteria (191 Openings, \$26,471) 35-2013 Cooks, Private Household (***) Openings, N/A) 35-2019 Cooks, All Other (***) Openings, \$36,168)</p> <p>13.0101 Teaching/Training (Secondary): 17 Concentrators, 1,009 Annual Openings Annual Wage: \$34,406 - \$66,574 <u>SOC Codes:</u> 25-1081 Education Teachers, Postsecondary (15 Openings, \$66,574) 25-2011 Preschool Teachers, Except Special Education (56 Openings, \$34,306)</p>	<p>15.1302 Engineering Graphics & Technologies / Technical Drafting (Post-Secondary): 42 Concentrators, 16 Annual Openings Annual Wage: \$55,483 - \$60,834 <u>SOC Codes:</u> 17-3011 Architectural & Civil Drafters (7 Openings, \$56,828) 17-3012 Electrical & Electronics Drafters (***) Openings, \$60,834) 17-3013 Mechanical Drafters (9 Openings, \$55,483) 17-3019 Drafters, All Others (***) Openings, \$55,903)</p> <p>48.0508 Welding (Post-Secondary): 207 Concentrators, 133 Annual Openings Annual Wage: \$42,124 - \$43,040 <u>SOC Codes:</u> 51-4121 Welders, Cutters, Solderers & Brazers (133 Openings, \$42,124) 51-4122 Welding, Soldering & Brazing Machine Setters (***) Openings, \$43,040)</p> <p>50.0499 Graphic Design (Secondary): 142 Concentrators, 85 Annual Openings Annual Wage: \$41,328 - \$82,387 <u>SOC Codes:</u> 15-1255 Web & Digital Interface Designers (No Data) 25-1121 Art, Drama, & Music Teachers, Postsecondary (24 Openings, \$69,372, Masters Degree) 27-1011 Art Directors (12 Openings, \$82,387) 27-1014 Special Effects Artists & Animators (***) Openings, \$83,598) 27-1019 Artists & Related Workers, All Other (***) Openings, \$72,124) 27-1024 Graphic Designers (49 Openings, \$41,328) <i>CIP Code 50.0499 produced no results on O*NET. Used CIP 50.0409 Graphic Design instead. All SOC Codes found required Bachelor's degree or higher.</i></p> <p>51.0803 Occupational Therapy Assistant (Post-Secondary): 52 Concentrators, 17 Annual Openings Annual Wage: \$57,741 <u>SOC Codes:</u></p>

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>18 Concentrators, * (No Data) Annual Openings Annual Wage: \$25,122 <u>SOC Code:</u> 53-3011 Ambulance Drivers & Attendants, Except EMTs <i>Kansas Department of Labor Long Term Projections listed annual openings as “***”, meaning Confidential Data/NA. Given the low number of Concentrators, presuming the concentrator count is adequate for demand.</i></p> <p>51.0904 Emergency Medical Technician (Post-Secondary): 42 Concentrators, 43 Annual Openings Annual Wage: No Data <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, doctoral/professional degree) – <i>did not include in data above due to degree requirements</i> 29-2041 Emergency Medical Technicians & Paramedics (43 Openings, N/A) 29-2042 Emergency Medical Technicians (No Data) 29-2043 Paramedics (No Data)</p> <p>51.0909 Surgical Technology (Post-Secondary): 14 Concentrators, 22 Annual Openings Annual Wage: \$44,684 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, doctoral/professional degree) – <i>did not include in data above due to degree requirements</i> 29-2055 Surgical Technologists (22 Openings, \$44,684) 29-9093 Surgical Assistants (No Data)</p> <p>51.0920 Magnetic Resonance (Post-Secondary): 7 Concentrators, 4 Annual Openings Annual Wage: \$62,439 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, doctoral/professional</p>	<p>25-2012 Kindergarten Teachers, Except Special Education (29 Openings, \$58,931) 25-2021 Elementary School Teachers, Except Special Education (220 Openings, \$53,796) 25-2022 Middle School Teachers, Except Special & CTE (104 Openings, \$57,565) 25-2031 Secondary School Teachers, Except Special & CTE (153 Openings, \$52,954) 25-9041 Teacher Assistants (432 Openings, N/A) 25-9042 Teaching Assistants (No Data) 25-9043 Teaching Assistants, Special Education (No Data)</p> <p>15.1102 Cart/Geospatial/Spatial Math (Secondary): 1 Concentrator, 16 Annual Openings Annual Wages: \$48,277 - \$61,912 <u>SOC Codes:</u> 17-1021 Cartographers & Photogrammetrists (***) Openings, \$61,912) 17-1022 Surveyors (7 Openings, \$56,851) 17-3019 Drafters, All Other (***) Openings, \$55,903) 17-3031 Surveying & Mapping Technicians (9 Openings, \$48,277)</p> <p>19.0709 Early Childhood Development & Services (Secondary): 5 Concentrators, 294 Annual Openings Annual Wage: \$22,229 <u>SOC Codes:</u> 39-9011 Childcare Workers/Nannies (294 Openings, \$22,229)</p> <p>19.0709 Early Childhood Professional (Post-Secondary): 22 Concentrators, 294 Annual Openings Annual Wage: \$22,229 <u>SOC Codes:</u> 39-9011 Childcare Workers/Nannies (294 Openings, \$22,229)</p> <p>19.0799 Family, Community & Consumer Services (Secondary): 177 Concentrators, 506 Annual Openings</p>	<p>25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 31-2011 Occupational Therapy Assistants (17 Openings, \$57,741)</p> <p>51.0907 Radiation Therapy (Post-Secondary): 80 Concentrators, 38 Annual Openings Annual Wage: \$57,034 - \$60,958 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 29-1124 Radiation Therapists (5 Openings, \$60,958) 29-2034 Radiologic Technologists & Technicians (25 Openings, \$57,034) 29-2036 Medical Dosimetrists (No Data) 29-2099 Health Technologists & Technicians (8 Openings, N/A)</p> <p>51.0910 Diagnostic Medical Sonography (Post-Secondary): 56 Concentrators, 8 Annual Openings Annual Wage: \$73,216 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 29-2032 Diagnostic Medical Sonographers (8 Openings, \$73,216)</p> <p>51.0911 Radiography (Post-Secondary): 45 Concentrators, 25 Annual Openings Annual Wage: \$57,034 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 29-2034 Radiologic Technologists & Technicians (25 Openings, \$57,034)</p> <p>51.2603 Medication Aide (Post-Secondary): 51 Concentrators, 11 Annual Openings</p>

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>degree) – <i>did not include in data above due to degree requirements</i> 29-2035 Magnetic Resonance Imaging Technologists (4 Openings, \$62,439)</p> <p>51.1009 Phlebotomy (Post-Secondary): 31 Concentrators, 35 Annual Openings Annual Wage: \$34,972 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, doctoral/professional degree) – <i>did not include in data above due to degree requirements</i> 31-9097 Phlebotomists (35 Openings, \$34,972)</p>	<p>Annual Wage: \$43,956 <u>SOC Code:</u> 21-0000 Community & Social Service Occupations (506 Openings, \$43,956) <i>O*NET did not have SOC Code results for CIP 19.0799. Used SOC 21-0000 Community & Social Service Occupations.</i></p> <p>22.0301 Legal Office Professional (Post-Secondary): 8 Concentrators, 30 Annual Openings Annual Wage: \$43,150 <u>SOC Code:</u> 43-6012 Legal Secretaries & Administrative Assistants (30 Openings, \$43,150)</p> <p>43.0299 Emergency & Fire Management Services (Secondary): 1 Concentrator, 79 Annual Openings Annual Wage: \$39,686 - \$58,087 <u>SOC Codes:</u> 33-1021 First-Line Supervisors of Firefighting & Prevention Workers (24 Openings, \$58,087) 33-2011 Firefighters (55 Openings, \$39,686)</p> <p>44.0401 Government & Public Administration (Secondary): 2 Concentrators, 571 Annual Openings Annual Wage: \$23,380 - \$139,586) <u>SOC Codes:</u> 11-1011 Chief Executives (58 Openings, \$139,586) 11-1021 General & Operations Managers (358 Openings, \$82,854) 11-1031 Legislators (16 Openings, \$23,380) 11-3071 Transportation, Storage & Distribution Managers (14 Openings, \$90,258) 11-9131 Postmasters & Mail Superintendents (***) (Openings, \$76,415) 11-9151 Social & Community Service Managers (31 Openings, \$62,758) 11-9199 Managers, All Other (94 Openings, N/A)</p> <p>46.0000 Construction & Design (Secondary): 103 Concentrators, 122 Annual Openings</p>	<p>Annual Wage: \$44,907 <u>SOC Codes:</u> 31-9099 Healthcare Support Workers, All Other (11 Openings, \$44,907)</p>

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	<p>Annual Wage: \$63,675 <u>SOC Code:</u> 47-1011 First-Line Supervisors of Construction Trades & Extraction Workers (122 Openings, \$63,675) <i>O*NET cross-walked this CIP Code to SOC Code 47-1011 First-Line Supervisors of Construction workers. This pathway may be exposing students to skills utilized in a greater variety of construction occupations (carpenters, construction laborers, etc.)</i></p> <p>46.0201 Construction Technology (Post-Secondary): 67 Concentrators, 324 Annual Openings Annual Wage: \$43,163 - \$63,675 <u>SOC Codes:</u> 47-1011 First-Line Supervisors of Construction Trades (122 Openings, \$63,675) 47-2031 Carpenters (202 Openings, \$43,163)</p> <p>46.0302 Electrical Technology (Post-Secondary): 64 Concentrators, 254 Annual Openings Annual Wage: \$53,298 - \$63,675 <u>SOC Codes:</u> 47-1011 First-Line Supervisors of Construction Trades (122 Openings, \$63,675) 47-2111 Electricians (119 Openings, \$56,591) 49-2098 Security & Fire Alarm Systems Installers (13 Openings, \$53,298) 49-9097 Signal & Track Switch Repairers (***) Openings, N/A)</p> <p>46.0401 Industrial Engineering Technology (Post-Secondary): 8 Concentrators, 517 Annual Openings Annual Wage: \$37,180 - \$57,740 <u>SOC Codes:</u> 11-3013 Facilities Managers 37-1011 First-Line Supervisors of Housekeeping & Janitorial Workers 47-1011 First-Line Supervisors of Construction Trades & Extraction Workers 49-9071 Maintenance & Repair Workers</p>	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	<p>47.0201 Heating, Ventilation, and Air Conditioning (Post-Secondary): 46 Concentrators, 59 Annual Openings Annual Wage: \$55,152 <u>SOC Code:</u> 49-9021 Heating, Air Conditioning, & Refrigeration Mechanics & Installers (59 Openings, \$55,152)</p> <p>47.0302 Heavy Diesel Construction Technology (Post-Secondary): 12 Concentrators, 50 Annual Openings Annual Wage: \$49,945 - \$65,574 <u>SOC Codes:</u> 49-3042 Mobile Heavy Equipment Mechanics (42 Openings, \$49,945) 49-3043 Rail Car Repairers (** Openings, \$56,019) 49-9012 Control & Valve Installers & Repairers (8 Openings, \$65,574)</p> <p>47.0303 Industrial Machine Mechanic (Post-Secondary): 42 Concentrators, 106 Annual Openings Annual Wage: \$45,519 - \$69,958 <u>SOC Codes:</u> 47-4021 Elevator & Escalator Installers & Repairers (** Openings, \$69,958) 49-9012 Control & Valve Installers & Repairers (8 Openings, \$65,575) 49-9041 Industrial Machinery Mechanics (83 Openings, \$55,784) 49-9043 Maintenance Workers, Machinery (15 Openings, \$45,519) 49-9044 Millwrights (** Openings, \$55,691) 49-9045 Refractory Materials Repairers (No Data) 49-9081 Wind Turbine Service Technicians (** Openings, N/A)</p> <p>47.0603 Auto Collision Repair Technology (Post-Secondary): 41 Concentrators, 61 Annual Openings Annual Wage: \$39,562 - \$44,456 <u>SOC Codes:</u> 13-1032 Insurance Appraisers, Auto Damage (No Data)</p>	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	<p>49-3021 Automotive Body & Related Repairers (29 Openings, \$44,456) 49-3022 Automotive Glass Installers & Repairers (7 Openings, \$39,562) 51-9121 Coating, Painting & Spraying Machine Setters (25 Openings, N/A) 51-9124 Coating, Painting & Spraying Machine Setters (No Data)</p> <p>47.0604 Automotive Service Technology (Post-Secondary): 105 Concentrators, 132 Annual Openings Annual Wage: \$36,956 - \$55,228 <u>SOC Codes:</u> 49-2093 Electrical & Electronics Installers & Repairers, Transportation Equipment (** Openings, \$55,228) 49-2096 Electronic Equipment Installers & Repairers, Motor Vehicles (** Openings, \$36,956) 49-3023 Automotive Service Technicians & Mechanics (132 Openings, \$41,164)</p> <p>47.0605 Locomotive Diesel Technician (Post-Secondary): 8 Concentrators, 28 Annual Openings Annual Wage: \$46,985 <u>SOC Code:</u> 49-3031 Bus & Truck Mechanics & Diesel Engine Specialists (28 Openings, \$46,985)</p> <p>47.0613 Diesel Technology (Post-Secondary): 121 Concentrators, 160 Annual Openings Annual Wage: \$41,164 - \$46,985 <u>SOC Codes:</u> 49-3023 Automotive Service Technicians & Mechanics (132 Openings, \$41,164) 49-3031 Bus & Truck Mechanics & Diesel Engine Specialists (28 Openings, \$46,985)</p> <p>47.9999 Mobile Equipment Maintenance (Secondary): 20 Concentrators, 115 Annual Openings Annual Wage: \$37,180</p>	

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	<p><i>O*NET produced no results for CIP 47.9999. Used SOC 49-3023 Automotive Service Technicians & Mechanics.</i></p> <p>48.0000 Manufacturing (Secondary): 49 Concentrators, 490 Annual Openings Annual Wages: \$43,938 - \$61,089 <u>SOC Codes:</u> <i>O*NET produced no results for CIP 48.0000. Used alternative SOC Codes to represent Manufacturing careers.</i> 49-9041 Industrial Machinery Mechanics (83 Openings, \$55,784) 49-9043 Maintenance Workers, Machinery (15 Openings, \$45,519) 51-1011 First-Line Supervisors of Production & Operating Workers (119 Openings, \$61,089) 51-2098 Assemblers, Fabricators, All Other, Including Team Assemblers (219 Openings, N/A) 51-4041 Machinists (54 Openings, \$43,938)</p> <p>48.0501 Precision Machining Technology (Post-Secondary): 32 Concentrators, 100 Annual Openings Annual Wage: \$27,632 - \$74,143) <u>SOC Codes:</u> 51-4021 Extruding & Drawing Machine Setters (16 Openings, \$38,142) 51-4022 Forging Machine Setters (***) Openings, \$30,297) 51-4023 Rolling Machine Setters (***) Openings, \$40,347) 51-4031 Cutting, Punching & Press Machine Setters (30 Openings, \$36,278) 51-4032 Drilling & Boring Machine Tool Setters (***) Openings, \$45,173) 51-4033 Grinding, Lapping, Polishing & Buffing Machine Tool Setters (***) Openings, \$34,159) 51-4034 Lathe & Turning Machine Tool Setters (***) Openings, \$37,966) 51-4035 Milling & Planing Machine Setters (***) Openings, \$74,143) 51-4041 Machinists (54 Openings, \$43,938)</p>	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	<p>51-4081 Multiple Machine Tool Setters (***) Openings, \$44,955)</p> <p>51-4191 Heat Treating Equipment Setters (***) Openings, \$43,532)</p> <p>51-4192 Layout Workers, Metal & Plastic (***) Openings, N/A)</p> <p>51-4199 Metal Workers & Plastic Workers, All Other (***) Openings, \$27,632)</p> <p>49.0202 Commercial & Heavy Construction (Post-Secondary): 7 Concentrators, 221 Annual Openings Annual Wage: \$35,891 - \$48,420 <u>SOC Codes:</u> 45-4022 Logging Equipment Operators (***) Openings, N/A)</p> <p>47-2071 Paving, Surfacing & Tamping Equipment Operators (16 Openings, \$48,420)</p> <p>47-2072 Pile Driver Operators (***) Openings, \$35,891)</p> <p>47-2073 Operating Engineers & Other Construction Equipment Operators (166 Openings, \$44,592)</p> <p>47-4051 Highway Maintenance Workers (39 Openings, \$37,459)</p> <p>47-4061 Rail-Track Laying & Maintenance Equipment Operators (***) Openings, N/A)</p> <p>47-5022 Excavating & Loading Machine & Dragline Operators (No Data)</p> <p>47-5021 Earth Drillers, Except Oil & Gas (***) Openings, N/A)</p> <p>47-5023 Earth Drillers, Except Oil & Gas (No Data)</p> <p>47-5032 Explosives Workers (No Data)</p> <p>47-5041 Continuous Mining Machine Operators (***) Openings, \$46,835)</p> <p>47-5049 Underground Mining Machine Operators (***) Openings, N/A)</p> <p>47-5099 Extraction Workers (No Data)</p> <p>53-7021 Crane & Tower Operators (***) Openings, \$46,690)</p> <p>53-7031 Dredge Operators (No Data)</p> <p>53-7041 Hoist & Winch Operators (No Data)</p> <p>53-7199 Material Moving Workers (***) Openings, \$44,818)</p>	

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	<p>49.0205 Transport Management/Commercial Truck Driving (Post-Secondary): 8 Concentrators, 693 Annual Openings Annual Wage: \$34,201 – \$48,675 <u>SOC Codes:</u> 25-1194 Career/Technical Education Teachers, Postsecondary (30 Openings, \$54,834) – <i>did not include in data above, unlikely program is preparing students to teach</i> 53-3021 Bus Drivers, Transit & Intercity (41 Openings, N/A) 53-3022 Bus Drivers, School or Special Client (104 Openings, N/A) 53-3032 Heavy & Tractor-Trailer Truck Drivers (333 Openings, \$48,675) 53-3033 Light Truck Drivers (123 Openings, \$34,201) 53-3041 Taxi Drivers & Chauffeurs (92 Openings, N/A) 53-3051 Bus Drivers, School (No Data) 53-3052 Bus Drivers, Transit & Intercity (No Data) 53-3053 Shuttle Drivers & Chauffeurs (No Data)</p> <p>51.0713 Healthcare Coding (Post-Secondary): 13 Concentrators, 35 Annual Openings Annual Wage: N/A - Unknown <u>SOC Codes:</u> 29-2071 Medical Records & Health Information Technicians (35 Openings, N/A) 29-2072 Medical Records Specialists (No Data) 29-9021 Health Information Technologists & Medical Registrars (No Data)</p> <p>51.0716 Business Medical Administrative Technology (Post-Secondary): 7 Concentrators, 110 Annual Openings Annual Wage: \$35,148 <u>SOC Code:</u> 43-6013 Medical Secretaries & Administrative Assistants (110 Openings, \$35,148)</p> <p>51.0801 Medical Assistant (Post-Secondary): 35 Concentrators, 100 Annual Openings Annual Wage: \$31,009 <u>SOC Codes:</u></p>	

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	<p>25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, doctoral/professional degree) – <i>not included in data above due to degree requirement</i></p> <p>31-9092 Medical Assistants (100 Openings, \$31,009)</p> <p>51.0908 Respiratory Therapy (Post-Secondary): 14 Concentrators, 26 Annual Openings Annual Wage: \$57,190 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, doctoral/professional degree) – <i>not included in data above due to degree requirement</i> 29-1126 Respiratory Therapists (18 Openings, \$57,190) 29-2099 Health Technologists & Technicians, All Other (8 Openings, N/A)</p> <p>52.0201 Business Administration (Post-Secondary): 7 Concentrators, 1,236 Openings, \$61,859 - \$139,586 <u>SOC Codes:</u> 11-1011 Chief Executives (58 Openings, \$139,586) 11-1021 General & Operations Managers (358 Openings, \$82,854) 11-2022 Sales Managers (35 Openings, \$134,917) 11-3011 Administrative Services Managers (40 Openings, N/A) 11-3012 Administrative Services Managers (No Data) 11-3013 Facilities Managers (No Data) 11-3051 Industrial Production Managers (19 Openings, \$110,112) 11-3071 Transportation, Storage & Distribution Managers (14 Openings, \$90,258) 11-3111 Compensation & Benefits Managers (***) (Openings, \$120,932) 11-3121 Human Resources Managers (20 Openings, \$106,845) 11-3131 Training & Development Managers (5 Openings, \$95,627) 11-9021 Construction Managers (73 Openings, \$88,759) 11-9072 Entertainment & Recreation Managers (No Data) 11-9151 Social & Community Service Managers (31 Openings, \$62,758) 11-9179 Personal Service Managers (No Data)</p>	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	<p>11-9199 Managers, All Other (94 Openings, N/A) 13-1051 Cost Estimators (38 Openings, \$68,524) 13-1071 Human Resources Specialists (121 Openings, \$61,859) 13-1081 Logisticians (18 Openings, \$82,539) 13-1082 Project Management Specialists (No Data) 13-1111 Management Analysts (131 Openings, \$62,455) 13-1141 Compensation, Benefits & Job Analysis Specialists (6 Openings, \$64,307) 13-1199 Business Operations Specialists (175 Openings, N/A) 25-1011 Business Teachers, Postsecondary (29 Openings, \$105,891, doctoral/professional degree) – <i>did not include in data above due to education requirement</i></p> <p><i>Per Highland's website: This curriculum is suggested for those intending to complete an AA degree at HCC and then transfer to another institution to pursue a bachelor's degree. All of the SOC Codes listed require a Bachelor's Degree, except for 25-1011 that requires doctoral/professional degree.</i></p> <p>52.1402 Marketing (Secondary): 42 Concentrators, 130 Annual Openings Annual Wage: \$48,077 - \$122,652 <u>SOC Codes:</u> 11-2021 Marketing Managers (19 Openings, \$122,652) 13-1161 Market Research Analysts & Marketing Specialists (111 Openings, \$50,928) 19-3022 Survey Researchers (***) (3 Openings, \$48,077) 25-1011 Business Teachers, Postsecondary (29 Openings, \$105,891, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i></p> <p>51.2602 Home Health Aide (Post-Secondary): 108 Concentrators, 180 Annual Openings Annual Wage: \$28,411 <u>SOC Codes:</u> 31-1011 Home Health Aides (58 Openings, N/A) 31-1121 Home Health Aides (No Data) 31-1122 Personal Care Aides (No Data) 39-9021 Personal Care Aides (122 Openings, \$28,411)</p>	

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	<p>51.3801 Registered Nurse (Post-Secondary): 51 Concentrators, 377 Annual Openings Annual Wage: \$64,741 <u>SOC Codes:</u> 25-1072 Nursing Instructors & Teachers, Postsecondary (6 Openings, \$79,872, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 29-1141 Registered Nurses (377 Openings, \$64,741)</p> <p>51.3901 Licensed Practical Nurse (Post-Secondary): 109 Concentrators, 129 Annual Openings Annual Wage: \$45,456 <u>SOC Code:</u> 29-2061 Licensed Practical & Licensed Vocational Nurses (129 Openings, \$45,456)</p> <p>51.3902 Certified Nurse Aide (Post-Secondary): 373 Concentrators, 557 Annual Openings Annual Wage: N/A – No Data <u>SOC Code:</u> 31-1014 Nursing Assistants (557 Openings, N/A) 31-1131 Nursing Assistants (No Data)</p> <p>51.9999 Health Science (Secondary): 384 Concentrators, 2,170 Annual Openings. Annual Wage: \$28,811 - \$69,952 (or higher with professional degree) <u>SOC Codes:</u> <i>O*NET produced no results for CIP Code 51.9999. Used alternate SOC Codes that seemed to relate to this field</i> 29-0000 Healthcare Practitioners (1,105 Openings, \$69,952) 31-0000 Healthcare Support Occupations (1,065 Openings, \$28,811)</p> <p>52.0302 Accounting (Post-Secondary): 14 Concentrators, 368 Annual Openings Annual Wage: \$31,832 - \$60,206 <u>SOC Codes:</u> 13-2082 Tax Preparers (7 Openings, \$31,832)</p>	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	<p>43-3031 Bookkeeping, Accounting & Auditing Clerks (334 Openings, \$35,066) 43-3051 Payroll & Timekeeping Clerks (27 Openings, \$44,687) 43-4011 Brokerage Clerks (***) Openings, \$45,667) 43-9111 Statistical Assistants (***) Openings, \$60,206)</p> <p>52.0401 Administrative Office Management (Post-Secondary): 25 Concentrators, 1,072 Annual Openings Annual Wage: \$33,490 - \$51,023 <u>SOC Codes:</u> 43-1011 First-Line Supervisors of Office & Administrative Support Workers (272 Openings, \$51,023) 43-4161 Human Resources Assistants, Except Payroll & Timekeeping (22 Openings, \$42,367) 43-6011 Executive Secretaries & Executive Administrative Assistants (124 Openings, \$47,704) 43-6014 Secretaries & Administrative Assistants, Except Legal, Medical & Executive (654 Openings, \$33,490)</p> <p>52.0799 Business Management & Entrepreneurship (Secondary): 72 Concentrators, 1,345 Annual Openings Annual Wage: \$62,786 <u>SOC Code:</u> <i>O*NET produced no results for CIP Code 52.0799. Used alternative SOC Code that seemed to encompass the careers this pathway leads to.</i> 13-0000 Business & Financial Operations Occupations (1,345 Openings, \$62,786)</p> <p>52.0801 Business Finance (Secondary): 99 Concentrators, 640 Openings Annual Wage: \$64,307 - \$139,586 <u>SOC Codes:</u> 11-1011 Chief Executives (58 Openings, \$139,586) 11-1021 General & Operations Managers (358 Openings, \$82,854) 11-3031 Financial Managers (66 Openings, \$116,922)</p>	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	<p>13-1141 Compensation, Benefits & Job Analysis Specialists (6 Openings, \$64,307)</p> <p>13-2022 Appraisers of Personal & Business Property (No Data)</p> <p>13-2031 Budget Analysts (4 Openings, \$76,143)</p> <p>13-2041 Credit Analysts (***) Openings, \$70,714)</p> <p>13-2051 Financial & Investment Analysts (17 Openings, N/A)</p> <p>13-2052 Personal Finance Advisors (39 Openings, \$79,340)</p> <p>13-2054 Financial Risk Specialists (No Data)</p> <p>13-2072 Loan Officers (83 Openings, \$76,428)</p> <p>13-2099 Financial Specialists, All Other (9 Openings, N/A)</p> <p>25-1011 Business Teachers, Postsecondary (29 Openings, \$105,891, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i></p>	

***Confidential Data, Small Cell, N/A Not Available (Kansas Department of Labor 2018-2028 Projections)

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
01.0104 Farm & Ranch Management (Post-Secondary)	<p>16 Annual Openings Annual Wage: \$43,522 - \$81,883</p> <p><u>SOC Codes:</u> 11-9013 Farmers, Ranchers & Other Agricultural Managers (**, \$81,883) 25-1041 Agricultural Science Teachers, Postsecondary (**, \$100,976, doctoral/professional degree) - <i>did not include in data above. Unlikely program would prepare students to teach.</i> 25-9021 Farm & Home Management Educators (**, \$51,495) 45-1011 First-Line Supervisors of Farming, Fishing, etc. Workers (16 Openings, \$43,522)</p>	<p>The following schools offer this CIP Code according to the AY2020 KTIP Report:</p> <ul style="list-style-type: none"> • Allen CC: 5 Concentrators • Butler CC: * Concentrators • Colby CC: 20 Concentrators • Cowley CC: 7 Concentrators • Dodge City CC: * Concentrators • Fort Scott CC: 6 Concentrators • Hutchinson CC: 20 Concentrators • Pratt CC: 13 Concentrators • Seward County CC: 7 Concentrators
01.0205 Agricultural Technology (Post-Secondary)	<p>67 Annual Openings Annual Wage: \$44,996 - \$59,325</p> <p><u>SOC Codes:</u> 49-3011 Aircraft Mechanics & Service Technicians (10 Openings, \$59,325) 49-3041 Farm Equipment Mechanics & Service Technicians (15 Openings, \$44,996) 49-3042 Mobile Heavy Equipment Mechanics (42 Openings, \$49,945)</p>	<p>Heavy Diesel Construction programs may also prepare for SOC 49-3042 Mobile Heavy Equipment Mechanic, which is one of the SOC Codes Associated with CIP 01.0205 Agricultural Technology.</p>
01.0401 Food Products & Processing Systems (Secondary)	<p>57 Annual Openings Annual Wage: \$45,052 - \$65,622</p> <p><u>SOC Codes:</u> 19-4011 Agricultural & Food Science Technicians (No Data) 19-4013 Food Science Technicians (No Data) 25-1041 Agricultural Science Teachers, Postsecondary (**, \$100,976, doctoral/professional degree) – <i>not</i></p>	<p>This CIP Code leads to some of the same CIP Codes as other Agriculture Pathways. Schools may be offering different Agriculture Pathway(s).</p> <p>Topeka Capitol Journal & Greater Topeka Partnership have noted that Topeka is in the middle of the “Midwest Animal Health Corridor”, a 350-mile stretch from Manhattan, KS to Columbia, MO. Area hosts 300+ companies in animal health diagnostics and pet</p>

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
	<p><i>including data, unlikely this program would prepare students to teach</i></p> <p>45-1011 First Line Supervisors of Farming, etc. Workers (16 Openings, \$65,622)</p> <p>45-2011 Agricultural Inspectors (41 Openings, \$44,052)</p>	<p>food industry that generates global sales of over \$50 billion.</p>
<p>10.0305 Graphic Arts Technology (Post-Secondary)</p>	<p>75 Annual Openings Annual Wage: \$29,264 - \$36,035</p> <p><u>SOC Codes:</u> 43-9021 Data Entry Keyers (24 Openings, \$29,264) 51-5111 Prepress Technicians & Workers (7 Openings, \$36,035) 51-5112 Printing Press Operators (44 Openings, \$35,488)</p>	<p>Flint Hills Tech (approx. 50 miles away in Emporia) offers Graphic Arts Technology and had 34 Concentrators according to the AY2020 KTIP Report. Students from the Topeka region could travel to Flint Hills to participate in this program.</p>
<p>11.0301 Information Support & Services (Secondary)</p>	<p>98 Annual Openings Annual Wage: N/A listed for specific SOC Codes. 15-0000 Computer Mathematical Occupations lists an Annual Mean Wage of \$70,770</p> <p><u>SOC Codes:</u> 15-1121 Computer Systems Analysts (56 Openings, N/A) 15-1199 Computer Occupations, All Other (26 Openings, N/A) 15-1134 Web Developers (16 Openings, N/A) 15-1299 Computer Occupations, All Other (No Data)</p>	
<p>11.0901 Network Systems (Secondary)</p>	<p>50 Annual Openings Annual Wage: *** - \$106,496</p> <p><u>SOC Codes:</u> 11-3021 Computer & Information Systems Managers (50 Openings, \$106,496, Bachelor's Degree) 15-1211 Computer Systems Analysts (No Data) 15-1212 Information Security Analysts (No Data) 15-1231 Computer Network Support Specialists (No Data) 15-1241 Computer Network Architects (No Data) 25-1021 Computer Science Teachers, Postsecondary (***, \$104,531, Doctoral/Professional degree)</p>	

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
12.0410 Manicurist (Post-Secondary)	24 Annual Openings Annual Wage: \$32,375 <u>SOC Code:</u> 39-5092 Manicurists & Pedicurists (24 Openings, \$32,375)	Schools may be teaching these skills under CIP 12.0401 Cosmetology.
12.0500 Hospitality/Culinary Arts (Post-Secondary)	929 Annual Openings. Annual Wage: \$25,014 - \$36,603 <u>SOC Codes:</u> 35-1011 Chefs & Head Cooks (32 Openings, \$36,603) 35-1012 First-Line Supervisors of Food Prep (341 Openings, \$31,375) 35-2012 Cooks, Institution & Cafeteria (191 Openings, \$26,471) 35-2014 Cooks, Restaurant (365 Openings, \$25,014) 35-2019 Cooks, All Other (***, \$36,168)	Schools may be teaching these skills under CIP 12.0505 Culinary Arts & Hospitality.
15.0000 Aviation Production (Secondary)	43 Annual Openings Annual Wage: \$47,767 - \$65,828 <u>SOC Codes:</u> 17-3021 Aerospace Engineering (No Data) 17-3022 Civil Engineering Technicians (34 Openings, \$47,767) 17-3023 Electrical & Electronics Engineering Technicians (9 Openings, \$65,828) 17-3024 Electro-Mechanical Technicians (No Data)	A committee member noted that it would be beneficial to have more specifics on where these openings are located, and communicate with those employers to determine if the pathway is necessary. Looking at labor data further, it appears the SOC Codes with Openings aligned to this pathway are for more general Engineering careers.
15.0506 Environmental Water Technologies (Post-Secondary)	41 Annual Openings Annual Wage: \$43,578 - \$58,057 <u>SOC Codes:</u> 17-3025 Environmental Engineering Technologists (** Openings, \$58,057) 19-4042 Environmental Science & Protection Technicians, Including Health (No Data) 19-4091 Environmental Science & Protection Technicians, Including Health (9 Openings, N/A) 51-8031 Water & Wastewater Treatment Plant & System Operators (32 Openings, \$43,578)	Did not find CIP Code on AY2020 KTIP Report. Unknown if schools near the Topeka Region are offering this program.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>15.0607 Associate of Applied Science in Plastics Technology (Post-Secondary)</p>	<p>*** - 28 Annual Openings* Annual Wage: N/A - \$52,260*</p> <p><u>SOC Code:</u> 17-3029 Engineering Technologists & Technicians (*** Openings, N/A): 2018-2028 Long Term Projections</p> <p>*2016-2026 Long Term Projections showed 28 Openings, \$52,260 Annual Wage</p>	
<p>15.0612 Industrial Engineering Technology (Post-Secondary)</p>	<p>10 Annual Openings Annual Wage: \$51,501</p> <p><u>SOC Code:</u> 17-3026 Industrial Engineering Technologists (10 Openings, \$51,501)</p>	<p>Schools may be teaching these skills under CIP Code 15.0613 Computerized Machine Tool Engineering or 47.0303 Industrial Machine Mechanic.</p> <p>The AY2020 KTIP Reports shows the following schools offer this CIP Code:</p> <ul style="list-style-type: none"> • Butler CC: 19 Concentrators • Neosho County CC: 12 Concentrators
<p>15.1702 Power Plant Technology (Post-Secondary)</p>	<p>19 Annual Openings Annual Wage: \$59,280 - \$71,464</p> <p><u>SOC Codes:</u> 17-3029 Engineering Technologists (*** Openings, N/A) 49-2095 Electrical & Electronics Repairers (***) Openings, \$71,464) 51-8013 Power Plant Operators (19 Openings, \$58,280)</p>	<p>The AY2020 KTIP Report shows the following schools offer this CIP Code:</p> <ul style="list-style-type: none"> • Flint Hills Tech: 34 Concentrators <p>Flint Hills Tech is located in Emporia, approximately an hour's drive from Topeka. Students from the Topeka region may be travelling to Flint Hills Tech for this program.</p>
<p>19.0708 Early Childhood Education (Post-Secondary)</p>	<p>56 Annual Openings Annual Wage: \$34,306</p> <p><u>SOC Codes:</u> 25-1192 Family & Consumer Science Teachers, Postsecondary (No Data) 25-2011 Preschool Teachers, Except Special Education (56 Openings, \$34,306)</p>	<p>Washburn Institute of Technology (WIT) offers 19.0709 Early Childhood Professional.</p>

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>19.0999 Fashion, Apparel, Interior Design (FAID) (Secondary)</p>	<p>24 Annual Openings Annual Salary: \$29,780 - \$55,726</p> <p><i>O*NET did not have results for CIP 19.0999.</i></p> <p><u>SOC Codes Used:</u> 27-1022 Fashion Designers (** Openings, \$55,726) 27-1025 Interior Designers (9 Openings, \$50,166) 27-1026 Merchandise Displayers (15 Openings, \$29,780)</p>	
<p>43.0107 Criminal Justice (Post-Secondary)</p>	<p>120 Annual Openings Annual Wage: \$40,758 - \$57,068</p> <p><u>SOC Codes:</u> 25-1111 Criminal Justice & Law Enforcement Teachers, Postsecondary (** Openings, \$40,758, Doctoral/professional degree) 33-3011 Bailiffs (** Openings, \$50,624) 33-3021 Detectives & Criminal Investigators (21 Openings, \$54,943) 33-3051 Police & Sheriff's Patrol Officers (99 Openings, \$49,289) 33-9021 Private Detectives & Investigators (** Openings, \$57,068)</p>	<p>Washburn University offers an Associate of Arts (AA), Bachelor of Criminal Justice (BCJ), Criminal Justice Minor, and a Master of Criminal Justice (MCJ). None of these degrees are Perkins eligible, so are not counted in Concentrator data.</p> <p>Highland CC offers an Associate of Applied Science in Criminal Justice. The degree is not Perkins eligible, so is not counted in Concentrator data.</p>
<p>43.0199 Corrections, Security, Law & Law Enforcement Services (Secondary)</p>	<p>37 Annual Openings Annual Wage: \$40,013</p> <p><u>SOC Codes:</u> 25-1111 Criminal Justice & Law Enforcement Teachers, Postsecondary (** Openings, \$40,758, Doctoral/professional degree) – <i>did not include in data above. Unlikely this pathway would prepare students for teaching career that requires doctoral/professional degree.</i> 33-3012 Correctional Officers & Jailers (37 Openings, \$40,013)</p>	<p>USD 437 shared that they implemented this pathway in 2020 – 2021, so there is not yet Concentrator data available.</p> <p>USD 501 also offers this pathway, no Concentrator data in recent year.</p>

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
43.0203 Fire Science/Firefighter (Post-Secondary)	79 Annual Openings Annual Wage: \$39,686 - \$58,087 <u>SOC Codes:</u> 33-1021 First-Line Supervisors of Firefighting (24 Openings, \$58,087) 33-2011 Firefighters (55 Openings, \$39,686) 33-2021 Fire Inspectors (***, \$48,266) 33-2022 Forest Fire Inspectors (No Data)	According to the AY2020 KTIP Report, the following schools offer this pathway: <ul style="list-style-type: none"> • Butler CC: 27 Concentrators • Coffeyville CC: * Concentrators • Cowley CC: 5 Concentrators • Garden City CC: 17 Concentrators • Hutchinson CC: 135 Concentrators • Johnson County CC: 18 Concentrators • Kansas City Kansas CC: 38 Concentrators Johnson County and Kansas City are approximately 60 miles from Topeka. Students from the Topeka region may be participating in those programs.
47.0101 Electrical Technology (Post-Secondary)	13 Annual Openings Annual Wage: \$33,113 - \$33,649 <u>SOC Codes:</u> 49-2092 Electric Motor, Power Tool Repairers (***) Openings, \$33,113) 49-9099 Installation, Maintenance & Repair Workers (13 Openings, \$33,649)	Schools may be teaching these skills under CIP 46.0302 Electrical Technology
47.0105 Electronics Technology/Technician (Post-Secondary)	5 Annual Openings Annual Wage: \$54,076 <u>SOC Codes:</u> 49-2094 Electrical & Electronics Repairers (5 Openings, \$54,076) 51-9141 Semiconductor Processing Technicians (No Data)	
47.0608 Aviation Maintenance (Secondary)	10 Annual Openings Annual Wage: \$35,303 - \$59,325 <u>SOC Codes:</u> 49-3011 Aircraft Mechanics & Service Technicians (10 Openings, \$59,325) 51-2011 Aircraft Structure, Surfaces, Rigging & Systems Assemblers (***, \$35,303)	A committee member noted that it would be beneficial to have more specifics on where these openings are located, and communicate with those employers to determine if the pathway is necessary. Believe USD 259 Wichita offers Aviation pathways and that the majority of job openings are located in that area.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
51.0601 Dental Assisting (Post-Secondary)	<p>74 Annual Openings Annual Wage: \$40,431</p> <p><u>SOC Codes:</u> 25-1071 Health Specialists Teachers, Postsecondary (22 Openings, \$102,074) – <i>did not include in data above. Unlikely this program would prepare students to teach.</i> 31-9091 Dental Assistants (74, \$40,431)</p>	<p>There are a number of Dental Hygiene programs within 60 miles of Topeka (Kansas City area & Manhattan Area Tech). Those programs may be meeting the need for the Topeka area.</p> <p>According to the AY2020 KTIP Report, the following schools offer this CIP Code:</p> <ul style="list-style-type: none"> • Flint Hills Tech: 17 Concentrators • Labette CC: 9 Concentrators • Salina Area Tech: 13 Concentrators • Wichita State U: 20 Concentrators
51.0602 Dental Hygiene (Post-Secondary)	<p>31 Annual Openings Annual Wage: Unknown</p> <p><u>SOC Codes:</u> 25-1071 Health Specialists Teachers, Postsecondary (22 Openings, \$102,074) – <i>did not include in data above. Unlikely this program would prepare students to teach.</i> 29-1292 Dental Hygienists (O*NET), 29-2021 Dental Hygienists (KS Dept of Labor Data) (31 Openings, N/A Salary)</p>	<p>There are a number of Dental Hygiene programs within 60 miles of Topeka. Those programs may be meeting the need for the Topeka area.</p> <p>According to the AY2020 KTIP Report, the following schools offer this CIP Code:</p> <ul style="list-style-type: none"> • Colby CC: 9 Concentrators • Flint Hills Tech: 32 Concentrators • Johnson County CC: 41 Concentrators • Manhattan Area Tech: 20 Concentrators (Note: MATC Tech discontinued their program effective Fall 2020). <p>Students from the Topeka region may be traveling to one of these programs.</p>
51.0707 Health Information Technology (Post-Secondary)	<p>29 Annual Openings Annual Wage: No Data</p> <p><u>SOC Codes:</u> 29-2071 Medical Records & Health Information Technicians (35 Openings, N/A Salary) 29-2072 Medical Records Specialists (No Data) 29-9021 Health Information Technologists (No Data)</p>	<p>Washburn University offers an Associate of Science (AS) in Health Information Technology. The degree is not Perkins eligible, so Concentrator data is not available.</p>
51.0799 Healthcare Administration/Management (Post-Secondary)	<p>11 Annual Openings Annual Wage: \$44,907</p> <p><u>SOC Code:</u> 31-9099 Healthcare Support Workers, All Other</p>	<p>Washburn University offers a Bachelor’s of Health Science in Health Services Administration (BHS-HA). The degree is not Perkins eligible, so Concentrator data is not available.</p>

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
	(11 Openings, \$44,907)	
51.0805 Pharmacy Technician (Post-Secondary)	<p>62 Annual Openings Annual Wage: \$34,608</p> <p><u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,074, Doctoral/professional degree) - <i>Did not include in data above due to degree requirement</i> 29-2052 Pharmacy Technicians (62 Openings, \$34,608)</p>	<p>According to the AY2020 KTIP Report, the following schools offer this CIP Code:</p> <ul style="list-style-type: none"> • Allen CC: 8 Concentrators • Barton CC: 15 Concentrators • Hutchinson CC: 7 Concentrators • North Central Kansas Tech: 5 Concentrators <p>There does not seem to be a Pharmacy Tech program that's a reasonable distance from the Topeka region.</p>
51.0806 Physical Therapist Assistant (Post-Secondary)	<p>35 Annual Openings Annual Wage: \$58,148</p> <p><u>SOC Code:</u> 31-2021 Physical Therapist Assistant (35 Openings, \$58,148)</p>	<p>Washburn University offers an Associate of Science in Physical Therapist Assistant. The degree is not Perkins eligible, so there is not Concentrator data available.</p>
51.0808 Veterinary Technician (Post-Secondary)	<p>57 Annual Openings Annual Wage: \$30,444 - \$35,627</p> <p><u>SOC Codes:</u> 29-2056 Veterinary Technologists & Technicians (24 Openings, \$35,627) 31-9096 Veterinary Assistants & Laboratory Animal Caretakers (33 Openings, \$30,444)</p>	<p>Washburn Institute of Technology is currently discussing the possibility of adding this program.</p>
51.1004 Medical Laboratory Technology (Post-Secondary)	<p>49 Annual Openings Annual Wage: \$52,658</p> <p><u>SOC Codes:</u> 25-1071 Health Specialists Teachers, Postsecondary <i>Did not include in data above. Unlikely this program would prepare students to teach.</i></p>	<p>Washburn University offers a Bachelor of Health Science degree in Medical Laboratory Science.</p>

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
	29-2010 Clinical Laboratory Technologists & Technicians (49 Openings, \$52,658) 29-2012 Medical & Clinical Laboratory Technicians (No Data)	
51.2604 Rehabilitative Aide (Post-Secondary)	11 Annual Openings Annual Wage: \$27,643 - \$44,907 <u>SOC Codes:</u> 31-2012 Occupational Therapy Aides (***) Openings, \$33,542) 31-2022 Physical Therapist Aides (***, \$27,643) 31-9099 Healthcare Support Workers, All Other (11 Annual Openings, \$44,907)	Did not find information about this CIP Code on AY2020 KTIP Report. Unknown if other schools near the region are offering this program.
52.0901 Travel & Tourism (Secondary)	30 Annual Openings Annual Wages: \$34,345 - \$57,533 <u>SOC Codes:</u> 11-9051 Food Service Managers (30 Openings, \$57,533) 11-9072 Entertainment & Recreation Managers (No Data) 11-9081 Lodging Managers (***) Openings, \$34,345) 11-9179 Personal Service Managers, All Other (No Data)	
52.1803 Distributive Education/Mid-Management (Post-Secondary)	468 Annual Openings Annual Wage: \$28,451 - \$40,246 <u>SOC Codes:</u> 41-1011 First-Line Supervisors of Retail Sales Workers (337 Openings, \$40,246) 41-3091 Sales Representatives (No Data) 41-3099 Sales Representatives, Services, All Other (131 Openings, N/A) 41-9011 Demonstrators & Product Promoters (***) Openings, \$28,451) 41-9099 Sales & Related Workers (***) Openings, \$31,656)	Did not find CIP Code on AY2020 KTIP Report. Unknown if other schools near the Topeka Region are offering this program.

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
<p>01.0201 Power, Structural & Technical Systems (Secondary)</p>	<p>Pathway coursework leads to wide variety of careers. Many schools (especially small/rural) utilize this pathway to teach welding, construction, etc. in addition to agriculture. The O*NET crosswalk isn't providing the full scope of careers this pathway may lead to.</p> <ul style="list-style-type: none"> • 48.0000 Manufacturing (Secondary) showed 490 Openings & 49 Concentrators. • 51-4121 Welding = 133 Openings • 47-2031 Carpenters = 202 Openings <p>Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	<p>128 Concentrators, 15 Annual Openings Annual Wage: \$44,996 <u>SOC Codes:</u> 25-1041 Agricultural Science Teachers, Postsecondary (** Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 49-3041 Farm Equipment Mechanics & Service Technicians (15 Openings, \$44,996)</p>
<p>01.0901 Animal Science (Secondary):</p>	<p>Pathway coursework leads to a wide variety of careers. Many schools (especially small/rural) may utilize one pathway to teach a variety of agriculture skills. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	<p>53 Concentrators, 28 Annual Openings Annual Wage: \$51,495 - \$81,883 <u>SOC Codes:</u> 11-9013 Farmers, Ranchers & Other Agricultural Managers (12 Openings, \$51,618) 19-1011 Animal Scientists (**, \$74,428) 19-4012 Agricultural Technicians (No Data) 25-1041 Agricultural Science Teachers, Postsecondary (** Openings, \$100,976, doctoral/professional degree) – <i>did not include in data above due to education requirement</i> 25-9021 Farm & Home Management Educators (**, \$51,495) 45-1011 First-Line Supervisors of Farming, Fishing & Forestry Workers (16 Openings, \$65,622)</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
<p>09.0702 Digital Media (Secondary)</p>	<p>Skills within the pathway transcend multiple occupations. Students learn visual representation of ideas, applied computing skills & marketing. Skills benefit a wide variety of career areas. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p> <p>There was “No Data” for many of the SOC Codes found on O*NET. The data available may not be representing all the various career areas that this pathway leads to.</p>	<p>149 Concentrators, 94 Annual Openings Annual Wage: \$49,760 <u>SOC Codes:</u> 11-9199 Managers, All Others (94 Openings, N/A Wage) 15-1255 Web & Digital Interface Designers (No Data) 25-1122 Communications Teachers, Postsecondary (12 Openings, \$76,164, doctoral/professional degree) – <i>did not include in data above due to degree requirement.</i> 27-4099 Media & Communication Workers, All Others (** Openings, N/A)</p>
<p>11.1004 Web & Digital Communications (Secondary):</p>	<p>Skills within the pathway transcend multiple occupations. Skills benefit a wide variety of career areas, such as Marketing and Programming & Software Development. Some schools use the programming course to have students work with robotics. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p> <p>There was “No Data” for many of the SOC Codes found on O*NET. The data available may not be representing all the various career areas that this pathway leads to.</p>	<p>90 Concentrators, 16 Annual Openings Annual Wage: N/A <u>SOC Codes:</u> 15-1134 Web Developers (16 Openings, N/A) 15-1254 Web Developers (No Data) 15-1255 Web & Digital Interface Designers (No Data)</p>
<p>14.0501 Biomedical (Secondary)</p>	<p>There is one school district with 356 concentrators in this pathway (approx. 75% of the concentrators listed). That appears to be skewing the data.</p> <p>USD 437 noted that courses in this pathway also feeds students engineering interests that the district is not currently able to fulfill through an Engineering & Applied Mathematics pathway.</p> <p>Biomedical engineers work in manufacturing, universities, hospitals, and research facilities. Typical entry-level education for this career is a Bachelor’s degree. This pathway is exposing students to a high-wage career with average projected growth nationwide. Students pursuing this career area may relocate for jobs. There may be an increased need for biomedical engineers due to the needs of a growing/aging</p>	<p>471 Concentrators, 11 Annual Openings Annual Wage: * - \$134,354 <u>SOC Codes:</u> 11-9041 Architectural & Engineering Managers (11 Openings, \$134,354) 17-2031 Bioengineers & Biomedical Engineers (** Openings, \$93,462) 25-1032 Engineering Teachers, Postsecondary (24 Openings, \$101, 862, doctoral/professional degree) – <i>did not include in data above due to education requirement</i></p> <p>Kansas Labor Market projections for the Health Science pathway show 2,197 openings for SOC 29-0000 Healthcare Practitioners & Technical Occupations & 31-0000 Healthcare Support Occupations.</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	<p>population and the increasing numbers of technologies and applications for medical equipment and devices.</p> <p>Many of the courses in this pathway overlap with the Health Science pathway. Stormont Vail, The University of Kansas Health System St. Francis Campus, and the Topeka Veterans Affairs Medical Center are all located in Topeka. The Hospital Hill area of Kansas City, MO is a short 70- mile drive from Topeka. All of these healthcare sites are possible employers for Biomedical Engineers and Technicians.</p> <p>One committee member in a rural area noted: <i>This pathway is used for careers in Health Science due to the lack of resources to teach all the required courses in a Health Science pathway. It is the only pathway students have to learn about the Health science careers in our rural schools. Learning medical terminology, CNA, etc. leads to multiple medical careers. One school also uses this to provide students with the opportunity to learn about robotics (engineering).</i></p>	
<p>14.1401 Biochemistry (Secondary):</p>	<p>Skills within the pathway transcend multiple occupations and benefit a wide variety of career areas (Engineering, Biosciences, Health Science, Agriculture). Secondary-level is focused on career exploration and students benefit from soft skills learned.</p> <p>The O*NET crosswalk produced SOC Codes for a few Engineering Careers. The data available may not be representing all the various career areas that this pathway leads to.</p>	<p>34 Concentrators, 17 Annual Openings Annual Wage: \$66,380 - \$134,354 <u>SOC Codes:</u> 11-9041 Architectural & Engineering Managers (11 Openings, \$134,354) 17-2081 Environmental Engineers (6 Openings, \$66,380) 17-2111 Health & Safety Engineers (** Openings, \$89,825) 25-1031 Engineering Teachers, Postsecondary (24 Openings, \$101,862, doctoral/professional degree) – <i>did not include in data above due to degree requirement.</i></p>
<p>15.0613 Computerized Machine Tool Engineering (Post-Secondary):</p>	<p>Washburn Institute of Technology (WIT) offers the Certified Production Technician (CPT) program at Ft. Riley to individuals transitioning out of the military. Program Concentrators are often moving back home to various locations across the country. Recent placement data showed approximately 34% of students found</p>	<p>52 Concentrators, 10 Annual Openings Annual Wage: \$51,501 <u>SOC Code:</u> 17-3026 Industrial Engineering Technologists & Technicians (10 Openings, \$51,501)</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	<p>employment in Kansas (statewide, not just NE Kansas) and the rest moved out of state.</p> <p>The program is also a precursor to Logistics Production Technician (LPT), Industrial Production Technician (IPT) and Advanced Systems Technician (AST).</p> <p>Many of the military students also quickly move up to supervisory positions when they enter the workplace, so they may be filling different positions than the SOC Codes listed.</p>	<p>WIT has communicated with Advisory Committee Members representing Topeka area manufacturers (Hill's, Mars, Reser's, J.M. Smucker Co, Goodyear, etc.). They have expressed an increased need for Manufacturing Technician's which has led to the creation of the LPT and IPT programs. The annual openings listed by the Kansas Department of Labor appear to be low compared to the need expressed by employers.</p>
<p>15.1302 Engineering Graphics & Technologies / Technical Drafting (Post-Secondary):</p>	<p>Skills within the pathway transcend multiple occupations. Students learn visual representation of ideas and applied computing skills. Skills benefit a wide variety of career areas. Training in Engineering Graphics allow student to be drafters, designers, animators, and offers a look into the transition from design to production. Job placement rate from this program is very high and offers students the opportunity to continue their education into a bachelorette program.</p>	<p>42 Concentrators, 16 Annual Openings Annual Wage: \$55,483 - \$60,834 <u>SOC Codes:</u> 17-3011 Architectural & Civil Drafters (7 Openings, \$56,828) 17-3012 Electrical & Electronics Drafters (***) Openings, \$60,834) 17-3013 Mechanical Drafters (9 Openings, \$55,483) 17-3019 Drafters, All Others (***) Openings, \$55,903)</p>
<p>48.0508 Welding (Post-Secondary):</p>	<p>Advisory Committee Business Partners have expressed a need for welders. Haas Metal Engineering (HME) Inc. and PTMW both recently wrote letters of support for Washburn Institute of Technology's (WIT) welding program filling workforce needs. This CIP code also covers multiple program options (Fast Track Welding, Welding, Fabrication).</p> <p>Concentrators may also be finding employment outside of Northeast Kansas.</p>	<p>207 Concentrators, 133 Annual Openings Annual Wage: \$42,124 - \$43,040 <u>SOC Codes:</u> 51-4121 Welders, Cutters, Solderers & Brazers (133 Openings, \$42,124) 51-4122 Welding, Soldering & Brazing Machine Setters (***) Openings, \$43,040)</p>
<p>50.0499 Graphic Design (Secondary):</p>	<p>Skills within the pathway transcend multiple occupations. Students learn visual representation of ideas and applied computing skills. Skills benefit a wide variety of career areas.</p>	<p>142 Concentrators, 85 Annual Openings Annual Wage: \$41,328 - \$82,387 <u>SOC Codes:</u> 15-1255 Web & Digital Interface Designers (No Data) 25-1121 Art, Drama, & Music Teachers, Postsecondary (24 Openings, \$69,372, Masters Degree) 27-1011 Art Directors (12 Openings, \$82,387)</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
		27-1014 Special Effects Artists & Animators (***) Openings, \$83,598) 27-1019 Artists & Related Workers, All Other (***) Openings, \$72,124) 27-1024 Graphic Designers (49 Openings, \$41,328) <i>CIP Code 50.0499 produced no results on O*NET. Used CIP 50.0409 Graphic Design instead. All SOC Codes found required Bachelor's degree or higher.</i>
51.0803 Occupational Therapy Assistant (Post-Secondary):	Program starts in summer. Concentrator data includes 2 years of students. Each Cohort is 24-25 students, which does align with the annual openings.	52 Concentrators, 17 Annual Openings Annual Wage: \$57,741 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 31-2011 Occupational Therapy Assistants (17 Openings, \$57,741)
51.0907 Radiation Therapy (Post-Secondary):	Program starts in summer. Concentrator data includes 2 years of students. Online program. Concentrator data reflects students out of state. Concentrators are meeting needs beyond Topeka regional area.	80 Concentrators, 38 Annual Openings Annual Wage: \$57,034 - \$60,958 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – <i>did not include in data above due to degree requirement</i> 29-1124 Radiation Therapists (5 Openings, \$60,958) 29-2034 Radiologic Technologists & Technicians (25 Openings, \$57,034) 29-2036 Medical Dosimetrists (No Data) 29-2099 Health Technologists & Technicians (8 Openings, N/A)
51.0910 Diagnostic Medical Sonography (Post-Secondary):	Program starts in summer. Concentrator data includes 2 years of students. Online program. Concentrators are meeting needs beyond Topeka regional area.	56 Concentrators, 8 Annual Openings Annual Wage: \$73,216 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree)

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
		<p>– did not include in data above due to degree requirement</p> <p>29-2032 Diagnostic Medical Sonographers (8 Openings, \$73,216)</p>
<p>51.0911 Radiography (Post-Secondary):</p>	<p>Program starts in summer. Concentrator data includes 2 years of students.</p>	<p>45 Concentrators, 25 Annual Openings Annual Wage: \$57,034 <u>SOC Codes:</u> 25-1071 Health Specialties Teachers, Postsecondary (22 Openings, \$102,075, doctoral/professional degree) – did not include in data above due to degree requirement 29-2034 Radiologic Technologists & Technicians (25 Openings, \$57,034)</p>
<p>51.2603 Medication Aide (Post-Secondary):</p>	<p>Those working in Long Term Care (LTC) facilities need this certification in order to distribute medications. This program provides a gateway to other Allied Health programs. Students earn stackable credentials that enable them to gain employment while furthering their education in Health Science.</p>	<p>51 Concentrators, 11 Annual Openings Annual Wage: \$44,907 <u>SOC Codes:</u> 31-9099 Healthcare Support Workers, All Other (11 Openings, \$44,907)</p>

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S1 – Nontraditional Program Concentration

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

5S2 – Program Quality – Attained Postsecondary Credits

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

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

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

Note: The Kansas State Department of Education (KSDE) provided Student Performance data for 6 of the 30 districts in the Topeka Region. Secondary data below is for those 6 districts and does not reflect all 30 districts in the Topeka Region.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	<p>Postsecondary:</p> <p>All three postsecondary institutions - Highland CC, Washburn University (WU) & Washburn Institute of Technology (WIT) - exceeded their institutional targets on 1P1 <i>Placement of Perkins Completers 2nd Quarter after Exit</i> and 2P1 <i>Perkins Concentrators with Credentials within 1 Year</i>.</p> <p>WU exceeded its institutional target on 3P1 <i>Non-traditional Gender Concentration in Perkins Programs</i></p> <p>Secondary</p> <p>1S1 (Graduation Rate): 5/6 districts met the performance goal 2S1 (Reading): 4/6 districts met the performance goal 5S2 (Postsecondary Credits): 5/6 districts met the performance goal</p> <p>One committee member noted that Prairie Hills & Nemaha Central met all the performance measures (this data was not provided by KSDE).</p> <p><u>Sustaining Strengths:</u> <u>1S1:</u> Research shows that CTE Concentrators have a higher graduation rate than students who do not participate in CTE. Offering strong CTE pathways benefits graduation rate. <u>2S1; 2S2; 2S3:</u> Integrate academics in CTE, and CTE into academics. Lots of reading comprehension skills in technical manuals.</p>	<p>Postsecondary:</p> <p>Highland CC and WIT’s performance on 3P1 <i>Non-traditional Concentration</i> was less than the State Performance.</p> <p>Root Cause: Gender norms & societal expectations.</p> <p>Both institutions are trying to break down those barriers through outreach campaigns, marketing materials. WIT offers a Summer Camp for Middle/High School students and focuses on non-trad cohorts, WU offers a Transportation Camp in conjunction with the Kansas Department of Commerce that targets non-traditional students. Both institutions offer a Boy Scout merit badge day (note: Boy Scouts is open to all, not just boys) that exposes students to non-traditional careers.</p> <p>Secondary</p> <p>2S2 (Math): 2/6 districts met the performance goal 2S3 (Science): 3/6 districts met the performance goal 3S1 (Placement): 3/6 districts met the performance goal 4S1 (Non-Traditional): 3/6 districts met the performance goal</p> <p>Root Cause:</p> <p>A few secondary districts are going through training provided by National Alliance for Partnerships in Equity (NAPE) to determine root causes. Hypothesizing,</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p><u>3SI</u>: Schools utilizing multiple methods to determine students' placement (postcards, surveys, phone calls, social media, etc.)</p> <p><u>4SI</u>: Utilize Non-traditional role models. Students need to see others like themselves to believe they can do it. Reach out to parents.</p> <p><u>5SI</u>: Strong partnerships with local technical colleges.</p> <p><u>1PI</u>: Postsecondary institutions maintain exceptional relationships with their Business & Industry partners. Faculty connect students to businesses for job opportunities & placement. Local career fairs and job fairs help connect students/graduates and employers.</p> <p>Many programs have minimum standards for admission and students are well prepared through coordinated academic advising.</p> <p><u>2PI</u>: Postsecondary institutions imbed credential obtainment in their programs. Postsecondary institutions partner with business/industry to offer training that leads directly to credentials & employment.</p> <p>Some programs have an external accreditation agency that have standards and thresholds a program must meet in order to stay accredited. In addition, some states require licensure in order to practice. One requirement to obtain licensure is obtaining a recognized national credential. Programs work to provide students with skills and knowledge needed to successfully pass postsecondary credentialing exams leading to licensure and employment. Many programs require mock board exams.</p> <p><u>3PI</u>: Variety of recruitment strategies implemented by institutions. Advisory Committee members represent nontraditional careers. Perkins Reserve Fund grants provided by KBOR support implementing campaigns that target nontraditional students.</p>	<p>testing, and finding solutions. Every districts root cause may be different. Possible Root Causes:</p> <p>Academic Measures: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Instructional Strategies • Institutional Climate • Support Networks <p>Individual Root Causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions <p>Non-Traditional Measure: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Institutional Climate • Instructional Strategies <p>Career Root Causes Could be:</p> <ul style="list-style-type: none"> • Challenges of Culture Change in CTE fields • Training, Recruitment, & Placement • Role Models & Mentors <p>Individual Root Causes Could be:</p> <ul style="list-style-type: none"> • Stereotype Threat • Intersecting Identities • Mindset
<i>Performance of Special Populations</i>		
Individuals with disabilities	Postsecondary: 1P1 – No data for Highland CC and WU. 2P1 – WU* exceeded its institutional target.	Postsecondary: 1P1, 2P1, 3P1 – WIT's performance was less than its institutional target.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>No data for Highland. 3P1 – Highland CC exceeded State Performance. No data for WU.</p> <p>Secondary Performance goal was met for 1S1 (Graduation).</p> <p><u>Sustaining Strengths:</u> Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations. Postsecondary provides accommodations. Institutions have an ADA Coordinator position. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Transportation is provided, if needed. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p>Root Cause: There are technical standards in place that, depending on disability, some students may not be able to meet in order to participate in program.</p> <p>Access to adaptive technology may also be an issue. Many students do not ask for assistance at the beginning of the year, but will later comment they wanted to “do it on their own”, and then later reach out for assistance after they are already struggling.</p> <p>WIT is working on researching & purchasing adaptive items that students may need.</p> <p>Secondary Performance goal was not met for remaining indicators: 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 4S1 (Non-traditional), 5S2 (Postsecondary credits).</p> <p><u>Root Cause:</u></p> <p>A few secondary districts are going through training provided by National Alliance for Partnerships in Equity (NAPE) to determine root causes. Hypothesizing, testing, and finding solutions. Every districts root cause may be different. Possible Root Causes:</p> <p>Academic Measures: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Instructional Strategies • Institutional Climate • Support Networks <p>Individual Root Causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>Placement</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions <p>Non-Traditional Measure: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Institutional Climate • Instructional Strategies <p>Career Root Causes Could be:</p> <ul style="list-style-type: none"> • Challenges of Culture Change in CTE fields • Training, Recruitment, & Placement • Role Models & Mentors <p>Individual Root Causes Could be:</p> <ul style="list-style-type: none"> • Stereotype Threat • Intersecting Identities • Mindset
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – WU exceeded State Performance.</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional) and 5S2 (Postsecondary Credits).</p> <p><u>Sustaining Strengths:</u> Institutions provide resources to meet needs (example: Care Closet). Postsecondary has implemented programs in disadvantaged areas (example: Washburn Tech East). Students meet individually with counselors to identify and support academic & personal needs. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Some institutions waive fees if necessary so economically disadvantaged students can participate in CTE programs.</p>	<p>Postsecondary: 3P1 – Highland CC & WIT’s performance were less than the State Performance.</p> <p>Root Cause: Gender norms & societal expectations. Transportation barriers (Example: Washburn provides free Topeka Metro Bus pass, however the Metro stops running at 6:40pm which impedes students ability to attend night classes).</p> <p>Both institutions are trying to break down those barriers through outreach campaigns, marketing materials. WIT offers a Summer Camp for Middle/High School students and focuses on non-trad cohorts. Both institutions offer a Boy Scout merit badge day (note: Boy Scouts is open to all, not just boys) that exposes students to non-traditional careers.</p> <p>WIT has opened a campus in an economically disadvantaged area (Washburn Tech East).</p> <p>Secondary:</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p>Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement).</p> <p>Root Cause (possible, depends on district):</p> <p>Academic Measures: Educational Root causes could be:</p> <ul style="list-style-type: none"> • Access to and participation in CTE • Institutional Climate • Support Networks <p>Community Root causes could be:</p> <ul style="list-style-type: none"> • Parent & Family Engagement • Student Voice <p>Individual Root causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; agency, self-efficacy & self-determination • Mindset • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions
<p>Individuals preparing for non-traditional fields</p>	<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – Highland CC, WU & WIT exceed State Performance.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math, 2S3 (Science), 4S1 (Non-Traditional), & 5S2 (Postsecondary Credits).</p> <p><u>Sustaining Strengths:</u> Non-trad reps are included on advisory committees, speak with students</p>	<p>Postsecondary N/A – No gaps.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation) and 3S1 (Placement).</p> <p>Root Cause (possible, depends on district):</p> <p>Educational:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Institutional Climate • Support Networks <p>Community:</p> <ul style="list-style-type: none"> • Parent & Family Engagement • Student Voice <p>Individual:</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>Recruitment materials/strategies All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<ul style="list-style-type: none"> • Self-Concept: Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions
<p>Single parents, including single pregnant women</p>	<p>Postsecondary: 1P1 – Highland CC & WIT exceeded their institutional targets. WU No data. 2P1 – Highland CC & Wit exceeded their institutional targets. WU No data. 3P1 – WU No data.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math), 2S3 (Science), 4S1 (Non-traditional).</p> <p><u>Sustaining Strengths:</u> Postsecondary provides low-cost child care onsite. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p>Postsecondary: 3P1 – Highland CC & WIT’s performance was less than the State Performance.</p> <p>Root Cause: Gender norms & societal expectations. Access to childcare.</p> <p>Both institutions are trying to break down those barriers through outreach campaigns, marketing materials. WIT offers a Summer Camp for Middle/High School students and focuses on non-trad cohorts. Both institutions offer a Boy Scout merit badge day (note: Boy Scouts is open to all, not just boys) that exposes students to non-traditional careers.</p> <p>Both institutions offer low/no cost childcare on campus, however that’s only available during the daytime. Childcare availability for evening programs may be a challenge.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 3S1 (Placement), 5S2 (Postsecondary Credits).</p> <p>Root Cause: Every districts root cause may be different. Possible Root Causes:</p> <p>Academic Measures:</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<p>Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Instructional Strategies • Institutional Climate • Support Networks <p>Individual Root Causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions
<p>Out-of-workforce individuals</p>	<p>Postsecondary: 1P1 – WIT exceeded its institutional target. WU No data. 2P1 – Highland CC exceeded its institutional target. WU No data. 3P1 – WU No data.</p> <p>Secondary: N/A – no data</p> <p><u>Sustaining Strengths:</u> Postsecondary offers variety of program lengths & times (1/2 day, full day, etc.). Out of work individuals can complete short term program and be ready to enter high-demand career field. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p>Postsecondary: 1P1 – Highland CC did not meet its institutional targets. 2P1 – WIT’s performance was less than its institutional target. 3P1 – Highland CC & WIT’s performance was less than State Performance.</p> <p>Root Cause:</p> <p>Lack of basic supports (housing, transportation, etc.) are barriers to participating in programs or consistently attending class.</p> <p>Limited faculty available to offer coursework at a variety of times.</p> <p>Many individuals may leave program before completing, or earning a credential, due to finding employment. Only participate long enough to learn enough skills to go to work.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
<p>English learners</p>	<p>Postsecondary: 1P1 – WU no data 2P1 – Highland CC & WIT exceed their institutional targets. WU no data. 3P1 – Highland CC & WU no data</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional)</p> <p><u>Sustaining Strengths:</u> Assess new students for English Proficiency. Qualify students for ELL Programs. Interpret international transcripts to ensure students are provided the credits they are entitled to. Employ bilingual staff to interpret/translate. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p>Postsecondary: 1P1 – Highland CC & WIT did not meet its institutional targets. 3P1 – WIT’s performance was less than the State’s performance.</p> <p>Root Cause:</p> <p>Students disclosing their need for assistance with English. May not know the students are struggling.</p> <p>“English Learners” are not a federal identified disability, so there are no additional accommodations (such as additional time) provided to these students.</p> <p>The vast majority of staff in the programs are not bilingual.</p> <p>Small sample size of English Learners – results may not be valid/reliable.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 5S2 (Postsecondary Credits).</p> <p>Root Cause:</p> <p>Every districts root cause may be different. Possible Root Causes:</p> <p>Academic Measures: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Instructional Strategies • Institutional Climate • Support Networks <p>Individual Root Causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; Agency, self-efficacy, & self-determination • Mindset

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<ul style="list-style-type: none"> • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions <p>Non-Traditional Measure: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Institutional Climate • Instructional Strategies <p>Career Root Causes Could be:</p> <ul style="list-style-type: none"> • Challenges of Culture Change in CTE fields • Training, Recruitment, & Placement • Role Models & Mentors <p>Individual Root Causes Could be:</p> <ul style="list-style-type: none"> • Stereotype Threat • Intersecting Identities • Mindset
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – Highland CC, WU & WIT no data. 3P1 – WU no data.</p> <p><u>Sustaining Strengths:</u> Some schools have dedicated staff/programs to provide assistance to homeless students, including partnering with community organizations. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Some institutions waive fees if necessary so economically disadvantaged students (including homeless) can participate in CTE programs. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn</p>	<p>Postsecondary: 3P1 – Highland CC & WIT’s* performance was less than the State’s performance.</p> <p>Root Cause: Self-reported data. Low sample size due to students not reporting themselves, or students homeless status may change during the semester.</p> <p>Secondary: Performance goal was not met for any of the indicators.</p> <p>Root Cause:</p> <p>Every districts root cause may be different. Possible Root Causes:</p> <p>Academic Measures: Educational Root Causes could be:</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<ul style="list-style-type: none"> • Access to & participation in CTE • Instructional Strategies • Institutional Climate • Support Networks <p>Individual Root Causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions <p>Non-Traditional Measure: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Institutional Climate • Instructional Strategies <p>Career Root Causes Could be:</p> <ul style="list-style-type: none"> • Challenges of Culture Change in CTE fields • Training, Recruitment, & Placement • Role Models & Mentors <p>Individual Root Causes Could be:</p> <ul style="list-style-type: none"> • Stereotype Threat • Intersecting Identities • Mindset
<p>Youth who are in, or have aged out of, the foster care system</p>	<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 3P1 – WIT exceeded its institutional target. Highland CC no data.</p> <p>Secondary: N/A – no data</p>	<p>Postsecondary: 3P1 – WU* did not meet its institutional target.</p> <p>Root Cause: Sample size. WU’s data was based on a sample size of less than 5, which requires small cell suppression. Not a large enough sample to be valid or reliable.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p><u>Sustaining Strengths:</u> Many schools in the region have staff dedicated to working with students in foster care. All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Some institutions waive fees if necessary so economically disadvantaged students (including foster system youth) can participate in CTE programs. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	
<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)</p>	<p>Postsecondary: 1P1 – WU* & WIT* exceeded their institutional targets. Highland CC no data 2P1 – WU* & WIT exceeded their institutional targets. Highland CC no data 3P1 – WIT exceeded State Performance. WU no data.</p> <p>Secondary: Performance goal was met for 2S3 (Science) and 5S2 (Postsecondary credits).</p> <p><u>Sustaining Strengths:</u> Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success). All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p>Postsecondary: 3P1 – Highland CC’s performance was less than the State’s Performance.</p> <p>Root Cause: Self-reported. Believe this may be a collection problem. Consider strategies to better identify students.</p> <p>Students may also be in program for a small amount of time, due to transient nature of parents active duty status.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 3S1 (Placement), 4S1 (Non-traditional).</p> <p>Root Cause:</p> <p>Every districts root cause may be different. Possible Root Causes:</p> <p>Academic Measures: Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Instructional Strategies

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<ul style="list-style-type: none"> • Institutional Climate • Support Networks <p>Individual Root Causes could be:</p> <ul style="list-style-type: none"> • Self-Concept; Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>Placement</p> <ul style="list-style-type: none"> • Access to data (may not be able to locate students, students may not disclose info) • Life stage & transitions <p>Non-Traditional Measure:</p> <p>Educational Root Causes could be:</p> <ul style="list-style-type: none"> • Access to & participation in CTE • Institutional Climate • Instructional Strategies <p>Career Root Causes Could be:</p> <ul style="list-style-type: none"> • Challenges of Culture Change in CTE fields • Training, Recruitment, & Placement • Role Models & Mentors <p>Individual Root Causes Could be:</p> <ul style="list-style-type: none"> • Stereotype Threat • Intersecting Identities • Mindset
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	N/A –	
Asian	Per 12/9/2021 email from Kansas Board of Regents (KBOR): <i>the evaluation of the race/ethnicity and cluster performance is not required for the needs assessment Step 2.</i>	
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Two or More Races		
Unknown		

**Small Cell Suppression. Sample Size 5 or less.*

Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
<p>Are of sufficient size</p>	<ul style="list-style-type: none"> • Advisory Committee Feedback • Local Business/Industry Feedback, such as projected job openings. Some schools utilize Business Roundtables. • Concentrator/Completer Rates • Follow-Up Data • Limit on Class Size • Teacher/Pupil Ratio • Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical & Application-level (Secondary) • Sending secondary students to postsecondary for coursework • Compare CTE enrollment to overall school enrollment • Student Interest • Analysis of IPS activities • Available clinical/training site placements available in local area (healthcare program) • Demand and proper faculty/student ratios required for external healthcare program accreditation. • HS students access to participating in a program at a local technical/community college (Excel in CTE Funding) 	<ul style="list-style-type: none"> • Some schools don't have a specific measure or don't address/monitor program size • Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry) • Lacking instructors to teach high-demand CTE programs (i.e. often salary lacks what may be paid by industry, struggle to recruit faculty/instructors). • Lacking facility/schedule/physical space to expand program size to meet industry demand. • Start-up funds necessary to start/expand programs. • Recruitment efforts. Students may lack knowledge of the field & career opportunities, so may not be interested in enrollment. • Many comments relate "size" to school issues (i.e. class size, teacher/pupil ratio, student interest), rather than the Perkins definition of "size" as having an "appropriate number of students in order to be effective and meet local business and industry demand". Additional training on the meaning of "program size" may be beneficial as it relates to meeting business/industry needs. • Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult.
<p>Relate to real-world work environment (Scope)</p>	<ul style="list-style-type: none"> • Advisory Committee feedback • Business/Industry feedback, including Business Roundtables • Collaboration with Community • Consult with Professionals and postsecondary students • Project-Based Learning Activities • Students complete work for others outside the classroom • CTE pathways follow Kansas State Standards • Skill sets taught in technical/application level courses align with real-world work environments • Utilize walk-through, evaluation data, teacher lesson plans • Curriculum mapping and meeting with Pathway Advisors • Internships, OJT, Certifications, Volunteer work outside of school day • Industry standards and Accreditation standards • Faculty current in field 	<ul style="list-style-type: none"> • Some schools are still offering traditional programs. In particular at secondary-level. Secondary-level may not have capacity to offer a lot of different pathways, so may try to utilize one pathway for several areas of career interests (such as teaching Welding through Power, Structural Ag pathway). • Having the funds available to continuous upgrade technology to latest industry-grade. Seeking out additional grant sources and industry donations may help address this need. • Some secondary schools expressed a gap in internship & Professional Learning Experiences. Some schools may need to address work-based learning as a way to improve the scope of their CTE programs.

Question	Answer	Areas for Improvement
<p>Help students advance to future education (Scope)</p>	<ul style="list-style-type: none"> • Completer/Follow-Up Questionnaire • Offer real-world skills necessary for students to advance to future education/career • Pathway Analysis • Students/employers report back readiness of the students • Certifications • College Enrollment, Students completing post-secondary curriculum • Communication with postsecondary schools • Conversations with graduates • Success/Effectiveness Rating from KSDE • Student meetings with Academic Advisors • Data from Student Services Transition Specialists and Institutional Research 	<ul style="list-style-type: none"> • Some schools struggle with Follow-Up data (finding students & getting responses) to know if students advanced to future education and/or career. • Additional career coaching would be beneficial (such as College & Career Advocate positions in HS). • Improve Business/Industry involvement in the classroom. Guest speakers, etc. who help students understand what is necessary to advance to future education and/or career. • Improve 2+2 Connections between technical/community colleges and bachelors' degree. • Better advertising of articulation agreement and future opportunities.
<p>Are of high quality</p>	<ul style="list-style-type: none"> • Rubric is utilized • Students meeting/exceeding competencies • Students passing end of course and pathway assessments, obtaining credentials, certifications • Student obtaining employment • Feedback from Business/Industry, including Business Roundtables. Employer surveys • Feedback from Advisory Committee, Pathway Committee • Feedback from students & teachers. Graduate surveys. • Instructors review pathways & KSDE updates annually • Comparing course outlines to state standards • Generating a list of soft skills taught in CTE programs • Supervision of instruction & programs. • ACT WorkKeys data • Students who are successful in postsecondary and/or career • Instructors attending workshops to stay relevant • Having teachers skilled in their area of study • Providing students with tools & equipment similar to those used in the real world to ensure workplace standards are met. • Accreditation • SkillsUSA Competitions validating students' knowledge & skills • Internships and Apprenticeships. Feedback from those Business/Industry partners regarding students' knowledge & skills validates the quality of the program. • Program Review Process – Continuous Improvement Plan 	<ul style="list-style-type: none"> • Some secondary schools don't have a specific measure.

Question	Answer	Areas for Improvement
	<ul style="list-style-type: none">• Evaluation (3-year cycle) through Technical Instructional Council & Technical Academic Standards Committees.• Post-Secondary Program Alignment	

STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What does the law mean?

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

Perkins V Sec. 2(41)

Program of Study:

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

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

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

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

Implementation Process	Strengths	Needs/Gaps
<p>(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965</p>	<ul style="list-style-type: none"> • Discuss internally, form committees and involve administration and academic teachers in process. 	<ul style="list-style-type: none"> • Communication between secondary & postsecondary to ensure programs/pathways are aligned. Also 2+2 programs (technical/community college – bachelor’s degree). • Support additional co-teaching models, such as Math-in-CTE.
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<ul style="list-style-type: none"> • Review required/approved courses for program. Develop Curriculum Framework. • Seek Advisory Committee input on employability skills. • Create Program of Study. • Periodically review to ensure Program of Study is still relevant. • Create/Update Articulation Agreements. • Post-Secondary Program Alignment 	<ul style="list-style-type: none"> • Communication between secondary & postsecondary to ensure programs/pathways are aligned. Also 2+2 programs (technical/community college – bachelor’s degree). • Better advertise articulation agreements.
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<ul style="list-style-type: none"> • Conduct Needs Assessment. • Seek Advisory Committee input when setting goals for pathway. Roundtables with community partners. • Determine courses relevant to local industry & business needs. Review Employment Outlook. • Student Organizations alignment with industry/economic needs (i.e. SkillsUSA). 	<ul style="list-style-type: none"> • Communication between secondary & postsecondary to ensure programs/pathways are aligned. Also 2+2 programs (technical/community college – bachelor’s degree). • Ensuring that all relevant parties (academic, CTE, Business/Industry, Workforce, etc.) are included in the conversation when developing programs/pathways.
<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<ul style="list-style-type: none"> • Create Program of Study. • Periodically review to ensure Program of Study is still relevant. 	<ul style="list-style-type: none"> • Communication between secondary & postsecondary to ensure programs/pathways are aligned. Also 2+2 programs (technical/community college – bachelor’s degree).

Implementation Process	Strengths	Needs/Gaps
(E) has multiple entry and exit points that incorporate credentialing	<ul style="list-style-type: none"> • Create Program of Study. • Periodically review to ensure Program of Study is still relevant. • Post-Secondary State Aligned Programs all have multiple exit points. 	<ul style="list-style-type: none"> • Communication between secondary & postsecondary to ensure programs/pathways are aligned. Also 2+2 programs (technical/community college – bachelor’s degree). • Consider additional entry/exit points. Short term credentials, badges, etc. • Employers may recruit students before they have completed program. Establish relationships with Business/Industry so that students may complete and/or upgrade credentials while they are employed.
(F) culminates in the attainment of a recognized postsecondary credential.	<ul style="list-style-type: none"> • Seek Advisory Committee input when setting goals for pathway, including information on credentials, certifications, etc. • Post-Secondary Program Alignment process. 	<ul style="list-style-type: none"> • Communication between secondary & postsecondary to ensure programs/pathways are aligned. Also 2+2 programs (technical/community college – bachelor’s degree). • Continuing to review & staying current with what Business/Industry partners required or preferred credentials. Credentials may be different dependent on Business/Industry location, or specific Business needs.

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<ul style="list-style-type: none"> • Advertise, institutional webpages and other faculty job boards. • Utilize Kansasteachingjobs.com • Attend College & Career Fairs • Seek candidates from industry, provide them with avenues to pursue certifications. • Send emails to Advisory Board to announce the openings. • Interview • Work with postsecondary schools • Reach out to program graduates, after they have the required hours in industry. 	<ul style="list-style-type: none"> • Utilize multiple strategies to advertise positions. • Network with resources who may know of a candidate (postsecondary schools, Advisory Committee members, etc.) 	<ul style="list-style-type: none"> • Difficult to recruit new teachers to rural area. • Industry pays better than schools can offer. Hard to provide a competitive salary. • Teacher shortage for all content areas. • Some schools do not have a process in place, aside from traditional application/hiring process. • Lack ability to offer incentives to teachers. • Professional Development at Administrative Level to understand why we need to be more competitive in CTE instructor recruitment. • Review Contracts & Movement Schedule (i.e. what works or Academic Faculty may not work for CTE Instructors).
<i>Training</i>		
<ul style="list-style-type: none"> • Provide Professional Development • Provide Mentors 	<ul style="list-style-type: none"> • Provide new hires training/PD necessary to meet any gaps, especially in instructional practices. • Perkins grant funds provide necessary support for training costs. 	<ul style="list-style-type: none"> • Creating a purposeful, thoughtful PD plan. Not just signing up for trainings as they present themselves.
<i>Retention</i>		
<ul style="list-style-type: none"> • Provide Professional Development • Provide Mentors • Create a culture that people want to be a part of (collegiality, wellness supports, flexible schedule, etc.) 	<ul style="list-style-type: none"> • Provide new hires training/PD necessary to meet any gaps. 	<ul style="list-style-type: none"> • Competitive Wage & Benefits Packages • Opportunities for staff to feel empowered (shared governance).

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

What does the law mean?

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

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

Perkins V Sec. 2(48)

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

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

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

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

Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
X	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
X	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
X	(C) individuals preparing for non-traditional fields;
X	(D) single parents, including single pregnant women;
X	(E) out-of-workforce individuals;
X	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
X	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
X	(H) youth who are in, or have aged out of, the foster care system; and
X	(I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
Not required	American Indian or Alaskan Native
Not required	Asian
Not required	Black or African American
Not required	Hispanic/Latino
Not required	Native Hawaiian or Other Pacific Islander
Not required	White
Not required	Two or More Races
Not required	Unknown

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Postsecondary: 1P1 – No data for Highland CC and WU. 2P1 – WU* exceeded its institutional target. No data for Highland. 3P1 – Highland CC exceeded State Performance. No data for WU.</p> <p>Secondary Performance goal was met for 1S1 (Graduation).</p>	<p>Individuals with disabilities.</p>	<p>Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations.</p> <p>Postsecondary provides accommodations.</p> <p>Institutions have an ADA Coordinator position.</p> <p>Transportation is provided, if needed.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Continue to create and/or review local policies related to meeting the needs of individuals from disabilities. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Review annual performance data. Create/implement strategies to address any gaps in performance.</p> <p>CTEL & other Training Support for Inclusion, Diversity, etc. Universal Learning.</p>
<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – WU exceeded State Performance.</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional) and 5S2 (Postsecondary Credits).</p>	<p>Individuals from Economically Disadvantaged Families.</p>	<p>Institutions provide resources to meet needs (example: Care Closet).</p> <p>Institutions have staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Continue to create and/or review local policies related to meeting the needs of individuals from economically disadvantaged families. Provide professional development to</p>

		<p>ensure all staff understand how to comply with policy and implement strategies.</p> <p>Create/implement strategies to address any gaps in performance.</p> <p>Scholarship Opportunities to meet economic needs (Kansas Promise Scholarship, etc.).</p>
<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – Highland CC, WU & WIT exceed State Performance.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math, 2S3 (Science), 4S1 (Non-Traditional), & 5S2 (Postsecondary Credits).</p>	<p>Individuals preparing for Non-traditional Fields.</p>	<p>Targeted Outreach Campaigns are implemented locally (examples: Washburn Tech’s “Steel Toes, Strong Women” Campaign; Washburn Tech’s Summer Camps, Boy Scout Merit Badge Day).</p> <p>Continue to focus a portion of Perkins funds budget towards Outreach Efforts.</p>
<p>Postsecondary: 1P1 – Highland CC & WIT exceeded their institutional targets. WU No data. 2P1 – Highland CC & WIT exceeded their institutional targets. WU No data. 3P1 – WU No data.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math), 2S3 (Science), 4S1 (Non-traditional).</p>	<p>Single parents, including single pregnant women.</p>	<p>Postsecondary institutions provide low-cost child care onsite.</p> <p>Postsecondary institutions provide low-cost student health services.</p>
<p>Postsecondary: 1P1 – WIT exceeded its institutional target. WU No data. 2P1 – Highland CC exceeded its institutional target. WU No data. 3P1 – WU No data.</p> <p>Secondary: N/A – no data</p>	<p>Out-of-work individuals</p>	<p>Postsecondary offers variety of program lengths & times (1/2 day, full day, etc.). Out of work individuals can complete short term program and be ready to enter high-demand career field.</p> <p>Postsecondary programs are offered at a variety of locations to reach potential students in communities throughout the service area.</p>

<p>Postsecondary: 1P1 – WU no data 2P1 – Highland CC & WIT exceed their institutional targets. WU no data. 3P1 – Highland CC & WU no data</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional)</p>	<p>English learners</p>	<p>Assess new students for English Proficiency.</p> <p>Qualify students for ELL Programs.</p> <p>Interpret international transcripts to ensure students are provided the credits they are entitled to.</p> <p>Employ bilingual staff to interpret/translate.</p> <p>Offer ELL programs in areas with a high percentage of English Language Learners.</p> <p>CTEL & other Training Support for Inclusion, Diversity, etc. Universal Learning.</p>
<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – Highland CC, WU & WIT no data. 3P1 – WU no data.</p>	<p>Homeless Individuals</p>	<p>Some schools have dedicated staff/programs to provide assistance to homeless students, including partnering with community organizations.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Some institutions waive fees if necessary so economically disadvantaged students (including homeless) can participate in CTE programs</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 3P1 – WIT exceeded its institutional target. Highland CC no data.</p> <p>Secondary: N/A – no data</p>	<p>Youth who are in, or have aged out of, the foster system</p>	<p>Many schools in the region have staff dedicated to working with students in foster care.</p> <p>Some institutions waive fees if necessary so economically disadvantaged students (including foster system youth) can participate in CTE programs.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>

<p>Postsecondary: 1P1 – WU* & WIT* exceeded their institutional targets. Highland CC no data 2P1 – WU* & WIT exceeded their institutional targets. Highland CC no data 3P1 – WIT exceeded State Performance. WU no data.</p> <p>Secondary: Performance goal was met for 2S3 (Science) and 5S2 (Postsecondary credits).</p>	<p>Youth with a parent who is a member of the armed forces and is on active duty</p>	<p>Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success).</p>
<p>Gap</p>	<p>Which special population(s)</p>	<p>Strategies for Improvement</p>
<p>Postsecondary:</p> <p>1P1, 2P1, 3P1 – WIT’s performance was less than its institutional target.</p> <p>Secondary Performance goal was not met for remaining indicators: 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 4S1 (Non-traditional), 5S2 (Postsecondary credits).</p>	<p>Individuals with disabilities.</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of students with disabilities. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Provide role models.</p> <p>Provide a library of common adaptive technologies that are readily available for students to utilize.</p> <p>New Student Orientation geared for students with disabilities. Access to resources (D2L, syllabus, etc.) before school begins so they have longer processing time.</p>
<p>Postsecondary: 3P1 – Highland CC & WIT’s performance were less than the State Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement).</p>	<p>Individuals from Economically Disadvantaged Families</p>	<p>Some schools offer/participate in College Fairs that specifically target First Generation College Students. Follow up includes regular, individual meetings with students designed to connect them to college experiences; research, testing, application, financial aid, etc.</p> <p>One committee member commented that all schools could benefit from training in specific approaches to reach out to</p>

		<p>special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel "less than". All schools could benefit from positive ways to reach these groups.</p> <p>Communicate with local Metro Bus system to discuss schedule (i.e. extend schedule so there is free transportation available to night classes).</p> <p>Waive enrollment fee, or delay deadline – that can be a significant barrier to someone who may have other tuition & fees covered through financial aid.</p>
<p>Postsecondary N/A – No gaps.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation) and 3S1 (Placement).</p>	<p>Individuals preparing for non-traditional fields</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Purchase equipment/uniforms that are sized for the non-traditional gender. For example: Do welding helmets fit properly? Gloves? Are non-traditional students wearing uniforms that are too large for a petite figure?</p>
<p>Postsecondary: 3P1 – Highland CC & WIT's performance was less than the State Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 3S1 (Placement), 5S2 (Postsecondary Credits).</p>	<p>Single parents, including single pregnant women</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of students who are single parents or single pregnant women. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Provide alternative ways to complete assignments (ex: online).</p> <p>Provide access to childcare.</p> <p>Better advertise supports that are available through institution.</p>

<p>Postsecondary: 1P1 – Highland CC did not meet its institutional targets. 2P1 – WIT’s performance was less than its institutional target. 3P1 – Highland CC & WIT’s performance was less than State Performance.</p>	<p>Out-of-work individuals</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of out-of-work individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 1P1 – Highland CC & WIT did not meet its institutional targets. 3P1 – WIT’s performance was less than the State’s performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 5S2 (Postsecondary Credits).</p>	<p>English learners</p>	<p>Create and/or review local policies related to meeting the needs of English Learners. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Educate staff on cultural factors. Create/utilize partnerships with community organizations, educate communities of English Learners about CTE opportunities.</p>
<p>Postsecondary: 3P1 – Highland CC & WIT’s* performance was less than the State’s performance.</p> <p>Secondary: Performance goal was not met for any of the indicators.</p>	<p>Homeless individuals</p>	<p>Topeka Public Schools have implemented “Impact Avenues”, based on a successful program in Wyandotte County that reduced homelessness by 50%. Detailed information available at: https://www.topeka.org/impact-avenues/</p> <p>Washburn Tech has a “Care Closet” for those in financial need, which many include homeless students.</p> <p>Create and/or review local policies related to meeting the needs of homeless individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 3P1 – WU* did not meet its institutional target.</p>	<p>Youth who are in, or have aged out of, the foster care system</p>	<p>Participation in and persistence to a postsecondary credential can enhance well-being, help students make a more successful transition to adulthood, and increase chances for personal fulfillment and economic self-sufficiency. For example: USD</p>

		<p>501 Topeka assists students in participating in Washburn Tech programs, funded through the Excel in CTE Initiative.</p> <p>Create and/or review local policies related to meeting the needs of youth who are in, or have aged out of, the foster system. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 3P1 – Highland CC’s performance was less than the State’s Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 3S1 (Placement), 4S1 (Non-traditional).</p>	<p>Youth with a parent who is a member of the armed forces</p>	<p>It appears that schools may need additional training on how to meet the needs of this special populations category.</p> <p>Create and/or review local policies related to meeting the needs of youth with a parent who is a member of the armed forces and is on active duty. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Establish/implement policies regarding transfer and ensure all staff understand those policies so students experience smooth transition to new school to continue on their chosen pathway.</p>

Q9: How do schools and colleges ensure that programs are designed for success of students in special populations?

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Postsecondary: 1P1 – No data for Highland CC and WU. 2P1 – WU* exceeded its institutional target. No data for Highland. 3P1 – Highland CC exceeded State Performance. No data for WU.</p> <p>Secondary Performance goal was met for 1S1 (Graduation).</p>	<p>Individuals with disabilities.</p>	<p>Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations.</p> <p>Postsecondary provides accommodations.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – WU exceeded State Performance.</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional) and 5S2 (Postsecondary Credits).</p>	<p>Individuals from Economically Disadvantaged Families.</p>	<p>Students meet individually with counselors to identify and support academic & personal needs.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>

<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – Highland CC, WU & WIT exceed State Performance.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math, 2S3 (Science), 4S1 (Non-Traditional), & 5S2 (Postsecondary Credits).</p>	<p>Individuals preparing for Non-traditional Fields.</p>	<p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – Highland CC & WIT exceeded their institutional targets. WU No data. 2P1 – Highland CC & Wit exceeded their institutional targets. WU No data. 3P1 – WU No data.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math), 2S3 (Science), 4S1 (Non-traditional).</p>	<p>Single parents, including single pregnant women.</p>	<p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – WIT exceeded its institutional target. WU No data. 2P1 – Highland CC exceeded its institutional target. WU No data. 3P1 – WU No data.</p> <p>Secondary: N/A – no data</p>	<p>Out-of-work individuals</p>	<p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – WU no data 2P1 – Highland CC & WIT exceed their institutional targets. WU no data. 3P1 – Highland CC & WU no data</p> <p>Secondary:</p>	<p>English learners</p>	<p>Employ bilingual staff to interpret/translate.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p>

<p>Performance goal was met for 4S1 (Non-traditional)</p>		<p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – Highland CC, WU & WIT no data. 3P1 – WU no data.</p>	<p>Homeless Individuals</p>	<p>Some schools have dedicated staff/programs to provide assistance to homeless students, including partnering with community organizations.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 3P1 – WIT exceeded its institutional target. Highland CC no data.</p> <p>Secondary: N/A – no data</p>	<p>Youth who are in, or have aged out of, the foster system</p>	<p>Many schools in the region have staff dedicated to working with students in foster care.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Postsecondary: 1P1 – WU* & WIT* exceeded their institutional targets. Highland CC no data 2P1 – WU* & WIT exceeded their institutional targets. Highland CC no data 3P1 – WIT exceeded State Performance. WU no data.</p> <p>Secondary: Performance goal was met for 2S3 (Science) and 5S2 (Postsecondary credits).</p>	<p>Youth with a parent who is a member of the armed forces and is on active duty</p>	<p>Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success).</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>
<p>Gap</p>	<p>Which special population(s)</p>	<p>Strategies for Improvement</p>

<p>Postsecondary:</p> <p>1P1, 2P1, 3P1 – WIT’s performance was less than its institutional target.</p> <p>Secondary</p> <p>Performance goal was not met for remaining indicators: 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 4S1 (Non-traditional), 5S2 (Postsecondary credits).</p>	<p>Individuals with disabilities.</p>	<p>Special Populations representative noted that an Alternative Program may need to be developed/implemented if students have a severe disability (such as severe intellectual disability).</p> <p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of students with disabilities. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Provide role models.</p> <p>Consider needs of special populations when undergoing facilities construction and determining room arrangements.</p>
<p>Postsecondary:</p> <p>3P1 – Highland CC & WIT’s performance were less than the State Performance.</p> <p>Secondary:</p> <p>Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement).</p>	<p>Individuals from Economically Disadvantaged Families</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of individuals from economically disadvantaged families. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Provide role models.</p>
<p>Postsecondary N/A – No gaps.</p> <p>Secondary:</p> <p>Performance goal was not met for 1S1 (Graduation) and 3S1 (Placement).</p>	<p>Individuals preparing for non-traditional fields</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p>

		<p>Create and/or review local policies related to meeting the needs of students pursuing non-traditional fields. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Implement multiple strategies to determine Placement (phone calls, emails, post cards, social media, etc.)</p>
<p>Postsecondary: 3P1 – Highland CC & WIT’s performance was less than the State Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 3S1 (Placement), 5S2 (Postsecondary Credits).</p>	Single parents, including single pregnant women	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of students who are single parents or single pregnant women. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Provide alternative ways to complete assignments (ex: online). Provide flexible schedule for participation.</p>
<p>Postsecondary: 1P1 – Highland CC did not meet its institutional targets. 2P1 – WIT’s performance was less than its institutional target. 3P1 – Highland CC & WIT’s performance was less than State Performance.</p>	Out-of-work individuals	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of out-of-work individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 1P1 – Highland CC & WIT did not meet its institutional targets. 3P1 – WIT’s performance was less than the State’s performance.</p>	English learners	CTE staff and administrators who collaborate with EL staff to provide resources to EL students in regards to career exposure and postsecondary training.

<p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 5S2 (Postsecondary Credits).</p>		<p>Create and/or review local policies related to meeting the needs of English Learners. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Educate staff on cultural factors.</p>
<p>Postsecondary: 3P1 – Highland CC & WIT’s* performance was less than the State’s performance.</p> <p>Secondary: Performance goal was not met for any of the indicators.</p>	<p>Homeless individuals</p>	<p>Topeka Public Schools have implemented “Impact Avenues”, based on a successful program in Wyandotte County that reduced homelessness by 50%. Detailed information available at: https://www.topeka.org/impact-avenues/</p> <p>Washburn Tech has a “Care Closet” for those in financial need, which many include homeless students.</p> <p>Create and/or review local policies related to meeting the needs of homeless individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 3P1 – WU* did not meet its institutional target.</p>	<p>Youth who are in, or have aged out of, the foster care system</p>	<p>Participation in and persistence to a postsecondary credential can enhance well-being, help students make a more successful transition to adulthood, and increase chances for personal fulfillment and economic self-sufficiency. For example: USD 501 Topeka assists students in participating in Washburn Tech programs, funded through the Excel in CTE Initiative.</p> <p>Create and/or review local policies related to meeting the needs of youth who are in, or have aged out of, the foster system. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 3P1 – Highland CC’s performance was less than the State’s Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 3S1 (Placement), 4S1 (Non-traditional).</p>	<p>Youth with a parent who is a member of the armed forces</p>	<p>It appears that schools may need additional training on how to meet the needs of this special populations category.</p> <p>Create and/or review local policies related to meeting the needs of youth with a parent who is a member of the armed forces and is on active duty. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Establish/implement policies regarding transfer and ensure all staff understand those policies so students experience smooth transition to new school to continue on their chosen pathway.</p>

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Postsecondary: 1P1 – No data for Highland CC and WU. 2P1 – WU* exceeded its institutional target. No data for Highland. 3P1 – Highland CC exceeded State Performance. No data for WU.</p> <p>Secondary Performance goal was met for 1S1 (Graduation).</p>	<p>Individuals with disabilities.</p>	<p>Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations.</p> <p>Postsecondary provides accommodations.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – WU exceeded State Performance.</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional) and 5S2 (Postsecondary Credits).</p>	<p>Individuals from Economically Disadvantaged Families.</p>	<p>Postsecondary has implemented programs in disadvantaged areas (example: Washburn Tech East).</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>

		<p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – Highland CC, WU & WIT exceeded their institutional targets. 2P1 – Highland CC, WU & WIT exceeded their institutional targets. 3P1 – Highland CC, WU & WIT exceed State Performance.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math, 2S3 (Science), 4S1 (Non-Traditional), & 5S2 (Postsecondary Credits).</p>	Individuals preparing for Non-traditional Fields.	<p>Non-trad reps are included on advisory committees, speak with students.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – Highland CC & WIT exceeded their institutional targets. WU No data. 2P1 – Highland CC & Wit exceeded their institutional targets. WU No data. 3P1 – WU No data.</p> <p>Secondary: Performance goal was met for 2S1 (Reading), 2S2 (Math), 2S3 (Science), 4S1 (Non-traditional).</p>	Single parents, including single pregnant women.	<p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Providing a variety of supports necessary that enable students to participate in programs that lead to high-wage, high-skill, high-demand careers. Example: on-site, low-cost child care; student health services; alternate ways to complete assignments if class is missed due to parental responsibilities or medical needs, etc.</p>

		<p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – WIT exceeded its institutional target. WU No data. 2P1 – Highland CC exceeded its institutional target. WU No data. 3P1 – WU No data.</p> <p>Secondary: N/A – no data</p>	<p>Out-of-work individuals</p>	<p>Postsecondary offers variety of program lengths & times (1/2 day, full day, etc.). Out of work individuals can complete short term program and be ready to enter high-demand career field.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Heros Make America Great Program (Ft. Riley) – provides training for individuals transitioning from military to civilian careers.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – WU no data 2P1 – Highland CC & WIT exceed their institutional targets. WU no data. 3P1 – Highland CC & WU no data</p> <p>Secondary: Performance goal was met for 4S1 (Non-traditional)</p>	<p>English learners</p>	<p>Assess new students for English Proficiency.</p> <p>Qualify students for ELL Programs.</p> <p>Interpret international transcripts to ensure students are provided the credits they are entitled to.</p> <p>Employ bilingual staff to interpret/translate.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p>

		<p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – Highland CC, WU & WIT no data. 3P1 – WU no data.</p>	<p>Homeless Individuals</p>	<p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
<p>Postsecondary: 1P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 2P1 – WIT* exceeded its institutional target. Highland CC & WU no data. 3P1 – WIT exceeded its institutional target. Highland CC no data.</p> <p>Secondary: N/A – no data</p>	<p>Youth who are in, or have aged out of, the foster system</p>	<p>Many schools in the region have staff dedicated to working with students in foster care.</p> <p>All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p>

		Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.
<p>Postsecondary: 1P1 – WU* & WIT* exceeded their institutional targets. Highland CC no data 2P1 – WU* & WIT exceeded their institutional targets. Highland CC no data 3P1 – WIT exceeded State Performance. WU no data.</p> <p>Secondary: Performance goal was met for 2S3 (Science) and 5S2 (Postsecondary credits).</p>	Youth with a parent who is a member of the armed forces and is on active duty	<p>Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success). All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.</p> <p>Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p> <p>Partnerships with local workforce groups (Example: JEDO, GoTopeka) to identify and provide supports for high-wage, high-demand careers. Local Scholarships, etc.</p> <p>Provide leadership opportunities (SkillsUSA) that help students build employable skills necessary to enter high-wage, high-demand careers.</p>
Gap	Which special population(s)	Strategies for Improvement
<p>Postsecondary: 1P1, 2P1, 3P1 – WIT’s performance was less than its institutional target.</p> <p>Secondary Performance goal was not met for remaining indicators: 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 4S1 (Non-traditional), 5S2 (Postsecondary credits).</p>	Individuals with disabilities.	<p>Postsecondary – Students have to self-report disabilities. School may not aware of students’ disability. Schools should utilize multiple strategies to notify students of services available to support needs.</p>

<p>Postsecondary: 3P1 – Highland CC & WIT’s performance were less than the State Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement).</p>	<p>Individuals from Economically Disadvantaged Families</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of individuals from economically disadvantaged families. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Provide role models.</p>
<p>Postsecondary N/A – No gaps.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation) and 3S1 (Placement).</p>	<p>Individuals preparing for non-traditional fields</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of students pursuing non-traditional fields. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Implement multiple strategies to determine Placement (phone calls, emails, post cards, social media, etc.)</p>
<p>Postsecondary: 3P1 – Highland CC & WIT’s performance was less than the State Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 3S1 (Placement), 5S2 (Postsecondary Credits).</p>	<p>Single parents, including single pregnant women</p>	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of students who are single parents or single pregnant women. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>

		Provide alternative ways to complete assignments (ex: online). Provide resources that allow students to participate in program (on-site childcare, student health services, etc.)
<p>Postsecondary: 1P1 – Highland CC did not meet its institutional targets. 2P1 – WIT’s performance was less than its institutional target. 3P1 – Highland CC & WIT’s performance was less than State Performance.</p>	Out-of-work individuals	<p>One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don’t devalue students. It’s a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups.</p> <p>Create and/or review local policies related to meeting the needs of out-of-work individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 1P1 – Highland CC & WIT did not meet its institutional targets. 3P1 – WIT’s performance was less than the State’s performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 2S3 (Science), 3S1 (Placement), 5S2 (Postsecondary Credits).</p>	English learners	<p>CTE staff and administrators who collaborate with EL staff to provide resources to EL students in regards to career exposure and postsecondary training.</p> <p>Create and/or review local policies related to meeting the needs of English Learners. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Educate staff on cultural factors.</p>
<p>Postsecondary: 3P1 – Highland CC & WIT’s* performance was less than the State’s performance.</p> <p>Secondary: Performance goal was not met for any of the indicators.</p>	Homeless individuals	Create and/or review local policies related to meeting the needs of homeless individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
<p>Postsecondary: 3P1 – WU* did not meet its institutional target.</p>	Youth who are in, or have aged out of, the foster care system	Participation in and persistence to a postsecondary credential can enhance well-being, help students make a more successful transition to adulthood, and increase chances for personal fulfillment and economic self-sufficiency. For example: USD 501 Topeka assists students in participating in Washburn Tech programs, funded through the Excel in CTE Initiative.

		<p>Create and/or review local policies related to meeting the needs of youth who are in, or have aged out of, the foster system.</p> <p>Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p>Postsecondary: 3P1 – Highland CC’s performance was less than the State’s Performance.</p> <p>Secondary: Performance goal was not met for 1S1 (Graduation), 2S1 (Reading), 2S2 (Math), 3S1 (Placement), 4S1 (Non-traditional).</p>	<p>Youth with a parent who is a member of the armed forces</p>	<p>It appears that schools may need additional training on how to meet the needs of this special populations category.</p> <p>Create and/or review local policies related to meeting the needs of youth with a parent who is a member of the armed forces and is on active duty. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p> <p>Establish/implement policies regarding transfer and ensure all staff understand those policies so students experience smooth transition to new school to continue on their chosen pathway.</p>