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)	Tom Flax	Ness City High School		tom.flax@usd303.org
	Mike Martinez	Dodge City High School	620-471-2110	martinez.michael@usd443.org
Postsecondary Institution(s)	Clayton Tatro	Dodge City Community College	620-227-9269	ctatro@dc3.edu

Date_____January 20, 2022_____Regional Team__Dodge City_____

- 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:	Dodge City	Date:	February 1, 2022
Regional Needs Assessment Team Co-chairs:	**Email:**		**Phone number:**
Secondary: Mike Martinez Dodge City High School Tom Flax Ness City High School	martinez.michael@usd443.org tom.flax@usd303.org		(620) 471-2110 (785) 798-3991
Postsecondary: Clayton Tatro -- VP, Workforce Development -- Dodge City Community College	ctatro@dc3.edu		(620) 224-9856

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

Representative	Name	Institution and Position
Secondary Co-chair	Tom Flax and Mike Martinez	Ness City High School Principal and Dodge City High School Associate Principal/CTE Coordinator
Postsecondary Co-chair	Clayton Tatro	Dodge City Community College –Vice President for Workforce Development
Teacher(s) - Secondary	Cheyenne Federau	Ashland High School
	Harmon Bliss	Dodge City High School
Faculty - Postsecondary	Jeff Cole	Professor of Diesel Technology
	Mechele Hailey	Dean of Nursing and Allied Health
Secondary Administration	Paula Rice	Ashland High School Principal
Postsecondary Administration	Jane Holwerda	Dodge City Community College—Vice President of Academic Affairs
Specialized instructional support and paraprofessional(s)	Brian Steib	Dodge City High School Gifted/Talented Instructor
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Tanda Fisher	Juvenile Services Supervisor Santa Fe Trail Community Corrections
Representative(s) of Special Populations	Clelia McCrory	ESSDAK
	Miguel Vega	Dodge City High School Migrant Liaison
Career Guidance and Academic Counselor(s)	Maria Kane	Dodge City High School Career Advisor
	Ashlin Davidson	South Grey High School Counselor
Student(s)	Alana Strickler	Western Plains High School
	Felicity Campfield	Dodge City High School
Community	Jacque Feist	Dodge City

	Becky Axtell	Montezuma
Business & Industry	Kevin Milford	Airgas
	Ana Bjerken	Dodge City Chamber of Commerce
Workforce Development	Tucky Allen	Kansas Workforce
Parent(s)	Amber Page	Comanche County School District 300
	Michelle Reid	Dodge City School District 443
Representatives of Indian Tribes and Tribal organizations (where applicable)		
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Kathy Williamson	Dodge City High School CTE Administrative Assistant
	Kyla Keller	Rural Education and Workforce Alliance Coordinator for Dodge City/Ford County Development Corporation
	Kim Mauk	SWPRSC

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
Post-Secondary: Construction Technology -- 27 annual opening with 27 concentrators Diesel Technology -- 34 annual openings with 14 concentrators; program enrollment is increasing Welding -- 25 annual openings with 19 concentrators Registered Nurse -- 101 annual openings with 38 concentrators Certified Nurse Aide -- 160 annual openings with 136 concentrators Electrical Technology -- 27 annual openings (new program -- no concentrators yet) HVAC -- 9 annual openings (new program -- no concentrators yet) Secondary: Digital Media – 143 annual openings with 132 concentrators Web & Digital – 135 annual openings with 94 concentrators	Post-Secondary: Farm and Ranch Management -- 25 annual openings with * concentrators; program enrollment is increasing Cosmetology -- 27 concentrators with * annual openings (Per KLIC); O'Net reports 740 annual openings for Kansas Early Childhood Education -- 8 concentrators with * annual openings (Per KLIC); O'Net reports 1370 annual openings for Kansas Secondary: Animal Science – 60 annual openings with 20 concentrators Plant Systems – 48 annual openings with 5 concentrators Business Management & Entrepreneurship – 795 annual openings with 185 concentrators Teaching/Training – 686 annual openings with 14 concentrators Energy – 0 concentrators	Secondary: Food Products & Processing – 10 annual openings with 43 concentrators Power, Structural & Technical Systems – 25 annual openings with 40 concentrators Construction & Design – 118 annual openings with 163 concentrators Graphic Design – 26 annual openings with 27 concentrators Health Science – 89 annual openings with 198 concentrators Restaurant & Event Management – 8 annual openings with 43 concentrators

Manufacturing – 10 annual openings with 7 concentrators Comprehensive Agriculture – 36 annual openings with 24 concentrators	Engineering & Applied Mathematics – 12 annual openings with 4 concentrators Business Finance – 42 annual openings with 9 concentrators Biochemistry – 8 annual openings with 4 concentrators Early Childhood Development & Services – 228 annual openings with 5 concentrators Family, Community & Consumer Services – 370 annual openings with 12 concentrators Information Support & Services – 0 concentrators Corrections, Security, Law & Law Enforcement Services – 0 concentrators	

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
Post-Secondary: Plumbing	18 annual openings	
Secondary: Marketing	180 annual openings	

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
Secondary: Food Products & Processing Restaurant & Event Management	These pathways prepare students to work in the restaurant and event planning industry. Students learn nutrition and culinary skills needed to prepare for a variety of careers that focuses on the management and culinary aspects of the industry. Food scientists produce food, ensure its safety and develop new products; they deal with food until it goes into the stomach of consumers. Because of this, as long as people have to eat, there will be careers in food products and processing.	– 10 annual openings with 43 concentrators – 8 annual openings with 43 concentrators

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Power, Structural & Technical Systems	This pathway helps with the huge gap in the manufacturing area providing some skilled welders.	– 25 annual openings with 40 concentrators
Construction & Design	Students in the Construction & Design pathway learn and practice skills that prepare them for diverse post-high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.	– 118 annual openings with 163 concentrators
Graphic Design	The demand in our region is lacking due to businesses being forced to close because of internet accessibility by clients. However, these courses are extremely popular because it allows students tap into their creativity and the technology heavy world they live in. Skills attained in these courses will aid students in attaining employment in the diversified work place.	– 26 annual openings with 27 concentrators
Health Science	Health Science careers are always a top priority with a wide range of salary levels and requirements for certifications.	– 89 annual openings with 198 concentrators

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	Secondary: 1S1 Graduation Rate – 98.32% with the goal being 85% Emphasis on graduating from high school is communicated from early grades on. Knowing that a high school diploma opens up more doors and the potential for better job opportunities keeps students on track for graduation. 2S3 Academic Science –27.55% with the goal being 27% 3S1 Total Placement – 84.11% with the goal being 85% Up to date research based teaching strategies, techniques, and technology being implemented in the pathways prepare students for the next step after graduation. Continuing to set goals and sharing a vision by all stakeholders to graduate with the knowledge and skills for needed success at the next level, whatever that may be.	Secondary: 2S1 Academic Reading – 18.49% with the goal being 31% 2S2 Academic Math – 17.77% with the goal being 24% There are two main factors that figure into the low percentages of proficiency 1) the timing of administration of the state assessment does not pace well with schools like DCHS that are on the block schedule 2) the high percentage of students who have English as their second language

	4S1 Non-Traditional Concentrators – 37.86% with the goal being 30% 5S2 – Post-Secondary Credits Attained – 73.61% with the goal being 52% Concentrators with an AAS are eligible for advanced career opportunities that are high demand occupations in current or emerging professions in the area.	
Performance of Special Populations		
Individuals with disabilities		
Individuals from economically disadvantaged families, including low-income youth and adults	Post-Secondary Placement – 100% Secondary: 4S1 Non-Traditional Concentrators – 33% with the goal being 30% 5S2 Post-Secondary Credits Attained – 56% with the goal being 52%	Secondary: 1S1 Graduation Rate – 55% with the goal being 85% 2S1 Academic Reading – 11% with the goal being 31% 2S2 Academic Math – 6% with the goal being 24% 2S3 Academic Science – 13% with the goal being 27% 3S1 Total Placement – 43% with the goal being 85%

Individuals preparing for non-traditional fields	Post-Secondary Placement – 100% Post-Secondary Credentials – 100% Post-Secondary Non-Trad Concentrators – 100% Secondary: 4S1 Non-Traditional Concentrators – 71% with the goal being 30% 5S2 Post-Secondary Credits Attained – 59% with the goal being 52%	Secondary: 1S1 Graduation Rate – 47% with the goal being 85% 2S1 Academic Reading – 21% with the goal being 31% 2S2 Academic Math – 13% with the goal being 24% 2S3 Academic Science – 21% with the goal being 27% 3S1 Total Placement – 38% with the goal being 85%
Single parents, including single pregnant women	Post-Secondary Placement – 100%	Post-Secondary Credentials – 50% Post-Secondary Non-Trad Concentrators – 50%
Out-of-workforce individuals		
English learners	Secondary: 4S1 Non-Traditional Concentrators – 35% with the goal being 30%	Secondary: 1S1 Graduation Rate – 68% with the goal being 85% 2S1 Academic Reading – 9% with the goal being 31% 2S2 Academic Math – 1% with the goal being 24% 2S3 Academic Science – 7% with the goal being 27%

		3S1 Total Placement – 18% with the goal being 85% 5S2 Post-Secondary Credits Attained – 38% with the goal being 52%
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Secondary: 4S1 Non-Traditional Concentrators – 44% with the goal being 30% 5S2 Post-Secondary Credits Attained – 61% with the goal being 52%	Secondary: 1S1 Graduation Rate – 11% with the goal being 85% 2S1 Academic Reading – 0% with the goal being 31% 2S2 Academic Math – 0% with the goal being 24% 2S3 Academic Science – 11% with the goal being 27% 3S1 Total Placement – 44% with the goal being 85%
Youth who are in, or have aged out of, the foster care system		
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)		

Performance of 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		

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	Sufficient program size is determined by student needs. Building master schedules based on pre-enrollment numbers makes for a situation that benefits the students. Post-Secondary: Revenues and expenses are examined every year to evaluate low-enrolled programs.	Staff, administration, and Advisory Boards will continue to meet regularly to evaluate programs and look into the future for modifications/additions.
Relate to real-world work environment (Scope)	Advisory Boards assist with assuring programs are promoting industry skills through review of data, professional learning experiences, and making recommendations as needed. The use of industry standard equipment and resources increases opportunities for students.	Meaningful accountability by all stakeholders to continually evaluate and improve programs to best fit the needs of all students. All students will be expected to work towards high standards of academic and technical skills and model employability skills.
Help students advance to future education (Scope)	Career guidance and academic counseling is provided to students regularly. Promotion by program teachers and counselors to help students be industry- or next level-certification ready. On-site visits and scheduled meetings with business/industry and next level program representatives will link students to future education.	Getting students into the application-level courses (increasing concentrators and completers) so they can participate at a more in-depth level of professional learning experiences and making available industry-recognized certifications
Are of high quality	Collaboration with industry connections along with offering industry recognized credentials ensures high quality of programs. Examining pass rates to determine if rigor and relevance is spot on. Accepting and implementing Advisory Board's input for industry standards. On the post-secondary level—employee placement rates help assess high quality.	Continued analysis of labor market data, employer surveys, Advisory Board input, community stakeholder information and next level credentialing institutions.

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	Secondary: All CTE pathways (programs of study) are aligned and approved by KSDE standards. Each pathway also has an articulated agreement to a post-secondary institution to ensure a more seamless transition for the student from high school to post-secondary. Post-Secondary: Programs adhere to program alignment standards and offer industry-recognized certifications.	Secondary: Additional state-wide articulation agreements to regional post-secondary institutions. Post-Secondary: Additional industry-recognized certifications can be added in certain programs.
(B) addresses both academic and technical knowledge and skills, including employability skills	Secondary: Some CTE pathways in Kansas provide the opportunity to earn industry-recognized certification while the student is in high school. Other pathways do provide completers a "head start" to certain programs at post-secondary institutions. Post-Secondary: Nearly all DCCC CTE programs that are Perkins-eligible currently have an AAS/AGS option to offer student academic credit beyond their CTE program coursework.	Secondary: Look to add additional industry-recognized certifications to the offerings in high school. Post-Secondary: Additional encouragement can be given for students to continue on beyond the certificate to complete the AAS/AGS degree.

	Assessment and evaluation of CTE programs follows the same schedule as outlined for other programs for program evaluation and student assessment, including program review, development of the assessment plan, reporting of program student learning outcomes, and competency profiles. All CTE program students complete a competency profile with their instructor upon graduation, ensuring the assessment of program competencies. A Work Ethic Development Coordinator is teaching employability skills in the CTE programs on an annual schedule.	
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Secondary: By making sure that each approved CTE pathway has a good representation of the local area on the advisory boards, the needs of local industry can be better met with in demand pathways. Post-Secondary: DCCC's ongoing mutually-reciprocal relationships with industry partners is one of the Technical Education Division's foremost priorities. Not only does DCCC produce the human resource product that is desperately needed by Business and Industry, DCCC recognizes that the strength of our programs depends upon the direct support and involvement from the Business and Industry community.	Secondary: Staffing challenges. It is becoming more difficult to recruit and hire staff that are certified to offer classes/programs that are needed locally.

	Special attention has been given by Technical Education programs and specific faculty to generate multiple opportunities for students to work directly with Business and Industry partners, including guest speakers in classrooms, job shadowing, clinical experiences, employer involvement in College-sponsored activities, student participation in direct industry-sponsored professional development, and paid/unpaid on-the-job training prior to graduation.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Secondary: By providing different opportunities like Job shadowing and internships in the local community for students to take part during their school day to learn about specific occupations.	Secondary: The need to build relationships with business owners that are willing to take on students in these learning capacities. The scheduling of time for students to take part in these opportunities is challenging during the school day.
(E) has multiple entry and exit points that incorporate credentialing	Post-Secondary: Nearly all DCCC CTE programs that are Perkins-eligible currently have an AAS/AGS option in addition to the certificate to offer student academic credit beyond their CTE program coursework.	Post-Secondary: Additional encouragement can be given for students to continue on beyond the certificate to complete the AAS/AGS degree.
(F) culminates in the attainment of a recognized postsecondary credential.		

STEP 3: Analyze CTE Programs
Part 3: Recruitment, Retention, and Training of CTE Educators

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

The local needs assessment shall include…

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

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

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

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

Process	Strengths	Needs/Gaps
Recruitment		
Compliance and Competitive Hiring	Post-Secondary: DCCC is committed to a policy of non-discrimination in hiring and employment on the basis of race, color, religion, sex, age, disability, military status, ancestry or national origin. Hiring procedures at DCCC are designed to efficiently hire high-quality employees with applicable qualifications and experience to meet the goals of the College's strategic plan while committing to the College mission. Currently, DCCC is making great efforts not only to grow and add new CTE programs, but also to evaluate current CTE staff and faculty to best meet the needs of students and the communities we serve. When recruiting CTE faculty, administrators, and staff, DCCC makes a proactive effort to obtain market salary information in addition to reevaluating current skills and qualifications in the specific industry field in order to ensure we are current with applicable workforce standards.	Post-Secondary: Standards need to be developed for fair-market-value across programs.

Transition to Teaching Programs	Secondary: These programs support the recruitment and retention of highly qualified professionals and recent college graduates who have not majored in education to teach in schools through the development of new or enhanced alternative routes to certification.	
Employment Opportunities	Secondary: Offer competitive compensation and benefit programs, safe schools with a history of strong community support, and outstanding programs for our students. Also, value the strengths that a diverse community offers to our students to prepare for their future.	
Training		
New Faculty Orientation	Post-Secondary: New Faculty Orientation is an early focus at DCCC. The VP for Workforce Development is on the Board of the Kansas Council for Workforce Education (KCWE). New faculty are <u>strongly encouraged</u> to attend new-faculty workshops hosted by KCWE as well as the Kansas Center for Career & Technical Education (KCCTE) through Pittsburg State University. All CTE faculty are encouraged to attend year-round trainings through KCWE and KCCTE. DCCC takes two days in August to offer its own New CTE Faculty Orientation, laying a strong foundation to create a positive culture as well as ensuring that new faculty have the information they need to begin their first semester.	Post-Secondary: Additional efforts need to be made to ensure new faculty are hired prior to statewide new faculty trainings.

Ongoing Training	Post-Secondary: DCCC has strong relationships with the ESSDACK Service Center, the Smoky Hill Education Service Center, and Southwest Plains Regional Service Centers. DCCC works with the Service Centers to develop a wide array of cost-effective and high-quality programs and services to meet the needs of students and staff. Faculty are encouraged to participate in local, regional, state, and national professional development. Attending faculty as well as faculty who belong to state and/or national associations representing career and technical professionals are provided powerful resources, professional development and information to help them achieve more.	Post-Secondary: Not all faculty take advantage of training opportunities.
Regional Service Centers	Secondary: The Centers work with their member districts developing a wide array of cost-effective and high-quality programs and services to meet the needs of the students and staff.	Secondary: Make stronger connections with CTE conferences in Manhattan, Kansas, hosted by regional service centers.
New instructor orientation	Secondary: Laying the foundation to create a positive school culture and ensuring new hires have the information they need to begin teaching.	
Professional organizational training	Secondary: Teachers belonging to state and/or national associations representing career and technical professionals are provided powerful resources, professional development and information to help them achieve more.	Secondary: Instructors need to self-select and use professional development funds to affiliate with national associations.

	Retention	
Competitive Salaries and Benefits	Post-Secondary: DCCC has a competitive salary structure for faculty, administrators, professional staff, and classified staff. Faculty teaching in CTE programs receive credit-hour equivalency load credit for laboratory courses and a framework is in place for faculty to be paid according to Fair Market Value. An exceptionally-generous leave policy is complemented by other outstanding benefits, including quality low-cost health insurance, 403(b) match, and a professional development fund specific and individual to each faculty member.	Post-Secondary: Standards need to be developed for fair-market-value across programs.
Transition to Teaching Programs	Secondary: These programs support the recruitment and retention of highly qualified professionals and recent college graduates who have not majored in education to teach in schools through the development of new or enhanced alternative routes to certification.	
Mentors	Secondary: Effective staff development approach for beginning teachers where they are given a strong start at the beginning of their careers—ultimate results of a happier, healthier, more adept teacher that leads to better outcomes for students.	

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
Student Support Services	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Involvement of bilingual support staff and special education support staff to increase enrollment and assistance for students with disabilities and English Language learners. Post-Secondary: The SARC (Student Achievement and Resource Center) provides a welcoming and supportive environment for students to empower them to achieve their full potential. The SARC provides students with advising, mentoring, and student workshops as well as offering free academic tutoring, both face-to-face and online. The SARC also provides services in the areas of ESL, reading and writing. ESL services available include testing, placement, and advising for first-generation college students and ELL (English Language Learners). Two computer labs are available for student use when they are not being used for classes. Lab hours run concurrent with the SARC hours.

Student Accomodations	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Interventions and/or modifications are provided to all students as needed and are appropriate for the specific students according to their IEP, 504, or ILP. Post-Secondary: DCCC has a well-defined and well-orchestrated student accommodations process. Interventions and/or modifications are provided to all students as needed and are appropriate for the specific students as individuals.
Student Emotional Well-Being	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Most high schools have a counselor available for emotional support well-being, but many schools report being understaffed currently in this area. Post-Secondary: Counselors are available to students for emotional support counseling. These counselors can provide outside referrals as well as assistance with goal setting, stress management and screening for mental health assistance. In addition, the "Conq Check-In" referral system is available for students who are experiencing academic or personal difficulties. The Conq Check-In connects instructors with counselors, academic advisors, tutors in the SARC, and developmental education faculty.
New Centralized Advising Center	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: DCCC has recently moved to a centralized advising model that provides full-time professional student advising through a Technical Education Advisor. This model provides students additional support beyond the support they receive from their instructors.

Gap		Strategies for Improvement
Online Accessibility/Availability	individuals with disabilities;	Post-Secondary: DCCC can make a concerted effort to improve accessibility online and website resources, including closed captioning and Universal Design.
Translation of Materials and Online Resources	English learners;	Secondary: Schools can make a concerted effort to provide translation to various materials including but not limited to enrollment, program offerings, and paths to industrial recognized certifications. Post-Secondary: DCCC can make a concerted effort to include Spanish-language translation to various materials and online resources.
Evening Child Care	single parents, including single pregnant women;	Post-Secondary: DCCC can explore the feasibility of offering evening child care.

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
Career Planning	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: Career Plans are available to students through the Technical Education Advisor. Each student creates an Individualized Learning Plan, which includes goal setting and the monitoring of student progress.. Students can take part in the activities hosted through the Advising Center, including advising activities and completion of career exploration inventories.

Assessment of Student Services	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: With a new centralized advising model and a renewed synergy around Student Services, DCCC is planning an annual review of student services.
Compliance with non-discrimination laws	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Schools must comply with national, state, and local laws governing non-discrimination including posting any and all information in dual languages to reflect the district's attitude towards non-discrimination.
Interventions and modifications	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Interventions and/or modifications are provided to all students as needed and appropriate for the specific students. To improve program/pathway access and equity with the region's special populations students, we hope to utilize some of the implementation strategies provided at the KSDE Access and Equity workshop such as utilizing the Project Search strategies where appropriate.
Resources	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Resources for teachers and teaching strategies that focus on academic attainment embedded into the CTE competencies.

Gap	Which special population(s)	Strategies for Improvement
Support for Tutoring	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: DCCC can invest in additional tutoring services for at-risk students.
Support for Student Involvement/Engagement	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: DCCC plans to transition to a full-time Student Activities Coordinator.
Communication	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Fully communicated and supported financial aid opportunities—grants, scholarships, and student loans are available.
Bilingual Paraprofessionals	English learners	Secondary: Bilingual paraprofessionals assist students with translating English into their native language.
Intentional Scheduling	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Intentional scheduling of CTE classes vs required classes to make them more accessible.

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
Technical Education Career Information	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: Starting in Fall 2020, marketing materials for CTE programs that DCCC refers to as "Program Cards" contain the following information for each program: percentage of projected growth over 10-year-period, openings over 10-year-period, annual entry wage, annual median wage, annual experienced wage. These program cards are widely available and broadly distributed.
Technical Education Career Exploration	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: DCCC hosts or is an integral partner in the following activities: Manufacturing Day DC3 Tech Career Exploration Day Senior Day Junior Experience Ag. Day Construction Day

Paraprofessional Support	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Assist students who need additional help learning a specific concept.
Modified assignments/curriculum	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Give a word bank for fill in the blank or when writing an essay. Allow students to type or orally report their responses. Give a specific list for steps to complete a task. Provide concept cards with an assignment. Allow the student to use their book or notes. Provide specific examples.
Xello	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Secondary: Career exploration and IPS warehouse
Gap	**Which special population(s)**	**Strategies for Improvement**
Career Placement	individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners;	Post-Secondary: DCCC currently has no dedicated Career Services Office.