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:

	Name	Institution/School	Phone	Email
USD(s)	Tim Hamblin	Wichita Public Schools	316.973.4511	Thamblin@usd259.net
Postsecondary Institution(s)	Tara Carlile	WSU Tech	316.677.9547	Tcarlile1@wsutech.edu

Add rows as needed

Date_____1/31/2024_____ Regional Team Name_____Wichita_____

- 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 <u>two</u> community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least <u>twice</u>** 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.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

- The assessment must be completed prior to completion of the local grant application.

- Only activities and expenditures for which the eligible recipient can demonstrate a need can be included in the local grant application.

- Local applications will not be accepted without the approved corresponding regional needs assessment.

- The needs assessment must be completed/updated every two years with a review of progress in the interim.

Regional Team Name:	Wichita		Date:	1/31/2024
Regional Needs Assessment Team Co-chairs:		**Email:**		**Phone number:**
Secondary: Tim Hamblin		**thamblin@usd259.net**		**316.973.4511**
Postsecondary: Tara Carlile		**tcarlile1@wsutech.edu**		**316.677.9547**

Regional Needs Assessment Team
At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	Tim Hamblin	Wichita USD 259 Executive Director, College and Career Readiness - CTE
Postsecondary Co-chair(s)	Tara Carlile	WSU Tech Perkins Coordinator & Grants Specialist
Teachers - Secondary	Kasey Preston	Wichita USD 259 Northwest High School Teacher
Teachers - Secondary	Cathy Mong	Wichita USD 259

		Teacher
Teachers – Secondary	Mandy Bredehoft	Wichita USD 259 Teacher
Teachers - Secondary	Carey Keller	Wichita USD 259 Teacher, Engineering
Faculty - Postsecondary	Courtney Gulick	WSU Tech Faculty, Veterinary Nursing
Faculty - Postsecondary	Jack Warren	WSU Tech Faculty, Climate and Energy Control
Faculty - Postsecondary	Matt Stewart	WSU Tech Faculty, Welding
Secondary Administration	Kelly Kitterman	Derby USD 260 CTE Coordinator
Secondary Administration	Lindsay King	Maize USD 266 Executive Director CTE
Secondary Administration	Kristen Allen	Valley Center USD 262 CTE Director
Secondary Administration	Julie Cannizzo	Goddard USD 265 Assistant Superintendent of Student Affairs
Secondary Administration	Lori Jensen	Orion Education Clearwater Educational Service Center
Secondary Administration	Jeremy Willig	Haysville USD 261 District CTE Coordinator
Secondary Administration	Nichole Hendrickson	Cheney USD 268 District CTE Coordinator
Secondary Administration	Eric Shipman	Wichita Public Schools USD 259 CTE Principal
Postsecondary Administration	Sarah Leftwich	WSU Tech VP of Health Sciences & Grants
Postsecondary Administration	Jena Roth	WSU Tech Dean of High School Partnerships & Community Outreach
Postsecondary Administration	Jennifer Seymour	WSU Tech VP of General Studies & Applied Technologies
Postsecondary Administration	Matthew Lewis	WSU Tech

		Assistant Dean of Information Technologies
Postsecondary Administration	Trish Schmidt	WSU Tech VP of Instructional Academic Support
Specialized instructional support and paraprofessionals	Vince Evans	Wichita USD 259 Assistant Superintendent of Student Support Services
Specialized instructional support and paraprofessionals	Ryan Alliman	Wichita USD259 Executive Director AS High Schools
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Vicky Hastings	Derby USD 260 McKinney Vento Coordinator
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Gary Meitler	Derby USD 260 Pando Initiative
Representatives of Special Populations	Jennifer Stanyer	WSU Tech Disability Services Coordinator
Representatives of Special Populations	Samuel Nava	WSU Tech Community Resource Navigator
Career Guidance and Academic Counselors	Logan Stork	Wichita USD 259 North High Guidance
Career Guidance and Academic Counselors	Leigh Kasper	Wichita USD 259 South High Guidance
Students	Israel Torres	Wichita USD 259 and WSU Tech Student Northeast Magnet
Students	Bella Tillery	Wichita USD 259 and WSU Tech Student Northwest High
Community Members	Becky Tuttle	Wichita City Council District II Representative
Community Members	Dal Domebo	Wichita USD 259 Native American Indian Education Program
Business & Industry Representatives	Scott Evans	HCA Wesley Community Engagement Manager
Business & Industry Representatives	Sam Zupko	Textron Aviation K12 Program Manager
Business & Industry Representatives	Rachel White	Evergy

		Sr. Manager Workforce Pipeline Development
Business & Industry Representatives	Sherii Farmer	Evergy Sr. Community Relations Manager
Business & Industry Representatives	Jaris Hye	McCownGordon Construction Field Site Superintendent
Workforce Development Representatives	Keith Lawing	Workforce Alliance of South-Central Kansas President and Chief Executive Officer
Workforce Development Representatives	Chelsea Daniel	Workforce Alliance of South-Central Kansas- Work Experience Coordinator
Parents	Holly Ingram	Wichita USD 259 Parent
Parents	Tim Hamblin	Derby USD 260 Parent
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Yamir Lozada	NextStep Alliance Director
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Jennifer Stanyer	WSU Tech Disability Services Coordinator
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Vince Evans	Wichita USD 259 Assistant Superintendent of Student Support Services
Representatives of Indian Tribes and Tribal organizations (where applicable)	Dal Domebo	Wichita USD 259 Native American Indian Education Program
Representatives from CTE programs at correctional institutions (where applicable)	N/A	N/A
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Amber Neises	WSU Tech Executive Director, People & Culture
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Kristen Johnston	WSU Tech Executive Director of Institutional Effectiveness
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Casey Linsted	WSU Tech Data Analyst Institutional Effectiveness

Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Chris Shetlar	Wichita Public Schools CTE Pathway Coordinators
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Mandy Bredehoft	Wichita Public Schools CTE Pathway Coordinators
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Laura Barker	Wichita Public Schools IPS Coordinator

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 <u>currently being offered</u> 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
<u>CIP 01</u> • Animal Science • 01.8301 Veterinary Nursing • Comprehensive Agriculture Science	<u>CIP 01</u> • Plant systems • Agribusiness Systems	<u>CIP 01</u> • Power, Structural and Technical Systems • Food Products and Processing Systems
<u>CIP 03</u> • Natural Resources and Environment Services		
		<u>CIP 09</u> • Digital Media
<u>CIP 11</u> • 11.1006 Computer Support Specialist	<u>CIP 11</u> • Information Support and Services • Network Systems • 11.0801 Web Page, Digital/Multimedia and Information Resources Design • Web and Digital Communications • Programming and Software Development	<u>CIP 11</u> • 11.0901 Computer Systems Networking and Telecommunications
	<u>CIP 12</u> • 12.0503 Culinary Arts/Chef Training • 12.0504 Restaurant, Culinary, and Catering Management Manager	<u>CIP 12</u> • Restaurant and Event Management
	<u>CIP 13</u> • 13.1501 Teacher Assistant/Aide • Teaching/Training	
	<u>CIP 14</u> • Biochemistry	<u>CIP 14</u> • Engineering and Applied Mathematics • Biomedical

CIP 15	CIP 15	CIP 15
• Aviation Production • 15.0303 Electrical, Electronic, and Communications Engineering Technology • 15.0405 Robotics Technology/Technician • 15.1301 Drafting and Design Technology/Technician	• 15.0613 Manufacturing Engineering Technology/Technician • 15.0607 Plastics and Polymer Engineering Technology/Technician	• 15.0801 Aeronautical/Aerospace Engineering Technology/Technician • 15.1306 Mechanical Drafting and Mechanical Drafting CAD/CADD
	CIP 17 • Energy	
CIP 19 • Fashion, Apparel, Interior Design (FAID)	**CIP 19** • Early Childhood Development and Services or Family, Community and Consumer Services	
		CIP 41 • 41.0204 Nondestructive Testing
	CIP 43 • 43.0107 Police Science/Criminal Justice • Emergency & Fire Management Services	**CIP 43** • Corrections, Security, Law & Law Enforcement
	CIP 44 • Government and Public Administration	
	CIP 46 • 46.0201 Carpentry • Construction & Design	
CIP 47 • Mobile Equipment Maintenance • 47.0201 Heating, Air Conditioning, Ventilation & Refrigeration Technology	**CIP 47** • 47.0303 Industrial Machine Mechanic • 47.0607 Aviation Maintenance Technology • Aviation Maintenance • 47.0609 Avionics Technician • 47.0614 Alternative Fuel Vehicle Maintenance & Advanced Electronics	**CIP 47** • 47.0604 Automotive Technology • 47.0608 Aviation Maintenance
CIP 48 • 48.9999 Aerospace Coatings and Paint Technology	**CIP 48** • Manufacturing • 48.0501 Machining Technology • 48.0507 Tooling and Fixture Fabrication • 48.0508 Welding	
CIP 49 • 49.0199 Unmanned Aircraft Systems		**CIP 49** • 49.0102 Professional Pilot Training
		CIP 50 • 50.0408 Interior Design • Graphic Design
CIP 51 51.2603 Certified Medication Aide	**CIP 51** • 51.0601 Dental Assistant	**CIP 51**

	• 51.1199 Healthcare Simulation Technology • 51.2601 Patient Care Technician • 51.2602 Home Health Aide • 51.3801 Registered Nurse • 51.3902 Certified Nursing Aide	• 51.0799 Healthcare Administration & Management • 51.0904 Emergency Medical Technicians • 51.0909 Surgical Technology • 51.3901 Practical Nurse • Health Science
CIP 52 • 52.0203 Logistics and Supply Chain Management	**CIP 52** • 52.0408 Administrative Office Technology • Marketing	**CIP 52** • Business Management and Entrepreneurship • Business Finance

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
Advanced/Smart Manufacturing	The 2020-2030 Regional Occupational Projections show 139 annual openings for Industrial Engineers in the Wichita Region.	The Panasonic Energy Company lithium-ion battery manufacturing facility in Kansas is expected to create up to 4,000 jobs. An occupation report from JobsEQ shows that there were 290 active job ads for Industrial Engineers and 124 active job ads for Manufacturing Engineers in the past 12-month period in Workforce Region IV.
Airplane Mechanic	The 2020-2030 Regional Occupational Projections show 138 annual openings for Aircraft Mechanics and Service Technicians in the Wichita Region.	An occupation report from JobsEQ shows that there were 173 active job ads in the past 12-month period for Aircraft Mechanics and Service Technicians in Workforce Region IV.
Building Automation	In December 2023, Indeed shows 64 current job openings in Building Automation in the Wichita Region.	An occupation report from JobsEQ shows that there were 332 active job ads for General and Operations Managers, 127 active job ads for Manufacturing Engineers, and 127 active job ads for Mechanical Engineers in the past 12-month period in Workforce Region IV.
IoT (Internet of Things)/IIoT (Industrial Internet of Things)	The Cloud Credential Council reports that the IoT field is growing exponentially and is in an ongoing process of development. This will require expertise and will be in high demand for years to come.	The demand for people with IoT skills is on the rise however there is not one specific SOC code related to this career field. An occupation report from JobsEQ shows that there are 2,700 active job ads for careers in SOC 15, which ranges from Computer User Support Specialists to Computer and Information Research Scientists.
Semi-Conductors	The Wichita Region is a leading manufacturing of precision parts for the aerospace, deep space and semiconductor industries. Extensive growth is predicted in the area of semiconductor manufacturing in the Wichita Region.	An occupation report from JobsEQ shows that there were 254 active job ads for Electrical Engineers, 124 active job ads for Manufacturing Engineers, 90 active job ads for Electronics Engineers, and 20 active job ads

		for Chemical Engineers in the past 12-month period in Workforce Region IV.
Radiology Technician	The 2020-2030 Regional Occupational Projections show 34 annual openings for Radiology Technicians in the Wichita Region.	An occupation report from JobsEQ shows that there were 349 active job ads in the past 12-month period for radiology technicians in Workforce Region IV.
Respiratory Therapy	The 2020-2030 Regional Occupation Projections show 26 annual openings for Respiratory Therapists in the Wichita Region.	An occupation report from JobsEQ shows that there were 106 active job ads in the past 12-month period for respiratory therapists in Workforce Region IV.
Ultrasound Technician (Diagnostic Medical Sonographer)	The 2020-2030 regional Occupation Projections show 19 annual openings for Diagnostic Medical Sonographers with additional openings for cardiac-specific sonographers in the Wichita Region.	An occupation report from JobsEQ shows that there were 144 active job ads in the past 12-month period for diagnostic medical sonographers in Workforce Region IV.
Paralegals and Legal Assistants	2020-2030 Occupation Projections show 86 annual openings in the Wichita Region.	An occupation report from JobsEQ shows that there were 84 active job ads in the past 12-month period for Paralegals and Legal Assistants in Workforce Region IV.
Motor Vehicle Operations including heavy truck and trailer drivers	2020 - 2030 Occupation Projections show 1,135 annual openings for heavy and tractor-trailer truck drivers, light truck or delivery drivers, bus drivers, transit and intercity in the Wichita Region.	An occupation report from JobsEQ shows that there were 1,327 active job ads in the past 12-month period for heavy and tractor-trailer truck drivers in Workforce Region IV.
Paving, Surfacing and Tamping Equipment Operators and Operating Engineers and Other Construction Equipment Operators	2020-2030 Occupation Projections show 166 annual openings between these two occupations. Overall, there are projected to be 17,337 annual openings across 47-000 - Construction and Extraction Occupations in the Wichita Region.	An occupation report from JobsEQ shows that there were 127 active job ads in the past 12-month period for Paving, Surfacing and Tamping Equipment Operators and Operating Engineers and Other Construction Equipment Operators in Workforce Region IV.
Electricians	2020-2030 Occupation Projections show 172 annual openings for Electricians in the Wichita Region.	An occupation report from JobsEQ shows that there were 68 active job ads in the past 12-month period for Electricians in Workforce Region IV.
Manufacturing Technology/Engineering Technology/Artificial Intelligence	2023 Indeed show 329 current job openings in the areas of Industrial Engineering, Automation, Robotics and AI in the Wichita Region.	An occupation report from JobsEQ shows that there were 61 active job postings in the past 12-month period for Industrial Engineering Technologists and Technicians in Workforce Region IV. Additionally, using SOC 17 Architecture and Engineering to show the broader need in this area shows that there were 1,432 job postings in the past 12-month period that include additional workforce needs in the Wichita Region. There were also 457 active job ads in the past 12-month period for software developers and 60 active job ads for Computer and Information Research Scientists. Many in-demand occupations fall under SOC 17 and would include jobs in automation, quality, AI and Machine Learning, Robotics, and Industrial Engineering Technician to name a few.

Quality Control	2020-2030 Occupational Projections: • 51-9061 (Inspectors, Tester, Sorters, Samplers and Weighers) - 316 annual openings in the Wichita Region.	An occupation report from JobsEQ shows that there were 345 job postings over the past 12 months in the Wichita region for SOC 51-9061 Inspectors, Testers, Sorters, Samplers and Weighers. This SOC includes job titles such as Quality Inspector, Quality Assurance Inspector, Quality Control Inspector, Fabrication/Assembly Inspector and CMM Operator.
Paramedic/Advanced EMT	2020-2030 Occupation Projections show 37 annual openings for Paramedics and EMT's in the Wichita Region.	WSU Tech currently has an EMT program, but not a paramedic program. Local Government agencies are unable to fill current positions per workforce. An occupation report from JobsEQ shows that there were 54 active job postings in the past 12-month period for Paramedics in Workforce Region IV.
Data Analytics	The 2020 - 2030 Occupational Projections: • 13-1111 (Management Analyst) • 13-1161 (Research Analyst) • 13-2031 (Budget Analyst) • 13-1141 (Benefits Analyst) • 13-2041 (Credit Analyst) Combined show 353 annual openings in the Wichita Region; the demand is higher as different sectors list this separately and include those jobs in finance, operations, management, project management, accounting and others.	Data analysts are in high demand and not restricted to one specific industry. An occupation report from JobsEQ shows that there were 463 active job ads for Management Analysts, 145 active job ads for Market Research Analysts, 53 active job ads for Compensation, Benefits, and Job Analysis Specialists, 44 active job ads for Search Marketing Strategists, 25 active job ads for Budget Analysts, and 21 active job ads for Credit Analysts in the last 12 month period in Workforce Region IV.
Physical Therapy Assistant	2020-2030 Occupation Projections show 25 annual openings for Physical Therapist Assistants in the Wichita Region.	An occupation report from JobsEQ shows that there were 125 active job ads in the past 12-month period for Physical Therapy Assistants in Workforce Region IV.
Medical Billing/Coding	2020-2030 Occupation Projections show 74 annual openings in the Wichita Region for Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians.	An occupation report from JobsEQ shows that there were 67 active job ads in the past 12-month period for Medical Records Specialists in Workforce Region IV.
Community Mental Health or Substance Abuse Counselors	2020-2030 Occupation Projections show 32 annual openings in the Wichita Region for Substance Abuse, Behavioral Disorder, and Mental Health Counselors.	An occupation report from JobsEQ shows that there were 245 active job ads for Mental Health Counselors and 31 active job ads for Substance Abuse and Behavioral Disorder Counselors in the past 12-month period in Workforce Region IV.
The Wichita Region is aware of high demand occupations in our area. See Appendix 2 – Kansas Department of Labor High Demand Occupations report.		

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
CIP 01 • Power, Structural and Technical Systems • Food Products and Processing Systems	The 2020 – 2030 Long-term Occupational Projections: • 45-2091 (Agricultural Equipment Operators) • 49-3041 (Farm Equipment Mechanics) • 49-3031 (Diesel Mechanics) Combined shows 933 openings with 93 annual openings. • 19-1012 (Food Scientists & Technologist) • 19-1013 (Soil & Plant Analyst) • 11-9013 (Agriculture Managers) • 45-2011 (Agricultural Inspectors) Combined there are 622 openings across these industries.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Agricultural Equipment Operators – 5 job postings Farm Equipment Mechanics – 8 job postings Diesel Mechanics – 238 job postings Food Scientists & Technologist - 10 job postings Soil & Plant Analyst – 12 job postings Agriculture Managers – 1 job posting Agricultural Inspectors – 7 job postings
CIP 09 • Digital Media	Digital Media positions have increased in demand and value through the pandemic. As many companies have moved to digital communication, the Needs Assessment team believe they will be in increasing demand.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Technical Writers – 27 job postings Graphic Designers – 42 job postings Reporters and Journalists – 32 job postings
CIP 11 • 11.0901 Computer Systems Networking and Telecommunications • 11.1006 Computer Support Specialist	The 2020 – 2030 Long-term Occupational Projections: • 15-1244 (Network and Computer Systems Administration) show 486 openings with 49 annual openings. • 15-1232 (Computer User Support Specialists) shows 1,686 openings with 168 annual openings.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Web and Digital Interface Designers – 18 job postings Computer User Support Specialists – 963 job postings Computer and Information Systems Managers – 821 job postings Computer Systems Analysts – 150 job postings Information Security Analysts – 94 job postings Health Informatics Specialists – 9 job postings
CIP 12 • Restaurant and Event Management	The 2020 – 2030 Long-term Occupational Projections: • 11-9501 (Food Service Managers) • 11-9198 (Entertainment & Recreation Managers) • 5-2014 (Cooks, Restaurant) • 13-1121 (Event Planners) Combined show 4,946 openings with 496 annual openings.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Food Service Managers – 323 job postings Chefs and Head Cooks – 118 job postings

CIP	Description	Justification	Job Postings
CIP 14 • Engineering and Applied Mathematics • Biomedical		We prepare students for post-secondary success in mechanical, aerospace, and civil engineering. The demand in these areas when broken down by CIP aligns with the concentrator numbers we are producing. Students in the Biomedical pathway train for and consider a wide variety of occupations. This range exceeds the narrow description or definition of Biomedical careers.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Mechanical Engineers – 270 job postings Aerospace Engineers – 164 job postings Civil Engineers – 56 job postings Bio Medical Engineers – 4 job postings
CIP 15 • 15.0801 Aeronautical/Aerospace Engineering Technology/Technician • 15.1306 Mechanical Drafting and Mechanical Drafting CAD/CADD		These programs are still offered due to industry demand. Although COVID and some other factors caused a brief slow-down in aviation, industry partners tell us they cannot find enough workers to fill these positions. As of 12/7/2023, there are 306 aviation manufacturing job postings on Indeed for Wichita. Often, one job posting is used to fill multiple positions.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Aerospace Engineering and Operations Technologists and Technicians – 13 job postings Mechanical Drafters – 32 job postings Architectural and Civil Drafters – 51 job postings Electrical and Electronics Drafters – 12 job postings The Regional Team Member from Textron Aviation stated that there is a shortage of workers in all areas of aviation at this time.
CIP 41 • 41.0204 Nondestructive Testing		This program is still offered due to industry demand. Recruiter.com states that there has been a nationwide average growth of 4.26% per year with an anticipation of an increase in demand.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Non-destructive Testing Specialists – 23 job postings
CIP 43 • Corrections, Security, Law & Law Enforcement		2020-2030 Department of Labor Long-term Occupational Projections: 48 Indeed: Correction officers – 8 job listings Corrections – 18 Security – 57 Security officer – 49 Police officer - 21	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Correctional Officers and Jailers – 67 job postings
CIP 47 • 47.0604 Automotive Technology • 47.0608 Aviation Maintenance		The 2020 – 2030 Long-term Occupational Projections: • 49-3023 (Automotive Service Technicians) shows 144 annual openings. • 49-3011 (Aircraft Mechanics) shows 138 annual openings. Industry team members state they simply can't find enough workers in these areas.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Automotive Service Technicians and Mechanics – 230 job postings Aircraft Mechanics and Service Technicians – 173 job postings Aircraft Structure, Surfaces, Rigging, and Systems Assemblers – 117 job postings
CIP 49 • 49.0102 Professional Pilot Training		Indeed shows the number of job openings of the following in the Wichita area: • Airline pilot – 17	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months:

	• Copilot – 5 • Flight engineer – 57	Airline Pilots, Copilots, and Flight Engineers – 6 job postings
CIP 50 • 50.0408 Interior Design • Graphic Design	The 2020 – 2030 Long-term Occupational Projections: • 27-1025 (Interior Design) 140 current openings with 13 annual openings. • 27-1024 (Graphic Designers) 489 current openings with 49 annual openings This range exceeds the narrow description or definition of Interior Design and Graphic Design careers.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months. Data pulled with the associated SOC is not entirely accurate as many of the job postings do not align with the title/SOC, but actually a skill. Students at WSU Tech employed in the industry have various job titles including design assistant, architect/interior design draftsman, material selection, design stylist, and kitchen and bath designer. When job openings in the area are pulled by Interior Designer as a hard skill, there were 14 active online job postings in the past 12 months and Graphic Designers had 42 job postings.
CIP 51 • 51.0799 Healthcare Administration & Management • 51.0904 Emergency Medical Technicians • 51.0909 Surgical Technology • 51.3901 Practical Nurse • Health Science	Although the labor data states that WSU Tech is producing more concentrators than demand for both Surgical Technology and Licensed Practical Nurse, industry is still showing a need in all healthcare areas. The 2020 – 2030 Occupational Projections show 3,306 annual openings between Occupational Codes 29-000 (Healthcare Practitioners and Technical Occupations and 31-000 (Healthcare Support Occupations). Surgical Technology had a 97% placement rate in 2021 and 97% placement rate in 2022. The program has been expanded to accommodate local demand. Likewise, there was a 100% and 94% placement rate for LPN program graduates in 2021 and 2022 respectively.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Healthcare Support Workers – 87 job postings Emergency Medical Technicians – 82 job postings Surgical Technologists - 230 job postings Licensed Practical Nurse – 640 job postings Home Health Aide – 115 job postings Medication Aide – 87 job postings related to Healthcare Support Workers, all other 31-9099
CIP 52 • Business Management and Entrepreneurship • Business Finance	The 2020 – 2030 Occupational Projections: • 13-000 (Business and Financial Operations) Shows 1,809 annual openings. This range exceeds the narrow description or definition of Business Management, Finance and Marketing careers.	Real-time intelligence reports from JobsEQ for Local Workforce area IV with active job postings during the past 12 months: Accountants and Auditors – 545 job postings Management Analysts – 463 job postings Business Operation Specialists – 453 job postings Human Resources Specialists – 370 job postings Financial and Investment Analysts – 162 job postings Purchasing Agents – 160 job postings Market Research Analysts and Marketing Specialists – 145 job postings

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.

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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.

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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	**Secondary** **1S1 – Four-year Graduation Cohort Rate-** The Wichita region is exceeding the state performance target of 85.5% with a regional positive gap of +13.86 • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) • Dual/concurrent credit opportunities **Secondary** **2S1 – Academic Proficiency in Reading/Language Arts –** The Wichita region is at 29.43% which is below the state performance target of 31.1 % by -1.67% but exceeding 90% of the state target. **2S2 – Academic Proficiency in Mathematics -** The Wichita region is exceeding the state	**Secondary** *The following Pathways were not included in the evaluation of Overall Student Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Services • Plant Systems Possible Root Causes: o Beliefs/Expectations - CTE Stigma o Policies/Processes - Scheduling barriers o Environment -Transportation o Instruction - Lack of accommodations, insufficient academic preparation o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners) **Postsecondary**

performance target of 24.1 % with a regional positive gap of +3.88% **2S3 – Academic Proficiency in Science -** The Wichita region is exceeding the state performance target of 27.10 % with a regional positive gap of +11.63 • CTE courses emphasize the importance of academic skills. • Supportive services • Alignment ensures teachers understand the progression of skill development. • A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools use varied resources and support when it comes to addressing the needs of all students. • MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science. • Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard. • Additional PD on differentiated instruction. • Smaller class sizes. • Support from paraprofessionals • Focused interventions through Homeroom, Seminar or Advocacy. **Secondary**	**1P1 – Post-Program Placement by Career Cluster –** The following career clusters were not evaluated due to a lack of program completers: • Education and Training • Hospitality and Tourism Possible root causes: • New programs that do not have data for concentrators the second quarter after program completion. **2P1 – Earned Recognized Postsecondary Credential by Career Cluster –** The following career clusters were not evaluated due to a lack of program completers: • Education and Training • Hospitality and Tourism Possible root causes: New programs that do not have data for concentrators within a year of program completion. Students in the following career clusters performed below the 2022 state performance target of 71.00% and the 2024-2025 state proposed performance target of 81.21%: • Business Management and Administration – gap of -21.00% and -31.21% • Information Technology – gap of -18.69% and -28.90% • Law, Public Safety, Corrections and Security – gap of -71% and -81.21% however, the number of concentrators

3S1 – Post-Program Placement - The Wichita region is exceeding the state performance target of 85.5 % with a regional positive gap of +6.57

- Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans.
- Focused job shadowing, internships, applied learning, career speakers and industry tours.
- Job focuses that help to sustain placement success.
- Specialized partnerships with area employers
- Correct offerings at the post-secondary level that meet student demand and industry demand.

Secondary
4S1 – Nontraditional Program Concentration - The Wichita region is at 28.60% which is below the state performance target by -1.9% but exceeding 90% of the state performance target of 30.5%.

- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)

Secondary
5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region

is so low that this is not statistically significant.

Possible root causes:
- Administrative Office Technology program is being phased out.
- Information Technology student retention issues. Students report a lack of motivation and time management skills.
- Police Science students either transfer to WSU or complete the applied technology degree.

3P1 – Nontraditional Participation by Career Cluster - The following career clusters were not evaluated due to a lack of program completers:
- Education and Training
- Hospitality and Tourism

Possible root causes:
- New programs without concentrator information

is exceeding the state performance target of 52.5% with a regional positive gap of +26.39

- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours
- Specific conference sessions on college and career pathways that include parents and students.
- Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.
- Professional development for dual credit faculty.
- Sharing of faculty between secondary and postsecondary institutions.

<u>Postsecondary</u>
1P1 – Post-Program Placement – Overall program placement of 94.65% exceeds the 2022 state performance target of 76%. This total also exceeds the 2024-2025 state proposed level of performance target of 92.69%.

Postsecondary placement by career cluster:
- Agriculture, Food & Natural Resources – exceeds all state performance targets with 100% program placement
- Architecture and Construction – exceeds all state performance targets with 94.00% program placement
- Business Management and Administration - exceeds all state performance targets with 100% program placement

	• Health Science - exceeds all state performance targets with 94.02% program placement • Information Technology - exceeds all state performance targets with 97.50% program placement • Manufacturing - exceeds all state performance targets with 94.37% program placement • Transportation, Distribution and Logistics - exceeds all state performance targets with 95.41% program placement Strengths are being maintained in this area by: • Job fairs and interviews for program completers • Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas • Internships, apprenticeships, earn-and-learn, and clinical opportunities • Exploration days such as Manufacturing Day, Construction Day, and Healthcare Tours • Opportunities for internships and shadowing occurring by Junior year of high school • College Advantage Program • Community Navigators available in neighborhoods and community centers providing resources for continued education	

- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

2P1 – Earned Recognized Postsecondary Credential – Overall percentage of students earning a postsecondary credential of 81.24% exceeds the overall state performance target for credential attainment at 71.00%. This total also exceeds the 2024-2025 state proposed level of performance target of 81.21%.

Postsecondary placement by career cluster:
- Agriculture, Food & Natural Resources – exceeds all state performance targets with 85.71% credential attainment
- Architecture and Construction – exceeds the 2022 performance target with 75.45% credential attainment and is above 90% of the 2024-2025 projected target.
- Health Science - exceeds all state performance targets with 84.56% credential attainment.
- Manufacturing - exceeds all state performance targets with 86.41% credential attainment.
- Transportation, Distribution and Logistics - exceeds all state performance targets with 83.13% credential attainment.

Strengths in this area are being maintained by:

- Including coursework that helps prepare students for success on credentialing exams
- Secondary and postsecondary alignment
- Increasing the number of recognized credentials within technical programs
- Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials
- Mentoring programs
- Student success coaches that help students with barriers to success
- Student engagement activities
- Scholarship opportunities
- Technology to help staff engage with students more effectively
- Early alert systems for academic success
- Tutoring and accommodations
- Competency-based education and credit for prior learning
- Expansion of student support services

3P1 – Nontraditional Participation – Overall percentage of Nontraditional gender concentration of 11.24% exceeds the state performance target of 8.00%. This total also exceeds the 2024-2025 state proposed level of performance target of 10.01%.

Postsecondary placement by career cluster:

	- Agriculture, Food & Natural Resources – exceeds the 2022 performance target with 8.11% Nontraditional gender concentration and is above 90% of the 2024-2025 projected target. - Architecture and Construction – exceeds all state performance targets with 10.54% Nontraditional gender concentration - Business Management and Administration - exceeds all state performance targets with 37.50% Nontraditional gender concentration - Health Science - exceeds the 2022 performance target with 8.64% Nontraditional gender concentration and is above 90% of the 2024-2025 projected target. - Information Technology - exceeds all state performance targets with 15.93% Nontraditional gender concentration - Manufacturing - exceeds all state performance targets with 13.74% Nontraditional gender concentration - Transportation, Distribution and Logistics - exceeds all state performance targets with 10.20% Nontraditional gender concentration Strengths in this area are being maintained by: - Targeted marketing to nontraditional groups - Special programs/scholarships for nontraditional participants - Engaging nontraditional industry professionals to speak to students	

	• Special activities that target non-traditional occupations	
Performance of Special Populations		
Individuals with disabilities	**Secondary** **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.5% with a regional strength of +10.5 at 96% for Individuals with Disabilities. • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) • Dual/concurrent credit opportunities **Secondary** **3S1 – Post-Program Placement –** The Wichita region is below the state performance target of 85.50% by -2.80 at 82.7%. This exceeds the performance level to be considered a strength. • Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. • Focused job shadowing, internships, applied learning, career speakers and industry tours. • Job focusses that help to sustain placement success.	**Secondary** *The following Pathways were not included in the evaluation of Individuals with Disabilities Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Services • Plant Systems • Animal Science • Aviation Production • Business Finance • Business Management and Entrepreneurship • Emergency & Fire Management Services • FAID • Food Products & Processing Systems • Network Systems • Power, Structural & Technical Systems • Programming & Software Development • Teaching/Training Possible Root Causes: o Beliefs/Expectations - CTE Stigma o Policies/Processes - Scheduling barriers o Environment -Transportation

- Specialized partnerships with area employers
- Correct offerings at the post-secondary level that meet student demand and industry demand.

Secondary
5S2 – Program Quality – Attained Postsecondary
Credits – The Wichita Region exceeds the state performance target of 52.50% by +8.52 at 61.02% for Individuals with Disabilities.

- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours
- Specific conference sessions on college and career pathways that include parents and students.
- Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.
- Professional development for dual credit faculty
- Sharing of faculty between secondary and postsecondary institutions.

Postsecondary
1P1 – Post-Program Placement – the placement of individuals with disabilities was 96.43%. This exceeded the 2022 state performance targets by 20.43% and the proposed 2024-2025 targets by 3.74%. Previous CLNA reports 86.96%.
Strengths have increased in this area by:

- o Instruction - Lack of accommodations, lack of paraprofessional support, insufficient academic preparation
- o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
2S1 – Academic Proficiency in Reading/Language Arts – There is a -26.43 gap in the Wichita region at 4.67%.
2S2 - Academic Proficiency in Mathematics
There is a -18.56 gap in the Wichita region at 5.54%.
2S3 – Academic Proficiency in Science – There is a -14.88 gap in the Wichita Region at 12.22%.

- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.

	- Job fairs and interviews for program completers - Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas - Internships, apprenticeships, earn-and-learn, and clinical opportunities - Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours - Opportunities for internships and shadowing occurring by Junior year of high school - College Advantage Program - Community Navigators available in neighborhoods and community centers providing resources for continued education - Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. - Soft skills training - Increased number of articulation agreements that help students continue their education - Student Accessibility and Support Services department **2P1 – Recognized Postsecondary Credential** – Students with disabilities exceeded the state performance target of 71.00% by 8.31% but was below the 2024-2025 proposed target of 81.21% by -1.9%. This continues to be a success since it remains above 90% of the	- Smaller class sizes. - Support from paraprofessionals - Focused interventions through Homeroom, Seminar or Advocacy. **Secondary** **4S1 – Non-traditional Program Concentration -**The Wichita region has a -7.03 gap at 23.02%. - The diversity in student population and in industry representatives across the region is not producing pathway enrollment that is statistically significant at this time. - Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.) are not being understood or received. - A video promotional project within WPS is targeting all Special Populations. - Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

	target. The Success in this area is being sustained by: • Including coursework that helps prepare students for success on credentialing exams • Secondary and postsecondary alignment • Increasing the number of recognized credentials within technical programs • Mentoring programs • Student success coaches that help students with barriers to success • Student engagement activities • Scholarship opportunities • Technology to help staff engage with students more effectively • Early alert systems for academic success • Coordination with WSU Tech Student Accessibility and Support Services department for appropriate accommodations • Faculty training that teaches how to meet students where they are, how to understand disabilities, and how to provide accommodations/flexibility to foster success • Partnerships with area agencies that work with this special population • Diversity and inclusion efforts • Specialized software and equipment for accommodations • Competency-based education and credit for prior learning	

	• Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** Students with disabilities exceeded the 2022 state performance target of 8.00% by 6.71%. The 2024-2025 state proposed target of 10.01% was exceeded by 4.70%. Success in this area is being sustained by: • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Individuals from economically disadvantaged families, including low-income youth and adults	**Secondary** **1S1** – **Four-year Graduation Cohort Rate** – The Wichita Region exceeds the state performance target of 85.5% by +13.5 at 99% for Economically Disadvantaged students. by +13.5. • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) • Dual/concurrent credit opportunities	**Secondary** *The following Pathways were not included in the evaluation of Individuals from Economically Disadvantaged families Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Services • Plant Systems • Aviation Production • Emergency & Fire Management Services

	Secondary 2S3 -Academic Proficiency in Science – The Wichita Region exceeds the state performance target of 27.1% by +1.46 at 28.56% for Economically Disadvantaged students. • CTE courses emphasize the importance of academic skills. • Supportive services • Alignment ensures teachers understand the progression of skill development. • Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard. • Additional PD on differentiated instruction. • Smaller class sizes. • Support from paraprofessionals • Focused interventions through Homeroom, Seminar or Advocacy. **Secondary** **3S1 – Post-Program Placement –** The Wichita region exceeds the state performance target of 85.5 % with a regional positive strength of +.52 at 86.02% for Economically Disadvantaged students. • Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. • Focused job shadowing, internships, applied learning, career speakers and industry tours.	• FAID • Food Products & Processing Systems • Network Systems • Power, Structural & Technical Systems Possible Root Causes: ○ Beliefs/Expectations - CTE Stigma, lack of awareness of CTE programs, lack of awareness of financial support for students in CTE programs ○ Policies/Processes - Scheduling barriers ○ Environment -Transportation ○ Instruction - Lack of accommodations, insufficient academic preparation ○ People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners **Secondary** **2S1 –- Academic Proficiency in Reading/Language Arts –** There is a -13.65 gap from the state performance target for Economically Disadvantaged students at 17.45%. **2S2 – Academic Proficiency in Mathematics** – There is a -8.69 gap from the state performance target for Economically Disadvantaged students at 15.41%. • Absenteeism seems to be a root cause of the lower performance in these areas for students in poverty. • All high schools are working to decrease chronic absenteeism and

	- Job focuses that help to sustain placement success. - Specialized partnerships with area employers - Correct offerings at the post-secondary level that meet student demand and industry demand. **4S1 – Nontraditional Program Concentration -** The Wichita region exceeds the state performance target of 30.50% by +2.06 at 32.56% for Economically Disadvantaged students. - As a region with diversity in student population and in industry representatives, more non-traditional representation is present. - Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.) **5S2 – Program Quality – Attained Postsecondary Credits -** The Wichita region exceeds the state performance target of 52.5% by +10.39 at 62.89% for Economically Disadvantaged students. - Xello Career Exploration to help students with their individual goals/plans. - College and Industry tours - Specific conference sessions on college and career pathways that include parents and students. - Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.	engage students in post-secondary planning for their future. - Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard. - Additional PD on differentiated instruction. - Smaller class sizes. - Support from paraprofessionals - Focused interventions through Homeroom, Seminar or Advocacy.

	- Professional development for dual credit faculty. - Sharing of faculty between secondary and postsecondary institutions. **<u>Postsecondary</u>** **1P1 – Post-Program Placement** The 2022 state performance target of 76.00% was exceeded by 19.37% by students from economically disadvantaged families. The proposed 2024-2025 performance target was exceeded by 2.68%. - Job fairs and interviews for program completers - Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas - Internships, apprenticeships, earn-and-learn, and clinical opportunities - Opportunities for internships and shadowing occurring by Junior year of high school - College Advantage Program - Community Navigators available in neighborhoods and community centers providing resources for continued education - Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. - Soft skills training - Increased number of articulation agreements that help students continue their education	

- Expansion of student support services and programs including TRIO

2P1 – Earned Recognized Postsecondary Credential
Economically disadvantaged students exceeded the actual state performance by 8.55% for 2022 and 1.66% for 2024-2025 proposed targets.

- Including coursework that helps prepare students for success on credentialing exams
- Secondary and postsecondary alignment
- Increasing the number of recognized credentials within technical programs
- Mentoring programs
- Student success coaches that help students with barriers to success
- Student engagement activities
- Scholarship opportunities
- Technology to help staff engage with students more effectively
- Early alert systems for academic success
- Tutoring and accommodations
- FAFSA completion initiatives
- Diversity and inclusion efforts
- Hybrid program/course models that reduce the number of in-person hours and allow students to maintain employment while attending classes
- Competency-based education and credit for prior learning
- Assuring programs are aligned with needed industry credentials and

	opening new programs/ opportunities for additional credentials **3P1-Non-Traditional Concentration** Non-traditional concentration of economically disadvantaged students was above actual state performance targets by 7.83% (2022) and 5.82% (2024-2025 proposed). • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Individuals preparing for non-traditional fields	**Secondary –** **1S1 – Four-year Graduation Cohort Rate** – The Wichita region exceeds the state performance target of 85.5% by 21.5 at 107% for Individuals Preparing for non-traditional fields. • Non-traditional data in this area seems to be a definite strength. **Secondary** **2S1 -Academic Proficiency in Reading/Language Arts** - The Wichita region exceeds the state performance target of 31.10% by +13.1 at 44.2% for Individuals Preparing for non-traditional fields. **2S2 – Academic Proficiency in Mathematics** – The Wichita region exceeds the state performance target of 24.10% by +.87 at 24.97% for Individuals Preparing for non-traditional fields.	**Secondary** *The following Pathways were not included in the evaluation of Individuals preparing for non–traditional fields Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Service • Plant Systems • Aviation Production • Early Childhood Development & Services • Emergency & Fire Management Services • Family, Community & Consumer Services • FAID

2S3 – Academic Proficiency in Science – The Wichita region exceeds the state performance target of 27.10% by +4.21 at 31.31% for Individuals Preparing for non-traditional fields.

- Non-traditional data in this area seems to identify a strength.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.

Secondary
4S1 – Nontraditional Program Concentration - The Wichita region exceeds the state performance target of 30.50% by +44.46 at 74.96% for individuals preparing for non-traditional fields.
- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

- Graphic Design
- Marketing
- Mobile Equipment Maintenance
- Network Systems
- Power, Structural & Technical Systems
- Programming & Software Development
- Web & Digital Communications

Possible Root Causes:
- o Beliefs/Expectations - CTE Stigma, parental lack of awareness of CTE opportunities.
- o Policies/Processes - Scheduling barriers
- o Environment -Transportation
- o Instruction - Lack of accommodations, insufficient academic preparation
- o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
3S1 – Post-Program Placement – There is a -17.87 gap in the Wichita region from the state performance target of 85.50%

- Data collection in this area is challenging.

5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region exceeds the state performance target of 52.50% by +8.64 at 61.14% for Individuals Preparing for non-traditional fields.

- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours
- Specific conference sessions on college and career pathways that include parents and students.
- Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.
- Professional development for dual credit faculty.
- Sharing of faculty between secondary and postsecondary institutions.

Postsecondary
1P1 – Post-Program Placement –Students preparing for non-traditional fields performed below the 2022 state performance target by -64.62%. and -81.31% below the 2024-2025 state proposed performance target, however this is considered a strength due to meeting the 3P1 performance targets.

- Job fairs and interviews for program completers
- Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas

| | Internships, apprenticeships, earn-and-learn, and clinical opportunities Opportunities for internships and shadowing occurring by Junior year of high school College Advantage Program Community Navigators available in neighborhoods and community centers providing resources for continued education Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. Soft skills training Increased number of articulation agreements that help students continue their education Expansion of student support services and programs including TRIO **2P1 – Recognized Postsecondary Credential** –Students preparing for non-traditional fields performed below the 2022 state performance target by -61.94% and -72.15% below the 2024-2025 state proposed performance target, however this is considered a strength due to meeting the 3P1 performance targets. Including coursework that helps prepare students for success on credentialing exams Secondary and postsecondary alignment Increasing the number of recognized credentials within technical programs Mentoring programs | |

	- Student success coaches that help students with barriers to success - Student engagement activities - Scholarship opportunities - Technology to help staff engage with students more effectively - Early alert systems for academic success - Tutoring and accommodations - FAFSA completion initiatives - Diversity and inclusion efforts - Hybrid program/course models that reduce the number of in-person hours and allow students to maintain employment while attending classes - Competency-based education and credit for prior learning - Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** Nontraditional concentration of economically disadvantaged students exceeds 2022 state performance targets by 3.24% and the 2024-2025 proposed state target by 1.23% - Targeted marketing to nontraditional groups - Special programs/scholarships for nontraditional participants - Engaging nontraditional industry professionals to speak to students - Special activities that target nontraditional occupations	

Single parents, including single pregnant women	**Postsecondary**	**Secondary**
	1P1 – Post-Program Placement –Single parents exceeded the 2022 state performance target by 24.00% and the 2024-2025 proposed target by 7.31%. Performance is being sustained by:	(*Not enough concentrators in any pathway to evaluate performance.*)
	• Job fairs and interviews for program completers	Possible Root Causes:
	• Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas	o Beliefs/Expectations - CTE Stigma
		o Policies/Processes - Scheduling barriers
		o Environment -Transportation
	• Internships, apprenticeships, earn-and-learn, and clinical opportunities	o Instruction - Lack of accommodations, insufficient academic preparation
	• Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours	o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners
	• Opportunities for internships and shadowing occurring by Junior year of high school	
	• College Advantage Program	
	• Community Navigators available in neighborhoods and community centers providing resources for continued education	
	• Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance	
	• Soft skills training	
	• Increased number of articulation agreements that help students continue their education	
	• Special programs geared towards this special population	

2P1 – Recognized Postsecondary Credential
Single parents performed at 70.59% which is -.41% below the 2022 state performance target and -10.62% below the 2024-2025 state projected target. This is considered a strength since it is above 90% of the 2022 target.

- Including coursework that helps prepare students for success on credentialing exams
- Secondary and postsecondary alignment
- Increasing the number of recognized credentials within technical programs
- Mentoring programs
- Student success coaches that help students with barriers to success
- Student engagement activities
- Scholarship opportunities
- Technology to help staff engage with students more effectively
- Early alert systems for academic success
- Tutoring and accommodations
- FAFSA completion efforts
- Hybrid courses and technology that result in less in-person class time
- Diversity and inclusion efforts
- Competency-based education and credit for prior learning
- Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials

	3P1 – Nontraditional Participation – The number of single parents in non-traditional programs well exceeded the actual 2022 state performance by 10.10% and 2024-2025 proposed state target by 8.09%. This strength is being sustained by special programs such as: • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Out-of-workforce individuals	**Postsecondary** **1P1 – Post-Program Placement** – Program placement for out-of-workforce individuals was 88.89%. This exceeds the 2022 state Performance target by 12.89%. It is also within the 90% of target for the 2024-2025 state proposed target of 92.69%. Placement of out-of-workforce individuals is maintained by: • Job fairs and interviews for program completers • Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas • Internships, apprenticeships, earn-and-learn, and clinical opportunities • Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours	**Secondary** (*Not enough concentrators in any pathway to evaluate performance*.) Data not collected or reported for secondary level. Possible Root Causes: o Beliefs/Expectations - CTE Stigma o Policies/Processes - Scheduling barriers o Environment -Transportation o Instruction - Lack of accommodations, insufficient academic preparation o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

- Opportunities for internships and shadowing occurring by Junior year of high school
- College Advantage Program
- Community Navigators available in neighborhoods and community centers providing resources for continued education
- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

2P1 – Recognized Postsecondary Credential – 90% of out-of-workforce students earned an industry-recognized credential exceeding the 2022 state performance target by 14.00% and the 2024-2025 proposed target by 8.79%.
- Including coursework that helps prepare students for success on credentialing exams
- Secondary and postsecondary alignment
- Increasing the number of recognized credentials within technical programs
- Mentoring programs
- Student success coaches that help students with barriers to success
- Student engagement activities
- Scholarship opportunities
- Technology to help staff engage with students more effectively

	- Early alert systems for academic success - Tutoring and accommodations - FAFSA completion efforts - Partnerships with local workforce development office to assist students in securing funding for training - Diversity and inclusion efforts - Competency-based education and credit for prior learning - Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** 30.43% of out-of-workforce students participated as non-traditional students exceeding the 2022 state performance target by 22.43% and the 2024-2025 proposed target by 20.42%. Strengths in this area include: - Targeted marketing to nontraditional groups - Special programs/scholarships for nontraditional participants - Engaging nontraditional industry professionals to speak to students - Special activities that target non-traditional occupations	
English Learners	<u>**Secondary**</u> **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.50% by +12.50 at 98.0% for English Language Learners. Use of Xello Career Exploration that helps students with their plans/goals.	<u>**Secondary**</u> *The following Pathways were not included in the evaluation of English Learners Performance in the Region due to not enough concentrators:* Aviation Maintenance Pathway

	- Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. - Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) - Dual/concurrent credit opportunities **Secondary** **3S1 – Post-Program Placement –** The Wichita region is below the state performance target of 85.50% by -2.80 at 85.53%. This exceeds the performance level to be considered a strength. - Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. - Focused job shadowing, internships, applied learning, career speakers and industry tours. - Job focusses that help to sustain placement success. - Specialized partnerships with area employers - Correct offerings at the post-secondary level that meet student demand and industry demand. **Secondary** **4S1 – Non-traditional Program Concentration -**The Wichita region exceeds the state performance target of 30.5% by +2.20 at 32.70% for English Language Learners.	- Biochemistry Pathway - Energy Pathway - Government and Public Administration - Information Support & Services - Plant Systems - Animal Science - Aviation Production - Business Finance - Business Management and Entrepreneurship - Comprehensive Agriculture - Construction & Design - Corrections, Security, Law & Law Enforcement - Emergency & Fire Management Services - Family, Community & Consumer Services - FAID - Food Products & Processing Systems - Marketing - Network Systems - Power, Structural & Technical Systems - Programming & Software Development - Teaching/Training - Web & Digital Communications Possible Root Causes: o Beliefs/Expectations - CTE Stigma, parental lack of awareness of CTE programming. o Policies/Processes - Scheduling barriers o Environment -Transportation o Instruction - Lack of accommodations, insufficient academic preparation

- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

Secondary
5S2 – Program Quality – Attained Postsecondary
Credits – The Wichita region is below the state performance target of 52.50% by -.03 at 52.53%. This exceeds the performance level to be considered a strength.
- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours.
- Specific conference sessions on college and career pathways that include parents and students.
- Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.
- Professional development for dual credit faculty.
- Sharing of faculty between secondary and postsecondary institutions.

Postsecondary

○ People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
2S1 – Academic Proficiency in Reading/Language Arts – There is a -27.4 gap in the Wichita region from the state performance target of 31.10% for English Language Learners.
2S2 - Academic Proficiency in Mathematics There is a -24.1 gap in the Wichita region from the state performance target of 24.10% for English Language Learners.
2S3 – Academic Proficiency in Science – There is a -22.02 gap in the Wichita region from the state performance target of 27.10% for English Language Learners.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.

1P1 – Post-Program Placement – Program placement for English learners was 100% This exceeded all state performance targets. However, the number of students that are reporting or self-identifying as English learners was so low that these numbers are not statistically significant.

- Job fairs and interviews for program completers
- Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas
- Internships, apprenticeships, earn-and-learn, and clinical opportunities
- Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
- Opportunities for internships and shadowing occurring by Junior year of high school
- College Advantage Program
- Community Navigators available in neighborhoods and community centers providing resources for continued education
- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.

Postsecondary
2P1 – Recognized Postsecondary Credential – 50% of English Learners earned an industry-recognized credential. The number of students that are reporting as English learners is so low that this number is not statistically significant.

As an institution we know that there are English learners that are just not self-identifying during the application process and WSU Tech is increasing diversity, equity and inclusion efforts across campus.

	3P1 – Nontraditional Participation – 13.33% of English Learners participated as non-traditional students exceeding the 2022 state performance target by 5.33% and the 2024-2025 proposed target by 3.32%. • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target nontraditional occupations	

Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	**Postsecondary**
	1P1 – Post Program Placement – Students identifying as homeless had a placement rate of 100% which exceeds all state performance targets; however, this performance is statistically insignificant due to the low number of students in this population
	• Job fairs and interviews for program completers
	• Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas
	• Internships, apprenticeships, earn-and-learn, and clinical opportunities
	• Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
	• Opportunities for internships and shadowing occurring by Junior year of high school
	• College Advantage Program
		Secondary
		(*Not enough concentrators in any pathway to evaluate performance.*)
		
		Possible Root Causes:
		  o Beliefs/Expectations - CTE Stigma
		  o Policies/Processes - Scheduling barriers
		  o Environment -Transportation
		  o Instruction - Lack of accommodations, insufficient academic preparation
		  o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners
		
		Postsecondary
		2P1 – Recognized Postsecondary Credential – There were too few students reporting to evaluate this indicator. The results are statistically insignificant due to the low number of students in this population.

	• Community Navigators available in neighborhoods and community centers providing resources for continued education • Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. • Soft skills training • Increased number of articulation agreements that help students continue their education **3P1 – Nontraditional Participation –** In AY2022, there were no students that identified as homeless in a non-traditional gender program.	

Youth who are in, or have aged out of, the foster care system	**Postsecondary**
	1P1 – Post-Program Placement – Youth in this special population have a placement rate of 100% exceeding all state performance targets.
	• Job fairs and interviews for program completers
	• Relationships and engagement of local business and industry including Industry Advocate Teams and Workforce Alliance of South-Central Kansas
	• Internships, apprenticeships, earn-and-learn, and clinical opportunities
	• Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
	• Opportunities for internships and shadowing occurring by Junior year of high school
		Secondary
		(*Not enough concentrators in <u>any</u> pathway to evaluate performance.*) Very transient populations often not enrolled long enough to achieve concentrator status.
		
		Possible Root Causes:
		  o Beliefs/Expectations - CTE Stigma
		  o Policies/Processes - Scheduling barriers
		  o Environment –Transportation, mobility (not in system long enough)
		  o Instruction - Lack of accommodations, insufficient academic preparation
		  o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

| | College Advantage Program Community Navigators available in neighborhoods and community centers providing resources for continued education Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. Soft skills training Increased number of articulation agreements that help students continue their education **2P1 – Recognized Postsecondary Credential** – Youth in this special population exceeded the 2022 state performance standards by 4.00% but did not exceed the 2024-2025 state proposed performance target with a gap of -6.21%. This is a success due to remaining above 90% of this target. Including coursework that helps prepare students for success on credentialing exams Secondary and postsecondary alignment Increasing the number of recognized credentials within technical programs Mentoring programs Student success coaches that help students with barriers to success Student engagement activities Scholarship opportunities Technology to help staff engage with students more effectively | |

	- Early alert systems for academic success - Tutoring and accommodations - FAFSA completion efforts - Hybrid courses and technology that result in less in-person class time - Diversity and inclusion efforts - Competency-based education and credit for prior learning - Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** 25% of youth in this special population were nontraditional concentrators exceeding all state performance targets. - Targeted marketing to nontraditional groups - Special programs/scholarships for nontraditional participants - Engaging nontraditional industry professionals to speak to students - Special activities that target non-traditional occupations	
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)	<u>**Secondary**</u> **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.50% by +14.5 at 100.0% for Youth of Active Military. - Use of Xello Career Exploration that helps students with their plans/goals. - Implementation of Individual Plans of Study that target student interest with	<u>**Secondary**</u> *The following Pathways were not included in the evaluation of Youth of Active Military parents Performance in the Region due to not enough concentrators:* - Aviation Maintenance Pathway - Biochemistry Pathway - Energy Pathway - Government and Public Administration

emphasis on high school graduation as a goal.
- Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects)
- Dual/concurrent credit opportunities

Secondary

2S1 -Academic Proficiency in Reading/Language Arts - The Wichita region exceeds the state performance target of 31.10% by +2.38 at 33.48% for Youth of Active Military.

2S2 – Academic Proficiency in Mathematics – The Wichita region exceeds the state performance target of 24.10% by +1.90 at 26.00% for Youth of Active Military.

2S3 – Academic Proficiency in Science – The Wichita region exceeds the state performance target of 27.10% by +20.64 at 47.74% for Youth of Active Military.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI,

- Information Support & Services
- Plant Systems
- Animal Science
- Aviation Production
- Business Management and Entrepreneurship
- Comprehensive Agriculture Science
- Construction & Design
- Emergency & Fire Management Services
- Early Childhood Development & Services
- Family, Community & Consumer Services
- FAID
- Food Products & Processing Systems
- Graphic Design
- Manufacturing
- Mobile Equipment Maintenance
- Network Systems
- Power, Structural & Technical Systems
- Programming & Software Development
- Teaching/Training
- Web & Digital Communications

Possible Root Causes:
- o Beliefs/Expectations - CTE Stigma
- o Policies/Processes - Scheduling barriers
- o Environment -Transportation
- o Instruction - Lack of accommodations, insufficient academic preparation
- o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of

	Skyward, Synergy, Panorama data dashboard. • Additional PD on differentiated instruction. • Smaller class sizes. • Support from paraprofessionals • Focused interventions through Homeroom, Seminar or Advocacy. **Secondary** **3S1 – Post-Program Placement –** The Wichita region is below the state performance target of 85.50% by -1.12 at 84.38%. This exceeds the performance level to be considered a strength. • Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. • Focused job shadowing, internships, applied learning, career speakers and industry tours. • Job focusses that help to sustain placement success. • Specialized partnerships with area employers • Correct offerings at the post-secondary level that meet student demand and industry demand. **Secondary** **4S1 – Non-traditional Program Concentration -**The Wichita region exceeds the state performance target of 30.5% by +21.82 at 52.32% for Youth of Active Military.	representational diversity in CTE workforce and industry partners **Postsecondary** **3P1 – Nontraditional Participation –** There were no students in this special population in AY2022 so this indicator was not evaluated.

- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

Secondary
5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region exceeds the state performance target of 52.50% by +28.41 at 80.91% for Youth of Active Military.
- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours
- Specific conference sessions on college and career pathways that include parents and students.
- Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.
- Professional development for dual credit faculty
- Sharing of faculty between secondary and postsecondary institutions.

Postsecondary
1P1 – Post-Program Placement – Students in this special population performed above the

2022 state performance target by 15.67%. The 2024-2025 state proposed target was not met with a gap of -1.02% but was above 90% of the target.

- Job fairs and interviews for program completers
- Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas
- Internships, apprenticeships, earn-and-learn, and clinical opportunities
- Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
- Opportunities for internships and shadowing occurring by Junior year of high school
- College Advantage Program
- Community Navigators available in neighborhoods and community centers providing resources for continued education
- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

2P1 – Recognized Postsecondary Credential – 90.00% of students with a parent in active military earned an industry recognized credential. This exceeds the 2022 state

	performance target by 19.00% and the 2024-2025 proposed targets by 8.79%. - Including coursework that helps prepare students for success on credentialing exams - Secondary and postsecondary alignment - Increasing the number of recognized credentials within technical programs - Mentoring programs - Student success coaches that help students with barriers to success - Student engagement activities - Scholarship opportunities - Technology to help staff engage with students more effectively - Early alert systems for academic success - Tutoring and accommodations - FAFSA completion efforts - Hybrid courses and technology that result in less in-person class time - Diversity and inclusion efforts - Competency-based education and credit for prior learning - Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials	
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native	**Secondary** **2S2 – Academic Proficiency in Mathematics** – The Wichita region is below the state performance target of 24.10% by -2.82 at	**Secondary** *The following Pathways were not included in the evaluation of American Indian or Alaska Native students' Performance in the Region due to not enough concentrators:*

26.92%. This exceeds the performance level to be considered a strength.

2S3 – Academic Proficiency in Science - The Wichita region is below the state performance target of 27.10% by -2.13 at 29.23%. This exceeds the performance level to be considered a strength.

- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.
- CTE courses emphasize the importance of academic skills.
- Supportive services
- Alignment ensures teachers understand the progression of skill development.

4S1 – Nontraditional Program Concentration - The Wichita region is

- Aviation Maintenance Pathway
- Biochemistry Pathway
- Energy Pathway
- Government and Public Administration
- Information Support & Services
- Plant Systems
- Animal Science
- Aviation Production
- Comprehensive Agriculture Science
- Corrections, Security, Law & Law Enforcement
- Emergency & Fire Management Services
- Early Childhood Development & Services
- FAID
- Food Products & Processing Systems
- Graphic Design
- Mobile Equipment Maintenance
- Network Systems
- Power, Structural & Technical Systems
- Programming & Software Development
- Teaching/Training

Possible Root Causes:
- Beliefs/Expectations - CTE Stigma, lack of parental awareness about CTE programs
- Policies/Processes - Scheduling barriers
- Environment -Transportation
- Instruction - Lack of accommodations, insufficient academic preparation
- People – Staffing (insufficient number of school/career counselors, shortage of

exceeding the state performance target of 30.50% by +11.58%.

- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

Postsecondary
1P1 – Post-Program Placement – Students have a placement rate of 100% which exceeds the 2022 state performance targets by 24% and the 2024-2025 state proposed target by 7.31%.

- Job fairs and interviews for program completers
- Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas
- Internships, apprenticeships, earn-and-learn, and clinical opportunities
- Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
- Opportunities for internships and shadowing occurring by Junior year of high school
- College Advantage Program
- Community Navigators available in neighborhoods and community centers

qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
1S1 – Four-year Graduation Cohort Rate- There is a -39.50 gap at 46.0% in the Wichita region from the state performance target of 85.50%
2S1 – Academic Proficiency in Reading/Language Arts – There is a -21.61 gap at 9.49% in the Wichita region from the state performance target of 31.10%

Secondary
3S1 – Post-Program Placement – There is a -39.35 gap at 46.15% from the state performance target of 85.5%.

- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.

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- providing resources for continued education
- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

3P1 – Nontraditional Participation – The number of students in non-traditional programs exceeded the actual 2022 state performance by 7.00% and 2024-2025 proposed state target by 4.99%.
- Targeted marketing to nontraditional groups
- Special programs/scholarships for nontraditional participants
- Engaging nontraditional industry professionals to speak to students
- Special activities that target non-traditional occupations

- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.

Secondary
4S1 – Non-traditional Program Concentration -The Wichita region has a -7.03 gap at 23.02% from the state performance target of 30.50%.
- As a region with diversity in student population and in industry representatives, there is a lack of non-traditional representation.
- Targeted efforts by higher education at American Indian or Alaska Native students.
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

Secondary
5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region

		has a -14.29 gap at 38.21% from the state performance target of 52.50%. • Xello Career Exploration must be enhanced to help students with their individual goals/plans. • College and Industry tours are not pulling American Indian students in. • Specific conference sessions on college and career pathways that include parents and students are not reaching the students. • The information about strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment is not received or understood by American Indian students. **Postsecondary** **2P1 – Recognized Postsecondary Credential** – 61.54% of students earned an industry recognized credential which is below the 2022 state performance target by -9.46% and the 2024-2025 proposed target by -19.67% Possible root causes: • Lack of representational diversity in CTE workforce and industry partners
Asian	**Secondary** **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.5% by +.50 at 86.0% • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with	**Secondary** *The following Pathways were not included in the evaluation of Asian students Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration

emphasis on high school graduation as a goal.
- Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects)
- Dual/concurrent credit opportunities

Secondary
2S1 – Academic Proficiency in Reading/Language Arts – The Wichita region exceeds the state performance target of 31.10% by +1.28 at 32.38%
2S2 – Academic Proficiency in Mathematics - The Wichita region is exceeding the state performance target of 24.1 % with a positive gap of +14.65 at 38.75%
2S3 – Academic Proficiency in Science - The Wichita region exceeds the state performance target of 27.10 % by +9.53 at 36.63%.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.

- Information Support & Services
- Plant Systems
- Animal Science
- Aviation Production
- Business Management and Entrepreneurship
- Comprehensive Agriculture Science
- Construction & Design
- Corrections, Security, Law & Law Enforcement
- Emergency & Fire Management Services
- Family, Community & Consumer Services
- FAID
- Food Products & Processing Systems
- Graphic Design
- Manufacturing
- Mobile Equipment Maintenance
- Network Systems
- Power, Structural & Technical Systems
- Programming & Software Development
- Teaching/Training
- Web & Digital Communications

Possible Root Causes:
- Beliefs/Expectations - CTE Stigma, limited parental knowledge of CTE opportunities.
- Policies/Processes - Scheduling barriers
- Environment -Transportation
- Instruction - Lack of accommodations, insufficient academic preparation
- People – Staffing (insufficient number of school/career counselors, shortage of

	• Additional PD on differentiated instruction. • Smaller class sizes. • Support from paraprofessionals • Focused interventions through Homeroom, Seminar or Advocacy. • CTE courses emphasize the importance of academic skills. • Supportive services • Alignment ensures teachers understand the progression of skill development. **3S1 – Post-Program Placement -** The Wichita region exceeds the state performance target of 85.5 % with a strength gap of +11.64 at 97.14%. • Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. • Focused job shadowing, internships, applied learning, career speakers and industry tours. • Job focusses that help to sustain placement success. • Specialized partnerships with area employers • Correct offerings at the post-secondary level that meet student demand and industry demand. **4S1 – Nontraditional Program Concentration -** The Wichita region exceeds the state performance target of 30.50% by +15.68 at 46.18%.	qualified teachers, or lack of representational diversity in CTE workforce and industry partners

- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region exceeds the state performance target of 52.50% by +33.84 at 86.34%.
- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours
- Specific conference sessions on college and career pathways that include parents and students.
- Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment.
- Professional development for dual credit faculty.
- Sharing of faculty between secondary and postsecondary institutions.

Postsecondary
1P1 – Post-Program Placement – 95.06% of students have a placement rate which exceeds the 2022 state performance target by 19.06% and the 2024-2025 proposed targets by 2.37%.

- Job fairs and interviews for program completers
- Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas
- Internships, apprenticeships, earn-and-learn, and clinical opportunities
- Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
- Opportunities for internships and shadowing occurring by Junior year of high school
- College Advantage Program
- Community Navigators available in neighborhoods and community centers providing resources for continued education
- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

2P1 – Recognized Postsecondary Credential – 75.44% of students earned an industry recognized credential which exceeds the 2022 state performance target by 4.44%. This does not meet the 2024-2025 proposed state targets by -5.77% however it is above 90% of this target.

- Including coursework that helps prepare students for success on credentialing exams
- Secondary and postsecondary alignment
- Increasing the number of recognized credentials within technical programs
- Mentoring programs
- Student success coaches that help students with barriers to success
- Student engagement activities
- Scholarship opportunities
- Technology to help staff engage with students more effectively
- Early alert systems for academic success
- Tutoring and accommodations
- FAFSA completion efforts
- Hybrid courses and technology that result in less in-person class time
- Diversity and inclusion efforts
- Competency-based education and credit for prior learning
- Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials

3P1 – Nontraditional Participation – The number of students in non-traditional programs exceeded the actual 2022 state performance by 7.00% and 2024-2025 proposed state target by 4.99%.
- Targeted marketing to nontraditional groups

		• Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Black or African American		**Secondary** **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.5% by +5.50 at 91.0% • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) • Dual/concurrent credit opportunities **Postsecondary** **1P1 – Post-Program Placement –** 98.99% of students have a placement rate which exceeds all state performance targets. +22.99 for 2022 performance targets and +6.3 for 2024-2025 proposed targets. • Job fairs and interviews for program completers • Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas	**Secondary** *The following Pathways were not included in the evaluation of Black or African American Students Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Services • Plant Systems • Animal Science • Aviation Production • Business Finance • Business Management and Entrepreneurship • Comprehensive Agriculture • Construction & Design • Corrections, Security, Law & Law Enforcement • Emergency & Fire Management Services • Family, Community & Consumer Services • FAID • Food Products & Processing Systems • Marketing • Network Systems

- Internships, apprenticeships, earn-and-learn, and clinical opportunities
- Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours
- Opportunities for internships and shadowing occurring by Junior year of high school
- College Advantage Program
- Community Navigators available in neighborhoods and community centers providing resources for continued education
- Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance.
- Soft skills training
- Increased number of articulation agreements that help students continue their education

2P1 – Recognized Postsecondary Credential – 80.00% of students earned an industry recognized credential which exceeds the 2022 performance targets by +9. This does not meet the 2024-2025 proposed state targets by -1.21 but is above 90% of this target.
- Including coursework that helps prepare students for success on credentialing exams
- Secondary and postsecondary alignment
- Increasing the number of recognized credentials within technical programs
- Mentoring programs

- Power, Structural & Technical Systems
- Programming & Software Development
- Teaching/Training
- Web & Digital Communications

Possible Root Causes:
- o Beliefs/Expectations - CTE Stigma
- o Policies/Processes - Scheduling barriers
- o Environment -Transportation
- o Instruction - Lack of accommodations, insufficient academic preparation
- o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
2S1 – Academic Proficiency in Reading/Language Arts – There is a -21.02 gap at 10.08% in the Wichita region from the state performance target of 31.10% for Black / African American Students.
2S2 - Academic Proficiency in Mathematics There is a -14.33 gap at 9.77% in the Wichita region from the state performance target of 24.10% for Black / African American Students.
2S3 – Academic Proficiency in Science – There is a -14.15 gap at 12.95% in the Wichita region from the state performance target of 27.10% for Black / African American Students.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources

- Student success coaches that help students with barriers to success
- Student engagement activities
- Scholarship opportunities
- Technology to help staff engage with students more effectively
- Early alert systems for academic success
- Tutoring and accommodations
- FAFSA completion efforts
- Hybrid courses and technology that result in less in-person class time
- Diversity and inclusion efforts
- Competency-based education and credit for prior learning
- Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials

3P1 – Nontraditional Participation – 16.67% of students in non-traditional programs exceeded the actual 2022 state performance by 8.67% and 2024-2025 proposed state target by 6.66%.
- Targeted marketing to nontraditional groups
- Special programs/scholarships for nontraditional participants
- Engaging nontraditional industry professionals to speak to students
- Special activities that target non-traditional occupations

and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.

Secondary
3S1 – Post-Program Placement – There is a -25.98 gap at 59.52% from the state performance target of 85.5% for Black / African American Students.
- Programs to explain post-secondary admissions and financial assistance are

		not connecting with Black African American students or parents. • Programs for first generation students may not be connecting or providing the appropriate guidance and or information. **<u>Secondary</u>** **4S1 – Non-traditional Program Concentration -**The Wichita region has a -4.10 gap at 26.40% from the state performance target of 30.50%. • As a region with diversity in student population and in industry representatives, more non- traditional representation is needed. • Targeted efforts by higher education at American Indian or Alaska Native students. • Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses. **<u>Secondary</u>** **5S2 – Program Quality – Attained Postsecondary Credits -** The Wichita region has a -4.17 gap at 48.33% from the state performance target of 52.50%. • Xello Career Exploration must be enhanced to help students with their individual goals/plans. • College and Industry tours are not pulling American Indian students in. • Specific conference sessions on college and career pathways that include

		- parents and students are not reaching the students. - The information about strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment is not received or understood by American Indian students.
Hispanic/Latino	**Secondary** **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.5% by +13.50 at 99.0% - Use of Xello Career Exploration that helps students with their plans/goals. - Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. - Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) - Dual/concurrent credit opportunities **3S1 – Post-Program Placement -** The Wichita region exceeds the state performance target of 85.50 % with a strength gap of +4.20 at 89.70%. - Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. - Focused job shadowing, internships, applied learning, career speakers and industry tours.	**Secondary** *The following Pathways were not included in the evaluation of Hispanic/Latino Students Performance in the Region due to not enough concentrators:* - Aviation Maintenance Pathway - Biochemistry Pathway - Energy Pathway - Government and Public Administration - Information Support & Services - Plant Systems - Animal Science - Aviation Production - Emergency & Fire Management Services - FAID - Food Products & Processing Systems - Network Systems - Power, Structural & Technical Systems - Programming & Software Development Possible Root Causes: - Beliefs/Expectations - CTE Stigma - Policies/Processes - Scheduling barriers - Environment -Transportation - Instruction - Lack of accommodations, insufficient academic preparation

- Job focusses that help to sustain placement success.
- Specialized partnerships with area employers
- Correct offerings at the post-secondary level that meet student demand and industry demand.

4S1 – Nontraditional Program Concentration - The Wichita region is below the state performance target of 30.50% by -1.60 at 28.90%. This exceeds the performance level to be considered a strength.
- As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
- Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
- Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region exceeds the state performance target of 52.50% by +12.34 at 64.84%.
- Xello Career Exploration to help students with their individual goals/plans.
- College and Industry tours
- Specific conference sessions on college and career pathways that include parents and students.

○ People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
2S1 – Academic Proficiency in Reading/Language Arts – There is a -12.42 gap at 18.68% in the Wichita region from the state performance target of 31.10% for Hispanic or Latino students.
2S2 - Academic Proficiency in Mathematics There is a -4.26 gap at 19.84% in the Wichita region from the state performance target of 24.10% for Hispanic or Latino Students.
2S3 – Academic Proficiency in Science – There is a -4.69 gap at 22.41% in the Wichita region from the state performance target of 27.10% for Hispanic or Latino Students.
- A variety of programming factors come into play across the region contributing to this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources

	• Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment. • Professional development for dual credit faculty. • Sharing of faculty between secondary and postsecondary institutions. **Postsecondary** **1P1 – Post-Program Placement –** 92.05% of students have a placement rate which exceeds which exceeds the 2022 performance targets by +16.05. This does not meet the 2024-2025 proposed state targets by -0.64 but is above 90% of this target. • Job fairs and interviews for program completers • Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas • Internships, apprenticeships, earn-and-learn, and clinical opportunities • Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours • Opportunities for internships and shadowing occurring by Junior year of high school • College Advantage Program • Community Navigators available in neighborhoods and community centers providing resources for continued education • Shocker Career Accelerator (Career Services) assistance including resume	and support when it comes to addressing the needs of all students. • MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science. • Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard. • Additional PD on differentiated instruction. • Smaller class sizes. • Support from paraprofessionals • Focused interventions through Homeroom, Seminar or Advocacy.

| | help, interview preparation, career coaching, and job search assistance.
• Soft skills training
• Increased number of articulation agreements that help students continue their education

2P1 – Recognized Postsecondary Credential – 79.65% of students earned an industry recognized credential which exceeds which exceeds the 2022 performance targets by +8.65. This does not meet the 2024-2025 proposed state targets by -1.56 but is above 90% of this target.
• Including coursework that helps prepare students for success on credentialing exams
• Secondary and postsecondary alignment
• Increasing the number of recognized credentials within technical programs
• Mentoring programs
• Student success coaches that help students with barriers to success
• Student engagement activities
• Scholarship opportunities
• Technology to help staff engage with students more effectively
• Early alert systems for academic success
• Tutoring and accommodations
• FAFSA completion efforts
• Hybrid courses and technology that result in less in-person class time
• Diversity and inclusion efforts | |

	• Competency-based education and credit for prior learning • Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** 11.19% of students in non-traditional programs exceeded the actual 2022 state performance by 2.19% and 2024-2025 proposed state target by 1.18%. • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Native Hawaiian or Other Pacific Islander	**Postsecondary** **1P1 – Post-Program Placement –** 98.99% of students have a placement rate which exceeds all state performance targets. +22.99 above the 2022 state performance target and +6.3 above the 2024-2025 proposed targets. • Job fairs and interviews for program completers • Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas • Internships, apprenticeships, earn-and-learn, and clinical opportunities	**Secondary** (*Not enough concentrators in <u>any</u> pathway to evaluate performance.*) Possible Root Causes: o Beliefs/Expectations - CTE Stigma o Policies/Processes - Scheduling barriers o Environment -Transportation o Instruction - Lack of accommodations, insufficient academic preparation o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

	- Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours - Opportunities for internships and shadowing occurring by Junior year of high school - College Advantage Program - Community Navigators available in neighborhoods and community centers providing resources for continued education - Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. - Soft skills training - Increased number of articulation agreements that help students continue their education **3P1 – Nontraditional Participation –** 100% of students in non-traditional programs exceeded the actual 2022 state performance by 92% and 2024-2025 proposed state target by 89.99%. - Targeted marketing to nontraditional groups - Special programs/scholarships for nontraditional participants - Engaging nontraditional industry professionals to speak to students - Special activities that target non-traditional occupations	**Postsecondary** **2P1 – Recognized Postsecondary Credential** –There were not enough concentrators to evaluate performance. Possible Root Causes: Lack of representational diversity in CTE workforce and industry partners
White	**Secondary**	**Secondary**

	1S1 – Four-year Graduation Cohort Rate- The Wichita region exceeds the state performance target of 85.5% by +14.50 at 100.0% • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) • Dual/concurrent credit opportunities **Secondary** **2S1 -Academic Proficiency in Reading/Language Arts -** The Wichita region is below the state performance target of 31.10% by -.91 at 30.19%. This exceeds the performance level to be considered a strength. **2S2 – Academic Proficiency in Mathematics -** The Wichita region is exceeding the state performance target of 24.10 % with a positive gap of +2.25 at 26.35% **2S3 – Academic Proficiency in Science -** The Wichita region exceeds the state performance target of 27.10 % by +13.69 at 40.79%. • A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.	*The following Pathways were not included in the evaluation of White Students Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Services • Plant Systems • Network Systems Possible Root Causes: o Beliefs/Expectations - CTE Stigma o Policies/Processes - Scheduling barriers o Environment -Transportation o Instruction - Lack of accommodations, insufficient academic preparation o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.
- CTE courses emphasize the importance of academic skills.
- Supportive services
- Alignment ensures teachers understand the progression of skill development.

3S1 – Post-Program Placement - The Wichita region exceeds the state performance target of 85.50 % with a strength gap of +8.53 at 94.03%.
- Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans.
- Focused job shadowing, internships, applied learning, career speakers and industry tours.
- Job focusses that help to sustain placement success.
- Specialized partnerships with area employers

| | • Correct offerings at the post-secondary level that meet student demand and industry demand.

4S1 – Nontraditional Program Concentration - The Wichita region is below the state performance target of 30.50% by -1.32 at 29.18%. This exceeds the performance level to be considered a strength.
• As a region with diversity in student population and in industry representatives, more non-traditional representation is present.
• Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)
• Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses.

5S2 – Program Quality – Attained Postsecondary Credits - The Wichita region exceeds the state performance target of 52.50% by +30.28 at 82.78%.
• Xello Career Exploration to help students with their individual goals/plans.
• College and Industry tours
• Specific conference sessions on college and career pathways that include parents and students.
• Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment. | |

	- Professional development for dual credit faculty. - Sharing of faculty between secondary and postsecondary institutions. **Postsecondary** **1P1 – Post-Program Placement –** 95.08% of students have a placement rate which exceeds all state performance targets. +19.08 above 2022 performance targets and +2.39 above 2024-2025 proposed targets. - Job fairs and interviews for program completers - Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas - Internships, apprenticeships, earn-and-learn, and clinical opportunities - Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours - Opportunities for internships and shadowing occurring by Junior year of high school - College Advantage Program - Community Navigators available in neighborhoods and community centers providing resources for continued education - Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. - Soft skills training	

	• Increased number of articulation agreements that help students continue their education
	
	2P1 – Recognized Postsecondary Credential – 83.17% of students earned an industry recognized credential which exceeds the actual 2022 state performance by 12.17% and 2024-2025 proposed state target by 1.96%.
	  • Including coursework that helps prepare students for success on credentialing exams
	  • Secondary and postsecondary alignment
	  • Increasing the number of recognized credentials within technical programs
	  • Mentoring programs
	  • Student success coaches that help students with barriers to success
	  • Student engagement activities
	  • Scholarship opportunities
	  • Technology to help staff engage with students more effectively
	  • Early alert systems for academic success
	  • Tutoring and accommodations
	  • FAFSA completion efforts
	  • Hybrid courses and technology that result in less in-person class time
	  • Diversity and inclusion efforts
	  • Competency-based education and credit for prior learning
	  • Assuring programs are aligned with needed industry credentials and	

	opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** 10.09% of students in non-traditional programs exceeded the actual 2022 state performance by 2.09% and 2024-2025 proposed state target by 0.08%. • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Two or More Races	<u>**Secondary**</u> **1S1 – Four-year Graduation Cohort Rate-** The Wichita region exceeds the state performance target of 85.5% by +2.50 at 88.0.0% • Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects) • Dual/concurrent credit opportunities **2S3 – Academic Proficiency in Science -** The Wichita region exceeds the state performance target of 27.10 % by +5.27 at 32.37%.	<u>**Secondary**</u> *The following Pathways were not included in the evaluation of Overall Student Performance in the Region due to not enough concentrators:* • Aviation Maintenance Pathway • Biochemistry Pathway • Energy Pathway • Government and Public Administration • Information Support & Services • Plant Systems • Animal Science • Aviation Production • Business Management and Entrepreneurship • Comprehensive Agriculture • Construction & Design • Corrections, Security, Law & Law Enforcement

- A variety of programming factors come into play across the region to address this. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students.
- MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science.
- Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard.
- Additional PD on differentiated instruction.
- Smaller class sizes.
- Support from paraprofessionals
- Focused interventions through Homeroom, Seminar or Advocacy.
- CTE courses emphasize the importance of academic skills.
- Supportive services
- Alignment that ensures teachers understand the progression of skill development.

Secondary
3S1 – Post-Program Placement – The Wichita region is below the state performance target of 85.50% by -5.54 at 79.96%. This exceeds the performance level to be considered a strength.
- Students and parents being involved in career exploration and planning through

- Early Childhood Development & Services
- Emergency & Fire Management Services
- Family, Community & Consumer Services
- FAID
- Food Products & Processing Systems
- Graphic Design
- Manufacturing
- Mobile Equipment Maintenance
- Network Systems
- Power, Structural & Technical Systems
- Programming & Software Development
- Teaching/Training

Possible Root Causes:
- o Beliefs/Expectations - CTE Stigma
- o Policies/Processes - Scheduling barriers
- o Environment -Transportation
- o Instruction - Lack of accommodations, insufficient academic preparation
- o People – Staffing (insufficient number of school/career counselors, shortage of qualified teachers, or lack of representational diversity in CTE workforce and industry partners

Secondary
2S1 – Academic Proficiency in Reading/Language Arts – There is a -6.27 gap at 24.83% in the Wichita region from the state performance target of 31.10% for Hispanic or Latino students.
2S2 - Academic Proficiency in Mathematics

	Individual Plans of Study to help create post-graduation plans. • Focused job shadowing, internships, applied learning, career speakers and industry tours. • Job focusses that help to sustain placement success. • Specialized partnerships with area employers • Correct offerings at the post-secondary level that meet student demand and industry demand. **4S1 – Nontraditional Program Concentration -** The Wichita region exceeds the state performance target of 30.50% by +14.69 at 45.19%. • As a region with diversity in student population and in industry representatives, more non-traditional representation is present. • Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.) • Increased PD for all staff to increase their understanding and to assist students with enrollment in these courses. **5S2 – Program Quality – Attained Postsecondary Credits -** The Wichita region exceeds the state performance target of 52.50% by +.05 at 52.55%. • Xello Career Exploration to help students with their individual goals/plans.	There is a -6.04 gap at 18.06% in the Wichita region from the state performance target of 24.10% for Hispanic or Latino Students. • A variety of programming factors come into play across the region contributing to this lack of performance. With a combination of self-sustained programming and cooperative models, schools have varied resources and support when it comes to addressing the needs of all students. • MTSS support is in place in every district as a foundational support for students to improve in language arts, math, and science. • Utilization of various student management/data platforms: PowerBI, Skyward, Synergy, Panorama data dashboard. • Additional PD on differentiated instruction. • Smaller class sizes. • Support from paraprofessionals • Focused interventions through Homeroom, Seminar or Advocacy.

	- College and Industry tours - Specific conference sessions on college and career pathways that include parents and students. - Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment. - Professional development for dual credit faculty. - Sharing of faculty between secondary and postsecondary institutions. **Postsecondary** **1P1 – Post-Program Placement –** 95.18% of students have a placement rate which exceeds all state performance targets. +19.18 above the 2022 performance target and +2.49 above the 2024-2025 proposed targets. - Job fairs and interviews for program completers - Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas - Internships, apprenticeships, earn-and-learn, and clinical opportunities - Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours - Opportunities for internships and shadowing occurring by Junior year of high school - College Advantage Program - Community Navigators available in neighborhoods and community centers	

	providing resources for continued education • Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. • Soft skills training • Increased number of articulation agreements that help students continue their education **2P1 – Recognized Postsecondary Credential** – 83.02% of students earned an industry recognized credential which exceeds the 2022 state performance target by 12.02% and the 2024-2025 proposed target by 1.81%. • Including coursework that helps prepare students for success on credentialing exams • Secondary and postsecondary alignment • Increasing the number of recognized credentials within technical programs • Mentoring programs • Student success coaches that help students with barriers to success • Student engagement activities • Scholarship opportunities • Technology to help staff engage with students more effectively • Early alert systems for academic success • Tutoring and accommodations • FAFSA completion efforts • Hybrid courses and technology that result in less in-person class time	

	• Diversity and inclusion efforts • Competency-based education and credit for prior learning • Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** 11.86% of students in non-traditional programs exceeded the actual 2022 state performance by 3.86% and 2024-2025 proposed state target by 1.85%. • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	
Unknown	**Postsecondary** **1P1 – Post-Program Placement –** 91.04% of students have a placement rate which exceeds the 2022 state performance targets by +15.04. The 2024-2025 state proposed target was not met with a gap of -1.65 but was above 90% of the target. • Job fairs and interviews for program completers • Relationships and engagement of local business and industry such as Industry Advocate Teams and Workforce Alliance of South-Central Kansas • Internships, apprenticeships, earn-and-learn, and clinical opportunities	

| | Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours Opportunities for internships and shadowing occurring by Junior year of high school College Advantage Program Community Navigators available in neighborhoods and community centers providing resources for continued education Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. Soft skills training Increased number of articulation agreements that help students continue their education
2P1 – Recognized Postsecondary Credential – 79.75% of students earned an industry recognized credential which exceeds the 2022 performance target by 8.75%. The 2024-2025 state proposed target was not met with a gap of -1.46 but was above 90% of the target. Including coursework that helps prepare students for success on credentialing exams Secondary and postsecondary alignment Increasing the number of recognized credentials within technical programs Mentoring programs Student success coaches that help students with barriers to success | |

	• Student engagement activities • Scholarship opportunities • Technology to help staff engage with students more effectively • Early alert systems for academic success • Tutoring and accommodations • FAFSA completion efforts • Hybrid courses and technology that result in less in-person class time • Diversity and inclusion efforts • Competency-based education and credit for prior learning • Assuring programs are aligned with needed industry credentials and opening new programs/ opportunities for additional credentials **3P1 – Nontraditional Participation –** 7.45% of students in non-traditional programs did not meet the 2022 state performance by -0.55% but was above 90% of the target. This was a -2.56 gap based on the 2024-2025 proposed state target. This remains a strength, however improvement will need to be made based on upcoming targets. • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations	

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	• At the secondary level, program size if primarily driven by student enrollments – the course and number of sections are provided to meet pre-enrollment requests as much as possible • At the postsecondary level, Business and Industry requests are addressed/considered when making decisions about course offerings • Targeted marketing programs such as Wichita's Promise and Kansas Promise • Working within the limitations of the governing body	• Alignment with Business and Industry demands • Focused career advising provided to guide students into programs that offer employment opportunities • Limitations of clinical settings may restrict program size • Insufficient staff (unfilled teaching positions) impact program size • Discussions between community and district leaders for feedback on program size

	• Creative scheduling • Positive relationships between instructors and students • Sharing instructors between secondary and postsecondary institutions (high school teachers as adjunct faculty, college faculty teaching in high school classrooms) • Use of local qualitative data to make staffing and hiring decisions such as capping class size and to justify program size/need • Program review to be responsive to labor market needs • Allowing students to take courses outside of their home district if the CTE program is offered at another district in the region, but not their own • Review of local labor demand and partnerships with local employers.	• Better ways to attract and retain CTE instructors and faculty • Strong partnerships that would bring industry experts into the classroom including Work-Based Learning Intermediaries through the Workforce Alliance • Expanded work-based learning opportunities with business and industry • Reviewing multiple data points to determine actual workforce needs now and in the future • Allowing students to take courses outside of their home district if the CTE program is offered at another district in the region, but not their own.
Relate to real-world work environment (Scope)	• Engaged collaboration with Industry Advocate Teams and Advisory Councils combine faculty, staff, students, and industry members at events to discuss and review current industry trends, curriculum and technology needs and updates • Applied learning opportunities such as internships • Internships and shadowing occurring by Junior year of High School • Industry Advocate Team confirmation or information so to ensure programs address new trends and emerging technology	• Provide more opportunities for professional learning experiences (PLEs) • Work-Based Learning Intermediaries through Workforce Alliance for additional professional learning experiences and additional industry-based internships • Create additional entry points into programs by managing course prerequisites • A way to address age restrictions and liability issues for on-the-job experiences for secondary students

	• Workspaces and labs that simulate work environments • Business and Industry representatives in classrooms to give suggestions on modifying lessons with responsive teaching • Leveraging industry relationships to provide additional speakers, exploration days such as Manufacturing Day, Construction Day and Healthcare Tours • Summer teacher externships to help broaden teachers understanding of and experience in real work settings • Teaching time efficiency and lean approaches to doing work • Engage Business and Industry representatives into the planning for new instructional spaces • Meaningful industry credentials incorporated into curriculum	• Industry expectations and program certifications – industry needs to see value in the certifications • Additional training for teachers/faculty to ensure they have experience with the tools, machinery and methods currently being used in industry • CTE training in multiple languages • Recognizing the value of being bilingual as a workforce skill • Additional regional advisory groups to review workforce/program needs • Additional industry-based internships with employers managing hiring and placement • Hybrid or short-term models for work-based learning (possibly week-long experiences)
Help students advance to future education (Scope)	• Collaboration between educational partners to define next steps to help students move through the entire program/pathway • Dual/concurrent credit opportunities • Prerequisites that help most students through a program • Literacy and numeracy skills are integrated with applied academics • Articulation agreements • Credit for prior learning • Individual Plans of Study • College Advantage Program • Community Navigators work within neighborhoods and community centers	• Program of study information that includes information that defines a program and how it relates to industry for grades 6-16 • Processes that provide supports for students and parents in navigating college resources for transition from secondary to postsecondary education including applying for and managing financial assistance • Program information and academic advising that is clear and easy for students to work through • Increase FAFSA completion • Effective solutions for student socioeconomic barriers

	to inform residents of the resources available for those who wish to continue their education • Bachelor-level applied science degrees • Signing Day events and scholarships • TRIO Programs • AmeriCorps program. Volunteer service can translate to funding for postsecondary education.	• Industry-driven hiring and education. Companies hire students and send them for training (earn and learn) • TRIO staff training postsecondary student success staff and secondary support staff to bridge needs for secondary students • Teachers and advisers need to be well-versed in CTE programs, training and employment opportunities an example of which is Work-Based Learning Intermediaries through Workforce Alliance • Regional speaker's bureau that aligns with pathways and programs
Are of high quality	• Positive performance in student competitions • Positive feedback from employers who have hired graduates • Positive feedback from employers on students that have participated in internships, work-based learning • Active participation of Business and Industry in advisory meetings • Achieving and maintaining program accreditation • Technology is current and reflects industry standards • Students are active in Career and Technical Student Organizations (CTSO) • Programs are evaluated for quality with input from all stakeholder groups including Business and Industry, students, and the community	• Reverse shadowing to provide Business and Industry representatives some experience in a CTE classroom • Working with local professional organizations to improve program quality • Established criteria and outline prerequisites for new students to access and enter a program • Identification of industry credentials that Business and Industry can and will support. Efforts may be needed to build that industry support. • 360 feedback from additional stakeholders to include students, faculty, community, and business and industry • A program must have relevant quality measures that are monitored

	- Engagement between secondary and postsecondary faculty - Feedback through a partnership with Chamber to employ students for short-term projects	- Processes to address the costs of credentialing that might be an obstacle for students - Address access and physical limitations of labs - Engage Business and Industry to ensure that events/activities such as job fairs, interviews, and other recruiting opportunities are meeting their needs - Support for special populations by adopting necessary modifications in curriculum and in the classroom - Regional website or repository or collaboration with workforce to disseminate short-term employment/work-based learning so the information is readily available and marketed to students - Work-Based Learning Intermediaries through Workforce Alliance to provide additional reverse shadowing opportunities, engaging business and industry through events/activities and recruitment opportunities

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	• Review of programs/pathways to ensure they meet all KSDE or KBOR requirements • Review state assessment data for math, science, and reading for students through pathway completion reports	• CTE teachers continue collaboration with Science, ELA, and math teachers

(B) addresses both academic and technical knowledge and skills, including employability skills	• Engagement with business and industry • Implementation of soft skills into programs/courses • Industry-recognized credentials • Internships/apprenticeships/applied learning opportunities • Student digital portfolios	
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	• Faculty-driven program review that includes feedback from business and industry • Active Industry Advocate Teams • Relationships with local workforce development and employers • Formal and comprehensive program review that includes review of local workforce data • Regional Needs Assessment	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	• Course sequences are created with input from subject matter experts • Course progression leads to dual credit opportunities	
(E) has multiple entry and exit points that incorporate credentialing	• OSHA 10 is offered in multiple pathways and courses • WorkKeys is available to all juniors • Health Science courses have stand-alone credentials in addition to certifications that can be built upon.	
(F) culminates in the attainment of a recognized postsecondary credential.	• Individual plans of study that include interest and skills surveys, career exploration activities, electronic portfolios, and goals for education and training • Career exploration and planning tools • Credentials are built into programs and faculty receive training to teach the skills,	• Expand program alignment between secondary and postsecondary for maximum dual/concurrent credit opportunities • Push for recognition of NC3 credentials that are valued by industry, but not recognized by the state • Assist counselors and advisors with resources and program education to help

	administer the tests, and issue student credentials • Admissions standards and requirements to ensure student success • Credentials are available in all pathways and are available as part of course offerings	students find the best fit for their interests and abilities • Targeted marking to students and parents to help them understand and select pathways/programs for success • Work-Based Learning Intermediaries through Workforce Alliance to provide additional resources and program education to help students find the best fit

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**
• Providing online applications with openings for faculty posted on many outlets via Circa as well as Inside Higher Ed, Indeed, and Kansas Works • Utilization of Industry Advocate Teams to recommend or connect with potential faculty for Perkins programs. • A full-time recruiter allows intentional focus to the recruiting process. • Advertise all open positions on KEEB, district website, and social media outlets	• Online job postings and applications nationwide allow unlimited job postings to targeted audiences • Industry advocate teams are already familiar with WSU Tech programs and have many more community contacts. • Focusing recruitment on diverse population • Makes the position widely available • Allows for collaboration with universities • Allows for collaboration with industry	• Intentional recruitment strategies the improve diversity of staff and faculty • Increased salaries and/or incentives to attract industry professionals to faculty positions to effectively compete with other college campuses and industry • May miss the opportunity to reach industry-specialists that are not aware of these outlets • Small numbers of new graduates in some fields does not fill the need state-wide • There is a lack of knowledge on both ends (industry and education) on how

• Reach out to universities for lists of recent or upcoming graduates in the area of the open positions • Reach out to local industry and try to form partnerships that allow industry specialists to teach in our pathways.	• Proactive recruitment through underrepresented job fairs, IAT involvement and specialized job boards	industry partners can be allowed to teach.

TRAINING		
Process	Strengths	Needs/Gaps
• In-service training days for faculty at the start of each semester. • Specialized training by external subject matter experts • Engagement in KACTE and KAESA annual conferences • Perkins specific training for new equipment purchases	• Technology training for faculty • Attainment of credentials, certifications for instructors mean higher quality, up-to-date instruction • Strong ancillary support from other professional learning opportunities in districts, service centers, and in the Sedgwick County area.	• Additional training in diversity, equity and inclusion • Clear career paths and targeted professional development opportunities for all faculty and staff • Virtual training has been inadequate to fully train some teacher/faculty on equipment

RETENTION		
Process	Strengths	Needs/Gaps
• New faculty bootcamp for instructors coming from industry. • Ongoing professional development opportunities • Ongoing faculty/teacher support • Providing a good campus culture	• Hiring for the college mission and culture – while the college cannot compete with industry salaries, faculty and staff can be sold on the mission and culture of the college to give students a chance at a better life • Mentoring programs to support new teachers, as required by KSDE, helpful for teachers to network and implement hands on projects • Intentional planning of class rotation to limit double blocking or multiple preps. • Stipend provided for secondary teachers who are CTSO advisors	• Need to implement additional alternative and flexible work options and enhanced technologies for student engagement within the online classroom and campus services • Clear career paths and targeted professional development opportunities for all faculty and staff • Increased workloads due to difficulty recruiting CTE faculty. Needs to be assistance with increased workloads including additional faculty and staff • CTE teachers who receive additional training are being pulled into business and industry

	• Cluster teams are used for Professional Learning Committees to allow CTE teachers to feel connected to a team even though they might be a singleton pathway	• Business and industry could initiate a program to develop strong employees with teaching/training skills that could be valuable if they decide to transition to teaching in the future, either full or part-time. An example of this is the Work-Based Learning Intermediaries through Workforce Alliance • Lack of substitute teachers to cover specialty classes for teachers to attend training during the school year • New teacher mentor training can be seen as overwhelming for CTE teachers who are in the transition to teaching classes • Transition to teaching teachers report classes are not preparing them for the social emotional support needed after the pandemic and classroom management for CTE classes • Salaries for teachers are not competitive with the salaries individuals can earn in business and industry although a teaching environment is different

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
	Perkins V – special populations Sec. 2(48)
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.
	ESEA of 1965 Sec. 1111(h)(1)(C)(ii) (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

Postsecondary (1P1) Post Program Placement	• Individuals with Disabilities • Individuals from economically disadvantaged families • Single Parents • Out-of-workforce individuals • English learners • Homeless Individuals • Foster care youth • Youth of Military • American Indian or Alaskan Native • Asian • Black or African American • Hispanic/Latino • Native Hawaiian or Other Pacific Islander • Two or More Races • Unknown	• Job fairs and interviews for program completers • Relationships and engagement of local business and industry such as Industry Advocate Teams and Work-Based Learning Intermediaries through Workforce Alliance of South-Central Kansas • Internships, apprenticeships, earn-and-learn, and clinical opportunities • Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours • Opportunities for internships and shadowing occurring by Junior year of high school • College Advantage Program • Community Navigators available in neighborhoods and community centers providing resources for continued education • Shocker Career Accelerator (Career Services) assistance including resume help, interview preparation, career coaching, and job search assistance. • Soft skills training • Increased number of articulation agreements that help students continue their education • Expansion of student support services and programs including TRIO and Student accessibility and Support Services department
Postsecondary (2P1) Recognized Postsecondary Credentials	• Individuals with Disabilities • Individuals from economically disadvantaged families	• Secondary and postsecondary alignment • Mentoring programs

	• Out-of-workforce individuals • Single Parents • Foster care youth • Youth of Military • Asian • Black or African American • Hispanic/Latino • Native Hawaiian or Other Pacific Islander • Two or More Races • Unknown	• Disability Services – high school and post-secondary • Technology to help engage staff and students more effectively • Faculty training that teaches how to meet students where they are, how to understand disabilities, and how to provide accommodations/flexibility to foster success • Partnerships with agencies that work with individuals with disabilities – wraparound meetings and services as appropriate • Specialized software and equipment for accommodations • Relationships with industry and Work-Based Learning Intermediaries through Workforce Alliance • Student success coaches • Early alert systems • Tutoring • Diversity and inclusion efforts
Postsecondary (3P1) Nontraditional Participation	• Individuals with Disabilities • Individuals from economically disadvantaged families • Individuals preparing for nontraditional fields • Single Parents • Out-of-workforce individuals • English learners • Homeless individuals • Foster care youth • Youth of Military • American Indian or Alaskan Native • Asian	• Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations

	• Black or African American • Hispanic/Latino • Native Hawaiian or Other Pacific Islander • Two or More Races • Unknown	
Secondary **1S1 – Four-year Graduation Cohort Rate**	• Individuals with Disabilities • Individuals from economically disadvantaged families • Individuals preparing for non-traditional • English Learners • Students of Active Military Parents • Asian • Black / African American • Hispanic /Latino • White • Two or more races	• Use of Xello Career Exploration that helps students with their plans/goals. • Implementation of Individual Plans of Study that target student interest with emphasis on high school graduation as a goal. • Conferences with students, faculty, and parents that are very specific to college and career pathways (student led conferences & senior projects). An example of this is through Work-Based Learning • Dual/concurrent credit opportunities
Secondary **2S1 -Academic Proficiency in Reading/Language Arts**	• Individuals preparing for non-traditional fields • Student of Active Military Parents • Asian • White	• CTE courses emphasize the importance of academic skills. • Supportive services • Alignment ensures teachers understand the progression of skill development
Secondary **2S2 – Academic Proficiency in Mathematics**	• Individuals preparing for non-traditional fields • Student of Active Military Parents • American Indian / Alaska Native • Asian • White	• CTE courses emphasize the importance of academic skills. • Supportive services • Alignment ensures teachers understand the progression of skill development.
Secondary **2S3 – Academic Proficiency in Science**	• Individuals from economically disadvantaged families • Individuals preparing for non-traditional fields	• CTE courses emphasize the importance of academic skills. • Supportive services

	• Student of Active Military Parents • American Indian / Alaska Native • Asian • White	• Alignment ensures teachers understand the progression of skill development.
Secondary **3S1 – Post-Program Placement**	• Individuals with Disabilities • Individuals from economically disadvantaged families • English Learners • Students of Active Military Parents • Asian • Hispanic / Latino • White • Two or more races	• Students and parents being involved in career exploration and planning through Individual Plans of Study to help create post-graduation plans. • Focused job shadowing, internships, applied learning, career speakers and industry tours including Work-Based Learning. • Job focusses that help to sustain placement success. • Specialized partnerships with area employers • Correct offerings at the post-secondary level that meet student demand and industry demand.
Secondary **4S1 – Non-traditional Program Concentration**	• Individuals from economically disadvantaged families • Individuals preparing for non-traditional fields • English Learners • Youth of Military • American Indian / Alaska Native • Asian • Hispanic / Latino • White • Two or more races	• As a region with diversity in student population and in industry representatives, more non-traditional representation is present. • Targeted efforts by higher education (Girls in Engineering Summer Camp, Males of Color in Education, etc.)

Secondary **5S2 – Program Quality-Post Secondary Credits**	• Individuals with Disabilities • Individuals from economically disadvantaged families • Individuals preparing for non-traditional fields • English Learners • Youth of Military • Asian • Hispanic / Latino • White • Two or more races	• Xello Career Exploration to help students with their individual goals/plans. • College and Industry tours • Specific conference sessions on college and career pathways that include parents and students. • Strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment. • Professional development for dual credit faculty. • Sharing of faculty between secondary and postsecondary institutions. • Work-Based Learning Intermediaries through Workforce Alliance for tours and specific conference sessions
Gap	**Which special population(s)**	**Strategies for Improvement**
Secondary (3S1) & Postsecondary (1P1) Placement Rate	• Foster Care Youth • Individuals preparing for nontraditional fields	• Software and early warning systems to track absenteeism and other important risk factors • Improved data tracking across the region to improve the outcomes for students in foster care – ensuring they have access to the opportunities for placement • Targeted marketing to nontraditional groups • Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Special activities that target non-traditional occupations

Postsecondary (2P1) Recognized Postsecondary Credential	• Individuals preparing for nontraditional fields • English learners • Homeless individuals • American Indian or Alaskan Native	• Secondary and postsecondary alignment • Mentoring programs • Disability Services – high school and post-secondary • Technology to help engage staff and students more effectively • Faculty training that teaches how to meet students where they are, how to understand disabilities, and how to provide accommodations/flexibility to foster success • Partnerships with agencies that work with individuals with disabilities – wraparound meetings and services as appropriate • Specialized software and equipment for accommodations • Relationships with industry and Work-Based Learning Intermediaries through Workforce Alliance • Student success coaches • Early alert systems • Tutoring • Diversity and inclusion efforts
Secondary **1S1-Four Year Graduation Rate**	• American Indian / Alaska Native	• Programs that address absenteeism • Conferences that include both parents and students in career planning, exploration and Work-Based Learning • Ensure English learners are getting the language support they need to be successful • Advising services that highlight opportunities for employment after graduation

Secondary **2S1-Academic Proficiency in Reading**	• Individuals with Disabilities • Individuals from economically disadvantaged families • English Learners • American Indian / Alaska Native • Black / African American • Hispanic / Latino • Two or more races	• Absenteeism seems to be a root cause of the lower performance in these areas for students in poverty. • All high schools are working to decrease chronic absenteeism and engage students in post-secondary planning for their future.
Secondary **2S2 – Academic Proficiency in Math**	• Individuals with Disabilities • Individuals from economically disadvantaged families • English Learners • Black / African American • Hispanic / Latino • Two or more races	• Absenteeism seems to be a root cause of the lower performance in these areas for students in poverty. • All high schools are working to decrease chronic absenteeism and engage students in post-secondary planning for their future.
Secondary **2S3 – Academic Proficiency in Science**	• Individuals with Disabilities • English Learners • Black / African American • Hispanic / Latino	• Absenteeism seems to be a root cause of the lower performance in these areas for students in poverty. • All high schools are working to decrease chronic absenteeism and engage students in post-secondary planning for their future.
Secondary **3S1 – Post-Program Placement**	• Individuals preparing for non-traditional fields • American Indian / Alaska Native • Black / African American	• Cost of post-secondary education • Lack of Financial Aid awareness
Secondary **4S1 – Non-traditional program concentration**	• Individuals with Disabilities • American Indian / Alaska Native • Black / African American	• As a region with diversity in student population and in industry representatives, more non-traditional representation is needed. • Targeted efforts by higher education at American Indian or Alaska Native students.

Secondary **5S2 – Program Quality –Postsecondary Credits**	• American Indian / Alaska Native • Black / African American	• Xello Career Exploration must be enhanced to help students with their individual goals/plans. • College and Industry tours are not pulling American Indian students in. • Specific conference sessions on college and career pathways that include parents and students are not reaching the students. • The information about strong relationships between secondary and postsecondary institutions to support dual and concurrent enrollment is not received or understood by American Indian students.

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
Secondary (5S2) & Postsecondary (2P1) Attainment of Postsecondary Credits	• Individuals with Disabilities • Individuals from economically disadvantaged families including low-income youth and adults • Individuals preparing for non-traditional fields • English Learners • Youth of Military • Asian • Hispanic / Latino • White • Two or more races	• Continued use of Xello and individualized career exploration and planning • Continued conference sessions on college and career pathways that include both parents and students • Professional development for faculty on how to work with individuals with disabilities • Individualized work with students to identify barriers and working towards ensuring access and equity in our programs, free certifications, college credit tuition support • Sharing faculty between secondary and postsecondary institutions • Providing information about programs and career opportunities in native languages • Assisting students with costs associated with credentials • Specialized software and equipment for accommodations such as Burlington English

Secondary (4S1) & Postsecondary (3P1) Non-Traditional Concentration/Participation	• Individuals from economically disadvantaged families, including low-income youth and adults • Out-of-workforce individuals • Individuals preparing for non-traditional fields • English Learners • Youth of Military • American Indian Alaska Native • Asian • Hispanic/ Latino • White • Two or more races	• Special programs/scholarships for nontraditional participants • Engaging nontraditional industry professionals to speak to students • Activities that target non-traditional occupations
Gap	**Which special population(s)**	**Strategies for Improvement**
Postsecondary (1P1) Non-Traditional Placement	• Homeless • Youth of Military	• Targeted recruitment of non-traditional teachers in these areas • Placement of students in work-based learning opportunities which have non-traditional representation • Mentoring and Success Coaches
Secondary (5S2) Attainment of Postsecondary Credits	• American Indian / Alaska Native • Black / African American	• Targeted communication of information about these opportunities to students within this special population. • Increase parental awareness of Postsecondary Credit opportunities. • Encourage staff to discuss and encourage students within this special population to take advantage of these opportunities.

Secondary (4S1) Non-Traditional Concentration/Participation	• Individuals with Disabilities • American Indian / Alaska Native • Black / African American	• Promote and communicate the existence of special programs/scholarships for nontraditional participants. • Engage more nontraditional industry professionals to speak to students additionally through Work-Based Learning Intermediaries through Workforce Alliance • Create/sponsor/host more activities that target non-traditional occupations • Work more effectively with organizations that represent members of the non-traditional special populations.

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
Secondary (3S1) & Postsecondary (1P1) Post-program placement	• Individuals from economically disadvantaged families including low-income youth and adults • Individuals preparing for non-traditional fields (Postsecondary) • Single parents, including single pregnant women • American Indian/Alaska Native (Postsecondary) • Black/African American (Postsecondary) • Individuals with Disabilities • Out-of-workforce individuals • English learners • Homeless Individuals • Foster care youth	• Job fairs and interviews for program completers • Relationships and engagement of local business and industry and Work-Based Learning Intermediaries through Workforce Alliance • Internships, apprenticeships and other work-based learning opportunities • Work-Based Learning Exploration days such as Manufacturing Day, Construction Day and Healthcare Tours • Opportunities for internships and shadowing occurring by Junior year of high school • College Advantage Program

	• Youth of Military • Asian • Hispanic/Latino • Native Hawaiian or Other Pacific Islander • Two or More Races • Unknown	• Community Navigators available in neighborhoods and community centers providing resources for continued education • Career services that include resume assistance, interview preparation, career coaching, and job search assistance • Soft skills training • Increased number of articulation agreements • Expansion of student support services and programs including TRIO • Referrals for childcare and other community resources • Success Coaches • Creation of FRC principal position in 259 • CTE promotional videos in 259 • Soft skills training such as what is offered by Work-Based Learning Intermediaries through Workforce Alliance
Postsecondary (2P1) Earned Recognized Postsecondary Credential	• Individuals from economically disadvantaged families including low-income youth and adults • Individuals preparing for non-traditional fields • Out-of-workforce individuals • Individuals with Disabilities • Single Parents • Foster care youth • Youth of Military • Asian • Black or African American • Hispanic/Latino	• Inclusion of coursework that helps prepare students for success on credentialing exams • Mentoring programs • Student Success Coaches • Student engagement activities • Scholarship opportunities • Early alert systems and technology to help staff engage with students more effectively • FAFSA completion initiatives • Hybrid program/courses that reduce the number of in-person hours and allow

	Native Hawaiian or Other Pacific Islander • Two or More Races • Unknown	students to maintain employment while attending class • Competency-based education and credit for prior learning • Specialized software and equipment for accommodations such as Burlington English
Gap	**Which special population(s)**	**Strategies for Improvement**
<u>Secondary (2S1, 2S2, 2S3)</u> Academic Performance (Reading, Math, Science)	• Individuals with Disabilities • Individuals from economically disadvantaged families, including low-income youth and adults • English Language Learners • America Indian / Alaska Native • Black / African American • Hispanic / Latino • Two or more races	• One barrier to access to high-wage jobs is academic performance, which lags in many special population areas. • Districts with strategies around MTSS and supporting all learners are working to increase both performance and rigor in the classroom. • Through the use of industry recognized credentials and standardized tests such as the WorkKeys, schools can monitor their academic performance beyond the student's sophomore year. • Collaborating with WSU Tech, alignment with the WorkKeys
<u>Secondary (3S1)</u> Post-program placement	• Individuals preparing for non-traditional fields. (secondary) • America Indian / Alaska Native • Black / African American	• Create targeted promotional materials and campaigns for job fairs and interviews for program completers • Foster stronger relationships and engagement of local business and industry and Work-Based Learning Intermediaries through Workforce Alliance • Develop more opportunities for internships, apprenticeships and other work-based learning opportunities

		- Communicate the availability of resources such as career services that include resume assistance, interview preparation, career coaching, and job search assistance. An example is Work-Based Learning Intermediaries through Workforce Alliance. - Provide soft skills training