



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2024
 (Effective July 1, 2024 – June 30, 2026)

Regional Team Co-chairs:

	<i>Name</i>	<i>Institution/School</i>	<i>Phone</i>	<i>Email</i>
USD(s)	Dr. Jeff DeSota	USD 437 Auburn-Washburn	(785) 339-4044	desotjef@usd437.net
	Amanda Parthemer	School – Business Educational Consortium	(785) 292-4453	amandap@bluevalley.net
Postsecondary Institution(s)	Marie Z. Hall	Washburn University – Institute of Technology	(785) 670-3327	marie.hall@washburn.edu
	Lucas Hunziger	Highland Community College	(785) 442-6201	lhunziger@highlandcc.edu

Add rows as needed

Date 2/1/2024

Regional Team Name Topeka

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and “regional” are used interchangeably.
- An individual can only serve as a co-chair on one regional team but could participate in more than one region’s needs assessment.

What is the purpose of this Template?

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

What are the tasks of the Regional Needs Assessment Team?

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

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

1. Collaborate with the secondary/postsecondary co-chair.
2. Assemble and coordinate the work of the regional team.
3. Participate in the state trainings and webinars.
4. Lead the labor data and student performance data analysis.
5. Schedule and conduct regional team meetings (minimum of two meetings in the assessment year).
6. Record discussion and decisions made by the regional team.
7. Complete the needs assessment Template and accompanying documentation.
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2024.

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 3 components:

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

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who is required to participate in the needs assessment process?

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

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

9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

Who is considered a member of special populations?

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

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

What major racial and ethnic groups are included in federal Perkins reporting?

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

Needs Assessment Process:

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of two community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least twice** throughout this process; virtual meetings are acceptable).
5. Complete the needs assessment Template:

- All steps and all parts are required.
 - Incomplete assessments will not be approved.
 - Add rows to tables as needed.
 - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated.
 - Include a copy of meeting documentation and/or minutes.
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org by February 1, 2024.
7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

Template:

STEP 1: Analyze Labor Market Information

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

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

Part 3: Analyze data and compare to the past regional needs assessment (s)

FY 23-24 Needs Assessments can be found at <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability>

FY21-22 Needs Assessments can be found at https://kansasregents.org/workforce_development/perkins_grants/perkins-v

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality.

Part 2: Progress Toward Implementing Programs of Study.

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

Part 4: Progress toward Improving Access and Equity.

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

Representative	Name	Institution and Position
Secondary Co-chair(s)	Dr. Jeff DeSota	USD 437 Director of Secondary Education
	Amanda Parthemer	School – Business Educational Consortium Project Director
Postsecondary Co-chair(s)	Marie Z. Hall	Washburn Institute of Technology Grants Facilitator
	Lucas Hunziger	Highland Community College Vice President for Technical Education
Teachers - Secondary	Sheila Krohe	Topeka High School Business Teacher
Teachers - Secondary	Linda Hopp	USD 113 - Axtell High School Business Education Computer Science Teacher
Faculty - Postsecondary	Michelle Shipley	Washburn University Associate Professor, School of Applied Studies
Faculty - Postsecondary	Jim Herren	Washburn Institute of Technology Instructor
Secondary Administration	Lindsey Hansen	USD 409 Atchison Public Schools CTE Coordinator
Secondary Administration	Dr. Laura Lyons	USD 345 Seaman High School Principal
Secondary Administration	Kyle Reed	USD 437 - Washburn Rural High School Associate Principal
Secondary Administration	Eric Steel	USD 450 - Shawnee Heights High School Assistant Principal
Secondary Administration	Patrick Kelly	USD 497 Lawrence Chief Academic Officer
Postsecondary Administration	Dr. Chaz Havens	Washburn Institute of Technology Assistant Dean, Instructional Services
Postsecondary Administration	Dr. Tara Lindahl	Washburn Institute of Technology Assistant Dean, Academic Services
Postsecondary Administration	Michelle Shipley	Washburn University

		Assistant Dean, School of Applied Studies
Postsecondary Administration	Pamela Masters	Washburn Institute of Technology Assistant Dean, Health Occupations
Postsecondary Administration	Debra Mikulka	Washburn University Director, Office of Sponsored Projects
Specialized instructional support and paraprofessionals	Mandy Cox	Washburn Institute of Technology Instructional Support AO-K Program
Specialized instructional support and paraprofessionals	Max Stinnett	Washburn Institute of Technology ESL Instructor
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Lindsey Hansen	USD 409 Atchison Public Schools Principal, 6-12 Alternative School
Representatives of Special Populations	Heidi Carlson	USD 437 Auburn-Washburn Assistant Director of Secondary Special Education
Representatives of Special Populations	Max Stinnett	Washburn Institute of Technology ESL Instructor
Career Guidance and Academic Counselors	Dr. Laura Lyons	USD 345 Seaman High School Principal
Career Guidance and Academic Counselors	Teresa Golden	Washburn Rural High School CTE Facilitator & Career Counseling
Students	Molly Didde	Washburn Rural High School
Students	Addison Jones	Washburn Rural High School
Students	John Keller	Washburn Rural High School
Community Members	Autumn Eaken	PT's Coffee Content Marketing + Graphic Designer
Community Members	Jenny Taylor	Kansas Department of Health & Environment Grants Coordinator
Business & Industry Representatives	Serena Laird	Stormont Vail Director of Pulmonary Services
Business & Industry Representatives	Rick Smith	KS Agricultural Machinery Manufacturer
Workforce Development Representatives	Anne Zajic	Kansas Department of Commerce Assistant Director, CDBG
Workforce Development Representatives	Gina Coffman	Heartland Works, Inc.

		Executive Director
Parents	Sheila Krohe	Topeka High School Parent of student enrolled in Graphics program
Parents	Jessica Bales	Washburn Institute of Technology Parent of student enrolled in Diesel program
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Mandy Cox	Washburn Institute of Technology Director, Adult Education
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Jessica Williams	USD 501 - TCALC Associate Principal
Representatives of Indian Tribes and Tribal organizations (where applicable)		
Representatives from CTE programs at correctional institutions (where applicable)	Dr. Chaz Havens	Washburn Institute of Technology Assistant Dean, Instructional Services (Topeka Correctional Facility)
Representatives from CTE programs at correctional institutions (where applicable)	Jim Herren	Washburn Institute of Technology Instructor (Kansas Juvenile Correctional Complex)
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Tisha Prather	Washburn Institute of Technology Coordinator, Institutional Research

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

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
 - a. Long Term Projection Data
 - b. Short Term Projection Data
 - c. Vacancy Reports
 - d. High Demand Occupations
 - e. Occupational Reports
2. Kansas Career Navigator Data: <https://kscareernav.gov/>
3. KSDegreeStats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

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

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

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

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

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

Q1: How do the pathways and programs currently being offered in the region compare to regional occupational demands?

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
51.0806 Physical Therapy Assistant (Postsecondary) 38 Concentrators: 38 Annual Openings	01.0102 Agribusiness/Agricultural Business Operations (Postsecondary) 0 Concentrators: 17 Annual Openings	10.0303 Graphics Technology (Postsecondary) 30 Concentrators: 11 Annual Openings
51.0810 Emergency Care Attendant (Postsecondary) * Concentrators, 0 Annual Openings	01.0308 Agroecology & Sustainable Agriculture (Postsecondary) 9 Concentrators: 43 Annual Openings	15.0613 Manufacturing Engineering Technology/Technician (Postsecondary) 84 Concentrators: 7 Annual Openings
03.0101 Natural Resources & Environmental Systems (Secondary) 5 Pathways, * Concentrators, *** Annual Openings	11.0901 Computer Systems Networking & Telecommunications (Postsecondary) 72 Concentrators: 166 Annual Openings	15.1302 CAD/CADD Drafting and/or Design Technology/Technician (Postsecondary) 37 Concentrators: 14 Annual Openings
43.0199 Corrections, Security, Law & Law Enforcement Services (Secondary) 4 Pathways, 54 Concentrators: 47 Annual Openings	11.1006 Computer Support Specialist (Postsecondary) 21 Concentrators: 107 Annual Openings	47.0604 Automobile/Automotive Mechanics Technology/Technician (Postsecondary) 134 Concentrators: 95 Annual Openings
	12.0401 Cosmetology/Cosmetologist, General (Postsecondary) 102 Concentrators: 145 Annual Openings	48.0508 Welding Technology/Welder (Postsecondary) 190 Concentrators: 146 Annual Openings
	12.0505 Food Preparation/Professional Cooking/Kitchen Assistant (Postsecondary) 21 Concentrators: 30 Annual Openings	51.0907 Medical Radiologic Technology/Science – Radiation Therapist (Postsecondary) 84 Concentrators: 62 Annual Openings
	19.0708 Child Care & Support Services Management (Postsecondary) 13 Concentrators: 34 Annual Openings	51.0910 Diagnostic Medical Sonography/Sonographer & Ultrasound Technician (Postsecondary) 60 Concentrators: 45 Annual Openings
	19.0709 Child Care Provider/Assistant (Postsecondary) 21 Concentrators: 218 Annual Openings	51.2603 Medication Aide (Postsecondary) 49 Concentrators: 11 Annual Openings
	22.0301 Legal Administrative Assistant/Secretary (Postsecondary) * Concentrators: 21 Annual Openings	01.9999 Comprehensive Agriculture Science (Secondary) 21 Pathways, 152 Concentrators: 26 Annual Openings

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
	31.0507 Physical Fitness Technician (Postsecondary) 0 Concentrators: 118 Annual Openings	01.0901 Animal Science (Secondary) 12 Pathways, 50 Concentrators: 34 Annual Openings
	43.0107 Criminal Justice/Police Science (Postsecondary) * Concentrators: 149 Annual Openings	01.0201 Power, Structural & Technical Systems (Secondary) 18 Pathways, 132 Concentrators: 39 Annual Openings
	46.0201 Carpentry/Carpenter (Postsecondary) 65 Concentrators: 315 Annual Openings	09.0702 Digital Media (Secondary) 14 Pathways, 229 Concentrators: 29 Annual Openings
	46.0302 Electrician (Postsecondary) 98 Concentrators: 241 Annual Openings	50.0499 Graphic Design (Secondary) 12 Pathways, 115 Concentrators: 35 Annual Openings
	46.0401 Building/Property Maintenance (Postsecondary) 0 Concentrators: 469 Annual Openings	14.1401 Biochemistry (Secondary) 4 Pathways, 72 Concentrators: 53 Annual Openings
	46.0503 Plumbing Technology/Plumber (Postsecondary) 0 Concentrators: 189 Annual Openings	14.0501 Biomedical (Secondary) 6 Pathways, 384 Concentrators: 13 Annual Openings
	47.0201 Heating, Air Conditioning, Ventilation & Refrigeration Maintenance Technology/Technician (Postsecondary) 45 Concentrators: 77 Annual Openings	11.1004 Web & Digital Communications (Secondary) 6 Pathways, 116 Concentrators: 14 Annual Openings
	47.0302 Heavy Diesel Construction Technology (Postsecondary) 21 Concentrators: 48 Annual Openings	
	47.0303 Industrial Mechanics & Maintenance Technology/Technician (Postsecondary) 39 Concentrators: 107 Annual Openings	
	47.0409 Parts & Warehousing Operations & Maintenance Technology/Technician (Postsecondary) 0 Concentrators :6 Annual Openings	
	47.0603 Autobody/Collision & Repair Technology/Technician (Postsecondary) 45 Concentrators: 55 Annual Openings	
	47.0613 Medium/Heavy Vehicle & Truck Technology/Technician (Postsecondary) 119 Concentrators: 133 Annual Openings	
	48.0501 Machine Tool Technology/Machinist (Postsecondary) 32 Concentrators: 70 Annual Openings	
	48.0703 Cabinetmaking & Millwork (Postsecondary) 14 Concentrators: 62 Annual Openings	
	49.0202 Construction/Heavy Equipment/Earthmoving Equipment Operation (Postsecondary) 8 Concentrators: 200 Annual Openings	

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
	51.0707 Health Information/Medical Records Technology/Technician (Postsecondary) * Concentrators: 45 Annual Openings	
	51.0713 Medical Insurance Coding Specialist/Coder (Postsecondary) 18 Concentrators: 45 Annual Openings	
	51.0726 Medical Administrative/Executive Assistant & Medical Secretary (Postsecondary) 21 Concentrators: 125 Annual Openings	
	51.0801 Medical/Clinical Assistant (Postsecondary) 28 Concentrators: 150 Annual Openings	
	51.0803 Occupational Therapist Assistant (Postsecondary) 38 Concentrators: 58 Annual Openings	
	51.0904 Emergency Medical Technology/Technician (Postsecondary) 61 Concentrators: 82 Annual Openings	
	51.0908 Respiratory Care Therapy/Therapist (Postsecondary) 9 Concentrators: 51 Annual Openings	
	51.0909 Surgical Technology/Technologist (Postsecondary) 12 Concentrators: 54 Annual Openings	
	51.0911 Radiologic Technology/Science – Radiographer (Postsecondary) 45 Concentrators: 62 Annual Openings	
	51.0920 Magnetic Resonance Imaging (MRI) Technology/Technician (Postsecondary) * Concentrators: 39 Annual Openings	
	51.1009 Phlebotomy Technician/Phlebotomist (Postsecondary) 33 Concentrators: 76 Annual Openings	
	51.1012 Sterile Processing Technology/Technician (Postsecondary) 0 Concentrators: 65 Annual Openings	
	51.2602 Home Health Aide/Home Attendant (Postsecondary) * Concentrators: 620 Annual Openings	
	51.3801 Registered Nursing/Registered Nurse (Postsecondary) 58 Concentrators: 361 Annual Openings	

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
	51.3901 Licensed Practical/Vocational Nurse Training (Postsecondary) 97 Concentrators: 116 Annual Openings	
	51.3902 Nursing Assistant/Aide & Patient Care Assistant/Aide (Postsecondary) 287 Concentrators: 607 Annual Openings	
	52.0302 Accounting Technology/Technician & Bookkeeping (Postsecondary) 21 Concentrators: 364 Annual Openings	
	52.0401 Administrative Assistant & Secretarial Science, General (Postsecondary) 12 Concentrators: 988 Annual Openings	
	01.0101 Agribusiness Systems (Secondary) 3 Pathways, 6 Concentrators: 26 Annual Openings	
	01.1101 Plant Systems (Secondary) 8 Pathways, 25 Concentrators: 51 Annual Openings	
	46.0000 Construction & Design (Secondary) 14 Pathways, 113 Concentrators: 125 Annual Openings	
	52.0799 Business Management & Entrepreneurship (Secondary) 15 Pathways, 110 Concentrators: 1260 Annual Openings	
	13.0101 Teaching/Training (Secondary) 12 Pathways, 68 Concentrators: 417 Annual Openings	
	17.2071 Energy (Secondary) 1 Pathway, 0 Concentrators: 132 Annual Openings	
	14.0101 Engineering & Applied Mathematics (Secondary) 4 Pathways, 13 Concentrators: 51 Annual Openings	
	52.0801 Business Finance (Secondary) 20 Pathways, 135 Concentrators: 701 Annual Openings	
	44.0401 Government & Public Administration (Secondary) 5 Pathways, 34 Concentrators: 465 Annual Openings	
	51.9999 Health Science (Secondary) 13 Pathways, 356 Concentrators: 2,867 Annual Openings	
	12.0504 Restaurant & Event Management (Secondary) 8 Pathways, 146 Concentrators: 461 Annual Openings	
	52.0901 Travel & Tourism (Secondary) 1 Pathway, 9 Concentrators: 48 Annual Openings	

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
	19.0709 Early Childhood Development & Services (Secondary) 6 Pathway, 63 Concentrators: 218 Annual Openings	
	19.0799 Family, Community & Consumer Services (Secondary) 20 Pathways, 279 Concentrators: 391 Annual Openings	
	11.0301 Information Support & Services (Secondary) 1 Pathway, 0 Concentrators: 41 Annual Openings	
	11.0901 Network Systems (Secondary) 1 Pathway, 0 Concentrators: 166 Annual Openings	
	11.0201 Programming & Software Development (Secondary) 7 Pathways, 23 Concentrators: 222 Annual Openings	
	43.0299 Emergency & Fire Management Services (Secondary) 1 Pathways, 0 Concentrators: 80 Annual Openings	
	48.0000 Manufacturing (Secondary) 6 Pathways, 37 Concentrators: 473 Annual Openings	
	52.1402 Marketing (Secondary) 12 Pathways, 50 Concentrators: 190 Annual Openings	
	47.9999 Mobile Equipment Maintenance (Secondary) 3 Pathways, 40 Concentrators: 1,502 Annual Openings	

Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
01.0104 Farm/Farm & Ranch Management (Postsecondary)	25 Annual Openings	
01.0204 Agricultural Power Machinery Operation (Postsecondary)	57 Annual Openings	
01.0205 Agricultural Mechanics & Equipment/Machine Technology/Technician (Postsecondary)	87 Annual Openings	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.
01.0301 Agricultural Production Operations General (Postsecondary)	17 Annual Openings	
01.0302 Animal/Livestock Husbandry & Production (Postsecondary)	34 Annual Openings	

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
01.0304 Crop Production (Postsecondary)	34 Annual Openings	
01.0307 Horse Husbandry/Equine Science & Management (Postsecondary)	34 Annual Openings	
01.0401 Agricultural & Food Products Processing (Postsecondary)	26 Annual Openings	This CIP Code leads to some of the same CIP Codes as other Agriculture Pathways. Schools may be offering different Agriculture Pathway(s). 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 food industry that generates global sales of over \$50 billion.
01.0601 Applied Horticulture/Horticulture Operations, General (Postsecondary)	387 Annual Openings	Committee member noted many of these are low wage careers (law maintenance, etc.) that likely do not require a postsecondary credential to obtain employment.
01.0608 Floriculture/Floristry Operations & Management (Postsecondary)	244 Annual Openings	
01.0906 Livestock Management (Postsecondary)	34 Annual Openings	
01.1002 Food Technology & Processing (Postsecondary)	11 Annual Openings	
01.1105 Plant Protection & Integrated Pest Management (Postsecondary)	42 Annual Openings	
01.8301 Veterinary/Animal Health Technology/Technician & Veterinary Assistant (Postsecondary)	120 Annual Openings	
09.0702 Digital Communication & Media/Multimedia (Postsecondary)	15 Annual Openings	
10.0202 Radio & Television Broadcasting Technology/Technician (Postsecondary)	11 Annual Openings	
10.0305 Graphic & Printing Equipment Operator, General Production (Postsecondary)	117 Annual Openings	
11.0201 Computer Programming/Programmer General (Postsecondary)	329 Annual Openings	These jobs & salaries seem to require higher level degrees. Washburn University offers an Associates & Bachelors in this area.
11.0801 Web Page, Digital/Multimedia & Information Resources Design (Postsecondary)	79 Annual Openings	
11.0902 Cloud Computer (Postsecondary)	242 Annual Openings	
11.1001 Network & Systems Administration/Administrator (Postsecondary)	148 Annual Openings	
11.1002 System, Networking, and LAN/WAN Management/Manager (Postsecondary)	65 Annual Openings	

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
11.1003 Computer & Information Systems Security/Auditing/Information Assurance (Postsecondary)	161 Annual Openings	
11.1004 Web/Multimedia Management & Webmaster (Postsecondary)	14 Annual Openings	
12.0410 Nail Technician/Specialist & Manicurist (Postsecondary)	24 Annual Openings	Schools may be teaching these skills under CIP 12.0401 Cosmetology.
12.0413 Cosmetology, Barber/Styling, & Nail Instructor (Postsecondary)	121 Annual Openings	Schools may be teaching these skills under CIP 12.0401 Cosmetology.
12.0500 Cooking & Related Culinary Arts, General (Postsecondary)	819 Annual Openings	Washburn Tech offers CIP 12.0505 Culinary.
12.0501 Baking & Pastry Arts/Baker/Pastry Chef (Postsecondary)	66 Annual Openings	Washburn Tech offers CIP 12.0505 Culinary.
12.0503 Culinary Arts/Chef Training (Postsecondary)	996 Annual Openings	Washburn Tech offers CIP 12.0505 Culinary.
12.0504 Restaurant, Culinary & Catering Management/Manager (Postsecondary)	638 Annual Openings	Washburn Tech offers CIP 12.0505 Culinary.
15.0201 Computer Engineering Technology/Technician (Postsecondary)	25 Annual Openings	
15.0303 Electrical, Electronic, & Communications Engineering Technology/Technician (Postsecondary)	29 Annual Openings	
15.0406 Automation Engineer Technology/Technician (Postsecondary)	9 Annual Openings	
15.0506 Water Quality & Wastewater Treatment Management & Recycling Technology/Technician (Postsecondary)	32 Annual Openings	
15.0508 Hazardous Materials Management & Waste Technology/Technician (Postsecondary)	10 Annual Openings	
15.0612 Industrial Technology/Technician (Postsecondary)	7 Annual Openings	Schools may be teaching these skills under CIP Code 15.0613 Computerized Machine Tool Engineering or 47.0303 Industrial Machine Mechanic.
15.0614 Welding Engineering Technology/Technician (Postsecondary)	146 Annual Openings	
15.0699 Industrial Production Technologies/Technicians, Other (Postsecondary)	7 Annual Openings	
15.0702 Quality Control Technology/Technician (Postsecondary)	76 Annual Openings	
15.0801 Aeronautical/Aerospace Engineering Technology/Technician (Postsecondary)	7 Annual Openings	

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
15.0805 Mechanical/Mechanical Engineering Technology/Technician (Postsecondary)	14 Annual Openings	
15.1102 Surveying Technology/Surveying (Postsecondary)	17 Annual Openings	
15.1301 Drafting & Design Technology/Technician, General (Postsecondary)	14 Annual Openings	Both Highland CC and Washburn Tech offer CIP 15.1302
15.1306 Mechanical Drafting & Mechanical Drafting CAD/CADD (Postsecondary)	7 Annual Openings	
15.1702 Power Plant Technology/Technician (Postsecondary)	26 Annual Openings	
15.1703 Solar Energy Technology/Technician (Postsecondary)	7 Annual Openings	
15.1704 Wind Energy Technology/Technician (Postsecondary)	7 Annual Openings	
16.0103 Language Interpretation & Translation (Postsecondary)	27 Annual Openings	
16.1603 Sign Language Interpretation & Translation (Postsecondary)	14 Annual Openings	
22.0302 Legal Assistant/Paralegal (Postsecondary)	47 Annual Openings	
41.0303 Chemical Process Technology (Postsecondary)	59 Annual Openings	
43.0102 Corrections (Postsecondary)	89 Annual Openings	
43.0203 Fire Science/Firefighting (Postsecondary)	80 Annual Openings	
43.0406 Forensic Science & Technology (Postsecondary)	63 Annual Openings	
46.0101 Mason/Masonry (Postsecondary)	146 Annual Openings	
46.0301 Electrical & Power Transmission Installation/Installer, General (Postsecondary)	155 Annual Openings	
46.0415 Building Construction Technology/Technician (Postsecondary)	150 Annual Openings	
47.0101 Electrical/Electronics Equipment Installation & Repair Technology/Technician, General (Postsecondary)	26 Annual Openings	
47.0607 Airframe Mechanics & Aircraft Maintenance Technology/Technician (Postsecondary)	23 Annual Openings	
47.0608 Aircraft Powerplant Technology/Technician (Postsecondary)	23 Annual Openings	
47.0614 Alternative Fuel Vehicle Technology/Technician (Postsecondary)	95 Annual Openings	
47.0701 Energy Systems Installation & Repair Technology/Technician (Postsecondary)	220 Annual Openings	Schools may be teaching these skills under CIP 46.0302 Electrical Technology

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
49.0202 Construction/Heavy Equipment/Earthmoving Equipment Operations (Postsecondary)	200 Annual Openings	Concentrator data listed in this report is from AY2022. The instructor for this program at Washburn Tech retired at the end of AY2023. Program is not offered currently.
49.0205 Truck & Bus Driver/Commercial Vehicle Operator & Instructor (Postsecondary)	646 Annual Openings	
49.0208 Railroad & Railway Transportation (Postsecondary)	11 Annual Openings	
50.0408 Interior Design (Postsecondary)	12 Annual Openings	
51.0601 Dental Assisting/Assistant (Postsecondary)	93 Annual Openings	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.
51.0602 Dental Hygiene/Hygienist (Postsecondary)	71 Annual Openings	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.
51.0709 Medical Office Computer Specialist/Assistant (Postsecondary)	130 Annual Openings	
51.0710 Medical Office Assistant/Specialist (Postsecondary)	125 Annual Openings	
51.0799 Health & Medical Administrative Services, Other (Postsecondary)	11 Annual Openings	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.
51.0805 Pharmacy Technician/Assistant (Postsecondary)	100 Annual Openings	
51.0903 Electroneurodiagnostic/Electroencephalographic Technology/Technologist (Postsecondary)	47 Annual Openings	
51.1004 Clinical/Medical Laboratory Technician (Postsecondary)	77 Annual Openings	Washburn University offers a Bachelor of Health Science degree in Medical Laboratory Science.
51.1005 Clinical Laboratory Science/Medical Technology/Technologist (Postsecondary)	77 Annual Openings	
51.2601 Health Aide (Postsecondary)	607 Annual Openings	Washburn Institute of Technology (WIT) and Highland Community College both offer 51.3901 Nursing Assistant/Aide. Those programs align with the same SOC Code of 31-1131 Nursing Assistants, which has 607 Annual Openings.
51.2604 Rehabilitation Aide (Postsecondary)	11 Annual Openings	

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
52.0203 Logistics, Materials & Supply Chain Management (Postsecondary)	94 Annual Openings	
52.0204 Office Management & Supervision (Postsecondary)	263 Annual Openings	
52.0408 General Office Occupations & Clerical Services (Postsecondary)	305 Annual Openings	WIT and Highland CC both offer 52.0401 Administrative Assistant. These programs prepare students for similar Office & Clerical Occupations.
52.0409 Parts, Warehousing, & Inventory Management Operations (Postsecondary)	90 Annual Openings	
52.0904 Hotel/Motel Administration/Management (Postsecondary)	48 Annual Openings	
52.0905 Restaurant/Food Services Management (Postsecondary)	48 Annual Openings	
52.1901 Fashion Merchandising (Postsecondary)	314 Annual Openings	The SOC Codes that align with this CIP Code are: 13-1161 Market Research Analysts: 133 Openings 41-4012 Sales Representatives: 181 Openings These SOC Codes/Careers may not be specific to Fashion Merchandising. Marketing & Sales could represent many other products other than Fashion.
26.1201 Biotechnology in Agriculture (Secondary)	27 Annual Openings	
01.0401 Food Products & Processing Systems (Secondary)	37 Annual Openings	
15.0000 Aviation Production (Secondary)	34 Annual Openings	Looking at labor data further, it appears the SOC Codes with Openings aligned to this pathway are for more general Engineering careers.
19.0999 Fashion, Apparel, Interior Design (FAID)	256 Annual Openings	The vast majority of the SOC Code openings are for Buyers & Purchasing Agents (SOC 13-1020, 54 Openings) and Sales Representatives (SOC 41-4012, 181 Openings). Those could be careers focused on a wide range of products, not just Fashion, Apparel, Interior Design. Seaman HS noted that students have expressed interest in the thrifting trend and modifying clothing. Seeing an uptick of student interest in this area.
47.0608 Aviation Maintenance (Secondary)	23 Annual Openings	

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
10.0303 Graphics Technology (Postsecondary)	This is a skill set that may benefit many careers, such as Marketing, Communications, Business Entrepreneurship, etc.	30 Concentrators: 11 Annual Openings
15.0613 Manufacturing Engineering Technology/Technician (Postsecondary)	<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 often move back home to various locations across the country. Many students find employment in Kansas (statewide, not just NE Kansas) and the rest move out of state and obtain employment.</p> <p>The program is also a precursor to other Manufacturing programs.</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>	84 Concentrators: 7 Annual Openings
15.1302 CAD/CADD Drafting and/or Design Technology/Technician (Postsecondary)	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 allows students 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.	37 Concentrators: 14 Annual Openings
47.0604 Automobile/Automotive Mechanics Technology/Technician (Postsecondary)	The committee noted that many students enroll in this pathway for their own personal learning and interest, especially high school students. The Concentrators are not all looking for employment in the Auto Service Industry. Workforce partners and Advisory Committee members consistently state that they still need employees.	134 Concentrators, 95 Annual Openings
48.0508 Welding Technology/Welder (Postsecondary)	Industry partners have shared that they still have openings. There are many careers for welders in	190 Concentrators, 146 Annual Openings

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
	Manufacturing Production & Assembly that may not be represented by the SOC Codes that aligned to this CIP Code. Students may also be filling positions in locations other than Northeast Kansas.	
51.0907 Medical Radiologic Technology/Science – Radiation Therapist (Postsecondary)	This program starts in the Summer. Concentrator count listed includes two years of students. Program is also online, preparing students for careers across the country (not just Northeast Kansas).	84 Concentrators: 62 Annual Openings
51.0910 Diagnostic Medical Sonography/Sonographer & Ultrasound Technician (Postsecondary)	This program starts in the Summer. Concentrator count listed includes two years of students. Program is also online, preparing students for careers across the country (not just Northeast Kansas).	60 Concentrators: 45 Annual Openings
51.2603 Medication Aide (Postsecondary)	The committee noted that this is a stackable credential. Those working in Long Term Care (LTC) facilities need this certification in order to distribute medications. Students usually continue on to another Health care program like CNA or LPN. Industry will often advertise positions that may be filled by either a Med Aide or a CNA. Annual Openings may not reflect all of the job openings that could be filled by Med Aides.	49 Concentrators: 11 Annual Openings
01.9999 Comprehensive Agriculture Science (Secondary)	The committee noted that the Kansas Department of Labor projections may not be picking up on all positions. Many positions in this field are filled by word-of-mouth, or students go back to work on the family farm. Small schools with limited staff may only be able to offer a few pathways. Comprehensive Agriculture Science is the broadest of the Agriculture pathways. Secondary committee members also noted that High School students often take courses in several pathways, but USDs are only able to report one pathway per student for data purposes. The number of students listed as Concentrators for this pathway may be inflated compared to the number of students who plan to pursue careers in this field. Secondary-level is focused on career exploration and students benefit from soft skills learned.	21 Pathways, 152 Concentrators: 26 Annual Openings
01.0901 Animal Science (Secondary)	The committee noted that the Kansas Department of Labor projections may not be picking up on all positions. Many positions in this field are filled by word-of-mouth, or students go back to work on the family farm.	12 Pathways, 50 Concentrators: 34 Annual Openings

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
	<p>Small schools with limited staff may only be able to offer a few pathways. This may be the only Agriculture pathway available at a school.</p> <p>Secondary committee members also noted that High School students often take courses in several pathways, but USDs are only able to report one pathway per student for data purposes. The number of students listed as Concentrators for this pathway may be inflated compared to the number of students who plan to pursue careers in this field. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	
01.0201 Power, Structural & Technical Systems (Secondary)	<p>This pathway includes several Welding, Mechanics, and Small Engines coursework. Schools may choose to offer this pathway as it provides exposure to Agriculture, Welding, and Mechanics careers. The SOC Codes that align to this CIP Code do not encompass all of those careers.</p> <p>There are 146 openings for Welders in NE Kansas annually (SOC Code 51-4121).</p>	18 Pathways, 132 Concentrators: 39 Annual Openings
09.0702 Digital Media (Secondary)	<p>This is an interest area for many students, but may not necessarily be the primary career field they plan to go into. Skills taught in this pathway may benefit Communications, Marketing, and Business Entrepreneurship careers. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	14 Pathways, 229 Concentrators: 29 Annual Openings
50.0499 Graphic Design (Secondary)	<p>This is an interest area for many students, but may not necessarily be the primary career field that they plan to go into. Skills taught in this pathway may benefit Communications, Marketing, and Business Entrepreneurship careers. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	12 Pathways, 115 Concentrators: 35 Annual Openings
14.1401 Biochemistry (Secondary)	<p>Courses in this pathway expose students to Science, Agriculture, Engineering & Health Science. Small schools with limited resources may choose to offer this pathway to provide students with that broad exposure to many areas. The SOC Codes that align to this CIP Code do not seem to encompass all of the careers these students may choose to pursue. Secondary-level is</p>	4 Pathways, 72 Concentrators: 53 Annual Openings

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
	focused on career exploration and students benefit from soft skills learned.	
14.0501 Biomedical (Secondary)	<p>This is a high area of interest for students, and many students go to the Kansas City area for employment. The committee also noted that Biology and AP Biology are Introductory & Technical level options for this pathway. The Health Science pathway requires schools to offer Human Body Systems, Health Science II, or Anatomy & Physiology. It may be easier for small schools with limited resources to offer. Students from this pathway may eventually pursue Health Science Careers. There are 2,867 Annual Openings in the Health Science in Northeast Kansas. Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	6 Pathways, 384 Concentrators: 13 Annual Openings
11.1004 Web & Digital Communications (Secondary)	<p>Small schools may have the capacity to offer one IT pathway. This pathway is likely being used to expose students to a variety of IT careers. Includes courses & skills that may be applicable to a wide range of careers (i.e. Computer Applications, Web Page Design, Graphic Design). Secondary-level is focused on career exploration and students benefit from soft skills learned.</p>	6 Pathways, 116 Concentrators: 14 Annual Openings

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

9. American Indian or Alaskan Native

10. Asian
11. Black or African American
12. Hispanic/Latino
13. Native Hawaiian or Other Pacific Islander
14. White
15. Two or More Races
16. Unknown

Secondary Performance

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

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

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

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

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

4S1 – Nontraditional Program Concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of

the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

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

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

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

	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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.12% Performance</p> <p><i>Sustaining Strengths:</i> <i>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.</i></p> <p>2S1 Reading (31.10% Target): 33.72% Performance</p> <p>2S2 Math (24.10% Target): 22.47% Performance – meets 90% of Target</p> <p>2S3 Science (27.10% Target): 34.32% Performance</p> <p>3S1 Placement (85.50% Target): 77.62% Performance – meets 90% of Target</p> <p>4S1 Non-Traditional (30.50% Target): 43.59% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 66.04% Performance</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Government & Public Administration 65.52% <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Agribusiness Systems 0% • Business Management & Entrepreneurship 24% • Construction & Design 26.92% • Corrections, Security, Law & Law Enforcement 22.22% • Early Childhood Development & Services 11.11% • Family, Community & Consumer Services 23.87% • Manufacturing 15.38% • Restaurant & Event Management 11.48% • Travel & Tourism 0% <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 17.45%

	<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 99.30% Performance WIT: 84.85% Performance Highland: 95.17% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.83% Performance WIT: 84.13% Performance Highland: 86.43% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 13.51% Performance WIT: 9.88% Performance Highland: 7.77% Performance – meets 90% of target</p> <p><u>Sustaining Strengths:</u></p> <p><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.</p> <p><u>2S1; 2S2; 2S3:</u> Integrate academics in CTE, and CTE into academics. Lots of reading comprehension skills in technical manuals.</p> <p><u>3S1:</u> Schools utilizing multiple methods to determine students' placement (postcards, surveys, phone calls, social media, etc.)</p> <p><u>4S1:</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>5S1:</u> Strong partnerships with local technical colleges.</p> <p><u>1P1:</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. Many programs have minimum standards for admission and students are well prepared through coordinated academic advising.</p> <p><u>2P1:</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>	<ul style="list-style-type: none"> • Business Management & Entrepreneurship 20.41% • Comprehensive Agriculture Science 16.09% • Corrections, Security, Law & Law Enforcement 0% • Early Childhood Development & Services 10% • Family, Community & Consumer Services 18.06% • Government & Public Administration 20% • Graphic Design 15.22% • Manufacturing 15.38% • Plant Systems 14.29% • Power, Structural & Technical Systems 19.23% • Restaurant & Event Management 7.55% • Travel & Tourism 0% <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Mobile Equipment Maintenance 6.90% • Plant Systems 22.73% • Restaurant & Event Management 16.95% • Travel & Tourism 0% <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • BioMedical 69.77% • Business Management & Entrepreneurship 43.90% • Construction & Design 71.43% • Corrections, Security, Law & Law Enforcement 0% • Family, Community & Consumer Services <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Construction & Design 14.16% • Engineering & Applied Mathematics 23.08% • Family, Community & Consumer Services 0% • Graphic Design 0%
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	<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>3P1</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>	<ul style="list-style-type: none"> • Manufacturing 2.70% • Marketing 0% • Mobile Equipment Maintenance 5% • Power, Structural & Technical Systems 8.33% • Programming & Software Development 7.14% <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Agribusiness Systems 42.86% • Corrections, Security, Law & Law Enforcement 38.89% <p><u>Root Cause</u>:</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
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Performance of Special Populations

<p>Individuals with disabilities</p>	<p><u>Secondary Data</u>:</p> <p>1S1 Graduation Rate (85.50% Target): 98.66% Performance</p> <p>2S1 Reading (31.10% Target): 35.91% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 33.47% Performance</p> <p><u>Postsecondary Data</u>:</p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 77.78% Performance Highland: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance</p>	<p><u>Secondary Data</u>:</p> <p>1S1 Graduation Rate (85.50% Target): The following pathway did not meet the target</p> <ul style="list-style-type: none"> • Manufacturing 60% Performance <p><i>Root Cause of Gap:</i> <i>This is a relatively small sample size of 7 students, amongst 6 Manufacturing pathways offered in the region. Cause may be student/school specific.</i></p> <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 14.29% • Business Finance 0% • Business Management & Entrepreneurship 0% • Comprehensive Agriculture Science 0% • Construction & Design 12.50% • Digital Media 0% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 0% • Graphic Design 0%
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	<p>Highland: 90.91% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 7.23% Performance - meets 90% of Target Highland: 10.34% Performance</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). Co-teaching, tutoring, and the State’s Best Effective Practices list were all mentioned as ways to sustain strengths. Heartland Works staff is available to provide work-based learning and other career exploration opportunities.</p>	<ul style="list-style-type: none"> • Manufacturing 0% <p>2S2 Math (24.10% Target): 12.42% Performance</p> <p>2S3 Science (27.10% Target): 15.67% Performance</p> <p>3S1 Placement (85.50% Target): 60.23% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 25% • Manufacturing 0% • Mobile Equipment Maintenance 0% • Power, Structural & Technical Systems 6.25% <p>5S2 Postsecondary Credits (52.50% Target): 41.75% Performance</p> <p><u>Root Cause:</u> 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>Gaps may exist because of the lack of awareness/knowledge of accommodations available at post-secondary institutions. Disabilities services at this level require the student to self-identify to receive accommodation. This may also be due to students’ personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it’s important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
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<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 97.71% Performance</p> <p>2S1 Reading (31.10% Target): 36.57% Performance</p> <p>4S1 Non-traditional (30.50% Target): 41.64% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 49.53% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 86.81% Performance Highland: 96.55% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 95.12% Performance WIT: 83.56% Performance Highland: 86.11% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 16.50% Performance</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 68.18% Performance • Manufacturing 62.50% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioChemistry 0% • BioMedical 12.12% • Business Management & Entrepreneurship 18.75% • Comprehensive Agriculture Science 14.29% • Construction Design 25% • Corrections, Security, Law & Law Enforcement 0% • Digital Media 16% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 14.89% • Government & Public Administration 0% • Health Science 23.81% • Manufacturing 0% • Marketing 0% <p>2S2 Math (24.10% Target): 7.98% Performance</p> <p>2S3 Science (27.10% Target): 18.53% Performance</p> <p>3S1 Placement (85.50% Target): 53.59% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Construction & Design 10.34% Performance • Manufacturing 9.09% Performance • Mobile Equipment Maintenance 6.90% Performance • Power, Structural & Technical Systems 8.33% Performance • Teaching/Training 25% Performance
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	<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>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 36.84% Performance • Construction & Design 28.95% Performance • Corrections, Security, Law & Law Enforcement 46.15% Performance • Family, Community & Consumer Services 39.36% Performance • Government & Public Administration 18.18% Performance • Marketing 46.15% Performance • Mobile Equipment Maintenance 42.31% Performance • Programming & Software Development 41.60% Performance • Restaurant & Event Management 41.49% Performance • Web & Digital Communications 31.43% Performance <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 6% Performance Highland: 6.78% Performance</p> <p><u>Root Cause:</u> 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>Students may not be aware of many resources and/or ask or take advantage of programs to assist them. Low-income families may not have awareness of all the resources to help with funding for education. Additionally, it may be difficult to get the necessary documentation from them due to this lack of resources.</p> <p>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</p>
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		<p>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>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
<p>Individuals preparing for non-traditional fields</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.53% Performance</p> <p>2S1 Reading (31.10% Target): 40.90%</p> <p>2S3 Science (27.10% Target): 32.16% Performance</p> <p>3S1 Placement (85.50% Target): 80.22% Performance – meets 90% of the target</p> <p>4S1 Non-traditional (30.50% Target): 100% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 68.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 13.51% Performance WIT: 9.88% Performance Highland: 7.77% Performance – meets 90% of target</p> <p><u>Sustaining Strengths:</u> Non-trad reps are included on advisory committees, speak with students</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 72.50% Performance • Government & Public Administration 60.87% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 26.79% Performance • Business Management & Entrepreneurship 22.58% Performance • Comprehensive Agriculture Science 20.41% Performance • Construction & Design 25% Performance • Corrections, Security, Law & Law Enforcement 20% Performance <p>2S2 Math (24.10% Target): 20.33% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 22.27% Performance • Government & Public Administration 20% Performance

	<p>Recruitment materials/strategies</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>	<ul style="list-style-type: none"> • Power, Structural & Technical Systems 20% Performance • Restaurant & Event Management 11.48% • Travel & Tourism 0% • Web & Digital Communications 0% <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 69.84% Performance • Business Management & Entrepreneurship 52.94% Performance • Manufacturing 66.67% Performance • Restaurant & Event Management 36.67% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness Systems 40% Performance – small cell suppression • Corrections, Security, Law & Law Enforcement 42.48% Performance <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 20% Performance WIT: 7.45% Performance Highland: 9.24% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 18.79% Performance WIT: 6.32% Performance Highland: 6.42% Performance</p> <p><u>Root Cause (possible, depends on school):</u></p> <p>Barriers still exist to break the norm or show many non-traditional role-models in many small towns. Gaps may exist due to peer pressure and/or gender expectations in various roles.</p> <p>Educational:</p> <ul style="list-style-type: none"> • Access to & participation in CTE
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		<ul style="list-style-type: none"> • Institutional Climate • Support Networks <p>Community:</p> <ul style="list-style-type: none"> • Parent & Family Engagement • Student Voice <p>Individual:</p> <ul style="list-style-type: none"> • Self-Concept: Agency, self-efficacy, & self-determination • Mindset • Stereotype Threat <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
<p>Single parents, including single pregnant women</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 40.13% Performance</p> <p>2S2 Math (24.10% Target): 35.05% Performance</p> <p>2S3 Science (27.10% Target): 35.90% Performance</p> <p>4S1 Non-traditional (30.50% Target): 49.57% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 42% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 92.31% Performance Highland: 90% Performance</p>	<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target) The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 12.50% Performance • Restaurant & Event Management 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Finance 20% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 0% Placement <i>Root Cause: Overall sample size was very low, and some pathways had 100% performance but were small cell suppressed. Unknown if these results are valid & reliable.</i></p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 0% Performance

	<p>2PI Postsecondary Credential (71% Target): WU: 83.33% Performance WIT: 87.18% Performance Highland: 88.46% Performance</p> <p>3PI: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 20.63% Performance</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). High Schools can offer Alternative School Placement, if appropriate for the student, as well as opportunities to participate in virtual school.</p>	<ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p><u>Postsecondary Data:</u></p> <p>3PI Nontraditional Participation (8% Target): Highland: 0% Performance</p> <p><u>Root Cause:</u> Gender norms & societal expectations. Access to childcare.</p> <p>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>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>Every school 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>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four</p>
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		primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.
Out-of-workforce individuals	<p><u>Secondary Data:</u></p> <p>Not Applicable</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 75% Performance – Small Cell Suppression, meets 90% of the target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.83% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 14.29% Performance</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><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</p> <p><u>Root Cause:</u></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> <p>The committee agreed that root causes are student specific, and that it’s important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
English Learners	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target) 31.58% Performance</p>	<p><u>Secondary Data:</u></p> <p>2S2 Math (24.10% Target): 0% Performance – <i>small cell suppression</i></p> <p>2S3 Science (27.10% Target):</p>

	<p>4S1 Non-Traditional (30.50% Target): 43.98% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (75% Target): WIT: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance</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). One HS has partnered with WU to add dual credit courses that are taught bilingually.</p>	<p>0% Performance – <i>several pathways met the target, but were small cell suppressed.</i></p> <p>3S1 Placement (85.50% Target): 33.84% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): 44.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance</p> <p><u>Root Cause:</u></p> <p>Students often make choices based on family and defined cultural norms. Often times career choices are made on necessity to help provide immediate support to family rather than long term career plans/goals. Attainment of post-secondary degrees/credits is not valued in many cultures.</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>The committee agreed that root causes are student specific, and that it’s important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
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<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S2 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 20% Performance</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 Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).</p>	<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% - Small Cell Suppression</p> <p><u>Root Cause:</u> Self-reported data. Low sample size due to students not reporting themselves, or students homeless status may change during the semester.</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
<p>Youth who are in, or have aged out of, the foster care system</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits:</p>	<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 5.13% Performance</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize</p>

	<p>No Data and/or Small Cell Suppressed</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 81.82% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance Highland: 66.67% - Small Cell Suppression – meets 90% of Target</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 40% Performance – Small Cell Suppression</p> <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>It was suggested that additional tutoring, and possibly group home tutoring, would be beneficial. Support for attendance interventions with foster care kids, in particular those in group homes.</p>	<p>strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 37.50% Performance</p> <p>2S2 Math (24.10% Target):</p>	<p><u>Secondary Data:</u></p> <p>5S2 Postsecondary Credits (52.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target):</p>

	<p>25% Performance</p> <p>2S3 Science (27.10% Target): 27.27% Performance</p> <p>3S1 Placement (85.50% Target): 100% Performance</p> <p>4S1 Non-traditional (30.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance (0/8) WIT: 8% Performance</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>WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</p> <p><u>Root Cause:</u> Self-reported. Believe this may be a collection problem. Consider strategies to better identify students.</p> <p>Some classes or credits may not be available to the student in other states, so moving in it may be difficult to begin a pathway.</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>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	<u>Secondary Data:</u>	<u>Secondary Data:</u>

	<p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S3 Science (27.10% Target): 27.81% Performance</p> <p>4S1 Non-traditional (30.50% Target): 38.76% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 75% Performance Highland: 100% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 100% Performance WIT: 16.67% Performance</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p> <p>WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations including Indigenous Nations Student Association (INSA).</p>	<p>2S1 Reading (31.10% Target): 18.54% Performance</p> <p>2S2 Math (24.10% Target): 3.35% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 0% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 31.21% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 39.20% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance (0/9)</p> <p><u>Root Cause:</u></p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
Asian	<u>Secondary Data:</u>	<u>Postsecondary Data:</u>

	<p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits – Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 75% Performance – Small Cell Suppression, meets 90% of Target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WU: 25% Performance</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts. WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations.</p>	<p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance (0/8) Highland: 0% Performance – Small Cell Suppression</p> <p><u>Root Cause:</u> Small sample size.</p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it’s important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
Black or African American	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 99.06% Performance</p> <p>4S1 Non-traditional (30.50% Target): 43.78% Performance</p>	<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 20% Performance</p> <p>2S2 Math (24.10% Target): 0% Performance</p>

	<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 95.24% Performance Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.35% Performance Highland: 66.67% Performance – meets 90% of the target</p> <p>3P1 Nontraditional Participation (8% Target): WU: 16.67% Performance WIT: 22.45% Performance</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p> <p>WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations including the Washburn Black Student Union (WBSU), Washburn Black Lives Matter Student Chapter, and many historically African American Fraternities and Sororities.</p>	<p>2S3 Science (27.10% Target): 7.57% Performance</p> <p>3S1 Placement (85.50% Target): 21.52% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 45.897% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 7.14% Performance</p> <p><u>Root Cause:</u></p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
Hispanic/Latino	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 96.03% Performance</p> <p>4S1 Non-traditional (30.50% Target): 46.69% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 51.93% Performance – meets 90% of target</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services: 66.67% Performance (7/10) • Government & Public Administration: 60% Performance (4/7) <p>2S1 Reading (31.10% Target): 13.02% Performance</p>

	<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 81.32% Performance Highland: 95.65% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 86.59% Performance Highland: 89.47% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 30% Performance WIT: 9.40% Performance</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p> <p>WU hosts a Hispanic Heritage Month, the annual Hermanitas Conference (focuses on middle and high school Latina students), the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations including the Hispanic American Leadership Organizations (HALO) and historically Latina Sororities.</p>	<p>2S2 Math (24.10% Target): 5.22% Performance</p> <p>2S3 Science (27.10% Target): 12.43% Performance</p> <p>3S1 Placement (85.50% Target): 27.98% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.29% Performance • Family, Community & Consumer Services 0% Performance • Mobile Equipment Maintenance 5.88% Performance • Power, Structural & Technical Systems 0% Performance • Web & Digital Communications 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Digital Media 45.16% Performance • Family, Community & Consumer Services 44.12% • Graphic Design 44% Performance • Mobile Equipment Maintenance 31.58% Performance • Restaurant & Event Management 42.86% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 4.76% Performance</p> <p><u>Root Cause:</u></p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p>
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		The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.
Native Hawaiian or Other Pacific Islander	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits – No data and/or Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 100% Performance – Small Cell Suppression</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p> <p>WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations.</p>	<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance – Small Cell Suppression Highland: 0% Performance – Small Cell Suppression</p> <p><u>Root Cause:</u></p> <p>Small sample size, students may exercise personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
White	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.49% Performance</p>	<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p>

	<p>2S1 Reading (31.10% Target): 46.36% Performance</p> <p>2S2 Math (24.10% Target): 25.54% Performance</p> <p>2S3 Science (27.10% Target): 38.87% Performance</p> <p>3S1 Placement (85.50% Target): 84.05% Performance – meets 90% of the target</p> <p>4S1 Non-Traditional (30.50% Target): 44% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 70.77% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 87.23% Performance Highland: 95.39% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.56% Performance WIT: 83.81% Performance Highland: 86.15% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 13.16% Performance WIT: 7.90% Performance – meets 90% of target</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p>	<ul style="list-style-type: none"> • Early Childhood Development & Services: 78.95% Performance • Government & Public Administration: 75% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness 0% Performance • Business Management & Entrepreneurship 26.83% Performance • Comprehensive Agriculture Science 18.48% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 25.93% Performance • Manufacturing 16.67% Performance <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Comprehensive Agriculture Science 13.98% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 18.55% Performance • Government & Public Administration 0% Performance • Graphic Design 20% Performance • Manufacturing 16.67% Performance • Mobile Equipment Maintenance 0% Performance • Plant Systems 14.29% Performance • Power, Structural & Technical Systems 20.27% Performance • Restaurant & Event Management 8% Performance • Travel & Tourism 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Mobile Equipment Maintenance 18.18% Performance
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	<p>WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations.</p>	<ul style="list-style-type: none"> • Programming & Software Development 0% Performance • Travel & Tourism 0% Performance <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 56.25% Performance • Construction & Design 71.43% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Graphic Design 52.38% Performance • Mobile Equipment Maintenance 66.67% Performance • Restaurant & Event Management 58.93% Performance <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.56% Performance • Manufacturing 0% Performance • Marketing 0% Performance • Mobile Equipment Maintenance 0% Performance • Power, Structural & Technical Systems 8.80% Performance • Programming & Software Development 10% Performance • Web & Digital Communications 0% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 6.75% Performance</p> <p><u>Root Cause:</u></p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
Two or More Races	<u>Secondary Data:</u>	<u>Secondary Data:</u>

	<p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 70.83% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 54.55% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 97.06% Performance Highland: 96.97% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 87.50% Performance WIT: 100% Performance Highland: 86.96% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 9.09% Performance WIT: 8% Performance Highland: 18.64% Performance</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p> <p>WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations.</p>	<p>2S1 Reading (31.10% Target): 26.36% Performance</p> <p>2S2 Math (24.10% Target): 10% Performance</p> <p>2S3 Science (27.10% Target): 23.73% Performance</p> <p>3S1 Placement (85.50% Target): 73.34% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> Digital Medial 44.44% Performance <p><u>Root Cause:</u></p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
Unknown	<p><u>Secondary Data:</u></p> <p>N/A – No Data</p>	<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WU: 6.25% Performance</p>

	<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 96.88% Performance WIT: 81.55% Performance Highland: 94.12% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.68% Performance Highland: 94.12% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 12.50% Performance Highland: 12% Performance</p> <p><u>Sustaining Strengths:</u> Educate staff on bias and how bias impacts performance. Support from affinity groups when it comes to career development plans (example: working with hospital groups to conduct focused recruitment for students of color, etc.). Trio Programs. Show what you are doing that is successful and leverage that to obtain private foundation funds to support expanding efforts.</p> <p>WU hosts the Michael Tilford Conference on Diversity & Multiculturalism, and a many Multicultural Student Organizations.</p>	<p><u>Root Cause:</u></p> <p>Part of the root cause is that this is a small cohort and students may exercise personal choice in program selection.</p> <p>The committee agreed that root causes are student specific, and that it's important to individualize strategies based on student needs. We reviewed the NAPE Root Causes document that highlights four primary root causes: 1) Education, 2) Career, 3) Individual, and 4) Community.</p>
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Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

What does the law mean?

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

State Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	<ul style="list-style-type: none"> • 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 	<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.

Question	Answer	Areas for Improvement
	<ul style="list-style-type: none"> • 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"> • 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.
Relate to real-world work environment (Scope)	<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. • Quality/accreditation process that is peer reviewed.
Help students advance to future education (Scope)	<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 	<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.

Question	Answer	Areas for Improvement
	<ul style="list-style-type: none"> • 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"> • 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. • Review Certifications available for Secondary pathways. Are these valued by industry? Early Childhood was a particular area mentioned by committee members.
<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 	<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"> • 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 • 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
(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	<ul style="list-style-type: none"> • Discuss internally, form committees and involve administration and academic teachers in process. • Schools in the area use collaboration from various PAC and advisory committees and 	<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
	<p>include feedback from various parties in differing roles, which ensures a better-developed program that meets the needs of industry in the region.</p>	<ul style="list-style-type: none"> • Difficulty in translating academic test scores and students' fidelity in taking state tests. State tests also are given during 10th and 11th grade and don't reflect students ability when exiting and graduating. • District wide planning/training is needed to meet the gap. • Support additional co-teaching models, such as Math-in-CTE.
(B) addresses both academic and technical knowledge and skills, including employability skills	<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 • Students are encouraged to participate in CTSO to gain employability skills and leadership. 	<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.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	<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.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	<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).
(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).

Implementation Process	Strengths	Needs/Gaps
		<ul style="list-style-type: none"> • 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. • Open up the number of certifications available for secondary pathways. Early Childhood in particular, are these certificates valuable to industry?

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

RECRUITMENT		
Process	Strengths	Needs/Gaps
<ul style="list-style-type: none"> 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.) Utilize Business Partners. Ask about part-time employees who may be willing to teach part-time as well, or employees planning to retire from B&I who may want to teach. 	<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).

TRAINING

Process	Strengths	Needs/Gaps
<ul style="list-style-type: none"> • Provide Professional Development • Provide Mentors • Instructional Coaches 	<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. • PD, training & mentoring available through KCCTE. 	<ul style="list-style-type: none"> • Creating a purposeful, thoughtful PD plan. Not just signing up for trainings as they present themselves. • Lack of substitute teachers creates a burden on school for outside professional development. • Attending additional PD meetings takes extra time away from the classroom and creates more work for the teacher when making sub notes and creating/following up on sub notes and plan.

RETENTION

Process	Strengths	Needs/Gaps
<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. • Benefits (paid time off, insurance, retirement, etc) 	<ul style="list-style-type: none"> • Competitive Wage & Benefits Packages • Opportunities for staff to feel empowered (shared governance). • Public education/post-secondary salaries are not competitive with industry. • Lack of ability to offer incentives to teachers.

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;
X	American Indian or Alaskan Native
X	Asian
X	Black or African American
X	Hispanic/Latino
X	Native Hawaiian or Other Pacific Islander
X	White
X	Two or More Races
X	Unknown

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.66% Performance</p> <p>2S1 Reading (31.10% Target): 35.91% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 33.47% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 77.78% Performance Highland: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 90.91% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 7.23% Performance - meets 90% of Target Highland: 10.34% Performance</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>Co-teaching.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 97.71% Performance</p> <p>2S1 Reading (31.10% Target): 36.57% Performance</p> <p>4S1 Non-traditional (30.50% Target): 41.64% Performance</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</p>

<p>5S2 Postsecondary Credits (52.50% Target): 49.53% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 86.81% Performance Highland: 96.55% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 95.12% Performance WIT: 83.56% Performance Highland: 86.11% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 16.50% Performance</p>		<p>disadvantaged families. Provide professional development to 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>Provide low/no-cost transportation. Washburn provides a free City of Topeka Metro bus pass to students.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.53% Performance</p> <p>2S1 Reading (31.10% Target): 40.90%</p> <p>2S3 Science (27.10% Target): 32.16% Performance</p> <p>3S1 Placement (85.50% Target): 80.22% Performance – meets 90% of the target</p> <p>4S1 Non-traditional (30.50% Target): 100% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 68.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 13.51% Performance WIT: 9.88% Performance Highland: 7.77% Performance – meets 90% of target</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>Provide speakers from non-traditional career areas. Career Fairs that highlight non-traditional careers.</p> <p>Hire instructors who are gender non-traditional.</p> <p>Ensure that displays, marketing, etc. are not all traditional genders for that career.</p>

<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 40.13% Performance</p> <p>2S2 Math (24.10% Target): 35.05% Performance</p> <p>2S3 Science (27.10% Target): 35.90% Performance</p> <p>4S1 Non-traditional (30.50% Target): 49.57% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 42% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 92.31% Performance Highland: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 83.33% Performance WIT: 87.18% Performance Highland: 88.46% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 20.63% Performance</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>Variety of program lengths/time. Flexible schedules can help attendance.</p>
<p><u>Secondary Data:</u></p> <p>Not Applicable</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 75% Performance – Small Cell Suppression, meets 90% of the target</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>Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.83% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 14.29% Performance</p>		<p>Utilize workforce centers to help recruit individuals to short-term programs.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target) 31.58% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 43.98% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (75% Target): WIT: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance</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. Translate program flyers and other materials.</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>Offer ELL at times/places that work for learners (evening ELL, locate program in areas of town with high percentage of ELL).</p> <p>Some schools have partnered with WU to offer dual credit courses.</p> <p>Emphasize core instruction.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S2 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</p> <p><u>Postsecondary Data:</u></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>1P1 Retention & Placement (76% Target): WU: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 20% Performance</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>Build relationships with other community resources that can provide supports to these students.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 81.82% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance Highland: 66.67% - Small Cell Suppression – meets 90% of Target</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 40% Performance – Small Cell Suppression</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>Provide professional development for staff re: trauma informed care.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target):</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>Provide social/emotional support to students, and related PD to staff.</p>

<p>37.50% Performance</p> <p>2S2 Math (24.10% Target): 25% Performance</p> <p>2S3 Science (27.10% Target): 27.27% Performance</p> <p>3S1 Placement (85.50% Target): 100% Performance</p> <p>4S1 Non-traditional (30.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance (0/8) WIT: 8% Performance</p>		<p>Partner with other community organizations who provide supports to these students.</p> <p>Washburn offers a Military Student Success Center.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S3 Science (27.10% Target): 27.81% Performance</p> <p>4S1 Non-traditional (30.50% Target): 38.76% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target):</p>	<p>American Indian or Alaskan Native</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations (i.e. Indigenous Nations Student Association), Office of Diversity & Inclusion, etc.</p>

<p>Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 75% Performance Highland: 100% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 100% Performance WIT: 16.67% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits – Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 75% Performance – Small Cell Suppression, meets 90% of Target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WU: 25% Performance</p>	Asian	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations (i.e. International Club), Office of Diversity & Inclusion, etc.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 99.06% Performance</p> <p>4S1 Non-traditional (30.50% Target): 43.78% Performance</p> <p><u>Postsecondary Data:</u></p>	Black or African American	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations (i.e. Black Student Union, Historically African American Fraternities & Sororities, Student Chapters of Black Lives Matter), Office of Diversity & Inclusion, etc.</p>

<p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 95.24% Performance Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.35% Performance Highland: 66.67% Performance – meets 90% of the target</p> <p>3P1 Nontraditional Participation (8% Target): WU: 16.67% Performance WIT: 22.45% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 96.03% Performance</p> <p>4S1 Non-traditional (30.50% Target): 46.69% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 51.93% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 81.32% Performance Highland: 95.65% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 86.59% Performance Highland: 89.47% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 30% Performance WIT: 9.40% Performance</p>	<p>Hispanic/Latino</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations (i.e. Hispanic American Leadership Organization, Historically Latina Fraternities & Sororities), Office of Diversity & Inclusion, etc.</p>

<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits – No data and/or Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 100% Performance – Small Cell Suppression</p>	<p>Native Hawaiian or Other Pacific Islander</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.49% Performance</p> <p>2S1 Reading (31.10% Target): 46.36% Performance</p> <p>2S2 Math (24.10% Target): 25.54% Performance</p> <p>2S3 Science (27.10% Target): 38.87% Performance</p> <p>3S1 Placement (85.50% Target): 84.05% Performance – meets 90% of the target</p> <p>4S1 Non-Traditional (30.50% Target): 44% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 70.77% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance</p>	<p>White</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc.</p>

<p>WIT: 87.23% Performance Highland: 95.39% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.56% Performance WIT: 83.81% Performance Highland: 86.15% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 13.16% Performance WIT: 7.90% Performance – meets 90% of target</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 70.83% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 54.55% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 97.06% Performance Highland: 96.97% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 87.50% Performance WIT: 100% Performance Highland: 86.96% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 9.09% Performance WIT: 8% Performance Highland: 18.64% Performance</p>	Two or More Races	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc.</p>
<p><u>Secondary Data:</u></p> <p>N/A – No Data</p>	Unknown	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p>

<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 96.88% Performance WIT: 81.55% Performance Highland: 94.12% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.68% Performance Highland: 94.12% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 12.50% Performance Highland: 12% Performance</p>		<p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc.</p>
Gap	Which special population(s)	Strategies for Improvement
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathway did not meet the target</p> <ul style="list-style-type: none"> • Manufacturing 60% Performance <p><i>Root Cause of Gap:</i> <i>This is a relatively small sample size of 7 students, amongst 6 Manufacturing pathways offered in the region. Cause may be student/school specific.</i></p> <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 14.29% • Business Finance 0% • Business Management & Entrepreneurship 0% • Comprehensive Agriculture Science 0% • Construction & Design 12.50% • Digital Media 0% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 0% • Graphic Design 0% • Manufacturing 0% <p>2S2 Math (24.10% Target): 12.42% Performance</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>Utilize co-teaching.</p>

<p>2S3 Science (27.10% Target): 15.67% Performance</p> <p>3S1 Placement (85.50% Target): 60.23% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 25% • Manufacturing 0% • Mobile Equipment Maintenance 0% • Power, Structural & Technical Systems 6.25% <p>5S2 Postsecondary Credits (52.50% Target): 41.75% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 68.18% Performance • Manufacturing 62.50% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioChemistry 0% • BioMedical 12.12% • Business Management & Entrepreneurship 18.75% • Comprehensive Agriculture Science 14.29% • Construction & Design 25% • Corrections, Security, Law & Law Enforcement 0% • Digital Media 16% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 14.89% • Government & Public Administration 0% • Health Science 23.81% • Manufacturing 0% • Marketing 0% <p>2S2 Math (24.10% Target):</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 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>It can be challenging to know which students are economically disadvantaged. One committee member suggested notifying all students of resources to ensure</p>

<p>7.98% Performance</p> <p>2S3 Science (27.10% Target): 18.53% Performance</p> <p>3S1 Placement (85.50% Target): 53.59% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Construction & Design 10.34% Performance • Manufacturing 9.09% Performance • Mobile Equipment Maintenance 6.90% Performance • Power, Structural & Technical Systems 8.33% Performance • Teaching/Training 25% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 36.84% Performance • Construction & Design 28.95% Performance • Corrections, Security, Law & Law Enforcement 46.15% Performance • Family, Community & Consumer Services 39.36% Performance • Government & Public Administration 18.18% Performance • Marketing 46.15% Performance • Mobile Equipment Maintenance 42.31% Performance • Programming & Software Development 41.60% Performance • Restaurant & Event Management 41.49% Performance • Web & Digital Communications 31.43% Performance <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 6% Performance Highland: 6.78% Performance</p>		<p>that the information reaches those that qualify for assistance.</p>
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<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 72.50% Performance • Government & Public Administration 60.87% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 26.79% Performance • Business Management & Entrepreneurship 22.58% Performance • Comprehensive Agriculture Science 20.41% Performance • Construction & Design 25% Performance • Corrections, Security, Law & Law Enforcement 20% Performance <p>2S2 Math (24.10% Target): 20.33% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 22.27% Performance • Government & Public Administration 20% Performance • Power, Structural & Technical Systems 20% Performance • Restaurant & Event Management 11.48% • Travel & Tourism 0% • Web & Digital Communications 0% <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 69.84% Performance • Business Management & Entrepreneurship 52.94% Performance • Manufacturing 66.67% Performance 	<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>Ensure that displays/marketing feature the non-traditional gender.</p> <p>Hire non-traditional instructors (if able).</p>
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<ul style="list-style-type: none"> • Restaurant & Event Management 36.67% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness Systems 40% Performance – small cell suppression • Corrections, Security, Law & Law Enforcement 42.48% Performance <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 20% Performance WIT: 7.45% Performance Highland: 9.24% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 18.79% Performance WIT: 6.32% Performance Highland: 6.42% Performance</p>		
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target) The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 12.50% Performance • Restaurant & Event Management 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Finance 20% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 0% Placement</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><i>Overall sample size was very low, and some pathways had 100% performance but were small cell suppressed. Unknown if these results are valid & reliable.</i></p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 0% Performance • Restaurant & Event Management 0% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance</p>		<p>Offer flexible schedules. Variety of program lengths & times.</p>
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</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>Utilize Workforce Centers to help recruit students to short-term programs.</p>
<p><u>Secondary Data:</u></p> <p>2S2 Math (24.10% Target): 0% Performance – <i>small cell suppression</i></p> <p>2S3 Science (27.10% Target): 0% Performance – <i>several pathways met the target, but were small cell suppressed.</i></p> <p>3S1 Placement (85.50% Target): 33.84% Performance</p> <p>4S1 Non-Traditional (30.50% Target):</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>Offer ELL courses at times/places that will reach those that need these services.</p>

<p>The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): 44.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance</p>		
<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% - Small Cell Suppression</p>	Homeless individuals	<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>Build relationships with other community services that provide support to homeless individuals.</p>
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 5.13% Performance</p>	Youth who are in, or have aged out of, the foster care system	<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>Provide PD re: trauma informed care.</p>

<p><u>Secondary Data:</u></p> <p>5S2 Postsecondary Credits (52.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</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>
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 18.54% Performance</p> <p>2S2 Math (24.10% Target): 3.35% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 0% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 31.21% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 39.20% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance (0/9)</p>	<p>American Indian or Alaskan Native</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations (i.e. Indigenous Nations Student Association), Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance (0/8) Highland: 0% Performance – Small Cell Suppression</p>	<p>Asian</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 0% Performance</p> <p>2S2 Math (24.10% Target): 0% Performance</p> <p>2S3 Science (27.10% Target): 7.57% Performance</p> <p>3S1 Placement (85.50% Target): 21.52% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 45.897% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 7.14% Performance</p>	<p>Black or African American</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services: 66.67% Performance (7/10) • Government & Public Administration: 60% Performance (4/7) <p>2S1 Reading (31.10% Target): 13.02% Performance</p> <p>2S2 Math (24.10% Target):</p>	<p>Hispanic/Latino</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>5.22% Performance</p> <p>2S3 Science (27.10% Target): 12.43% Performance</p> <p>3S1 Placement (85.50% Target): 27.98% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.29% Performance • Family, Community & Consumer Services 0% Performance • Mobile Equipment Maintenance 5.88% Performance • Power, Structural & Technical Systems 0% Performance • Web & Digital Communications 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Digital Media 45.16% Performance • Family, Community & Consumer Services 44.12% • Graphic Design 44% Performance • Mobile Equipment Maintenance 31.58% Performance • Restaurant & Event Management 42.86% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 4.76% Performance</p>		
<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance – Small Cell Suppression Highland: 0% Performance – Small Cell Suppression</p>	<p>Native Hawaiian or Other Pacific Islander</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services: 78.95% Performance • Government & Public Administration: 75% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness 0% Performance • Business Management & Entrepreneurship 26.83% Performance • Comprehensive Agriculture Science 18.48% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 25.93% Performance • Manufacturing 16.67% Performance <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Comprehensive Agriculture Science 13.98% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 18.55% Performance • Government & Public Administration 0% Performance • Graphic Design 20% Performance • Manufacturing 16.67% Performance • Mobile Equipment Maintenance 0% Performance • Plant Systems 14.29% Performance • Power, Structural & Technical Systems 20.27% Performance • Restaurant & Event Management 8% Performance • Travel & Tourism 0% Performance 	<p>White</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
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<p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Mobile Equipment Maintenance 18.18% Performance • Programming & Software Development 0% Performance • Travel & Tourism 0% Performance <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 56.25% Performance • Construction & Design 71.43% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Graphic Design 52.38% Performance • Mobile Equipment Maintenance 66.67% Performance • Restaurant & Event Management 58.93% Performance <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.56% Performance • Manufacturing 0% Performance • Marketing 0% Performance • Mobile Equipment Maintenance 0% Performance • Power, Structural & Technical Systems 8.80% Performance • Programming & Software Development 10% Performance • Web & Digital Communications 0% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 6.75% Performance</p>		
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 26.36% Performance</p> <p>2S2 Math (24.10% Target): 10% Performance</p>	<p>Two or More Races</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity &</p>

<p>2S3 Science (27.10% Target): 23.73% Performance</p> <p>3S1 Placement (85.50% Target): 73.33% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> Digital Medial 44.44% Performance 		<p>Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WU: 6.25% Performance</p>	<p>Unknown</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.66% Performance</p> <p>2S1 Reading (31.10% Target): 35.91% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 33.47% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 77.78% Performance Highland: 100% Performance</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>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 90.91% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 7.23% Performance - meets 90% of Target Highland: 10.34% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 97.71% Performance</p> <p>2S1 Reading (31.10% Target): 36.57% Performance</p> <p>4S1 Non-traditional (30.50% Target): 41.64% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 49.53% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 86.81% Performance Highland: 96.55% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 95.12% Performance WIT: 83.56% Performance Highland: 86.11% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 16.50% Performance</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.53% Performance</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>2S1 Reading (31.10% Target): 40.90%</p> <p>2S3 Science (27.10% Target): 32.16% Performance</p> <p>3S1 Placement (85.50% Target): 80.22% Performance – meets 90% of the target</p> <p>4S1 Non-traditional (30.50% Target): 100% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 68.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 13.51% Performance WIT: 9.88% Performance Highland: 7.77% Performance – meets 90% of target</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 40.13% Performance</p> <p>2S2 Math (24.10% Target): 35.05% Performance</p> <p>2S3 Science (27.10% Target): 35.90% Performance</p> <p>4S1 Non-traditional (30.50% Target): 49.57% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 42% Performance</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><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 92.31% Performance Highland: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 83.33% Performance WIT: 87.18% Performance Highland: 88.46% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 20.63% Performance</p>		
<p><u>Secondary Data:</u></p> <p>Not Applicable</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 75% Performance – Small Cell Suppression, meets 90% of the target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.83% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 14.29% Performance</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target)</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>31.58% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 43.98% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (75% Target): WIT: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S2 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 20% Performance</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</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><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 81.82% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance Highland: 66.67% - Small Cell Suppression – meets 90% of Target</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 40% Performance – Small Cell Suppression</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 37.50% Performance</p> <p>2S2 Math (24.10% Target): 25% Performance</p> <p>2S3 Science (27.10% Target): 27.27% Performance</p> <p>3S1 Placement (85.50% Target): 100% Performance</p> <p>4S1 Non-traditional (30.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance</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>WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 8% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S3 Science (27.10% Target): 27.81% Performance</p> <p>4S1 Non-traditional (30.50% Target): 38.76% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 75% Performance Highland: 100% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 100% Performance WIT: 16.67% Performance</p>	<p>American Indian or Alaskan Native</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits – Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target):</p>	<p>Asian</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>WIT: 75% Performance – Small Cell Suppression, meets 90% of Target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WU: 25% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 99.06% Performance</p> <p>4S1 Non-traditional (30.50% Target): 43.78% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 95.24% Performance Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.35% Performance Highland: 66.67% Performance – meets 90% of the target</p> <p>3P1 Nontraditional Participation (8% Target): WU: 16.67% Performance WIT: 22.45% Performance</p>	<p>Black or African American</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 96.03% Performance</p> <p>4S1 Non-traditional (30.50% Target): 46.69% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target):</p>	<p>Hispanic/Latino</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>51.93% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 81.32% Performance Highland: 95.65% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 86.59% Performance Highland: 89.47% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 30% Performance WIT: 9.40% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits – No data and/or Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 100% Performance – Small Cell Suppression</p>	<p>Native Hawaiian or Other Pacific Islander</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.49% Performance</p> <p>2S1 Reading (31.10% Target): 46.36% Performance</p> <p>2S2 Math (24.10% Target): 25.54% Performance</p>	<p>White</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>2S3 Science (27.10% Target): 38.87% Performance</p> <p>3S1 Placement (85.50% Target): 84.05% Performance – meets 90% of the target</p> <p>4S1 Non-Traditional (30.50% Target): 44% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 70.77% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 87.23% Performance Highland: 95.39% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.56% Performance WIT: 83.81% Performance Highland: 86.15% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 13.16% Performance WIT: 7.90% Performance – meets 90% of target</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 70.83% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 54.55% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 97.06% Performance Highland: 96.97% Performance</p>	<p>Two or More Races</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>2P1 Postsecondary Credential (71% Target): WU: 87.50% Performance WIT: 100% Performance Highland: 86.96% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 9.09% Performance WIT: 8% Performance Highland: 18.64% Performance</p>		
<p><u>Secondary Data:</u></p> <p>N/A – No Data</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 96.88% Performance WIT: 81.55% Performance Highland: 94.12% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.68% Performance Highland: 94.12% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 12.50% Performance Highland: 12% Performance</p>	<p>Unknown</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
Gap	Which special population(s)	Strategies for Improvement
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathway did not meet the target</p> <ul style="list-style-type: none"> • Manufacturing 60% Performance <p><i>Root Cause of Gap:</i> <i>This is a relatively small sample size of 7 students, amongst 6 Manufacturing pathways offered in the region. Cause may be student/school specific.</i></p> <p>2S1 Reading (31.10% Target):</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>The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 14.29% • Business Finance 0% • Business Management & Entrepreneurship 0% • Comprehensive Agriculture Science 0% • Construction & Design 12.50% • Digital Media 0% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 0% • Graphic Design 0% • Manufacturing 0% <p>2S2 Math (24.10% Target): 12.42% Performance</p> <p>2S3 Science (27.10% Target): 15.67% Performance</p> <p>3S1 Placement (85.50% Target): 60.23% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 25% • Manufacturing 0% • Mobile Equipment Maintenance 0% • Power, Structural & Technical Systems 6.25% <p>5S2 Postsecondary Credits (52.50% Target): 41.75% Performance</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 68.18% Performance • Manufacturing 62.50% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioChemistry 0% 	<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</p>

<ul style="list-style-type: none"> • BioMedical 12.12% • Business Management & Entrepreneurship 18.75% • Comprehensive Agriculture Science 14.29% • Construction Design 25% • Corrections, Security, Law & Law Enforcement 0% • Digital Media 16% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 14.89% • Government & Public Administration 0% • Health Science 23.81% • Manufacturing 0% • Marketing 0% <p>2S2 Math (24.10% Target): 7.98% Performance</p> <p>2S3 Science (27.10% Target): 18.53% Performance</p> <p>3S1 Placement (85.50% Target): 53.59% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Construction & Design 10.34% Performance • Manufacturing 9.09% Performance • Mobile Equipment Maintenance 6.90% Performance • Power, Structural & Technical Systems 8.33% Performance • Teaching/Training 25% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 36.84% Performance • Construction & Design 28.95% Performance • Corrections, Security, Law & Law Enforcement 46.15% Performance • Family, Community & Consumer Services 39.36% Performance • Government & Public Administration 18.18% Performance 		<p>staff understand how to comply with policy and implement strategies.</p> <p>Provide role models.</p>
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<ul style="list-style-type: none"> • Marketing 46.15% Performance • Mobile Equipment Maintenance 42.31% Performance • Programming & Software Development 41.60% Performance • Restaurant & Event Management 41.49% Performance • Web & Digital Communications 31.43% Performance <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 6% Performance Highland: 6.78% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 72.50% Performance • Government & Public Administration 60.87% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 26.79% Performance • Business Management & Entrepreneurship 22.58% Performance • Comprehensive Agriculture Science 20.41% Performance • Construction & Design 25% Performance • Corrections, Security, Law & Law Enforcement 20% Performance <p>2S2 Math (24.10% Target): 20.33% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 22.27% Performance 	<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>

<ul style="list-style-type: none"> • Government & Public Administration 20% Performance • Power, Structural & Technical Systems 20% Performance • Restaurant & Event Management 11.48% • Travel & Tourism 0% • Web & Digital Communications 0% <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 69.84% Performance • Business Management & Entrepreneurship 52.94% Performance • Manufacturing 66.67% Performance • Restaurant & Event Management 36.67% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness Systems 40% Performance – small cell suppression • Corrections, Security, Law & Law Enforcement 42.48% Performance <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 20% Performance WIT: 7.45% Performance Highland: 9.24% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 18.79% Performance WIT: 6.32% Performance Highland: 6.42% Performance</p>		
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target) The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance 	<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</p>

<p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 12.50% Performance • Restaurant & Event Management 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Finance 20% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 0% Placement <i>Root Cause: Overall sample size was very low, and some pathways had 100% performance but were small cell suppressed. Unknown if these results are valid & reliable.</i></p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 0% Performance • Restaurant & Event Management 0% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance</p>		<p>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><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</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><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 0% Performance – <i>several pathways had 100% performance, but were small cell suppressed.</i></p> <p>2S2 Math (24.10% Target): 0% Performance – <i>small cell suppression</i></p> <p>2S3 Science (27.10% Target): 0% Performance – <i>several pathways met the target, but were small cell suppressed.</i></p> <p>3S1 Placement (85.50% Target): 33.84% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): 44.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance</p>	<p>English learners</p>	<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><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% - Small Cell Suppression</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><u>Postsecondary Data:</u></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</p>

<p>3P1 Nontraditional Participation (8% Target): WIT: 5.13% Performance</p>		<p>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><u>Secondary Data:</u></p> <p>5S2 Postsecondary Credits (52.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</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>
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 18.54% Performance</p> <p>2S2 Math (24.10% Target): 3.35% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 0% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 31.21% Performance</p>	<p>American Indian or Alaskan Native</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>5S2 Postsecondary Credits (52.50% Target): 39.20% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance (0/9)</p>		
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance (0/8) Highland: 0% Performance – Small Cell Suppression</p>	Asian	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 0% Performance</p> <p>2S2 Math (24.10% Target): 0% Performance</p> <p>2S3 Science (27.10% Target): 7.57% Performance</p> <p>3S1 Placement (85.50% Target): 21.52% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 45.897% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 7.14% Performance</p>	Black or African American	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p>	Hispanic/Latino	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p>

<p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services: 66.67% Performance (7/10) • Government & Public Administration: 60% Performance (4/7) <p>2S1 Reading (31.10% Target): 13.02% Performance</p> <p>2S2 Math (24.10% Target): 5.22% Performance</p> <p>2S3 Science (27.10% Target): 12.43% Performance</p> <p>3S1 Placement (85.50% Target): 27.98% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.29% Performance • Family, Community & Consumer Services 0% Performance • Mobile Equipment Maintenance 5.88% Performance • Power, Structural & Technical Systems 0% Performance • Web & Digital Communications 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Digital Media 45.16% Performance • Family, Community & Consumer Services 44.12% • Graphic Design 44% Performance • Mobile Equipment Maintenance 31.58% Performance • Restaurant & Event Management 42.86% Performance <p><u>Postsecondary Data:</u></p>		<p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
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<p>3P1 Nontraditional Participation (8% Target): Highland: 4.76% Performance</p>		
<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance – Small Cell Suppression Highland: 0% Performance – Small Cell Suppression</p>	<p>Native Hawaiian or Other Pacific Islander</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services: 78.95% Performance • Government & Public Administration: 75% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness 0% Performance • Business Management & Entrepreneurship 26.83% Performance • Comprehensive Agriculture Science 18.48% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 25.93% Performance • Manufacturing 16.67% Performance <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Comprehensive Agriculture Science 13.98% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Early Childhood Development & Services 14.29% Performance 	<p>White</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<ul style="list-style-type: none"> • Family, Community & Consumer Services 18.55% Performance • Government & Public Administration 0% Performance • Graphic Design 20% Performance • Manufacturing 16.67% Performance • Mobile Equipment Maintenance 0% Performance • Plant Systems 14.29% Performance • Power, Structural & Technical Systems 20.27% Performance • Restaurant & Event Management 8% Performance • Travel & Tourism 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Mobile Equipment Maintenance 18.18% Performance • Programming & Software Development 0% Performance • Travel & Tourism 0% Performance <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 56.25% Performance • Construction & Design 71.43% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Graphic Design 52.38% Performance • Mobile Equipment Maintenance 66.67% Performance • Restaurant & Event Management 58.93% Performance <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.56% Performance • Manufacturing 0% Performance • Marketing 0% Performance • Mobile Equipment Maintenance 0% Performance • Power, Structural & Technical Systems 8.80% Performance • Programming & Software Development 10% Performance 		
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<ul style="list-style-type: none"> • Web & Digital Communications 0% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 6.75% Performance</p>		
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 26.36% Performance</p> <p>2S2 Math (24.10% Target): 10% Performance</p> <p>2S3 Science (27.10% Target): 23.73% Performance</p> <p>3S1 Placement (85.50% Target): 73.34% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Digital Medial 44.44% Performance 	Two or More Races	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WU: 6.25% Performance</p>	Unknown	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.66% Performance</p> <p>2S1 Reading (31.10% Target): 35.91% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 33.47% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 77.78% Performance Highland: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 90.91% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 7.23% Performance - meets 90% of Target Highland: 10.34% Performance</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>Co-teaching.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 97.71% Performance</p> <p>2S1 Reading (31.10% Target): 36.57% Performance</p> <p>4S1 Non-traditional (30.50% Target):</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</p>

<p>41.64% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 49.53% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 86.81% Performance Highland: 96.55% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 95.12% Performance WIT: 83.56% Performance Highland: 86.11% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 16.50% Performance</p>		<p>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>Provide students with “last dollar” funding opportunities (Washburn Thrive Scholarship, Kansas Promise Scholarships).</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.53% Performance</p> <p>2S1 Reading (31.10% Target): 40.90%</p> <p>2S3 Science (27.10% Target): 32.16% Performance</p> <p>3S1 Placement (85.50% Target): 80.22% Performance – meets 90% of the target</p> <p>4S1 Non-traditional (30.50% Target): 100% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 68.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target):</p>	<p>Individuals preparing for Non-traditional Fields.</p>	<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>Hire non-traditional instructors (if able).</p>

<p>WU: 13.51% Performance WIT: 9.88% Performance Highland: 7.77% Performance – meets 90% of target</p>		<p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 40.13% Performance</p> <p>2S2 Math (24.10% Target): 35.05% Performance</p> <p>2S3 Science (27.10% Target): 35.90% Performance</p> <p>4S1 Non-traditional (30.50% Target): 49.57% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 42% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 92.31% Performance Highland: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 83.33% Performance WIT: 87.18% Performance Highland: 88.46% Performance</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 20.63% Performance</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>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>Offer flexible schedules. Variety of program times/length.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>Not Applicable</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</p>

<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 75% Performance – Small Cell Suppression, meets 90% of the target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.83% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 14.29% Performance</p>		<p>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><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target) 31.58% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 43.98% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (75% Target): WIT: 90% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance</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>Some schools have partnered with WU to offer dual credit courses.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S2 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: Small Cell Suppression WIT: 20% Performance</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>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits: No Data and/or Small Cell Suppressed</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</p>

<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 81.82% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 90% Performance Highland: 66.67% - Small Cell Suppression – meets 90% of Target</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 40% Performance – Small Cell Suppression</p>		<p>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>Provide staff with PD for trauma informed care.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading (31.10% Target): 37.50% Performance</p> <p>2S2 Math (24.10% Target): 25% Performance</p> <p>2S3 Science (27.10% Target): 27.27% Performance</p> <p>3S1 Placement (85.50% Target): 100% Performance</p> <p>4S1 Non-traditional (30.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance Highland: 100% Performance – Small Cell Suppression</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>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>Career Fairs, Mock Interview Days</p>

<p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1: Nontraditional Participation (8% Target): WU: 0% Performance WIT: 8% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S3 Science (27.10% Target): 27.81% Performance</p> <p>4S1 Non-traditional (30.50% Target): 38.76% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 75% Performance Highland: 100% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 100% Performance WIT: 16.67% Performance</p>	<p>American Indian or Alaskan Native</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-Traditional, 5S2 Postsecondary Credits – Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target):</p>	<p>Asian</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>

<p>WIT: 75% Performance – Small Cell Suppression, meets 90% of Target Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 100% Performance Highland: 100% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): WU: 25% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 99.06% Performance</p> <p>4S1 Non-traditional (30.50% Target): 43.78% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 95.24% Performance Highland: 85.71% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.35% Performance Highland: 66.67% Performance – meets 90% of the target</p> <p>3P1 Nontraditional Participation (8% Target): WU: 16.67% Performance WIT: 22.45% Performance</p>	<p>Black or African American</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 96.03% Performance</p> <p>4S1 Non-traditional (30.50% Target): 46.69% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target):</p>	<p>Hispanic/Latino</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p>51.93% Performance – meets 90% of target</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 81.32% Performance Highland: 95.65% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 86.59% Performance Highland: 89.47% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 30% Performance WIT: 9.40% Performance</p>		<p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>2S1 Reading, 2S2 Math, 2S3 Science, 3S1 Placement, 4S1 Non-traditional, 5S2 Postsecondary Credits – No data and/or Small Cell Suppression</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): Highland: 100% Performance – Small Cell Suppression</p> <p>2P1 Postsecondary Credential (71% Target): WIT: 100% Performance – Small Cell Suppression</p>	<p>Native Hawaiian or Other Pacific Islander</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 98.49% Performance</p> <p>2S1 Reading (31.10% Target): 46.36% Performance</p> <p>2S2 Math (24.10% Target): 25.54% Performance</p>	<p>White</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>

<p>2S3 Science (27.10% Target): 38.87% Performance</p> <p>3S1 Placement (85.50% Target): 84.05% Performance – meets 90% of the target</p> <p>4S1 Non-Traditional (30.50% Target): 44% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 70.77% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 87.23% Performance Highland: 95.39% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 97.56% Performance WIT: 83.81% Performance Highland: 86.15% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 13.16% Performance WIT: 7.90% Performance – meets 90% of target</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): 100% Performance</p> <p>4S1 Non-Traditional (30.50% Target): 70.83% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 54.55% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 100% Performance WIT: 97.06% Performance Highland: 96.97% Performance</p>	<p>Two or More Races</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>

<p>2P1 Postsecondary Credential (71% Target): WU: 87.50% Performance WIT: 100% Performance Highland: 86.96% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WU: 9.09% Performance WIT: 8% Performance Highland: 18.64% Performance</p>		
<p><u>Secondary Data:</u></p> <p>N/A – No Data</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 96.88% Performance WIT: 81.55% Performance Highland: 94.12% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 100% Performance WIT: 82.68% Performance Highland: 94.12% Performance</p> <p>3P1 Nontraditional Participation (8% Target): WIT: 12.50% Performance Highland: 12% Performance</p>	<p>Unknown</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p> <p>Career Fairs, Mock Interview Days</p>
Gap	Which special population(s)	Strategies for Improvement
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathway did not meet the target</p> <ul style="list-style-type: none"> • Manufacturing 60% Performance <p><i>Root Cause of Gap:</i> <i>This is a relatively small sample size of 7 students, amongst 6 Manufacturing pathways offered in the region. Cause may be student/school specific.</i></p> <p>2S1 Reading (31.10% Target):</p>	<p>Individuals with disabilities.</p>	<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>The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 14.29% • Business Finance 0% • Business Management & Entrepreneurship 0% • Comprehensive Agriculture Science 0% • Construction & Design 12.50% • Digital Media 0% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 0% • Graphic Design 0% • Manufacturing 0% <p>2S2 Math (24.10% Target): 12.42% Performance</p> <p>2S3 Science (27.10% Target): 15.67% Performance</p> <p>3S1 Placement (85.50% Target): 60.23% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 25% • Manufacturing 0% • Mobile Equipment Maintenance 0% • Power, Structural & Technical Systems 6.25% <p>5S2 Postsecondary Credits (52.50% Target): 41.75% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 68.18% Performance • Manufacturing 62.50% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioChemistry 0% 	<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</p>

<ul style="list-style-type: none"> • BioMedical 12.12% • Business Management & Entrepreneurship 18.75% • Comprehensive Agriculture Science 14.29% • Construction Design 25% • Corrections, Security, Law & Law Enforcement 0% • Digital Media 16% • Early Childhood Development & Services 0% • Family, Community & Consumer Services 14.89% • Government & Public Administration 0% • Health Science 23.81% • Manufacturing 0% • Marketing 0% <p>2S2 Math (24.10% Target): 7.98% Performance</p> <p>2S3 Science (27.10% Target): 18.53% Performance</p> <p>3S1 Placement (85.50% Target): 53.59% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target:</p> <ul style="list-style-type: none"> • Construction & Design 10.34% Performance • Manufacturing 9.09% Performance • Mobile Equipment Maintenance 6.90% Performance • Power, Structural & Technical Systems 8.33% Performance • Teaching/Training 25% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 36.84% Performance • Construction & Design 28.95% Performance • Corrections, Security, Law & Law Enforcement 46.15% Performance • Family, Community & Consumer Services 39.36% Performance • Government & Public Administration 18.18% Performance 		<p>staff understand how to comply with policy and implement strategies.</p> <p>Provide role models.</p> <p>A challenge is knowing which students qualify as economically disadvantaged. Ensure all students are aware of resources & supports they may qualify for.</p>
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<ul style="list-style-type: none"> • Marketing 46.15% Performance • Mobile Equipment Maintenance 42.31% Performance • Programming & Software Development 41.60% Performance • Restaurant & Event Management 41.49% Performance • Web & Digital Communications 31.43% Performance <p><u>Postsecondary Data:</u></p> <p>3P1: Nontraditional Participation (8% Target): WU: 6% Performance Highland: 6.78% Performance</p>		
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p> <ul style="list-style-type: none"> • Early Childhood Development & Services 72.50% Performance • Government & Public Administration 60.87% Performance <p>2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 26.79% Performance • Business Management & Entrepreneurship 22.58% Performance • Comprehensive Agriculture Science 20.41% Performance • Construction & Design 25% Performance • Corrections, Security, Law & Law Enforcement 20% Performance <p>2S2 Math (24.10% Target): 20.33% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 22.27% Performance • Government & Public Administration 20% Performance 	<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>

<ul style="list-style-type: none"> • Power, Structural & Technical Systems 20% Performance • Restaurant & Event Management 11.48% • Travel & Tourism 0% • Web & Digital Communications 0% <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • BioMedical 69.84% Performance • Business Management & Entrepreneurship 52.94% Performance • Manufacturing 66.67% Performance • Restaurant & Event Management 36.67% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Agribusiness Systems 40% Performance – small cell suppression • Corrections, Security, Law & Law Enforcement 42.48% Performance <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WU: 20% Performance WIT: 7.45% Performance Highland: 9.24% Performance</p> <p>2P1 Postsecondary Credential (71% Target): WU: 18.79% Performance WIT: 6.32% Performance Highland: 6.42% Performance</p>		
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target) The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target</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>

<ul style="list-style-type: none"> • Health Science 12.50% Performance • Restaurant & Event Management 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Finance 20% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 0% Placement <i>Root Cause: Overall sample size was very low, and some pathways had 100% performance but were small cell suppressed. Unknown if these results are valid & reliable.</i></p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Health Science 0% Performance • Restaurant & Event Management 0% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance</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 resources that allow students to participate in program (on-site childcare, student health services, etc.)</p> <p>Provide flexible schedules. Variety of program times/length.</p>
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</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>Utilize local workforce centers to help reach these individuals.</p>

<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 0% Performance – <i>several pathways had 100% performance, but were small cell suppressed.</i></p> <p>2S2 Math (24.10% Target): 0% Performance – <i>small cell suppression</i></p> <p>2S3 Science (27.10% Target): 0% Performance – <i>several pathways met the target, but were small cell suppressed.</i></p> <p>3S1 Placement (85.50% Target): 33.84% Performance</p> <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Restaurant & Event Management 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): 44.74% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance</p>	<p>English learners</p>	<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><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 0% - Small Cell Suppression</p>	<p>Homeless individuals</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><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 5.13% Performance</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.</p> <p>Provide professional development to ensure all staff understand how to comply with policy and implement strategies.</p>
<p><u>Secondary Data:</u></p> <p>5S2 Postsecondary Credits (52.50% Target): 42.86% Performance</p> <p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance – Small Cell Suppression</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. 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>
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 18.54% Performance</p> <p>2S2 Math (24.10% Target): 3.35% Performance</p> <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 0% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Restaurant & Event Management 0% Performance <p>3S1 Placement (85.50% Target): 31.21% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 39.20% Performance</p>	<p>American Indian or Alaskan Native</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>

<p><u>Postsecondary Data:</u></p> <p>1P1 Retention & Placement (76% Target): WIT: 66.67% Performance – Small Cell Suppression</p> <p>3P1 Nontraditional Participation (8% Target): Highland: 0% Performance (0/9)</p>		
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WIT: 0% Performance (0/8) Highland: 0% Performance – Small Cell Suppression</p>	Asian	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 20% Performance</p> <p>2S2 Math (24.10% Target): 0% Performance</p> <p>2S3 Science (27.10% Target): 7.57% Performance</p> <p>3S1 Placement (85.50% Target): 21.52% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): 45.897% Performance</p> <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 7.14% Performance</p>	Black or African American	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Secondary Data:</u></p> <p>1S1 Graduation Rate (85.50% Target): The following pathways did not meet 90% of the target</p>	Hispanic/Latino	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity &</p>

<ul style="list-style-type: none"> • Early Childhood Development & Services: 66.67% Performance (7/10) • Government & Public Administration: 60% Performance (4/7) <p>2S1 Reading (31.10% Target): 13.02% Performance</p> <p>2S2 Math (24.10% Target): 5.22% Performance</p> <p>2S3 Science (27.10% Target): 12.43% Performance</p> <p>3S1 Placement (85.50% Target): 27.98% Performance</p> <p>4S1 Non-traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.29% Performance • Family, Community & Consumer Services 0% Performance • Mobile Equipment Maintenance 5.88% Performance • Power, Structural & Technical Systems 0% Performance • Web & Digital Communications 0% Performance <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Digital Media 45.16% Performance • Family, Community & Consumer Services 44.12% • Graphic Design 44% Performance • Mobile Equipment Maintenance 31.58% Performance • Restaurant & Event Management 42.86% Performance <p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target):</p>		<p>Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
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Highland: 4.76% Performance		
<u>Postsecondary Data:</u> IP1 Retention & Placement (76% Target): WIT: 0% Performance – Small Cell Suppression 3P1 Nontraditional Participation (8% Target): WIT: 0% Performance – Small Cell Suppression Highland: 0% Performance – Small Cell Suppression	Native Hawaiian or Other Pacific Islander	Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference. Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.
<u>Secondary Data:</u> 1S1 Graduation Rate (85.50% Target): The following pathways did not meet the target <ul style="list-style-type: none"> • Early Childhood Development & Services: 78.95% Performance • Government & Public Administration: 75% Performance 2S1 Reading (31.10% Target): The following pathway(s) did not meet 90% of the target <ul style="list-style-type: none"> • Agribusiness 0% Performance • Business Management & Entrepreneurship 26.83% Performance • Comprehensive Agriculture Science 18.48% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 25.93% Performance • Manufacturing 16.67% Performance 2S2 Math (24.10% Target): The following pathway(s) did not meet 90% of the target <ul style="list-style-type: none"> • Comprehensive Agriculture Science 13.98% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Early Childhood Development & Services 14.29% Performance • Family, Community & Consumer Services 18.55% Performance 	White	Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference. Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.

<ul style="list-style-type: none"> • Government & Public Administration 0% Performance • Graphic Design 20% Performance • Manufacturing 16.67% Performance • Mobile Equipment Maintenance 0% Performance • Plant Systems 14.29% Performance • Power, Structural & Technical Systems 20.27% Performance • Restaurant & Event Management 8% Performance • Travel & Tourism 0% Performance <p>2S3 Science (27.10% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Mobile Equipment Maintenance 18.18% Performance • Programming & Software Development 0% Performance • Travel & Tourism 0% Performance <p>3S1 Placement (85.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Business Management & Entrepreneurship 56.25% Performance • Construction & Design 71.43% Performance • Corrections, Security, Law & Law Enforcement 0% Performance • Graphic Design 52.38% Performance • Mobile Equipment Maintenance 66.67% Performance • Restaurant & Event Management 58.93% Performance <p>4S1 Non-Traditional (30.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> • Construction & Design 14.56% Performance • Manufacturing 0% Performance • Marketing 0% Performance • Mobile Equipment Maintenance 0% Performance • Power, Structural & Technical Systems 8.80% Performance • Programming & Software Development 10% Performance • Web & Digital Communications 0% Performance 		
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<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): Highland: 6.75% Performance</p>		
<p><u>Secondary Data:</u></p> <p>2S1 Reading (31.10% Target): 26.36% Performance</p> <p>2S2 Math (24.10% Target): 10% Performance</p> <p>2S3 Science (27.10% Target): 23.73% Performance</p> <p>3S1 Placement (85.50% Target): 73.34% Performance</p> <p>5S2 Postsecondary Credits (52.50% Target): The following pathway(s) did not meet 90% of the target</p> <ul style="list-style-type: none"> Digital Media 44.44% Performance 	<p>Two or More Races</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>
<p><u>Postsecondary Data:</u></p> <p>3P1 Nontraditional Participation (8% Target): WU: 6.25% Performance</p>	<p>Unknown</p>	<p>Provide PD to staff on diversity & inclusion. For example, WU hosts the Tilford Conference.</p> <p>Many institutions have a variety of diversity & inclusion supports in place. May include multicultural resource centers, student organizations, Office of Diversity & Inclusion, etc. If these supports aren't in place at a school/institution, work to add them.</p>