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COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Mike Brooks Justin Hogan	USD 470, Arkansas City USD 465, Winfield	620-441-2010 620-221-5160	michael.brooks@usd470.com justin_hogan@usd465.com
Postsecondary Institution(s)	Chris Cannon	Cowley College	620-229-5985	chris.cannon@cowley.edu

Date 1/31/22   Regional Team   Winfield Region

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

What is the purpose of this Template?

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

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

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

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

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

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

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

How often is a comprehensive regional needs assessment needed?

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

Who should participate in the needs assessment process?

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

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

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term "special populations" means--
   (A) individuals with disabilities;
   (B) individuals from economically disadvantaged families, including low-income youth and adults;
   (C) individuals preparing for non-traditional fields;
   (D) single parents, including single pregnant women;
   (E) out-of-workforce individuals;
   (F) English learners;
   (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
   (H) youth who are in, or have aged out of, the foster care system; and
   (I) youth with a parent who—
         (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
         (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

Process:

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

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

    Part 1: Size, Scope, and Quality

    Part 2: Progress Toward Implementing Programs of Study

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

    Part 4: Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

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

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

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

Regional Team Name:	Winfield Region	Date:	1/31/2022
Regional Needs Assessment Team Co-chairs:	**Email:**		**Phone number:**
Secondary: Mike Brooks Justin Hogan	michael.brooks@usd470.com justin_hogan@usd465.com		620-441-2010 620-221-5160
Postsecondary: Chris Cannon	chris.cannon@cowley.edu		620-229-5985

Regional Needs Assessment Stakeholder Team
At least one stakeholder for each category is REQUIRED

Postsecondary Perkins Grant Coordinator	Chris Cannon	CCCC
Secondary Perkins Grant Co-Coordinator	Michael Brooks Justin Hogan	Arkansas City, CTE Coordinator Winfield, CTE Coordinator
Teachers - Secondary	Lauren Van Allen	Oxford, Ag Instructor
	Becka Leiblie	Udall, Business Teacher
	Rane Case	Wellington, Business Teacher
	Dennis Dickerson	Argonia
Faculty - Postsecondary	Buddy Curry	Cowley College
	Cameron Schwarz	Cowley College
Secondary Administration	Kelly Arnberger	Belle Plaine, Supt.
	Dale Adams	Udall, Supt.
	Braden Smith	Ark City, Supt
	Brad Canfield	Mulvane
	Jillian Henning	Central, Principal
	Ron Levan	South Haven, Principal
	Cathi Wilson	Oxford,Supt.
Postsecondary Administration	Dr. Michelle Schoon	Cowley College
	Janice Stover	Cowley College
Specialized instructional support and paraprofessional(s)	Jim Brown	Cowley College Disabilities Coord.
	Jamie Manhart	Greenbush
	Linda Kemmerer	ACHS Para
Representative(s) of Special Populations	Karen Tingley	Cowley County Coop
	Kali Vickery	USD 470 ESOL Coordinator

Career Guidance and Academic Counselor(s)	Alisha Miller	Central Burden, Student Services Coordinator/Counselor
	CJ Carey	Belle Plaine/Udall, College and Career Advisor
Student(s)	Clara Rucker	Cowley College
Community	Gary Brewer	Public Member
Business & Industry	Malachi Winters	Sedgwick County EMS
	Jessica Reymer	Silgan
	Monica Owens	KanPak
	Brandi Booher	Creekstone
	Austin Rising	Rubbermaid
	Errin Christensen	Western Industries
	Christina Donaldson	Husky Liners
Workforce Development	Kerri Falletti	Cowley First, Director
	Ashlynn Hallemeier	Cowley First, Assistant
	Tisha Cannizzo	Workforce Centers of South Central Kansas, Area Manager
	Jennie Heersche	Cowley College, Business and Industry
Parent(s)	Kendra Gard	Secondary Parent
Other: Data Support, Admin Assistant, HR, Business Office, etc.	Debbie Phelps	Cowley College

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):
The local needs assessment shall include…
> *(B) A description of how career and technical education programs offered by the eligible recipient are—*
> > *(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or*
> > *(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

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

Part 1: Identify sources of labor market data
All data sources must come from the approved labor market data list (see below).
If you have a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

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

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

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

Part 2: Use additional approved sources of data
Request approval for additional local sources of labor market data by email - PerkinsV@ksbor.org

Part 3: Conduct preliminary data analysis

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

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

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

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

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

SECONDARY
Power, Structural, & Technical Systems
    65 Concentrators, 33 Openings
    Students taking courses within this Pathway could also fall under the following:
        Manufacturing, 4 Concentrators, 3,174 Openings
        Aviation Production, 500 Openings
        Total: 153 Concentrators, 3,707 Openings
 	
Bio Chemistry
    9 Concentrators, 5 Openings
 	
POST SECONDARY
Non Destructive Testing
    K-TIP data: 110 concentrators, K-TIP average salary $47,537
	SECONDARY
	Business Finance
	    14 Concentrators, 1,485 Openings
	
	Business Management and Entrepreneurship
	    19 Concentrator, 1,450 Openings
	
	Comprehensive Agriculture Science
	    79 Concentrators, 702 Openings
	
	Construction & Design
	    48 Concentrators, 2,201 Openings
	
	Corrections, Security, Law & Law Enforcement
	    8 Concentrators, 846 Openings
	
	Digital Media
	    22 Concentrators, 234 Openings
	
	Early Childhood Development & Services
	    11 Concentrators, 289 Openings
	
	Emergency and Fire Management
	    0 Concentrators, 136 Openings
	
	Engineering & Applied Mathematics
	    21 Concentrators, 401 Openings
	
	Family, Community & Consumer Services
	    4 Concentrators, 1,602 Openings
	
	Fashion, Apparel, Interior Design (FAID)
	    No Concentrators (New Program), 197 Openings
	
	Health Science
	    136 Concentrators, 2,372 Openings
		No pathways or programs were identified with too many concentrators for the job openings.

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings

	Manufacturing
	    3 Concentrators, 3,174 Openings
	
	Marketing
	    0 Concentrators, 5,769 Openings
	
	Mobile Equipment Maintenance
	    0 Concentrators, 679 Openings
	
	Programming & Software Development
	    28 Concentrators, 159 Openings
	
	Teaching/Training
	4 Concentrators, 2,066 Openings
	
	Restaurant and Event Management
	    58 Concentrators, 5,573 Openings
	
	Web & Digital Communications
	    22 Concentrators, 3,190 Openings
	
	POST SECONDARY
	Construction Trades
	    0 concentrators, 366 openings
	
	Aviation Maintenance
	    0 concentrators, 494 openings
	
	Aviation Powerplant
	    0 concentrators, 494 openings
	
	Nursing
	    0 concentrators, 417 openings
	
	Agriculture
	    9 concentrators, 944 openings
	
	Milling
	    13 concentrators, 58 openings
	
	Numerical Control Programming
	    0 concentrators, 373 openings	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings

	Machining
	    31 concentrators, 357 openings
	
	Welding
	    57 concentrators, 142 openings
	
	Electomechanical Maintenance
	    15 concentrators, 90 openings
	
	Automotive Service
	    49 concentrators, 134 openings
	
	Criminal Justice
	    11 concentrators, 122 openings
	
	Cosmetology
	    12 concentrators, 738 openings
	
	Early Childhood Education
	    22 concentrators, 90 openings
	
	Medical Coding
	    33 concentrators, 239 openings
	
	Medical Office Support
	    0 concentrators, 297 openings
	
	Paramedic
	    73 concentrators, 148 openings. Multiple comments from industry via advisory committee and local governments requesting more graduates.
	
	Home Health Aide
	    8 concentrators, 358 openings
	
	CNA
	    106 concentrators, 2,762 openings
	
	CMA
	    37 concentrators, 77 openings	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	Fire Science 7 concentrators, 249 openings	

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Aviation Production	500 jobs with Entry-level of $36,788	According to the Local Area 4 Kansas Wage Survey for 2018, Aircraft structure, surfaces, rigging, and systems assemblers scores a 26 out of 30 on Kansas High Demand Occupations and ranks 25th of all occupations.
Aviation Maintenance	494 jobs with average wages of $54,570 (K-TIP)	
Aviation Powerplant	494 jobs with average wages of $51,335 (K-TIP)	
Travel & Tourism	1,139 jobs with Entry -level of $17,553	
Marketing	5,769 jobs with average wage of $59,800	According to the Local Area 4 Kansas Wage Survey for 2018, Market research analysts and marketing specialists scores a 21 out of 30 on Kansas High Demand Occupations and ranks 47th of all occupations.
Emergency & Fire Management Services	136 jobs with Entry-level of $27,219	

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Nursing	417 jobs with average wage of $44,035	Local hospital partners have stated a large need for qualified nursing graduates.
Medical Assistant	571 jobs with average wage of $32,025	Local hospital and healthcare partners have stated a large need for qualified medical assistant graduates.
Precision Agriculture	944 annual openings with average wage of $61,061	
Technical Theatre	622 projected jobs with average salary of $62,814	
Graphic Design	321 annual openings with an average wage of $46,017	
Advanced Manufacturing		Strong local demand for qualified plastics and composite workers based on local needs assessment input and advisory committee members.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Logistics and Supply Chain		BLS lists logisticians as having a 30% growth rate from 2020-2030.
Medical Assistant with Long Term and Acute Care	571 annual openings with an average wage of $32,025	Local stakeholders and advisory committee members have requested that this program be developed to assist with critical shortages of healthcare worker.
Addiction Counseling, Peer Support, Behavioral Health, Automation/Robotics, Respiratory Therapy, Occupational Therapy, Physical Therapy, Medical Assistant, Vet Tech, CDL, Medical Scribe, Pharmacy Tech, Drafting/CAD, HVAC, MLT, Diagnostic Imaging, Entrepreneurship		Pathways/Programs not mentioned elsewhere requested from stakeholder input at the Local Needs Assessment Team meeting.

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
NA		

STEP 2: Analyze Student Performance

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

The local needs assessment shall include…

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

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

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

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

    (A) individuals with disabilities;

    (B) individuals from economically disadvantaged families, including low-income youth and adults;

    (C) individuals preparing for non-traditional fields;

    (D) single parents, including single pregnant women;

    (E) out-of-workforce individuals;

    (F) English learners;

    (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

    (H) youth who are in, or have aged out of, the foster care system; and

    (I) youth with a parent who—

        (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

        (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

    (A) economically disadvantaged students;

    (B) students from major racial and ethnic groups;

    (C) children with disabilities; and

    (D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:
1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Secondary Performance

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

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

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

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

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

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

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

	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	CTE concentrators in the secondary areas performed above the state performance goals in the following areas: Academic Math: 24.23% (standard 24%) Academic Science: 33.99 (standard 27%) Postsecondary Credits: 62.28% (standard 52%) Cowley College Perkins Program concentrators performed above the Institution Negotiated Performance Goals on the following Indicators: Student Placement: 94.39% (goal 88%) Credential Attainment: 78.88% (goal 70%) Strategies employed to support strengths: Emphasis on counseling students to meet graduation requirements along with successful completion of the students chosen program of study. Ensure Pathways have a sequential order from Introduction to Technical to Application with most pathways offering a PLE. The PLE allows students to actively participate using skills learned from the classroom within the community. Ensure students understand the terms concentrator and completer. CCCC offers FastTrack as a dual enrollment program that provides an opportunity for eligible high school students to start earning college credit prior to graduating from high school. CCCC also offers AcceleRate. AcceleRate is a special tuition rate that waives general fees and online course fees for specific courses.	CTE concentrators in the secondary areas performed BELOW the state performance goals in the following areas: Graduation Rate: 73.47% (standard 85%) Academic Reading: 23.11% (standard 31%) Total Placement: 61.72% (standard 85%) Non-Traditional Concentrators: 28.54% (standard 30%) Cowley College Perkins Program concentrators performed BELOW the State of Kansas average on the following Indicators: Non-Traditional Gender Concentrators: 8.45% (KS Average 9.17%) Some USD partners have a higher percentage of students that are non-English-proficient which makes meeting this goal difficult. Some programs, such as agriculture, have a higher percentage of non-traditional gender participation than other programs. There remain many barriers to nontraditional gender participation in CTE programs, not with the college, but rather with societal, family and other factors. Emphasis on the marketing of successful nontraditional graduates (The Ponytail Welder being a great example) will continues to help improve this metric.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	Most courses fall under the "Guaranteed to Transfer" course listing. The US Department of Education's offering of Pell Grant funds to dually enrolled high school students is a pilot program and Cowley College is one of forty-four schools nationally selected for this opportunity. It is not open to all students and specific requirements exist in order for students to be eligible. The following questions will help you to determine your eligibility. Excel in CTE tuition waiver allows students to earn a degree, certificate, industry-recognized credentials, or work-ready skills while still in High School. CTE faculty members work closely with students while enrolled and act as academic advisors to ensure students success. There are many mechanisms available for students to fund their education and remain enrolled through the completion of their training. Cowley has dedicated financial aid specialists that assist students with planning and applying federal aid, including Pell grants, to fund their education. High school students may utilize Excel in CTE funding, as well as Pell funding (Cowley is the only school in Kansas that has Pell grants available to high school students. Cowley college has robust student support mechanisms for CTE students that helps increase success and retention. Online library/research access, tutor.com access for assistance in courses, and tutoring from student peers with the same major are available. The CTE programs at Cowley have very active advisory committees, with members comprised of local industry representatives. In addition to providing program and curricular guidance, the advisory committee members act as liaisons between the students and local job opportunities, informing students and faculty of industry needs and recruiting students for positions. Many students will have a job prior to completing their schooling because of these partnerships. AAS degree programs also integrate academics into the CTE curriculum, helping students to be better prepared for not only entry-level positions but also more eligible for promotion later in their careers.	Some students on IEPs in high school are unable to receive the same support at the collegiate level and subsequently face higher levels of adversity. Advising and supporting this student group can sometimes be challenging, as they can be hesitant to self-identify as a special populations group or to seek out the student support resources that are in place. The challenges in identifying students in the special populations was mentioned by many faculty, counselors and administrators during the needs assessment meetings.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	In addition to the above, placement assistance is provided to students via several online resources. An online job board is updated with local jobs and opportunities. Links to career resources and other items to enhance student employability is also provided on Cowley's academic website. Students are strongly encouraged by faculty to pursue industry credentials when available. Several programs have embedded credentials into their programs, so credentials are obtained as part of the course of study. Specific local examples of the above include: ACHS uses "My 10 Year Plan" as the vehicle for the IPS. Freshman create the "Plan" and update the plan during Advisory Period. ACHS created an MOU with CCCC. The MOU states that ACHS will cover the cost of 3 credit hours for each student per semester under the AcceleRate program. Members of the Cowley EMS advisory committee have agreed to provide guaranteed interviews for completers of the EMT and paramedic programs and have implemented sponsorship programs to pay for their employees to attend Cowley, and provide organizational support to cover missed shifts due to schooling. Advisory committee members of the automotive, welding and NDT programs assist with job placement of graduates by connecting students seeking employment with organizations in need of applicants. Automotive students receive NATEF and other certifications embedded in the curriculum. EMT student certification fees are charged as a course fee, and the student is given a voucher at the end of the program to pay the NREMT testing fees.	

Performance of Special Populations		
Individuals with disabilities	This special population had a much higher postsecondary Non-traditional Gender Concentration vs. the other student population: 23.08% vs 8.45%.	Secondary gaps (% below goal) Graduation Rate: 25% Reading: 7% Math: 13% Science: 4% Placement: 25% Non-trad: 12% Post-Sec. Credits: 14% Postsecondary Gaps Placement: 21% Credential: 3%
Individuals from economically disadvantaged families, including low-income youth and adults	This special population had a much higher postsecondary Non-traditional Gender Concentration vs. the other student population: 16.22% vs 8.45%. This special population had a much higher postsecondary Non-traditional Gender Concentration vs. the goal: 83% vs 70%.	Secondary gaps (% below goal) Graduation Rate: 22% Reading: 13% Math: 14% Science: 8% Placement: 29% Non-trad: 5% Post-Sec. Credits: 2% Postsecondary Gaps Placement: 0.3% Credential: 3%
Individuals preparing for non-traditional fields	This special population had a much higher postsecondary Non-traditional Gender Concentration (as expected) vs. the other student population: 100% vs 8.45%. This special population had a much higher secondary Non-traditional Gender Concentration (as expected) vs. the other student population: 77% vs 30%. This special population had a much higher postsecondary positive placement rate vs. the other student population: 100% vs 94%. This special population had a much higher secondary Post-Secondary Credits attained vs. the other student population: 100% vs 8.45%. This special population met the secondary math goal.	Secondary gaps (% below goal) Graduation Rate: 20% Reading: 7% Math: 5% Placement: 25%

Single parents, including single pregnant women	This special population had a much higher postsecondary Non-traditional Gender Concentration vs. the other student population: 19.23% vs 8.45%. This special population had a much higher secondary positive placement rate vs. the standard: 100% vs 85%. This special population had a higher postsecondary positive placement rate vs. the other student population: 100% vs 94%. This special population had a higher postsecondary credential vs. the negotiated goal: 71.43% vs 70%.	Secondary gaps (% below goal) Graduation Rate: 85% Reading: 31% Math: 24% Science: 27% Non-trad: 30% Post-Sec. Credits: 52%
Out-of-workforce individuals	No strength areas identified in the data. Positive placement postsecondary indicator did not have this special population data provided.	The only data available was postsecondary data for credential and non-trad participation: Credential: 0% Non-Trad: 0%
English learners	This special population had a higher secondary Non-traditional Gender Concentration vs. the other student population: 37% vs 30%. Post-secondary data was not available.	Secondary gaps (% below goal) Graduation Rate: 41% Reading: 31% Math: 22% Science: 25% Placement: 7% Post-Sec. Credits: 16%
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	No strength areas identified in the data. None of the postsecondary indicators had this special population data provided.	Secondary gaps (% below goal) Graduation Rate: 41% Reading: 31% Math: 24% Science: 21% Placement: 22% Non-trad: 17% Post-Sec. Credits: 19%
Youth who are in, or have aged out of, the foster care system	No strength areas identified in the data. Two of the postsecondary indicators did not have this special population data provided.	This special population had a Non-traditional Gender Concentrator rate of 0% vs the institution performance of 8.46%. Secondary data was no provided for this special population.
Youth with a parent who—	This special population had a higher secondary Non-traditional Gender Concentration vs. the other student population: 50% vs 30%.	Secondary gaps (% below goal) Graduation Rate: 60% Reading: 31% Math: 24%

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)	Post-secondary indicators for credentials and positive placement were not provided.	Science: 27% Placement: 35% Post-Sec. Credits: 2% This special population had lower postsecondary Non-traditional Gender Concentration vs. the other student population: 0% vs 8.45%

Performance of Students from Major Racial and Ethnic Groups

American Indian or Alaskan Native	Only postsecondary data was available for this group. Measure is against negotiated goal. Credential: 75% vs 70%	Only postsecondary data was available for this group. Measure is against negotiated goal. Positive Placement: 66% vs 88% Non-Trad: 0% vs 8.45%
Asian	Only postsecondary data was available for this group. Measure is against negotiated goal. Credential: 100% vs 70% Positive Placement: 100% vs 88%	Only postsecondary data was available for this group. Measure is against negotiated goal. Non-Trad: 0% vs 8.45%
Black or African American	Only postsecondary data was available for this group. Non-Trad: 5.56%	Only postsecondary data was available for this group. Measure is against negotiated goal. Positive Placement: 66% vs 88% Credential: 66% vs 70%
Hispanic/Latino	Only postsecondary data was available for this group. Measure is against negotiated goal. Positive Placement: 89% vs 88% Credential: 76% vs 70%	Only postsecondary data was available for this group. Measure is against negotiated goal. Non-Trad: 0% vs 8.45%
Native Hawaiian or Other Pacific Islander	Only postsecondary data was available for this group. Measure is against negotiated goal. Non-Trad: 0% vs 8.45% Credential and positive placement data was not provided.	Only postsecondary data was available for this group. Credential and positive placement data was not provided.
White	Only postsecondary data was available for this group. Measure is against negotiated goal. Positive Placement: 96% vs 88% Credential: 79% vs 70% Non-Trad: 9.96% vs 8.45%	Only postsecondary data was available for this group. All three indicators exceeded the respective goal.
Two or More Races	Only postsecondary data was available for this group. Measure is against negotiated goal. Credential: 83% vs 70%	Only postsecondary data was available for this group. Measure is against negotiated goal. Positive Placement: 85% vs 88% Non-Trad: 5% vs 8.45%

Unknown	Only postsecondary data was available for this group. Measure is against negotiated goal. Non-Trad: 12% vs 8.45%	Only postsecondary data was available for this group. Measure is against negotiated goal. Positive Placement: NA Credential: NA

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.

Question	Answer	Areas for Improvement
Are of sufficient size	After enrollment numbers are prepared, administration reviews numbers. Administration ensures that classes are following the State Guidelines for Facilities for CTE Classroom/Labs. If a class does not meet a specified number of students, they look at how they can combine the classes by following state mandated guidelines for Double-Up and Nesting of classes. CTE faculty and administration continually review enrollment and outcomes numbers to try to match offerings to local/regional needs. Some programs, such as paramedic, have a very high demand that is still not being met by enrollment, despite aggressive marketing and other measures that have been implemented. Other programs, such as fire science, are newer programs that have a high local need but are have not been successfully marketed to target audiences as of yet. Advisory committee feedback, as well as the technical education follow-up reports showing graduate placements and wages, help inform decisions makers on the appropriateness size of programmatic offerings.	Some facility challenges exist with logistics and technology that make having programs of sufficient size a challenge. Hiring qualified instructors is also a barrier to growing some programs.
Relate to real-world work environment (Scope)	Offer the opportunity for students to participate in Professional Learning Experiences. In addition, offer school-based experiences when "field" experience is limited. Cowley First hosts a career fair each spring. More than 80 businesses and industries have the opportunity to visit with students from the region. Sophomores have the opportunity to participate in Future Now Finance during the fall. Cowley First coordinates the activity.	The number of internship sites is sometimes not sufficient to meet the programmatic demands and expanded sites are currently being pursued. New clinical sites with McPherson Hospital and McPherson EMS were added in 2021, as well as 2 registered apprenticeships in 2019 to increase the real-world relationships of our programs.

Question	Answer	Areas for Improvement
	Many programs, such as criminal justice and paramedic, include actual internships or hands-on training in a real world setting. This type of education is an excellent mechanism for linking didactic classroom materials to being able to effectively perform as a member of the profession. When real world internships are not available, efforts are made to ensure that the curriculum and equipment are consistent with what students will utilize after graduating. An example of this is the equipment used in the automotive, NDT and welding programs that are same models and types of equipment students will use as employees after graduation.	
Help students advance to future education (Scope)	Students have the opportunity to participate in the Cowley College Tiger Stripes Work Ethic Program. One of the requirements for program completion is a minimum of four Education Sessions that cover the following: • Volunteerism and Community Service • Working Styles/Working with Others • Finding a Job and How to Apply • Hiring Process/Benefits • Conflict Resolution • Building a Resume • Dress for Success/First Impressions • Technology in the Workplace • Time Management/Attendance • Career Change Spend time during advisory period to address student interest, abilities, and explore post-secondary options. Cowley graduates have many opportunities to advance to future education via 2+2 and other articulation agreements with other colleges and universities.	Continue offering workshops and specific guidance to students who are in and near-completion of their secondary and post-secondary education. Develop an individual plan of study to better assist students in understanding pathways. Explore the possibility of co-advising of students with USD and Cowley advisors.

Question	Answer	Areas for Improvement
Are of high quality	Follow the States Pathway Assessment Rubric to ensure pathways are meeting the highest standards. Local advisory committee's meet twice a year and review curriculum and technology available to students. Work with Cowley College to offer college level courses utilizing Excel in CTE. Feedback from advisory committee members regarding graduate performance is an important metric to ensure the CTE programs are high quality offerings. Many programmatic changes are made based on this feedback to help improve the overall quality of the programs and their graduates. Information obtained via the technical education follow up report is also important for monitoring program quality. The number of graduates employed in industry helps to demonstrate that local employers are willing to hire the "product" of the CTE programs. Perkins funds are aggressively used to send CTE faculty to conferences and trainings to ensure that all delivered content is the most up-to-date information available.	Continue to actively solicit feedback from all stake-holders in the process of evaluating CTE programs (industry, workforce, secondary and post-secondary). Ensure engaged participation from advisory committee members at meetings. Review the information provided during the program review process to evaluate programmatic quality.

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	All secondary students, including those in CTE pathways, must complete the KSDE approved assessments of academic standards to comply with 1111(b)(1) of the ESEA. Refer to the previous section regarding student performance for more detailed data on CTE student performance in these areas.	No gaps in this area were noted.
(B) addresses both academic and technical knowledge and skills, including employability skills	Feedback from advisory committee members regarding graduate performance is an important metric to ensure the CTE programs are high quality offerings. Many programmatic changes are made based on this feedback to help improve the overall quality of the programs and their graduates. Information obtained via the technical education follow up report is also important for monitoring program quality. The number of graduates employed in industry helps to demonstrate that local employers are willing to hire the "product" of the CTE programs.	Implement more contextual academic knowledge into the Perkin's programs by utilizing the expertise of the Cowley general education faculty to facilitate the integration of mathematics, English, and other academic teaching skills into the repertoire of the CTE faculty through targeted collaboration and professional development.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Host a minimum of two (2) advisory meetings per year. Advisory members and CTE Staff work together to ensure all aspects of pathways are reviewed and community needs are being met. Look at student inventories and indicated interest. Consider what makes a well-rounded individual whether they enter the work force, attend a post-secondary institution, or enlist in	Closely monitor follow-up data from CTE completers to ensure job placement, wage information and industry need for graduates.

Implementation Process	Strengths	Needs/Gaps
	a military branch of the service after graduation.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Most secondary programs do a good job of starting with an overview class before becoming more specific in the pathway progression.	Continue to review the pathways in use at all partner USDs to ensure a proper progression of specificity from very broad to more specific as the pathway continues towards the end.
(E) has multiple entry and exit points that incorporate credentialing	The CTE faculty at Cowley have begun to implement more short term certificates and SAPPs to ensure there are multiple entry and exit points for most programs. The paramedic program recently implemented a cert C, and most CTE programs have Cert A-C in addition to the AAS awards.	Review all AAS programs and KBOR aligned programs to monitor for opportunities for further development of Cert A, B or C exit points to add value for graduates and employers.
(F) culminates in the attainment of a recognized postsecondary credential.	There has been an emphasis for some time with Cowley's Perkin's programs to ensure all have an approved and recognized postsecondary credential. Cowley recently began partnering with NC3 to provide more recognized credentials for students in the CTE programs.	Faculty and administration will continue to monitor the recognized credential list from KBOR and implement as many credentials for graduates as possible.

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.*

<table>
<tr><td style="background:green">**What does the law mean?**</td></tr>
<tr><td>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.</td></tr>
</table>

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

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

Process	Strengths	Needs/Gaps
Recruitment		
Attend employment fairs at multiple universities across the state, recruit on the state website (KEEB), advertises in newspapers, and actively seek December grads; hiring them for anticipated vacancies.	Can have a wide variety of candidates to choose from with more diversity opportunities.	It is very difficult to recruit non-local CTE teachers and have them relocate to this area for the long term, especially if they have no ties to the area.
Program graduates in CTE/Perkins programs are recruited after graduation and gaining work experience to serve as faculty members.	The program graduates intimately know the CTE programs and can usually start teaching with very little orientation time.	Recruiting from the graduate pool decreases the diversity available for new faculty, and can potentially cause an echo chamber effect for the program by only having program graduates also teaching the program.
Training		
Perkins funding is used for professional development to allow faculty the opportunity to expand teaching strategies, curriculum updates, strengthen content knowledge, and network.	Faculty have an excellent and unparalleled opportunity for world class professional development for both industry information and teaching strategies.	There are times that faculty cannot attend professional development opportunities due to teaching assignments and lack of qualified substitute teachers.
Retention		
Actively work to improve the base salary as well as keeping salaries of present faculty at a strong level.	Current faculty wages are competitive at post-secondary level with other local colleges.	Current faculty wages are NOT competitive with many industry positions, especially in CTE and healthcare areas.
Stress non-wage benefits for faculty members, such as scheduling, retirement benefits (KPERS) and insurance match.	Not working a shift based schedule, holidays and weekends can be a strong benefit for faculty. Having a stable retirement setup can also be a very good retention and recruiting tool .	Livable wages are still needed in addition to other benefits.

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)
	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
	(C) individuals preparing for non-traditional fields;
	(D) single parents, including single pregnant women;
	(E) out-of-workforce individuals;
	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
	(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.
	ESEA of 1965 Sec. 1111(h)(1)(C)(ii) (B) students from major racial and ethnic groups;
	American Indian or Alaskan Native
	Asian
	Black or African American
	Hispanic/Latino
	Native Hawaiian or Other Pacific Islander
	White
	Two or More Races
	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
The Postsecondary programs offered are evaluated by program review, follow up data collection, and administrative oversight and are high quality offerings with qualified faculty teaching from a curriculum approved by the program advisory committee. High quality educational offerings make barriers less likely to occur for all students, but especially those in special populations.	This strength benefits all special population groups.	Continue to invest Perkins funds in faculty training, continue to follow the program review process, continue to solicit input from engaged members of the advisory committee to ensure the curriculum is up-to-date and preparing graduates appropriately.
Program faculty act as the academic advisors for CTE/Perkins program majors. This allows a personal relationship of vested interest to be established, and students have a dedicated faculty advocate to help guide them through the enrollment processes.	This strength benefits all special population groups.	Faculty will continue to serve as student advisors for all CTE and Perkins programs. No change to this process is anticipated in the near term.
There are many opportunities for students to utilize support services in place with both USDs and Cowley College to support them in their learning journey. Some examples of these support systems include tutoring, tutor.com access, guidance counselors at USDs, student life counselor at Cowley, Campus security, and online library access.	This strength benefits all special population groups.	Continue to explore further ways to support learners from special population groups in addition to the traditional support services offered at the USDs and Cowley College.
Gap	**Which special population(s)**	**Strategies for Improvement**
Rigid adherence to the pathway/program courses can make degree or certificate completion unnecessarily challenging. Many times, more than one course, especially general education courses, can be used to satisfy degree	This strategy will potentially benefit special population students who have decreased program completion rates, including: • Individuals with disabilities	Work with CTE Faculty and Admissions staff to implement "shadow grids", degree grids that show alternative classes that can be utilized to satisfy degree requirements of general education classes. These can be used by faculty advisors, USD

requirements, and some of these alternate courses may be more suitable for special population students. For instance, advising a student to take Interpersonal Communications instead of Public Speaking may be very beneficial for an English learning student, and will still satisfy the degree requirement.	• Economically Disadvantaged • Non-Traditional • Single Parents • Out-of-workforce • English Learners (this special population was suggested to benefit from this approach by several groups at the needs assessment meeting) • Homeless • Foster youths • Military youth • American Indians • African Americans/Black • Hispanic/Latino • Native Hawaiian/Pacific Islanders • Two or More Races	guidance counselors, and Cowley admissions to help place special population students in suitable alternative courses as needed for student success.
Transportation was identified as a potential barrier to student success.	• Economically Disadvantaged • Single Parents • Out-of-workforce • English Learners • Homeless • Foster youths	Work collaboratively with USDs and Cowley College to block schedule CTE as much as possible to simplify transportation options. Explore possibility of sharing transport between USDs (several USD students using one van/bus).
Scheduling rigidity was identified as a potential barrier to student success. Many courses are only offered at one class time or location. Utilizing hybrid course opportunities or other innovative scheduling may alleviate this barrier.	• Economically Disadvantaged • Single Parents • Out-of-workforce • English Learners • Homeless	Explore alternative delivery models with faculty and technology team. Lecture capture with online posting may be a method of offering alternative learning opportunities for students who miss a class due to life circumstances.

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
Faculty in the CTE/Perkins programs are frequently sent to specialized professional development conferences/trainings to ensure that the most current and sound educational theories are being used in the classroom. Having qualified faculty in all CTE/Perkins programs helps ensure student success for all students.	This strength benefits all special population groups.	Continue to emphasize the hiring of qualified faculty to meet HLC guidelines. Continue to utilize Perkins funding to send faculty to specialized trainings and conferences to further improve student success.
Several CTE programs have teamed with the general education faculty to integrate contextual academics into CTE programs. Examples of this include integrating math topics into CJ, welding and EMS courses, and integrating research methods into EMS courses. By providing contextual examples of academic principles, rote and theoretical items become much more concrete and easier to learn.	This strength benefits all special population groups.	Work with CTE and general education faculty members to develop further strategies and professional development offerings on integrating academics into CTE programs.
Active learning strategies that have been integrated into many CTE/Perkins classrooms have been demonstrated to increase student success. These strategies can include case-based learning, problem-based learning, group work, formative assessments, and other items that actively engage students. The paramedic program has shown a consistent increase of 10-15% in positive outcomes after extensively adopting active learning strategies in 2012.	This strength benefits all special population groups, especially those that traditionally under perform in retention.	Advocate for the use of active learning strategies in all CTE/Perkins programs. Utilize faculty members currently using active learning to provide PD to other faculty in CTE/Perkins programs.

Gap	Which special population(s)	Strategies for Improvement
Utilizing an ABCDF grading scheme may make course/certificate/degree completion very challenging, especially for special population students who may have had IEPs in high school or who come from a high school program that utilizes a pass/fail methodology for assigning grades.	The needs assessment team identified that Individuals with Disabilities would likely be less successful in programs with ABCDF grading schemes.	Explore using a pass/fail grading method for CTE/Perkins courses. This may be easily done, as most CTE/Perkins technical classes have very clearly defined outcomes and competencies that the pass/fail could be measured against.
Some CTE/Perkins programs are only offered at one time due to limited classroom space, limited faculty availability, or other logistical constraints. Many times, daytime only classes may be a challenge for special population students who are also members of the workforce. This creates a barrier to student success and enrollment for special population students who can't attend programs at traditional offering times.	- Economically Disadvantaged - Single Parents - Homeless - Foster youths	Seek out mutually beneficial times to schedule courses for all stakeholders, including students in special populations. Leverage hybrid offerings and open labs to facilitate attendance during non-peak hours for working students.
An identified barrier for student success from the local needs assessment planning meeting was the lack of flexibility in both student progression and payment options for bills. Some students struggle paying their student bills, and can become left behind or stopped out due to outstanding balances, even in cohort based CTE/Perkins programs.	- Economically Disadvantaged - Non-Traditional - Single Parents - Out-of-workforce - English Learners - Homeless - Foster youths	Work with the billing office and financial aid department to identify strategies to help students remain enrolled and moving towards graduation status, even with an outstanding bill.

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
Current Perkins/CTE programs are based on the needs of local industry and job markets, with close working relationships between program faculty and local industry stakeholders. This helps ensure that students who do graduate will be prepared for high-wage, high-skill jobs with many industries preferentially interviewing and/or hiring Cowley CTE graduates.	This strength benefits all special population groups.	Continue to monitor labor data closely during the Needs Assessment completion. Work with local industry stake holders to ensure graduates are coming out prepared to work as a turn-key employee in high-demand/high-wage occupations.
There are many pathways between the local high schools and Cowley College that will allow high school students to complete some, if not all, portions of an approved technical program while still in high school. This jump start allows all students, including special population students, to be better prepared to either enter the educational program as a full-time student or to immediately obtain a high-demand/high-wage job on graduating from high school and Cowley concurrently.	This strength benefits all special population groups.	Work closely with local USD stakeholders to identify successful pathways and possible future pathway inclusions. Continue to work collaboratively on the Perkins Needs Assessment, Principal/Counselor Event, CTE Faculty Day, and other opportunities for open communication between USD and Cowley faculty and staff.
Cowley College offers multiple majors and career pathway possibilities for students which, when combined with the pathways from the local area high schools, presents students with a wide variety of programs to meet their needs and interests.	This strength benefits all special population groups.	Continue to add pathways and programs based on student interest, strategic needs, stakeholder input, and job market demand.

Strength	Which special population(s)	Strategies for Sustaining
Gap	**Which special population(s)**	**Strategies for Improvement**
The local needs assessment team identified multiple instances of students with a very poor academic performance history having unrealistic expectations, e.g.: A student who is struggling with remedial math and science courses and wishes to become a pediatric neurosurgeon. Input provided from several participants indicated that this was a fairly commonly observed issue with students during advising and counseling sessions.	• Individuals with disabilities	Work with faculty, counselors and admissions reps to help guide students to more realistic occupations that are still high-wage/high-demand and may be more attainable. For instance, the example student could potentially be advised towards a CNA, EMT, or other healthcare job that is more accessible for a student that struggles academically.
The local needs assessment team identified many issues of students who were on remedial or non-collegiate plans of study in high school attaining a very high GPA and then being placed in regular college courses and failing due to not being prepared.	• Individuals with disabilities	Have an open line of communication from the USDs to Cowley on students who may fall into this barrier. Be prepared to place students in remedial classes if needed with extra academic support, even if they have a high GPA on high school graduation.
Some students do not receive sufficient support and/or communication while enrolled in programs of study. This can result in the student dropping or failing classes that could normally be passed.	• Individuals with Disabilities • Economically Disadvantaged • Non-Traditional • Single Parents • Out-of-workforce • English Learners (this special population was suggested to benefit from this approach by several groups at the needs assessment meeting) • Homeless • Foster youths • Military youth	Continue to utilize faculty advisors for students. Identify students of special populations early in the enrollment process and proactively reach out to them with the available student support services that are available at Cowley to enhance student success. Continue with IEPs if available and provide as much support for the student as possible.