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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)	Randy Wetzel	USD 428	620-791-7768	randy.wetzel@usd428.net
Postsecondary Institution(s)	Krystall Barnes	Barton Community College	620-792-9332	barnesk@bartonccc.edu

Date   January 31, 2022   Regional Team   Northwest-Great Bend

- 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:	Northwest Region-Great Bend	Date:	February 1, 2022
Regional Needs Assessment Team Co-chairs:		**Email:**	**Phone number:**
Secondary: Randy Wetzel		Randy.wetzel@usd428.net	620-791-7768
Postsecondary: Krystall Barnes		barnesk@bartonccc.edu	620-792-9332

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

Representative	Name	Institution and Position

Secondary Co-chair	Randy Wetzel	Great Bend High School CTE Consultant
Postsecondary Co-chair	Krystall Barnes	Barton Community College Perkins Coordinator
Teacher(s) - Secondary	Lacy Wolters	Great Bend High School USD428
Faculty - Postsecondary	Brittany Fanshier	Barton Community College Nursing Instructor
Secondary Administration	Kip Wilson	Great Bend High School USD428 Assistant Principal
Postsecondary Administration	Dr. Kathy Kottas	Barton Community College Dean of Workforce Training and Community Education
Specialized instructional support and paraprofessional(s)	Dawn Galusha	Great Bend High School -
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Marissa Woodmanse	Barton County Project Stay/JJA 20th District - Director
Representative(s) of Special Populations	Kristen Doze *Jennifer Hopkins/Jose Arias*	Kansas Workforce One - Disability Resource and Staff Development Coordinator *USD428 JAG*
Career Guidance and Academic Counselor(s)	Lacy Wolters	Great Bend High School USD428 Career & ACT Counselor
Student(s)	Deklyn Craven *Makenna Tinkler*	USD428 high school senior and JAG student *USD428 high school senior*
Community	Kevyn Soupiset *Megan Barfield*	Advanced Therapy & Sports Medicine, Progressive Therapy – Owner *Great Bend Chamber of Commerce – President*
Business & Industry	Ryan Fairchild *Sara Hayden* Jennifer Dixon	Dry Lake Brewing – Owner *Great Bend Economic Development – President* Superior Essex – Human Resources Manager

Workforce Development	Tucky Allen	Kansas Workforce One - Business Services Director/Rapid Response Coordinator
Parent(s)	Kevyn Soupiset	parent
Representatives of Indian Tribes and Tribal organizations (where applicable)	n/a	n/a
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Karen Kline-Martin	USD 355 Ellinwood – Student Registrar, Pathways Reporter

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? Postsecondary- Black / Secondary - Blue

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
The following programs demonstrated adequate concentrator count for the job openings in both the 2020 and 2022 Needs Assessments: Emergency Management-Homeland Security CIP 43.0302 Pharmacy CIP 51.0805 Paramedic CIP 51.0904 Phlebotomy CIP 51.1009 Certified Medication Assistant CIP 51.2603 Licensed Practical Nurse CIP 51.3901 **The 2022 Needs Assessment also includes adequate concentrator counts for the job openings in:** Medical Administrative Technology CIP 51.0710 Hazardous Materials Management CIP 15.0508 Carpentry CIP 46.0201 Plumbing CIP 46.0503 Crop Protection CIP 01.1105 **Power, Structural & Technical Systems (Pathway) CIP 01.0201** Concentrators (80) meet the demand (83) in this pathway, however, stakeholders indicate that there is a larger demand than is represented in the data. High wage ($30,731) Postsecondary Program **Engineering & Applied Mathematics (Pathway) CIP 14.0101**	**The following programs demonstrated too few concentrators for the job openings in both the 2020 and 2022 Needs Assessments:** Agriculture Business Management CIP 01.0102 Beef Cattle Production CIP 01.0302 Scale Technician CIP 15.0702 Corrections CIP 43.0102 Criminal Justice CIP 43.0107 Registered Nurse CIP 51.3801 Certified Nurse Aide CIP 51.3902 Technical Accounting CIP 52.0302 Business Administrative Technology CIP 52.0401 **The 2022 Needs Assessment includes additional programs with too few concentrators for the job openings:** Business Management & Leadership CIP 52.0201 Medical Assistant CIP 51.0801 Commercial Driver's License CIP 49.0205 **Construction & Design (Pathway) CIP 46.0000** Program size (28) is only 17% of the demand (480) for this high-wage field. It is difficult to get teachers for these positions, teacher recruitment has occurred outside of education. There may be some misalignment between technical skills being taught and skills needed for careers in this field. High wage ($26,396) Postsecondary Program **Teaching / Training (Pathway) CIP 13.0101**	**The following programs demonstrated too many concentrators for the job openings in both the 2020 and 2022 Needs Assessments:** Networking Specialist CIP 11.0901 Natural Gas Measurement, Transmission and Distribution CIP 15.0699 Early Childhood Education CIP 19.0708 Welding CIP 48.0508 Emergency Medical Services CIP 51.0810 Medical Laboratory Technician CIP 51.1004 Dietary Manager CIP 51.3104 **The 2022 Needs Assessment includes additional programs with too many concentrators for the job openings:** Medical Coding CIP 51.0713 Occupational Safety and Health CIP 15.0701 **Digital Media (Pathway) CIP 09.07020** While program size (37) exceeds demand (9) in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field. High wage ($25,023) Postsecondary Program **Graphic Design CIP 50.0499** Labor data indicates an annual demand of zero in the pathway with program size of 36. The high wage may reflect the high demand in occupations that are coded

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
Annual demand in this pathway is 4, with a program size of 3. Stakeholders believed demand data was low and that wages seemed too high to be starting wages for our region. High wage ($55,118) Postsecondary Program	This is a high demand (428) field in our region, however total concentrators are low (30). Stakeholders indicated that the starting wage for teachers is higher than that listed by KSDOL by at least $10,000. High wage $20,398 KSDOL, Stakeholders state $39,000 is an average Postsecondary Programs **Government & Public Administration (Pathway) CIP 44.0401** This pathway has demand (38) in our region but no reported concentrators. The career field typically requires a BA or above for employment, which makes it difficult to attract students. Stakeholders questioned what type of preparation could be provided in high school for this pathway. Moderate wage ($17,112) Postsecondary Program **Business Finance (Pathway) CIP 52.0801** This career pathway is high-demand in our region (342), with a concentrator count of 11. This leaves a significant gap. Stakeholders indicate that students have very little interest in exploring this pathway at the high school level, as many are interested in pursuing baccalaureate degrees. There is some potential to offer certifications (Microsoft, Google, Excel) but the actual coursework does not count toward a degree. Stakeholders indicated having QuickBooks certification as part of this pathway would be helpful for area businesses. High wage ($22,215) Postsecondary Program **Health Science (Pathway) CIP 51.9999** This pathway has a large number of concentrators (65) for the region but does not meet demand in our region (576). Many secondary students are	differently or other pathways in the Arts, A/V and Communications Cluster **Web & Digital CIP 11.1004** Labor data indicates an annual demand of zero in the pathway with program size of 56. The pathway is high wage at $42,320. The high wage may reflect the high demand in occupations that are coded differently or other pathways in the Information Technology Cluster

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
	earning postsecondary credentials as part of their high school education (CNA, CMA). Technical skill PD is needed since some secondary teachers lack the science lab skills used in health care occupations. High wage ($24,696) Postsecondary Program **Restaurant & Event Management (Pathway) CIP 12.0504** This pathway has a low number of concentrators (43) but does not come close to meeting the demand (1002) in our region. Stakeholders report that this is a very transitional career field, with a low starting wage. Stakeholders indicated that food service managers, chefs and head cooks would typically be the ones earning a technical degree, should be broken out for the other job listings in this pathway, such as McDonalds, Wendy's etc. which are skewing the wages lower. Moderate wage $17,485 Postsecondary Program **Early Childhood Development Services (Pathway) CIP 19.0709** This career pathway has strong demand in our region (55), with a low concentrator count of 7. This leaves a significant gap. Stakeholders indicated this is a much undervalued career for which we do not have fully reported data. Pathway access needs to be addressed for all schools. Moderate wage $17,531 Postsecondary Program **Family, Community & Consumer Services (Pathway) CIP 19.0799** Assessment: This pathway has strong demand in our region (410) but few concentrators (33). Many	

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
	schools do not have sufficient facilities to offer the pathway. In addition, the pathway does not have a good fit with a career. Students do not take the end of pathway assessment because it is not valued by area industry. It is difficult to get students to take these classes. Classification: Low wage ($19,456) Postsecondary Program(s): None **Marketing (Pathway) 52.1402** Assessment: This pathway has very high demand (1716) in our region, but wages are not strong. Concentrators (46) fall short of demand. Wage data is lower than what students would actually make with a technical degree or certificate in marketing, as it includes non-marketing careers like "parts salesperson" and "cashiers". Classification: Low wage ($18,692) Postsecondary Program(s): Modern Distribution Sales & Management (Pg. 12) **Business Management & Entrepreneurship-Supervision (Program)** CIP 52.0799 Assessment: This is a high demand (194) certificate program which is part of the Business Management & Entrepreneurship AAS program. Program size has been small (<5). Stakeholders (Pratt) felt that there is opportunity to market this program directly to industry, as some folks may hire in without training. Classification: High wage ($24,557) Secondary Pathway(s): Business Entrepreneurship & Management	

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
Telecommunications 15-1241 CIP-11.0901 Computer Systems Networking and Telecommunications	Program data from KS Long-Term Projections for the region is unavailable due to low reporting numbers for concentrators and employer demand. The Kansas Workforce One resource library's current Classroom Training Demand list (http://ksworkforceone.org/resource-library/#86-87-classroom-training-demand-occupation) indicates a need for Telecommunications Equipment Installers and Repairers (49-2022.00). O*Net Online is predicting an average employment rate of 5-10% through the year 2030.	Regional Stakeholders expressed the need for a Telecommunications program.
Data Analytics 15-2051 CIP-30.7101 Data Analytics, General	Program data from KS Long-Term Projections for the region is unavailable due to low reporting numbers for concentrators and employer demand. O*Net Online has determined that Data Analytics occupations are expected to grow rapidly in the next several years and will have large numbers of job openings, or are new and emerging occupations; in addition, employment trends in 2020-2030 indicate a faster-than-average employment rate (31%).	Regional Stakeholders expressed the need for Data Analysts in the area.
Architecture 17-3011 / 17-1011 CIP-04.0201 Architecture CIP-04.0901 Architectural Technology/Technician	Program data from KS Long-Term Projections for the region is unavailable due to low reporting numbers for concentrators and employer demand. O*Net Online has determined there will be little or no change in employment trends for Architecture occupations through 2030; annual projected job openings during this time period are 9,300.	Regional Stakeholders expressed the need for Architectures in the area.
Computer Coding 15-1251 / 15-1211 CIP- 11.0101 Computer and Information Sciences, General	Program data from KS Long-Term Projections for the region is unavailable due to low reporting numbers for concentrators and employer demand. O*Net Online is predicting an average employment rate of 5-10% through the year 2030 for Database Architects.	Regional Stakeholders expressed the need for a Computer Coding program.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Spanish for the Workplace	None available.	Regional Stakeholders expressed the need for this type of program, in order for the business community to speak more effectively with Spanish-speaking constomers clients.
Corrections/Law Enforcement CIP 43.0199	KSDOL estimates strong demand at 113 and zero concentrators in this career pathway, with a high starting pay of $25,260.	Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Police department is in need of 3 police officers. The main factor impeding development of the pathway is qualified instructors for the pathway.
Emergency & Fire CIP 43.0299	KSDOL estimates strong demand at 55 and 8 concentrators in this career pathway, with a moderate starting pay of $17,859	Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Fire department is in need of 2 EMT/firefighters. The main factor impeding development of the pathway is qualified instructors for the pathway.
Ag Business, Animal Science, Food Products, Natural Resources and Plant Science	We grouped these five pathways because of their commonality. KSDOL estimates strong demand at 479 and zero concentrators in these career pathways, with an average of high starting pay of $25,344.	Zero concentrators is somewhat misleading as much of these pathways curriculum is imbedded in the Power, Structural and Technical Systems pathway and FFA student organization. Stakeholders are aware of this fact and believe the curriculum provides students the foundation to continue their education and prepare for careers in these areas.

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
Networking Specialist 11.0901 / 15-1152	Many students who complete the Networking program choose to transfer to a university for further education before entering the workforce. The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Computer and Information Support Specialists, Network Systems and Data Communication Specialists, and Telecommunications Equipment Installers and Repairers. O*Net Online (Onetonline.org) indicates several occupations in Computer Systems Networking and Telecommunications (11.0901) are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.	The two-year concentrator count (20) exceeds the regional total annual openings (<10).
Natural Gas Measurement, Transmission and Distribution 15.0699 / 17-3026	The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Industrial Control Technicians, Corrosion Technicians, and Natural Gas Transmission and Distribution Technicians. Students who complete the program secure employment in the Natural Gas field, but in many other industries as well, including Oil and Gas, Electronics Instrumentation, Manufacturing Safety and Quality Control, Industrial Maintenance Mechanics, Water and Liquid Waste Treatment Plants and Systems (source: Kansas Workforce One "classroom demand" data). O*Net Online (Onetonline.org) anticipates a 5% increase in employment demand in the next decade.	The two-year concentrator count (16) exceeds the regional total annual openings (<10).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Early Childhood Education 19.0708 / 25-2011	According to the 2020 Kansas Child Care Supply/Demand Report https://ks.childcareaware.org/reports/), 38 Kansas counties have 10 or fewer family child care homes available, and 15% of Kansas counties have no infant/toddler slots available. When looking back over the last three years, the number of family child care homes have decreased (a decrease that was occurring prior to the pandemic in 2020. One reason is age-related: 45% of family child care providers are over the age of 50. And the demand for child care workers and facilities is significant: 154,991 children under the age of 6 live in homes in which all available parents work (2018 Kansas child care workforce study and state child care profile), and in 79% of Kansas counties there are at least 10 children under three years old that are competing for every 1 child care space available. A 2019 study of Barton County by the local Economic Development office revealed the demand for child care was 1,502 while availability was only 797. The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Social and Human Services Professionals. O*Net Online (Onetonline.org) indicates occupations in Child Care and Support Services Management (19.0708) are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. O*Net Online (Onetonline.org) anticipates a 15% increase in employment demand in the next decade.	The two-year concentrator count (25) exceeds the regional total annual openings (<10).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Welding 48.0508 / 51-4121	The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Welders, Cutters, Solders and Brazers. O*Net Online (Onetonline.org) indicates a 5-10% increase in employment demand in the next decade. Barton is in the process of expanding the Welding program to include a Certificate B and an Associate of Applied Science degree, due to student demand as well as local industry partner requests for graduates who possess additional knowledge and skills.	The two-year concentrator count (102) exceeds the regional total annual openings (32).
Emergency Medical Services 51.0810 / 53-3011	Many students are pursuing additional education rather than entering the workforce. Graduates of the EMS program can transition into any of these programs for further education: Paramedic, Home Health Aide, Licensed Practical Nurse, Registered Nurse, Surgical Technician, Health Support Specialist, and Bachelors of Science Nurse. The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Health Support Specialists. O*Net Online (Onetonline.org) indicates occupations in Emergency Care Attendant (EMT Ambulance- 51.0810) are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. O*Net Online (Onetonline.org) anticipates a 10-15% increase in employment demand in the next decade.	The two-year concentrator count (37) exceeds the regional total annual openings (<10).
Medical Laboratory Technician 51.1004 / 29-2012	Employment of clinical laboratory technologists and technicians is projected to increase by 11% from 2020 to 2030, faster than the average for most other occupations. According to the Bureau of Labor Statistics, approximately 25,900 openings for clinical laboratory technologists and	The two-year concentrator count (40) exceeds the regional total annual openings (12).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	technicians are projected each year, on average, over the next decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force for reasons such as retirement (https://www.bls.gov/ooh/healthcare/clinical-laboratory-technologists-and-technicians.htm#tab-6). The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Medical Laboratory Technicians. O*Net Online (Onetonline.org) indicates occupations in Clinical/Medical Laboratory Technician (51.1004) are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. O*Net Online (Onetonline.org) anticipates a 10-15% increase in employment demand in the next decade.	
Dietary Manager 51.3104 / 29-2051	Most students enrolled in the Dietary Manager program are already employed in the field. Their desire is to improve their skills, get promotions, and meet the credentialing mandates by CMS (Centers for Medicare & Medicaid Services). CMS regulations state that the Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) credential is now listed as the one of the primary qualifications for the Director of Food and Nutrition Services. Also, in 2018, skilled nursing facilities with a CDM had 19% average fewer Nutrition & Foodservice Related tags on inspection and the average star rating of facilities with a CDM, CFPP was 9% higher than those without a CDM, CFPP. In addition, the CDM Impact Program study conducted in 2018 demonstrated a 23% lower employee turnover rate than in facilities without a CDM.	The two-year concentrator count (54) exceeds the regional total annual openings (<10).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	O*Net Online (Onetonline.org) anticipates a 5-10% increase in employment demand in the next decade.	
Medical Coding 51.0713 / 29-2072	The Kansas Workforce One Classroom Resource Library (https://ksworkforceone.org/resource-library/) current classroom demand list indicates a need for Medical Billers/Coders. O*Net Online (Onetonline.org) indicates occupations in Medical Insurance Coding Specialist/Coder (51.0713) are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. O*Net Online (Onetonline.org) anticipates a 5-10% increase in employment demand in the next decade.	The two-year concentrator count (26) exceeds the regional total annual openings (<10).
Occupational Safety and Health 15.0701 / 19-5011	O*Net Online (Onetonline.org) anticipates a 5-10% increase in employment demand in the next decade. In addition, most students in the OSH program are currently employed and are taking the OSH and OSHA classes to further their education. Most are military members who desire to obtain a degree, in order to gain employable skills when they get out of the military and move to the state they are originally from or wish to live.	The two-year concentrator count (22) exceeds the regional total annual openings (<10).
Biomedical Pathway CIP 14.0501	Biomedical supports the Health Science Pathway where there is a demand of 576 in the area. Students can enter multiple fields through the pathway.	Labor data indicates an annual demand of 1 in the pathway with program size of 7. No wage data was available from KSDOL.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Web & Digital CIP 11.1004	Web & Digital supports multiple pathways, many of the Web & Digital pathway courses are in other pathways.	Labor data indicates an annual demand of zero in the pathway with program size of 46. The pathway is high wage at $42,320. The high wage may reflect the high demand in occupations that are coded differently or other pathways in the Information Technology Cluster
Digital Media CIP 09.0702 CIP 09.0702	Web & Digital supports multiple pathways, many of the Web & Digital pathway courses are in other pathways.	While program size (37) exceeds demand (9) in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field
Marketing CIP 52.1402 and Business Finance CIP 52.0801	Skills learned support Marketing Pathway and Business Finance Pathway. Examples: advertisement, social media usage, writing skills	Demand of 9 in the region with 37 concentrators. High wage is $25,023

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	Postsecondary **1P1: Retention or placement 2nd Quarter after Exit**: Agriculture, Food & Natural Resources; Business Management & Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections & Security. Postsecondary **2P1: Concentrators who Earn a Credential within 1 Year:** Architecture & Construction; Health Science; Human Services; Manufacturing. Postsecondary **3P1: Non-Traditional Participation:** Health Science; Information Technology. **1P1 strengths** are sustained by 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2. Resources provided Student Support Services and the newly-implemented Academic Development Center. 3. CTE instructor collaboration with program advisory board members. 4. CTE instructors utilize the Early Alert System, in which instructors notify students if their overall performance is decreasing. 5. Most CTE instructors also serve as advisors to their students. **2P1 strengths** are sustained by: 1.Offering review courses to students in several CTE programs	**1P1 Retention/Placement**- Architecture & Construction; Manufacturing. **2P1 Credential Attainment**- Agriculture, Food & Natural Resources; Business Management & Administration; Information Technology. **3P1 Non-Traditional participation**- Architecture & Construction; Human services; Manufacturing. Note: when comparing Barton's overall student performance with the state's overall performance, in most cases Barton is performing at or above the overall state levels. **Gaps in 1P1**- 1. Students are employed at the time they enroll and are pursuing additional education for their current position. 2. Programs were previously offered exclusively in correctional facilities. **Gaps in 2P1**- 1. Students are pursuing additional education rather than earning an industry credential. In some clusters, close to 50% of declared majors are pursuing additional education (https://kansasregents.org/resources/Final_AY2020_KTIP.pdf) **Gaps in 3P1**- 1. Traditional male/female roles may play a large part in the academic choices students make. 2. Two of Barton's programs (Plumbing and Carpentry) were exclusively offered in correctional facilities, which contributed to the lack of student diversity. 3. Scale Technician students earn a license from the Kansas Department of Agriculture upon completion of the certificate; however it is not a KBOR-recognized industry credential. 4. Several programs do not include an industry credential as part of the curriculum.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	2. Industry testing of students while they are enrolled in the program or immediately following completion. 3. Resources offered by Student Support Services personnel and Academic Development Center. **3P1 strengths** are sustained by: 1. Online options for many programs. 2. Promotional materials and marketing efforts for all CTE programs targeted to both males and females. 3. Resources offered by Student Support Services and Academic Development Center. **Graduation Rate -** School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **Math Attainment -** School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. **Science Attainment -** School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle.	**Reading Attainment -** Lack of focused professional development on standards/curriculum and focus on instruction. Lack of alignment of standards. Social Economic factors, statistically low SES students perform worse on standardized tests. The test itself, Kansas has been going through multiple changes to the test, from format to alignment to the standards. **Total Placement** – Students exploring other opportunities not related to the pathways they are concentrating in.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	Non-Traditional Concentration – Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom. **Post-Secondary Credits Attained** – Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits.	

Performance of Special Populations		
Individuals with disabilities	No postsecondary students self-identified in this category. **Post-Secondary Credits** - Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits.	N/A **Graduation Rate** – Lack of high quality early intervention services. Early services and interventions affects all aspects of education. **Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to

<table>
<tr><td></td><td></td><td>take rigorous classes, achieve higher grades, and perform better on state academic assessments.
Science Attainment - Curriculum alignment and teaching practices.
Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement.
Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments.
Total Placement - Students exploring other opportunities not related to the pathways they are concentrating in.
Non-Traditional - Family Characteristics
The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring.</td></tr>
<tr><td>Individuals from economically disadvantaged families, including low-income youth and adults</td><td>**1P1 Retention/Placement:** (32% in performance vs. negotiated institutional target) and
3P1 Non-Traditional Participation: (-1.89% in performance vs. actual institutional performance, which is above the state overall score and close to the actual institutional performance).

1. Resources offered by Student Support Services and the Academic Development Center.
2. Focused marketing of non-traditional programs is a continued "best practice" as well.

Post-Secondary Credits - Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits.
Science Attainment - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim</td><td>**2P1 Credential Attainment:** (-10.20% in performance vs. negotiated credential target).

1. Students who are economically disadvantaged are faced with many obstacles, including socio-economic challenges and issues in their lives, which may prevent them from following through to take an industry credential exam.

Graduation Rate - Lack of high quality early intervention services. Early services and interventions affects all aspects of education.
Reading Attainment - Curriculum alignment and teaching practices.
Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement.
Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments.
Math Attainment - Curriculum alignment and teaching practices.
Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement.</td></tr>
</table>

	assessments. Teachers are utilizing data to focus efforts on those students who may struggle.	Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in. **Non-Traditional** - Family Characteristics The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring.
Individuals preparing for non-traditional fields	**1P1 Retention/Placement:** (32% in performance vs. negotiated institutional target) **2P1 Credential Attainment:** (2% in performance vs. negotiated institutional target) **3P1 Non-Traditional Participation:** (91% in performance vs. actual institutional performance). **1P1 strengths** are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, and opportunities for internships. 2. Program instructor/coordinators collaborate with program advisory board members on a regular basis. 3. Non-traditional students who attend CTE advisory board meetings have the opportunity to meet and interact with industry partners, which has led to offers of internships and employment. 4. Resources offered by Student Support Services and the newly-implemented Academic Development Center. **2P1 strengths** are sustained by: 1. Providing review courses for students. 2. Providing industry testing to students while they are enrolled in the program or immediately following completion of coursework.	No gaps currently exist. **Graduation Rate** - Lack of high quality early intervention services. Early services and interventions affects all aspects of education. **Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in.

	3. Resources offered by Student Support Services and the Academic Development Center. **3P1** strengths are sustained by: 1. Providing online program options. 2. Promotional materials and marketing efforts for all CTE programs are targeted to both males and females. 3. Non-traditional students who attend CTE advisory board meetings have the opportunity to meet and interact with industry partners, which has led to offers of internships and employment. **Post-Secondary Credits** - Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. **Science Attainment** - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. **Non-Traditional** - Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom.	
Single parents, including single pregnant women	**1P1 Retention/Placement:** (32% in performance vs. negotiated institutional target) and **2P1 Credential Attainment:** (3.25% performance vs. negotiated institutional target).	**3P1 Non-Traditional Participation:** (-5.56% performance vs. actual institutional performance). 1. Traditional male/female roles most likely play a part in students' educational choices.

	1P1 strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2.Collaboration with program advisory board members 3. Resources provided by Student Support Services and the newly-implemented Academic Development Center. **2P1 strengths** are sustained by: 1. Offering review courses and industry testing to students while they are enrolled in the program or immediately following completion of coursework. **Total Placement** – Single parents are motivated to join the work force to provide for their family. Skills learned in their pathway of choice are providing them the opportunity to join the labor force as they graduate.	**Graduation Rate** - Lack of high quality early intervention services. Early services and interventions affects all aspects of education. **Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Science Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Post-Secondary Credits -** Student's family not having the funds to pay for the tuition and books required to attain post-secondary **Non-Traditional** - Family Characteristics The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring.
Out-of-workforce individuals	No postsecondary students self-identified in this category. N/A	N/A N/A

English learners	No data was reported in **1P1** or **2P1**	**3P1 Non-Traditional Participation:** (-8.89% performance vs. actual institutional performance). 1. Traditional male/female roles within this special population are likely to play a major part in students' educational choices. 2. The language barrier may inhibit students from entering non-traditional fields of study. **Graduation Rate** - Lack of high quality early intervention services. Early services and interventions affects all aspects of education. **Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Science Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Post-Secondary Credits -** Student's family not having the funds to pay for the tuition and books required to attain post-secondary **Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in. **Non-Traditional** - Family Characteristics

		The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring.
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	No postsecondary students self-identified in this category. **Post-Secondary Credits** - Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. **Science Attainment -** School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle.	N/A **Graduation Rate** - Lack of high quality early intervention services. Early services and interventions affects all aspects of education. **Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in. **Non-Traditional** - Family Characteristics The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring.
Youth who are in, or have aged out of, the foster care system	No data was reported in **1P1: Retention/Placement** N/A	**2P1 Credential Attainment:** (-78% performance vs. negotiated institutional target) and **3P1 Non-Traditional Participation:** (-8.89% performance vs. actual institutional performance) Root Cause of **Gaps in 2P1 and 3P1**: 1. Students who are in or have aged out of foster care may lack the basic family and financial supports and/or knowledge to help them visualize becoming a student, enroll in postsecondary education, and subsequently attaining a credential.

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)	Postsecondary **1P1 Retention/Placement:** (23.67% performance vs. negotiated institutional target) and **3P1 Non-Traditional Participation:** (.20% performance vs. actual institutional performance). **1P1 strengths** can be attributed to: 1. Barton's relationship with the US Army, which has sustained close to 40 years of assistance to those enlisted in the armed forces. 2. Reduced-cost and no-cost classes for military personnel and their families. **3P1 strengths** are sustained by: 1. Marketing ALL programs to ALL students, whether male or female. **Post-Secondary Credits** - Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. **Non-Traditional** - Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom.	**2P1Credential Attainment:** (-7.63% performance vs. negotiated institutional target) **Gaps in 2P1** may be attributed to: 1. Students pursuing additional education rather than earning an industry credential. In some clusters, close to 50% of declared majors are pursuing additional education (https://kansasregents.org/resources/Final_AY2020_KTIP.pdf) 2. Military deployment, which may cause family disruptions that can inhibit the progression of studies and attainment of credentials. **Graduation Rate** - Lack of high quality early intervention services. Early services and interventions affects all aspects of education. **Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Science Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to

		take rigorous classes, achieve higher grades, and perform better on state academic assessments. **Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in.

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	**Postsecondary:** Consultation with CTE advisory board members, local area workforce board, chamber of commerce, school districts, and economic development office to obtain feedback on employer needs.	**Postsecondary:** Increased/improved communication with advisory board members, local workforce board, chamber of commerce, school districts and economic development office, to gain a more thorough understanding of workforce/student demand.

Question	Answer	Areas for Improvement
	Secondary: Student demand What the schedule/staff can handle Licensing Adequate access to equipment Labor needs	**Secondary:** Semester classes Additional CTE staff Work on aligning secondary pathways with postsecondary programs and regional demands.
Relate to real-world work environment (Scope)	**Postsecondary:** Soft Skills (Barton's "Essential Skills") are integrated into CTE courses. CTE programs purchase state-of-the-art equipment which allows hands-on learning. Guest speakers from local industry visit CTE classrooms, and field trips are provided to students in many classes so they can experience employers in action. Barton's annual Career Fair introduces middle school and high school students to postsecondary education. Many CTE instructors transition from industry to the classroom and share real-life knowledge and experiences. **Secondary:** Advisory Committees Internships Job Shadows Certifications CTSO's	**Postsecondary:** Increase number of internships/job shadows and tours of local industry. Increase number of CTE instructors from industry. Increase number of instructors who transition from industry to teaching. **Secondary:** Increase number of internships/job shadows and industrial tours. Increase of industry recognized certifications. Implementation of Work Based Learning courses in all Pathways
Help students advance to future education (Scope)	**Postsecondary:** Statewide high school articulation agreements. CTE programs offer several entry and exit points. College Advantage, Concurrent Enrollment Partnerships (CEP), and Partnered Online programs for high school students. Eighth graders through young adults are given opportunities to visit campus throughout the year. CTE program leaders consult advisory boards, business partners and KBOR program alignment requirements. CTE administrators host a USD partnership meeting each fall semester. 2+2 agreements with postsecondary institutions. **Secondary:**	**Postsecondary:** Educate secondary students regarding high school articulation agreements; increased communication with secondary counselors, teachers, students. Continued partnerships and discussions with local USDs. **Secondary:** Consistency in articulation agreements, relevant to students, educate students of the value of articulation agreements. Pathway instructors connect with college and technical schools programs. Elementary Career Awareness programs. Expose students to variety of ideas and options outside the world they know.

Question	Answer	Areas for Improvement
	Articulation agreements, college and technical school tours, guest speakers from college and technical schools during class time. Professional development for CTE faculty keeps instructors abreast of education and curriculum needed to advance to future education.	Create learning centers that focus on broad exploration. Include field trips/tours and guest speakers. Middle School Exploration programs. Awareness of and exposure to a wide variety of careers. Develop employable skills, plan for transition to high school, job shadows, mock interviews and career mentoring.
Are of high quality	**Postsecondary:** The majority of Barton's programs are nationally accredited and approved. Program instructors and administrators consult with CTE advisory board members for input. Perkins grant coordinator reviews curriculum guides annually with instructors and administrators, and cross-references them with the KBOR database. Mandatory and elective on-campus professional development activities and trainings provided to CTE instructors, administrators, and staff members. Professional development funds for off-campus trainings provided to CTE instructors. Focus on improvement of state and federal core indicators of performance. Instructional reviews and faculty evaluations. **Secondary:** Project analyses, competitions and tech challenges. Placement/hiring out of CTE programs. Periodic program review both internally and with advisory boards. CTE instructors take advantage of Professional Development opportunities to increase skills and knowledge in order to maintain quality.	**Secondary:** Grow participation, student exit surveys, and self-evaluation. Develop meaningful secondary end-of-program measurements to ensure CTE curricula is directed toward producing credentials that can be used directly in industry and/or applied toward further postsecondary education.

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.

<table>
<tr><td>What does the law mean?</td></tr>
<tr><td>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.</td></tr>
</table>

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	Program reviews Program-Specific Learning Outcomes and Classroom Assessments are utilized to ensure classes are of the highest quality. Curriculum development with alignment to the competencies for the pathway. Curriculum must be approved by steering committee prior to BOE approval	
(B) addresses both academic and technical knowledge and skills, including employability skills	CTE instructor collaboration with Academic instructors. Essential skills (soft skills) are incorporated into CTE courses.	Postsecondary: Increase number of academic/CTE collaborations.

Implementation Process	Strengths	Needs/Gaps
	Quality Pathway Rubric exercise is completed to address the areas of weakness in the pathway. Section IV of the rubric (Instructional strategies) identifies areas of strength and weaknesses.	
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Consult with CTE advisory boards to conduct a review of program curriculum on a biannual basis. Consult with local school districts and workforce, including the chamber of commerce and economic development office, to identify student/industry need. Advisory committee members and local employers share their current and future needs as well as offering potential trends. Excellent working relationship with Workforce One office.	Postsecondary: Ongoing/increased communication with partners.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	High school articulation agreements. Get Ahead program, Partnered Online, and Excel in CTE for high school students. The Center for Adult Education provides: General Education Degree (GED) and AO-K. Most CTE instructors also serve as advisors to their students. Career exploration and the participation in job shadows culminating in students involved in Work Based Learning and internships as a capstone to the pathway.	Postsecondary: Ongoing/increased communication and collaboration with high school administrators, instructors, counselors and students.
(E) has multiple entry and exit points that incorporate credentialing	Entry points include high school (high school students and graduates) and adult learners. Exit points include SAPPs (less than 16 credits), Cert A (16-26 credits), Cert B (27-44 credits), Cert C (45-53 credits), and Associate of Applied Science (64 credits), and AS/AA transfer options. Pathway curriculums provide students the opportunity to attain credentials but most credentialing occurs through opportunities in dual credit course provided by post-secondary	Postsecondary: Expand existing programs and add new programs to ensure a variety of opportunities and exit points for students.

Implementation Process	Strengths	Needs/Gaps
	institution. Credentials range from Microsoft credentials to CNA certification.	
(F) culminates in the attainment of a recognized postsecondary credential.	Postsecondary students attain a postsecondary credential when completing each program. Most CTE programs have opportunities to sit for industry exams and earn industry-recognized credentials while enrolled and after completion. As stated previously dual credit courses with our post-secondary partner provides students the opportunity to attain the credential for a given pathway	Postsecondary: Increase the number of industry credentials offered to students

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		
Barton's CTE advisory board members are consulted when there is a need for an instructor.	CTE faculty candidates with industry experience are given first priority in the hiring process whenever possible – one of Barton's "best practices".	Lack of quality CTE instructors who have the desired field experience combined with teaching ability.
Barton's CTE programs publish job ads in industry-specific publications.	Better-qualified candidates will be reached.	A gap exists between wages earned in the field and potential wages offered for instructor positions.
Barton's Human Resources department utilizes the advertising resource "One-Stop Career Centers", which have nearly 3,000 delivery points nationwide.	The One-Stop Career Centers provide a vast network from which the college is able to attract job seekers for every available position.	

Process	Strengths	Needs/Gaps
Recruitment		
Barton's HR department has removed the salary history question on employment application as well as the question which focus on criminal history.	These revisions to the job application help attract candidates from underrepresented groups.	
Utilize Advisory Committee members contacts for potential CTE teachers	Strong advisory committee members that are invested in success of programs. Facilities, equipment	Develop a system to track CTE graduates for possible return to area as an educator. Lack of post-secondary programs that produce CTE instructors. Ex. FACS, Industrial Arts, Ag. Districts struggles to recruit and retain teachers because of the lack of students enrolling in education programs.
Attend job fairs sponsored by postsecondary institutions.		
Utilize FHSU Transition to Teaching (T2T) and WSU and FHSU Para to Teaching programs.		
Training		
Barton provides on-campus professional development to faculty and staff, which is developed and facilitated primarily by Barton's Center for Innovation and Excellence.	Trainings are presented via ZOOM for all attendees, to ensure access to employees at all locations. Faculty, as well as staff, have access to training and resources. The Center has created an on-boarding tool for supervisors to help with new employee orientation.	

Barton encourages CTE instructors to attend off-campus professional development.	Instructors return to their classrooms with current and cutting edge knowledge for students in their programs.	Increased opportunities for high-quality professional development.
Professional Development opportunities	Perkins funds are utilized to provide teachers the opportunity to attend relevant professional development locally and nationally. Substitutes and travel are paid with Perkins funds.	CTE instructors need training to implement high-quality work-based learning to make work-based learning an essential part of all secondary CTE programs.

Retention		
Barton encourages CTE instructors to attend off-campus professional development.	Instructors return to their classrooms with current and cutting edge knowledge for students in their programs.	Identify additional industry-specific professional development.
New faculty are paired with a more experienced CTE instructor who acts as a mentor during their first year to two years of tenure.	New faculty have an invaluable resource to help them as they are navigating their first semesters on campus. This is crucial for instructors who have a depth of field knowledge but little or no experience teaching.	
The Center for Excellence and Innovation provides support for all faculty and staff.	Faculty as well as staff have access to training and resources, to ensure they are well-prepared for the daily demands the job.	
Barton has initiated the Course Binder Project	The Course Binder Project provides a booklet or "binder" of information to secondary CEP teachers, to help guide them in course-building and ensure high school courses are rigorous and consistent with postsecondary curriculum.	

Substantial budgets for each individual program to build the program as the instructor sees fit. CTE instructors have a high degree of control over curriculum and course decisions, which increases buy-in and makes jobs rewarding.	State funding is used to create generous budgets to purchase industry standard equipment and supplies	Create an equitable system to determine pathway budgets. System needs to take into consideration: equipment needs, size of program and cost per student. When small, rural districts are able to recruit teachers, some stay just a few years before being recruited by larger and more urban districts.

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
1P1 Post Program Placement	Individuals from Economically Disadvantaged Families Individuals Preparing for Non-Traditional Fields Single Parents including Pregnant Women Youth with Parent who is a Member of the armed forces or is on Active Duty Individuals with Disabilities Out-of-Workforce Individuals Homeless Individuals	Barton's Student Support Services, Upward Bound, TRIO programs, Central Kansas Educational Opportunity Center (CKEOC). Barton Cougar Pantry. On-site advisor at Grandview Plaza for guidance in Emergency Management-Homeland Security, Hazardous Materials Management and OSH. Barton's Educational Opportunity Center (EOC) is housed at Grandview Plaza. Academic Development Center services for all students when they enroll and as they advance in their programs. Services for Veterans, Active Duty/Reserve military and their families. The Adult Education Center offers AO-K. CTE instructors utilize the Early Alert System.
2P1 Earned Recognized Postsecondary Credential	Individuals Preparing for Non-Traditional Fields Single Parents including Pregnant Women	Providing review courses to students in several CTE programs, in order to assist them prior to taking industry certification exams.

Strength	Which special population(s)	Strategies for Sustaining
		Provide industry testing to students while they are enrolled in the program or immediately following completion of coursework. Student Support Services personnel and Academic Development Center utilize student mentors and offer seminars (both face-to-face and ZOOM formats).
3P1 Nontraditional Participation	Individuals from Economically Disadvantaged Families Individuals Preparing for Non-Traditional Fields Youth with Parent who is a Member of the armed forces or is on Active Duty	Barton offers many programs online. Barton offers flexible scheduling of classes. Promotional materials and marketing efforts for all CTE programs are targeted to both males and females. The Center for Adult Education helps students succeed in GED preparation and entry into postsecondary education. Student Support Services and the Academic Development Center will continue to help encourage participation of students in non-traditional fields of study.
Post-Secondary Credits	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Homeless individuals Youth with a parent who is in armed forces	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations.
Science Attainment	Individuals with disabilities Individuals preparing for non-traditional fields Homeless individuals	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies.

Strength	Which special population(s)	Strategies for Sustaining
		1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Nontraditional	Individuals preparing for non-traditional fields Youth with a parent who is in armed forces	Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom.
Total Placement	Single parents, including single pregnant women	Single parents are motivated to join the work force to provide for their family. Counselors/instructors will provide support to these individuals including mentoring and work based learning opportunities. Continue providing necessary skills setting them up to succeed as they join the labor force upon graduate.

Gap	Which special population(s)	Strategies for Improvement
2P1 Earned Recognized Postsecondary Credential	Individuals from Economically Disadvantaged Families Youth in or Aged out of Foster Care Youth with Parent who is a Member of the armed forces or is on Active Duty	Provide review courses to students prior to taking industry certification exams. Provide industry testing to students while they are enrolled in the program or immediately following completion of coursework. The Center for Adult Education will continue to offer AO-K.

		Student Support Services and the Academic Development Center will be available to all students.
3P1 Nontraditional Participation	Single Parents including Pregnant Women English Learners Youth in or Aged Out of Foster Care	Students will continue to be referred to the Student Support Services office and the Central Kansas Educational Opportunity Center (CKEOC). Barton's Hispanic Engagement and Recruitment Office (HERO) and Barton's Hispanic American Leadership Organization (HALO), will continue to serve Hispanic families. The Center for Adult Education continues to offer AO-K. An increase in student referrals to the Academic Development Center will help close the gap in student performance.
Graduation Rate	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces	Provide high quality early intervention services. Early services and interventions affects all aspects of education.
Reading Attainment	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers.

		5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Math Attainment	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Total Placement	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Counselors/instructors will provide support to these individuals including mentoring and work based learning opportunities. Continue providing necessary skills setting them up to succeed as they join the labor force upon graduate
Non-Traditional	Individuals with disabilities Individuals from economically disadvantaged Single parents, including single pregnant women English learners Homeless individuals	Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom.

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
1P1 Post Program Placement	Individuals from Economically Disadvantaged Families Individuals Preparing for Non-Traditional Fields Single Parents including Pregnant Women Youth with Parent who is a Member of the armed forces or is on Active Duty Out-of-Workforce Individuals Individuals with Disabilities Homeless Individuals	Barton offers many CTE programs online. A variety of classroom schedules are available to students as well, and courses are offered in multiple modes of learning (visual, written, hands-on). A variety of program entry and exit points helps students find a suitable option. Barton offers a wide range of programs and services to Veterans, Active Duty/Reserve military and their families. CTE instructors utilize the Early Alert System, designed to notify individual students if their performance is decreasing.
2P1 Earned Recognized Postsecondary Credential	Individuals Preparing for Non-Traditional Fields Single Parents including Pregnant Women	Providing review courses and industry testing to students while they are enrolled in the program or immediately following completion of coursework. Most CTE instructors also serve as advisors to their students.
3P1 Nontraditional Participation	Individuals from Economically Disadvantaged Families Individuals Preparing for Non-Traditional Fields Youth with Parent who is a Member of the armed forces or is on Active Duty	Focused marketing of non-traditional CTE programs to all prospective students.
Reading Attainment	Migrant	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem solving challenges in activities, projects, and scenarios.

Strength	Which special population(s)	Strategies for Sustaining
		Provide professional development that addresses successful strategies attaining reading proficiency.
Science Attainment	Economic Disadvantaged Homeless Non-traditional	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful strategies attaining science proficiency.
Math Attainment	Migrant	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful strategies attaining math proficiency.
Total Placement	Single Parent	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello (formerly Career Cruising) mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work based opportunities. Develop partnership by contact local industry about creating work based opportunities.
Non-Traditional Placement	Individuals preparing for non-traditional fields Youth with a parent who is in armed forces Migrant	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello (formerly Career Cruising) mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work based opportunities. Develop partnership by contact local industry about creating work based opportunities.

Strength	Which special population(s)	Strategies for Sustaining
Post-Secondary Credits	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Homeless individuals Youth with a parent who is in armed forces	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations.

Gap	Which special population(s)	Strategies for Improvement
2P1 Earned Recognized Postsecondary Credential	Individuals from Economically Disadvantaged Families Youth in or Aged Out of Foster Care Youth with Parent who is a Member of the armed forces or is on Active Duty	Instructors serve as advisors to their students and interact with them on a regular basis. Students will continue to be referred to the Student Support Services office and the . Academic Development Center. Barton will continue to offer a wide range of programs and services to Veterans, Active Duty/Reserve military and their families.
3P1 Nontraditional Participation	Single Parents including Pregnant Women English Learners Youth in or Aged Out of Foster Care	Students will continue to be referred to the Student Support Services office and the Academic Development Center. Barton's Hispanic Engagement and Recruitment Office (HERO) and Hispanic American Leadership Organization (HALO), will continue to support students and promote the Hispanic culture on campus and throughout the Great Bend community.
Graduation Rate	Individuals with disabilities Individuals from economically disadvantaged	Professional development on providing high quality early intervention services. Development and implementation

	Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces Migrant	of early interventions and services to affect all aspects of education.
Math Attainment	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful strategies attaining math proficiency.
Reading Attainment	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful strategies attaining reading proficiency.
Science Attainment	Individuals with disabilities Single parents, including single pregnant women English learners Youth with a parent who is in armed forces Migrant	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful strategies attaining science proficiency.

Total Placement	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello (formerly Career Cruising) mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work based opportunities. Develop partnership by contact local industry about creating work based opportunities
Non-traditional concentration	Individuals with disabilities Individuals from economically disadvantaged Single parents, including single pregnant women English learners Homeless individuals	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Increase pathway promotion to all students by using students currently enrolled in the pathway to share their experience Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Guidance and counseling will use strategies that include: Counselors/instructors providing information on pathways offered with students, as well as the post-secondary opportunities and workforce opportunities available to CTE students. Provide linkage to future education and training opportunities by inviting additional college representatives to the school to speak with students about post-secondary opportunities. Encourage counselors to join the advisory councils
Post-Secondary Credits	Single parents, including single pregnant women English learners Migrant	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include

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
1P1 Post Program Placement	Individuals from Economically Disadvantaged Families Individuals Preparing for Non-Traditional Fields Single Parents including Pregnant Women Youth with Parent who is a Member of the armed forces or is on Active Duty Individuals with Disabilities Out-of-Workforce Individuals Homeless Individuals	Barton's CTE classrooms are equipped with state-of-the-art equipment. The majority of Barton's CTE instructors are hired directly from the field. CTE advisory boards review curriculum in each program on a regular basis. Barton's Student Support Services department offers students assistance with educational, financial and personal challenges. Barton also offers a wide range of programs and services to Veterans, Active Duty/Reserve military and their families. The Adult Education Center will continue offering AO-K. The Academic Development Center is available to all students, with mentors who coach students through a variety of challenges.
2P1 Earned Recognized Postsecondary Credential	Individuals Preparing for Non-Traditional Fields Single Parents including Pregnant Women	CTE instructors provide review courses and industry testing to students while they are enrolled in the program or immediately following completion of coursework. Barton offers the Certified Nurse Assistant program to high school students in the Health Care pathway. Resources offered by Student Support Services personnel and the Academic Development Center help students excel.
3P1 Nontraditional Participation	Individuals from Economically Disadvantaged Families Individuals Preparing for Non-Traditional Fields Youth with Parent who is a Member of the armed forces or is on Active Duty	Barton offers the Certified Nurse Assistant program to high school students in the Health Care pathway. Focused marketing of non-traditional CTE programs to all prospective students. Student Support Services personnel and the Academic Development Center encourage participation of students in non-traditional fields of study.
Science Attainment	Economic Disadvantaged Homeless Non-traditional	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies.

Strength	Which special population(s)	Strategies for Sustaining
		1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Reading Attainment	Migrant	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Math Attainment	Migrant	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies.

Strength	Which special population(s)	Strategies for Sustaining
		1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Total Placement	Single Parent	CTE instructors will set up meetings with students who have shown interest in a pathway, to discuss courses and worked based learning opportunities in the pathway. Career Fairs attendance to provide students the opportunity to explore, question and begin preparation for chosen careers.
Non-Traditional Placement	Individuals preparing for non-traditional fields Youth with a parent who is in armed forces Migrant	CTE instructors will set up meetings with students who have shown interest in a non-traditional pathway, to discuss courses and employment opportunities should the student pursue a career in the pathway. Career Fairs attendance to provide students the opportunity to explore, question and begin preparation for chosen careers.
Post-Secondary Credits	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Homeless individuals Youth with a parent who is in armed forces	Collaborate with Barton County College to provide postsecondary credit to students. Utilization of local funds to provide books for students enrolled in Excel CTE courses. Utilize the websites and social media outlets to inform and promote Postsecondary and Excel in CTE courses. Counselors discuss/inform Postsecondary and Excel in CTE courses

Gap	Which special population(s)	Strategies for Improvement

2P1 Earned Recognized Postsecondary Credential	Economically Disadvantaged Individuals Youth in or Aged Out of Foster Care Youth with Parent who is a Member of the armed forces or is on Active Duty	Students are referred to Student Support Services. The Academic Development Center is available to all students, with mentors who coach students through a variety of challenges. Barton has initiated meetings with local school districts, to explore offering additional CTE courses in several programs to high school students.
3P1 Nontraditional Participation	Single Parents including Pregnant Women English Learners Youth in or Aged Out of Foster Care	Students are referred to the Student Support Services and the Academic Development Center. Barton's Hispanic Engagement and Recruitment Office (HERO) and Hispanic American Leadership Organization (HALO), are dedicated to student success and promoting the Hispanic culture on campus and throughout the Great Bend community. HALO seeks to develop leadership skills and encourages academic excellence.
Graduation Rate	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Provide high quality early intervention services. Early services and interventions affects all aspects of education.

Math Attainment	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Reading Attainment	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields Single parents, including single pregnant women English learners Homeless individuals Youth with a parent who is in armed forces	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.

Science Attainment	Individuals with disabilities Single parents, including single pregnant women English learners Youth with a parent who is in armed forces Migrant	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
Total Placement	Individuals with disabilities Individuals from economically disadvantaged Individuals preparing for non-traditional fields English learners Homeless individuals Youth with a parent who is in armed forces Migrant	Provide: - Industry-recognized certifications that allow students to enter the workforce immediately after high school graduation. - Career & Technical Student Organizations (CTSOs) such as FCCLA, FFA, FBLA, Educators Rising. - Course, college, and career guidance from counselors and mentoring teachers using Xello to create an individual plan of study Provide opportunities for students to work during the school day at Sunflower Diversified or Rosewood Industries. Disabled students are trained with, on and use current industry standard equipment
Non-traditional concentration	Individuals with disabilities Individuals from economically disadvantaged Single parents, including single pregnant women English learners Homeless individuals	Partner/seek assistance with/from: - Local services to identify and adopt strategies to increase access and success for special populations in CTE programs. - Equal Opportunity Commissions to identify and adopt strategies to increase access and success for special populations in CTE programs

		- Social Services identify and adopt strategies to increase access and success for special populations in CTE programs. - Local Armed Services recruiters and local National Guard leaders to identify and adopt strategies to increase access and success for special populations in CTE programs. - Workforce One and K-JAG to identify and adopt strategies to increase access and success for special populations in CTE programs.
Post-Secondary Credits	Single parents, including single pregnant women English learners Migrant	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations.

CIP (Classification of Instructional Programs) Code	SOC (Standard Occupation Code)	BCC Program Name/O*Net Labor Demand Forecast	BCC Concentrator Count 2020&'21	Regional Total Annual Openings	Annual Median Wage	O*Net Forecast	Statewide Demand klic.dol.ks.gov
52.0201	11-1021	Business Management & Leadership	10	94	$79,873	Bright Outlook	High wage/High demand
01.0302	11-9013	Beef Cattle Production	*	167	*		
01.0102	11-9013	Ag Business Management	7	167	*		
11.0901	15-1152	Networking 5-10% increase	20	*	*	Bright Outlook	
15.0699	17-3026	Natural Gas - 5% increase	16	*	$39,350		
01.1105	19-1013	Crop Protection	*	*	$57,550	Bright Outlook	
15.0701	19-5011	Occupational Safety & Health 5-10% increase	22	*	*		
19.0708	25-2011	Early Childhood -15% increase	25	*	$53,644		
51.3801	29-1141	Registered Nursing - 16.5% increase	30	113	$58,919	Bright Outlook	High wage/High demand
51.1004	29-2012	Medical Laboratory Technician - 16% increase	40	12	$52,001	Bright Outlook	
51.0904	29-2041	Paramedic - 5% increase	29	19	$26,920	Bright Outlook	
51.3104	29-2051	Dietary Manager 5-10% increase	54	*	$35,658	Bright Outlook	
51.0805	29-2052	Pharmacy - 6% increase	15	16	$33,492	Bright Outlook	
51.3901	29-2061	Licensed Practical Nurse - 5% increase	35	41	$43,945	Bright Outlook	
51.0713	29-2072	Medical Coding	26	*	*	Bright Outlook	
51.3902	31-1014	Certified Nurse Aide	55	192	$24,660	Bright Outlook	
51.0801	31-9092	Medical Assistant - 17% increase	9	16	$29,638	Bright Outlook	
51.1009	31-9097	Phlebotomy	7	8	$26,170	Bright Outlook	
51.2603	31-9099	Certified Medication Aide	7	*	$18,969	Bright Outlook	
43.0302	33-1012	Emergency Management-Homeland Security - 2% incre	13	7	$60,184	Bright Outlook	
43.0102	33-3012	Corrections	*	15	$40,605	Bright Outlook	
43.0107	33-3051	Criminal Justice - 2% increase	0	22	$43,618	Bright Outlook	
52.0302	43-3031	Technical Accounting	7	143	$30,207	Bright Outlook	
52.0401	43-6011	Business Administrative Technology	*	23	$50,219	Bright Outlook	
51.0710	43-6013	Medical Administrative Technology - 13% increase	9	*	$32,392	Bright Outlook	
46.0201	47-2031	Carpentry - 2% increase	27	33	$37,990		
46.0503	47-2152	Plumbing - 6% increase	26	15	$51,844		High wage/High demand
48.0508	51-4121	Welding 5-10% increase	102	32	$38,660		
15.0702	51-9061	Scale Technician	*	12	$38,560		
51.0810	53-3011	Emergency Medical Services	37	*	$28,680	Bright Outlook	
49.0205	53-3032	Commercial Driver's License - 4% increase	*	189	$40,294	Bright Outlook	
15.0508	47-4041	Hazardous Materials Management	8	*	*	Bright Outlook	

Strengths: Concentrator number and annual openings are comparable

Gap: Low concentrator number vs high demand

Gap: High concentrator number vs low demand