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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)	Chris Holborn	USD 383	785-587-2100	christopherh@usd383.org
Postsecondary Institution(s)	Nathan Roberts	Manhattan Area Tech. Coll.	785-587-2800	nathanroberts@manhattantech.edu

Date_____2/1/2022_____ Regional Team _____

- 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:	Manhattan		Date:	2/1/2022
Regional Needs Assessment Team Co-chairs:		**Email:**		**Phone number:**
Secondary: Chris Holborn		christopherh@usd383.org		785-587-2100
Postsecondary: Nathan Roberts		nathanroberts@manhattantech.edu		785-587-2800

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

Representative	Name	Institution and Position
Secondary Co-chair	christopherh@usd383.org	USD 383 Manhattan High School CTE Coordinator
Postsecondary Co-chair	NathanRoberts@manhattantech.edu	Manhattan Area Technical College
Teacher(s) - Secondary	Tamela Biswell	USD 320 FCS education CTE Coordinator
Faculty - Postsecondary	Sarah Phillips	Manhattan Area Technical College Vice President of Student Success
Secondary Administration	Becky Coy	USD 475 CTE Admin
Postsecondary Administration	Cara Baker	Highland Community College Director Western Center
Specialized instructional support and paraprofessional(s)	Lisa Torres Wigton	USD 475 Geary County Literacy Coach
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Aaron Estabrook	City of Manhattan Housing
Representative(s) of Special Populations	Julene DeRouchey	SNAP-Ed Nutrition Educator K-State Research & Extension Pottawatomie County
Career Guidance and Academic Counselor(s)	Angela Sutton	HCC Student Services Representative
Career Guidance and Academic Counselor(s)	Mistie Knox	USD 224 Clifton-Clyde CTE Coord / Counselor
Student(s)	Caitlyn Neufeldt	Senior CTE student and FCCLA president
Student(s)	Jordan Sylvester	Senior CTE Student
Community	Chris Moddelmog	Smoky Hill Education Service
Business & Industry	Mike Womochil	Matheson
Business & Industry	Nathan Redeker	BHS Construction
Business & Industry	Paula Landoll-Smith	Landoll's (Marysville, KS)

Workforce Development	Karen Bryant	Workforce intermediary
Data support, admin	Crystal Brunner	Work based learning / counseling /admin
Parent(s)	Kim Withroder	Parent / Post-Secondary data
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Philisha Stallbaumer / Amanda Parthemer	School-Business Educational Consortium
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Jamie Manhart	Greenbush Consultant

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?

Openings & Wages from: Kansas Department of Labor, 2018-2028 Long-Term Occupational Projections, Northeast Kansas & 2019 K-TIP Report

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
03.0101 National Resources and Environmental Serv. (Secondary) 8 Concentrators, *** Annual Openings, Wage: $32,313 ONet crosswalks several careers but with insufficient data. 01.0201 Power, Structural & Technical Systems (Secondary) 133 Concentrators, *148 Annual Openings, Wage: $38,708 ONet crosswalks code for Farm Equipment Mechanic, however many schools use this pathway for welding and fabrication courses. SOC Code 51-4121 with 133 openings. 46.0000 Construction & Design (Secondary) 95 Concentrators, 122 Annual Openings, Wage: $41,363 ONet crosswalks 47-1011.00 however courses in pathway lead into a wide variety of high demand careers in construction. 50.0499 Graphic Design (Secondary) 8 Concentrators, 49 Annual Openings, Wage: $43,922 ONet did not crosswalk SOC Code. SOC 27-1024 was used. Many career fields require bachelors degree. 14.1401 Biochemistry (Secondary) 11 Concentrators, 57 Annual Openings, Wage: $47,651 ONet crosswalk careers require bachelor's degree. Used 19-4031 to best reflect more entry level position.	01.0901 Animal Science (Secondary): 18 Concentrators, 49 Annual Openings ONet crosswalked with many SOC Codes, used 45-1011 and 31-9096. Many other occupations had incomplete data and/or bachelor's degree requirements 01.9999 Comprehensive Agriculture (Secondary): 87 Concentrators, 212 Annual Openings, Wage: $33,199 ONet did not crosswalk a SOC Code, best match is 45-0000 category which includes all occupations in Farming, Fishing, and forestry occupations not requiring bachelor's degree. 01.1101 Plant Systems (Secondary): 13 Concentrators, 80 Annual Openings, Wage: $30,095 ONet crosswalks many SOC codes however most compatible would be 45-2092 (Farmworkers and Laborers, Crop, Nursery, and Greenhouse) along with other SOC codes including those with bachelors degrees. 09.0702 Digital Media (Secondary): 44 Concentrators, 118 Annual Openings, Wage: $42,310 ONet crosswalks codes but fails to connect to careers that fall in 27-3000 and 27-4000 category (some requiring post-secondary) 52.0799 Business Management and Entrepreneurship (Secondary): 36 Concentrators, 1,345 Annual Openings, Wage: $59,906 ONet did not crosswalk however many careers located in category 13-0000 would relate but may require bachelors degree.	14.0501 Biomedical (Secondary) 22 Concentrators, 18 Annual Openings, Wage: ** ONet crosswalk codes require a bachelors degree and little data. Loosely Matched with 19-4091 and 19-4021 as careers need associates degree. Many other health science & medical occupations related could be included.

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<u>11.1004 Web and Digital (Secondary)</u> 147 Concentrators, 158 Annual Openings, Wage: $55,220 ONet crosswalked career data was incomplete, Used Web Developers, Computer User Support specialist, Computer occupations and average wage for all careers in 15-0000.	<u>13.0101Teaching/Training (Secondary)</u> 2 Concentrators, 537 Annual Openings, Wage: $45,259 Used all SOC codes in category 25-0000 that didn't require bachelors degree (only) however many students would go onto post-secondary. <u>04.0101 Engineering & Applied Mathematics (Secondary)</u> 6 Concentrators, 68 Annual Openings, Wage: $54,789 Used Careers in SOC code category 17-0000 that did not require bachelor degree. <u>Business Finance (Secondary)</u> 40 Concentrators, 4,506 Annual Openings, Wage: $36,236 ONet crosswalks with several career codes in 11-0000 and 13-0000 categories. Many occupations require a bachelors degree. Connects with several careers in 43-0000 category requiring only high school or equivalents. Many high paying jobs exist in management positions. <u>51.9999 Health Science (Secondary)</u> 67 Concentrators, 462 Annual Openings, Wage: $44,902 ONet did not crosswalk. Many career codes in 29-0000 and 31-0000 category would fit, those without requiring bachelors degree were chosen. <u>12.0504 Restaurant and Event Management (Secondary)</u> 52 Concentrators, 403 Annual Openings, Wage: $29,273 ONet Crosswalks to several specific codes but also could relate to many careers in 35-0000 category. <u>19.0709 Early Childhood Development & Services (Secondary)</u> 18 Concentrators, 294 Annual Openings, Wage: $22,229 <u>19.0799 Family, Community & Consumer Services</u> Concentrators: 126, Openings: 961; Wage: $43,956	

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
	Did not crosswalk, secondary pathway could crosswalk with any in 21-0000 category (most require bachelors degree) 19.0999 Fashion, Apparel, Interior Design (FAID) (Secondary) 1 Concentrators, 219 Annual Openings, Wage: $27,353 ONet did not crosswalk, Career Codes in 27-1000 category that did not require a bachelors degree were used. 11.0201 Programming and Software Development (Secondary) 3 Concentrators, 151 Annual Openings, Wage: $70,770 ONet crosswalks mostly bachelor's degree fields. Little workforce data seen Used Category code 15-0000 as average Corrections, Security, Law & Law Enforcement Services (Secondary) 10 Concentrators, 471 Annual Openings, Wage: $40,013 Used category 33-0000 as many career options exist. 48.0000 Manufacturing (Secondary) 4 Concentrators, 1,745 Annual Openings, Wage: $38,906 Many careers in 51-0000 category fit manufacturing pathway Marketing (Secondary) 1 Concentrators, 3,247 Annual Openings, Wage: $36,351 SOC code represented careers with bachelors degree. Used 41-0000 category to reflect many sales / marketing career options Mobile Equipment Maintenance (Secondary) 13 Concentrators, 132 Annual Openings, $41,164 ONet didn't crosswalk. Used 49-3023	

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
Postsecondary		
15.1302 Engineering Graphics & Technologies / Digital Drafting Concentrators: 21, Openings: 24, Wage: $57,262 SOC Code(s): 17-3011, 17-3012, 17-3013, 17-3019 15.0599 Critical Environments Technologies Concentrators: 0, Openings: >5, Wage: unknown SOC Code(s): 17-3029; NOTE: emerging field & program	01.0102 Agribusiness / Agricultural Business Operations Concentrators: >5, Openings: 113, Wage: $29,835 SOC Code(s): 45-2093 01.0308 Precision Ag / Agroecology and Sustainable Agr Concentrators: 16, Openings: 80, Wage: $31,560 SOC Code(s): 45-2092 11.0901 Computer Support Technology Concentrators: 8, Openings: 50, Wage: $37.405 SOC Code(s): 11-3021 & CIP code average on 2019 K-TIP report 11.1001 Information and Network Technology Concentrators: 27, Openings: 50, Wage: $106,496 SOC Code(s): 11-3021 & CIP code average on 2019 K-TIP report 11.1006 Computer Support Technology Concentrators: 10, Openings: 88, Wage: $30,918 SOC Code(s): 15-1231/1232 & CIP code avg on 2019 K-TIP 19.0708 Early Childhood: Concentrators: >5, Openings: 56, Wage: $34,306 SOC Code(s): 25-1192, 25-2011 31.0507 Personal Fitness Trainer Concentrators: 10, Openings: 122, Wage: $30,918 SOC Code(s): 39-9031 41.0101 Advanced Laboratory Biotechnology Concentrators: >5, Openings: 9, Wage: $38,040	51.2603 Medication Aide Concentrators: 42, Openings: 11, Wage: $44,907 SOC Code(s): 31.9099

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
	SOC Code(s): 19-4021 43.0107 Criminal Justice Concentrators: 0, Openings: 126, Wage: $52,981 SOC Code(s): 33-3011, 33-3021, 33-3051, 33-9021, 43.0109 Risk Management Concentrators: >5, Openings: 158, Wage: $35,200 SOC Code(s): 25-1111, 33-1091, 33-3052, 39-9031, 33-9032 46.0201 Construction Technology Concentrators: 34, Openings: 324, Wage: $53,419 SOC Code(s): 47-1011, 47-2031 46.0302 Electric Power and Distribution Concentrators: 36, Openings: 108, Wage: $72,209 SOC Code(s): 49-1011, 49-2095, 49-9051 46.0302 Electrical Technology Concentrators: 12, Openings: 254, Wage: $57,855 SOC Code(s): 47-1011, 47-2111, 49-2098, 49-9097 47.0201 HVAC & Plumbing / Air Conditioning & Refrigeration Concentrators: 33, Openings: 59, Wage: $55,152 SOC Code(s): 49-9021 47.0603 Automotive Collision Repair Concentrators: 18*, Openings: 35, Wage: $42,009 SOC Code(s): 13-1032, 49-3021, 49-3022, 51-9124 47.0604 Automotive Technology Concentrators: 50, Openings: 138, Wage: $44,149 SOC Code(s): 49-2093, 49-2096, 49-3023 47.06013 Diesel Technology Concentrators: 67, Openings: 160, Wage: $44,075 SOC Code(s): 49-3023, 49-3031	

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
	48.0508 Industrial Welding Technology Concentrators: 89, Openings: 136, Wage: $42,582 SOC Code(s): 51-4121, 51-4122 50.0402 Graphic Design Concentrators: >5, Openings: 52, Wage: $41,328 SOC Code(s): 27-1019, 27-1024 51.0602 Dental Hygiene Concentrators: 14, Openings: 74, Wage: $40,425 SOC Code(s): 29-1292 & CIP code avg on 2019 K-TIP 51.0713 Medical Coding Concentrators: 13, Openings: 35, Wage: $35,192 SOC Code(s): 29-2071 (Not on O-NET crosswalk) 51.0801 Medical Office Assistant Concentrators: 35, Openings: 100, Wage: $31,009 SOC Code(s): 31-9092 51.0810 EMT: Basic Concentrators: 18, Openings: 148 (statewide), Wage: $25,122 SOC Code(s): 53-3011 51.0904 Emergency Medical Technician Concentrators: 22, Openings: 43, Wage: $54,698 SOC Code(s): 29-2042 / 2043 / 2041 & CIP avg on 2019 K-TIP 51.1004 Medical Laboratory Technology Concentrators: 14, Openings: 49, Wage: $52,658 SOC Code(s): 29-2012, 29-2010 51.1009 Phlebotomy Concentrators: 17, Openings: 35, Wage: $34,972 SOC Code(s): 31-9097 51.3801 Associate Degree in Nursing Concentrators: 111, Openings: 377, Wage: $64,741	

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
	SOC Code(s): 29-1141 51.3901 Practical Nursing Concentrators: 56, Openings: 129, Wage: $45,456 SOC Code(s): 29-2061 51.3902 Nursing Aide Concentrators: 284, Openings: 557, Wage: $16,910 SOC Code(s): 31-1014 & CIP code average on 2019 K-TIP 52.0302 Business and Accounting / Business Admin Accounting Concentrators: 17*, Openings: 374, Wage: $39,313 SOC Code(s): 13-2082, 43-3031, 43-3051, 43-4011, 43-9111 52.0401 Business Technology / Administrative Assistant Concentrators: 37, Openings: 1072, Wage: $43,646 SOC Code(s): 43-1011, 43-4161, 43-6011, 43-6014 51.0201 Business Administration Concentrators: 7, Openings: 1072, Wage: $43,646 SOC Code(s): 43-1011, 43-4161, 43-6011, 43-6014	

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
11.0301 Information Support & Services (Secondary),	SOC codes in 15-0000 category with high wage careers	Difficult to find instructors and/or equipment for secondary institutions for a small population of students.
11.0901 Network Systems (Secondary)	SOC codes in 15-0000 category with high wage careers O Net 15-1151 Computer User Support Specialist that requires just some college project to be 116 a year.	Difficult to find instructors and/or equipment for secondary institutions for a small population of students.
Culinary Arts (Post-Secondary)	35-1011 Chefs and Head Cooks 35-1012 First-Line Supervisors of Food Preparation and serving Workers Combined 363 openings. Could also include Soc Codes in 35-0000 although many just require High School.	Noted by committee that food service managers and chef and culinary could be beneficial in region with hospitals, nursing home, schools, colleges, and universities also with tourism industry in Manhattan.
Early Childhood (post-secondary) HCC offering CDA Credentialing Program to high school students through Excel in Career and Technical Education (formerly Senate Bill 155) Highland this year, looking at expanding. Hoping to expand to Wamego	56 Annual Openings Annual Wage: $34,306 25-1192 Family & Consumer Science Teachers, Postsecondary (No Data) 25-2011 Preschool Teachers, Except Special Education (56 Openings, $34,306)	Manhattan task force has been formed to identify lack of childcare. Wamego CTE ECH Students continue to be employed at local childcare and preschools to fill gap in adult workers in Child Care with paid internships and after school jobs.
Advanced Manufacturing	Concentrators: 0, Openings: 6, Wage: $49,455 SOC Code(s): 17-3026 Industrial Engineering Technicians, 17-3027 Mechanical Engineering Technicians **Many other ONET codes may be utilized.	Cloud county welding certification / drones Programming CNC machining, robotics. MATC industrial engineering & technology launching fall. HCC offers welding certification and working directly with the manufacturing industry in our area.
Teaching & learning – Intro to education (post-secondary)	Paras, substitute teachers and highly qualified teachers in CTE	Justification of employment vacancies at region school districts for para's substitute teachers and highly qualified CTE Teachers.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Critical Environment Technology	<u>15.0599 Critical Environments Technologies</u> Concentrators: 0, Openings: >5 / 70 statewide, Wage: unknown SOC Code(s): 17-3029 Engineering Technicians, Except Drafters, All Other NOTE: emerging field & program	Manhattan is the home to the NBAF research laboratory currently under construction and expected to be commissioned and operational by 2023. This will be a Biosafety Level 4 (BSL-4) laboratory, which means it will require the highest level of biosafety precautions, as personnel will work with pathogens that cause fatal diseases that have no currently available treatments. Manhattan is also the home of BRI, a BSL-3 laboratory, which means it requires the second highest level of biosafety precautions. Additionally, K-State's Vet Med labs include BSL-2 laboratories, which require the third highest level of biosafety precautions. These entities require high levels of biosafety precautions which necessitates technicians with this knowledge in several clusters, including health sciences, information technology, manufacturing, and architecture and construction.

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
<u>14.0501 Biomedical (Secondary)</u> 22 Concentrators, 18 Annual Openings, Wage: ** 17-2031 Bioengineers & Biomedical Engineers (*** Openings, $93,462) ONet crosswalk codes require bachelor's degree and little data. Loosely Matched with 19-4091 and 19-4021 as careers need associates degree. Many other related occupations could be included.	Biomedical pathway connects to many career opportunities not cross walked in ONet. (Varying entry points high wage including very high wage positions) Many careers in field require a bachelors degree. This pathway leads students into varying other engineering careers Biomedical engineers work in manufacturing, universities, hospitals, and research facilities. Typical entry-level education for this career is a Bachelor's degree. This pathway is exposing students to a high-	ONet data difficult to translate however medical field accounts for 15-18% of jobs. Kansas Labor Market projections for the Health Science pathway show 2,197 openings for SOC 29-0000 Healthcare Practitioners & Technical Occupations & 31-0000 Healthcare Support Occupations. NBAF Facility in Manhattan and Kansas firmly establishes the area as an important component of the cutting-edge animal health research. The presence of entities such as K-State's College of Veterinary

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	wage career with average projected growth nationwide. Students pursuing this career area may relocate for jobs. There may be an increased need for biomedical engineers due to the needs of a growing/aging population and the increasing numbers of technologies and applications for medical equipment and devices. Courses in pathway are closely related to Health Science pathway.	Medicine, College of Agriculture and the Biosecurity Research Institute reinforces and cements the campus's status as a national and international leader in animal health and biosciences.
51.2603 Medication Aide (Post-Secondary):	Certification Medication Aide certification can distribute medication in many facilities. Those working in Long Term Care (LTC) facilities need this certification in order to distribute medications. This program provides a gateway to other Allied Health, nursing, and health care programs.	51 Concentrators, 11 Annual Openings Annual Wage: $44,907 SOC Codes: 31-9099 Healthcare Support Workers, All Other (11 Openings, $44,907)

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.

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

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

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

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term ''subgroup of students'' means—
- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:
1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino

5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S1 – Nontraditional Program Concentration

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

5S2 – Program Quality – Attained Postsecondary Credits

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	**Secondary:** Student performance for all categories exceeded performance goal except in Total Placement. All schools met their graduation target. All schools met their target for post-secondary credit. **Postsecondary:** Highland CC & Manhattan Area Technical College (MATC) exceeded their institutional targets on 1P1 *Placement of Perkins Completers 2nd Quarter after Exit* and 2P1 *Perkins Concentrators with Credentials within 1 Year.*	**Secondary:** Gaps exist with Academic reading, math, total placement, and non-traditional concentration. Root Cause: The data might not be accurate as some schools uncharacteristically didn't meet targets possibly due to a reporting error. Example: Total Placement which accounts for regions biggest deficit had schools with 0 reported. Math and reading still remain a gap in about 1/3 of schools in the region. **Postsecondary:** Highland CC and MATC's performance on 3P1 were less than the State Performance. Part of the root cause is a small cohort and student's personal choice in program selection.
Performance of Special Populations		
Individuals with disabilities	**Secondary**: Graduation rate of individuals with disabilities meets standard for graduation rate. **Post-Secondary:** 1P1 – MATC exceeded institutional targets. No data available for Highland CC. 2P1 - MATC exceeded institutional targets. No data available for Highland CC. 3P1 - MATC and Highland CC exceeded institutional targets.	**Secondary**: All other categories show a gap (Academic Reading, Academic Math, Academic Science, Total Placement, Non-Trad Conc, and Post Sec Credit) Root Cause – small population in small schools with lack of resources. Lack of training and/or resources for smaller schools to collect data. **Post-Secondary:** Gaps may exist because of the lack of awareness/knowledge of accommodations available at post-secondary intuitions. Disabilities services at this

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		level require the student to self-identify to receive accommodation.
Individuals from economically disadvantaged families, including low-income youth and adults	**Secondary**: Academic Science and Post-Secondary Credit meet the standard. Some areas were very close to meeting the standard. **Post-Secondary:** 1P1 – MATC and Highland CC exceeded institutional targets. 2P1 - MATC and Highland CC exceeded institutional targets. 3P1 - MATC and Highland CC exceeded institutional targets.	**Secondary:** All other categories show a gap (Graduation Rate, Academic Reading, Academic Math, Total Placement, Non-Trad Conc,) Root cause: Lack of data from area schools' skew data for some data points. **Post-Secondary:** Low income families do not have awareness of all the resources to help with funding for education. Additionally, it may be difficult to get the necessary documentation from them due to this lack of resources.
Individuals preparing for non-traditional fields	**Secondary**: Academic Reading, Academic Math, Academic Science, not-trad Concentration, and Post Sec. Credit all meet standard **Post-Secondary:** 1P1 – MATC and Highland CC exceeded institutional targets. 2P1 - MATC and Highland CC exceeded institutional targets. 3P1 - MATC and Highland CC exceeded institutional targets.	**Secondary**: Graduation Rate and Total Placement - Root Cause – These two fields had data that seemed skewed due to reporting errors by schools. **Post-Secondary:** Gaps may exist due to peer pressure and/or gender expectations in various roles.
Single parents, including single pregnant women	**Secondary**: No Data given **Post-Secondary:**	**Secondary**: No Data given **Postsecondary:**

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	1P1 – MATC and Highland CC exceeded institutional targets. 2P1 - MATC and Highland CC exceeded institutional targets. 3P1 - MATC exceeded its institutional target.	3P1 – Highland CC did not meet institutional targets.
Out-of-workforce individuals	**Secondary:** No data given. **Post-Secondary:** 1P1 – MATC exceeded its institutional target. 2P1 - MATC and Highland CC exceeded institutional targets. 3P1 - MATC exceeded its institutional target.	**Secondary:** Not applicable. **Post-Secondary:** 1P1 – Highland CC did not meet institutional targets. 3P1 – Highland CC did not meet institutional targets. The out-of-work individuals were returning to classrooms after having been out of school. It was intimidating and some did not persist.
English learners	**Secondary**: Post- Secondary Credit Met Performance Goal **Post-Secondary:** 1P1 – MATC exceeded its institutional target. 2P1 - MATC and Highland CC exceeded institutional targets. 3P1 - MATC exceeded its institutional target.	**Secondary**: All other categories show a gap (Graduation Rate, Academic Reading, Academic Math, Academic Science, Total Placement, Non-Trad Conc,) Root cause – question that some students did not take standardized tests so scores aren't reported. **Postsecondary:** 1P1 – Highland CC did not meet institutional targets. 3P1 – Highland CC did not meet institutional targets.
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	**Secondary**: Post-Secondary Credit Met Performance Goal **Post-Secondary:** 1P1 – No data available for Highland CC or MATC.	**Secondary**: All other categories show a gap (Graduation Rate, Academic Reading, Academic Math, Academic Science, Total Placement, Non-Trad Concurrent) Root cause: lack of resources and stable environment

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	2P1 - No data available for Highland CC or MATC.	**Post-Secondary:** 3P1 – Highland CC and MATC did not meet institutional targets.
Youth who are in, or have aged out of, the foster care system	**Secondary**: No Data given **Post-Secondary:** 1P1 – MATC exceeded its institutional target. No data available for Highland CC. 2P1 - MATC exceeded its institutional target. No data available for Highland CC. 3P1 – Highland CC exceeded its institutional target.	**Secondary**: No Data given **Post-Secondary:** 3P1 – MATC did not meet its institutional target. HCC has seen students leave education because they don't have role models and examples to value educational opportunities. They are out on their own and need to work to support themselves. MATC did not have any students who self-identified as being youth in or aged out of the foster care system.
Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)	**Secondary**: Academic Reading, Academic Math, Academic Science, Non-Trad Conc., and Post Sec. Credit exceeded performance Goal **Post-Secondary:** 1P1 – MATC exceeded its institutional target. No data available for Highland CC. 2P1 - MATC exceeded its institutional target. No data available for Highland CC.	**Secondary**: Graduation Rate, total placement, Post Sec. Cred. Root Cause: parental push for earning post-secondary credit **Post-Secondary:** 3P1 – MATC and Highland CC did not meet institutional targets. MATC's performance on 3P1 was less than the State Performance. Part of the root cause is a small cohort and student's personal choice in program selection. Gaps may exist due to peer pressure and/or gender expectations in various roles.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native		Insufficient data
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown		

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

STEP 3: Analyze CTE Programs
Part 1: Size, Scope, and Quality

Perkins V Section 134(c)(2)(B)(i)
The local needs assessment shall include
(B) A description of how career and technical education programs offered by the eligible recipient are—
(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;

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

State Definitions:

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

Scope:
As specified in K.S.A. 71-1802, CTE programs must:
- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
- lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree
- be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:
- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

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

The Kansas State Department of Education has established the following secondary quality measures for CTE programs:
- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via Individual Plans of Study (IPS) implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	• Advisory Committee Feedback • Local Business/Industry Feedback, such as projected job openings. Some schools utilize Business Roundtables • Completer Rates • Follow-Up Data • Limit on Class Size • Teacher/Pupil Ratio • Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical & Application-level (Secondary) • Sending secondary students to postsecondary for coursework • Compare CTE enrollment to overall school enrollment · Pathway Advisory meetings/feedback • Student Interest • Analysis of IPS activities • Available clinical/training site placements available in local area (healthcare program) • Demand and proper faculty/student ratios required for external healthcare program accreditation.	• Some schools don't have a specific measure or don't address/monitor program size • Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry) • Many comments relate "size" to school issues (i.e. class size, teacher/pupil ratio, student interest), rather than the Perkins definition of "size" as having an "appropriate number of students in order to be effective and meet local business and industry demand". Additional training on the meaning of "program size" may be beneficial as it relates to meeting business/industry needs. • Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult. • Limited capital funding to assist with necessary facility expansion. • Some schools limit numbers to enrollment for safety guidelines set by the state fire Marshall: woods, culinary, preschool laboratory classes
Relate to real-world work environment (Scope)	• Advisory Committee feedback • Business/Industry feedback, including Business Roundtables • Collaboration with Community • Consulting with Professionals and postsecondary students • Project-Based Learning Activities • Students complete work for others outside the classroom • CTE pathways follow Kansas State Standards • Skill sets taught in technical/application-level courses align with real-world work environments • Utilize walk-through, evaluation data, teacher lesson plans • Curriculum mapping and meeting with Pathway Advisors • Internships, OJT, Certifications, Volunteer work outside of school day Industry standards and Accreditation standards • Faculty current in field	• Some schools are still offering traditional programs. • Adequate funding to stay current with technology and equipment advances in industry • Training and PD for faculty to remain up to date • Since Covid, it is more difficult to place students in health care work related experiences.

Question	Answer	Areas for Improvement
Help students advance to future education (Scope)	- Completer/Follow-Up Questionnaire - Offer real-world skills necessary for students to advance to future education/career - Pathway Analysis-extended to 6-year plan to cross over to post-secondary - Student IPS includes 6-year educational plan with financial planning included - Student individual portfolios are created in high school with professional documents for job seeking and college admission, resume, cover letter, application, examples of work, certificates, etc. - Students/employers report back readiness of the students - Certifications - College Enrollment, Students completing post-secondary curriculum - Communication with postsecondary schools - Conversations with graduates - Success/Effectiveness Rating from KSDE - Student meetings with Academic Advisors - Data from Student Services Transition Specialist and Institutional Research	- Schools struggle with Follow-Up data. Schools lack the resources and ability to locate students once they graduate. - Lack of capacity for time and effort for data collection and reporting for schools without fulltime CTE staff. - Identify industry certifications
Are of high quality	- Rubric is utilized - Students meeting/exceeding competencies - Students passing end of course and pathway assessments, obtaining credentials, certifications - Student obtaining employment - Feedback from Business/Industry, including Business Roundtables. Employer surveys - Feedback from Advisory Committee, Pathway Committee - Feedback from students & teachers. Graduate surveys. - Instructors review pathways & KSDE updates annually - Comparing course outlines to state standards - Generating a list of soft skills taught in CTE programs - Supervision of instruction & programs - ACT WorkKeys data - Students who are successful in postsecondary and/or career - Instructors attending workshops to stay relevant - Having teachers highly skilled in their area of study - Providing students with tools & equipment similar to those used in the real world to ensure workplace standards are met - Accreditation	- Identifying industry credentials that can be obtained in High School or that can be tracked to be completed at Post-Secondary level. - Post-secondary retention in program through completion. - Placement in employment in the degree career field and **continued** employment in that field.

Question	Answer	Areas for Improvement
	• Instructors continue professional development in their field.	

STEP 3: Analyze CTE Programs
Part 2: Progress toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)
The local needs assessment shall include
   (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What does the law mean?
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study. The program of study starts at the secondary education level (Pathway) and continues through postsecondary education. This requirement addresses current and future plans to support the implementation of programs and programs of study.

Perkins V Sec. 2(41)
Program of Study:
The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
   (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
   (B) addresses both academic and technical knowledge and skills, including employability skills;
   (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
   (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
   (E) has multiple entry and exit points that incorporate credentialing; and
   (F) culminates in the attainment of a recognized postsecondary credential.

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

Q6: How do schools and colleges in the region implement programs of study? Address each attribute (A-F) in the federal definition above.

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	Schools in the area use collaboration from various PAC and advisory committees and include feedback from various parties in differing roles, which ensures a better-developed program that meets the needs of industry in the region	IPS to be implemented at the elementary level and continued up through the secondary grades for post-secondary planning. District wide planning/training is needed to meet this gap.
(B) addresses both academic and technical knowledge and skills, including employability skills	All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. Students are encouraged to participate in CTSO to gain employability skills and leadership. Post-Secondary PAC committee members provide feedback and participate with courses and programs.	Employability skills are still of high importance among members of the advisory committee and still need to work on these skills.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Area school along with post-secondary institutions participate in Perkins Needs Assessment. All pathways and programs seek input from advisory committee members.	SDOL labor regions do not align with local market needs, requiring assessment of multiple regions.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Many Secondary schools in the area work with post-secondary institutions to align programs and to create programs of study starting at the secondary level.	Gaps exist to build opportunities for middle school students.
(E) has multiple entry and exit points that incorporate credentialing	Continued focus on identifying fields with credentials that can be earned at various levels to help a student obtain entry level job while in high school or attending post-secondary schooling.	Continue to identify entry level industry recognized credentials that can be obtained in high school.
(F) culminates in the attainment of a recognized postsecondary credential.	Many secondary schools have students earning the following IRC's (OSHA 10, OSHA 30, NC3, KCCTO, ServSafe food Handler, ServSafe Food Manager, Precision/YouScience, MOS, BLS, CNA, EMT, CPR, AED and other industry Recognized Certificates)	Higher recognition for students earning industry recognized certificates and associate degrees.

Implementation Process	Strengths	Needs/Gaps
	The use of Senate Bill 155 courses helps students to earn additional college credit and certification while in high school	

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		
• Advertisement, institutional webpages, and other faculty job boards. • Utilize social media resources – Linked In, Indeed, Ziprecruiter, etc.	• Utilize multiple strategies to advertise positions • Network with resources who may know of a candidate (postsecondary schools, Advisory Committee members, graduates/alums etc.) • Regional Access to teacher education program at Kansas State University with student interns in CTE classrooms.	• Difficult to recruit new teachers to rural areas • Industry pays better than schools can offer. Hard to provide a competitive salary • Teacher shortage for all content areas. • PARAS PD certificate • Substitutes • Sign-on bonus to attract new teachers and staff
• Utilize Kansasteachingjobs.com • Attend College & Career Fairs	• School districts attend college career fields held at state colleges to attract teachers to stay in the area.	• Process to attract industry to teach secondary to earn teaching certificate.
• Seek candidates from industry, provide them with avenues to pursue certifications • Send emails to Advisory Board to announce the openings • Interview		• Individuals entering Education from industry still have cumbersome and sometimes timely process to earn teaching certificate • Hired staff not educated or prepared take Praxis test for certification • Lack of qualified candidates • Slow process to move candidates to employees
Training		
• Provide Professional Development (conferences, workshops, etc.)	• Provide new hires with training/PD necessary to meet any gaps.	• Lack of substitute teachers creates a burden on school for outside professional development.
• Provide training and onboarding experiences for essential functions of the position • Mentorships	• Attendance and participation at many State and National PD opportunities • Schools in the region hold new teacher in-service and connect a new teacher with mentor. • CTE educators can be paired with Mentor through KCCTE and/or K-ACTE affiliate. • Provide in-building/district mentors	• Educators are gone from the classroom for athletic and CTSO activities which creates time away from students. • Attending additional PD meetings takes extra time away from the classroom and creates more work for the teacher when making sub notes and creating/following up on sub notes and plan.

Process	Strengths	Needs/Gaps
Recruitment		
• Regular teaching evaluations with feedback	• Follow local school and/or state evaluation	• Evaluation tool difficult to measure in Career and Technical Education areas.
Retention		
• Provide stable working environment	• Benefits (i.e., paid time off, insurance, retirement, etc.) • The schedule	• Lack of ability to offer incentives to teachers
• Provide valuable benefits (retirement, time off, insurance, etc.)	• Teachers receive benefit packages offered by the school district and KPERS.	• Additional staff could provide additional support to faculty
• Emphasize the intrinsic value of educating the workforce and providing service to the region		• Difficult competing with industry on salary. • Having mentors and/or quality leadership that hear the concerns of the faculty/staff.

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
Secondary: Student performance for all categories exceeded performance goal except in Total Placement. All schools met graduation targets. All schools met their target for post-secondary credit.	All populations	Schools continue to work to devote time for staff to attend training, professional development, and Teachers and Administrators participating in Access and Equity training along with NAPE training provided by KSDE.
(**Secondary**: Graduation rate	Individuals with disabilities met standards	Continue access for programs and staff that remove barriers for individuals with disabilities to meet graduation requirements. CTE instructors working with accommodations and IEP requirements. Analyze policies and procedures to meet the needs of all students.
Secondary: Academic Reading	Active military Parent, Non-traditional enrollees met standard.	Free after school tutoring
Secondary: Academic Math	Active Military parent, Non-traditional enrollees met standard.	Schools develop lessons and work to implement Math into CTE course work. Area schools offer free tutoring after school
Secondary: Academic Science	Active Military parent, Non-traditional enrollees, economically disadvantaged met standard.	Programs like summer STEM camp and after school programs focusing on STEM. Robotics club and Science clubs. Students have the ability to take STEM courses in middle school
Secondary: Non-traditional Concentration	Active Military parent, Non-traditional enrollees, Economically disadvantaged met standard.	Marketing material, career fairs, elective fairs, guest speakers, and tours.
Secondary: Post-Secondary Credits	Economically disadvantaged, English learners, Homeless, and Non-traditional enrollees met performance goal.	Many secondary and post-secondary schools in the area have worked to develop concurrent courses with Excel in CTE making it free to reduce any barriers for special populations.

Strength	Which special population(s)	Strategies for Sustaining
		Marketing of Kansas Promise Scholarship will provide opportunity for those wanting to go to post-secondary to receive certificate or degree.
Post-Secondary: 1P1 – MATC exceeded its institutional target. No data provided for Highland CC. 2P1 - MATC exceeded its institutional target. No data provided for Highland CC. 3P1 – Highland CC and MATC exceeded institutional targets.	Individuals with Disabilities	Post-secondary (PS) institutions have emphasized equipment and technology that is adaptive for students with disabilities. They have educated CTE faculty on how to use this equipment and support students who may need accommodation. Student Services is aware of which programs can accommodate and support students who have disabilities. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others. PS institutions have implemented a training and professional development program for staff and faculty in the case that a non-traditional student with a disability attends. Additionally, they offer services to provide accommodation to individuals with disabilities by maintaining sufficient staffing. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources are designed to meet accessibility requirements including screen readers. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.
Post-Secondary: 1P1 - Highland CC and MATC exceeded institutional targets. 2P1 - Highland CC and MATC exceeded institutional targets. 3P1 - Highland CC and MATC exceeded institutional targets.	Individuals from Economically Disadvantaged Families	Highland CC offers the Work Keys testing in Spanish. They provide Fundaments of English and Math courses. PS institutions partner with Vocational Rehab, SER Corp, and company sponsorships. PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds. Outside entities such as

Strength	Which special population(s)	Strategies for Sustaining
		Vocational Rehab and SER Corp., and company sponsorships also exist. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for easier integration of open educational resources (OER). Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. In partnering with the Adult Learning Center, MATC has strengthened and expanded the Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others. Having such a resource on campus reduces or eliminates barriers, such as costs and travel, for students. Continue awareness and availability of these services.
Post-Secondary: 1P1 - Highland CC and MATC exceeded institutional targets. 2P1 - Highland CC and MATC exceeded institutional targets. 3P1 - Highland CC and MATC exceeded institutional targets.	Individuals Preparing for Nontraditional Fields	PS institutions partner with Vocational Rehab, SER Corp, and company sponsorships. PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds. PS institutions partnered with an HR consultant to train all staff and faculty in identifying and combating bias towards non-traditional concentrators. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others. HCC specifically prepares marketing materials to target non-traditional fields. (i.e., female students in welding or diesel) When we are recruiting, we encourage all students to consider all fields, without limitations.

Strength	Which special population(s)	Strategies for Sustaining
Post-Secondary: 1P1 - Highland CC and MATC exceeded institutional targets. 2P1 - Highland CC and MATC exceeded institutional targets. 3P1 – MATC exceeded its institutional target.	Single Parents	PS institutions partnered with an outside entity to provide low, or no cost, wellness and education support services to all students. These services include financial, mental health, legal, and community resources and services. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.
Post-Secondary: 1P1 - MATC exceeded its institutional target. 2P1 - Highland CC and MATC exceeded institutional targets. 3P1 - MATC exceeded its institutional target.	Out of Workforce Individuals	HCC has worked with the TAA – Trade Adjustment Assistance program to provide educational opportunities to those who are laid off due to work being sent overseas. PS institutions collaborate with KansasWorks to provide educational opportunities to individuals who are out of the workforce currently. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for easier integration of open educational resources (OER) which may reduce costs for students. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.
Post-Secondary: 1P1 - MATC exceeded its institutional target.	English Learners	Highland CC offers the Work Keys testing in Spanish. They provide Fundaments of English and Math courses.

Strength	Which special population(s)	Strategies for Sustaining
2P1 - Highland CC and MATC exceeded institutional targets. 3P1 - MATC exceeded its institutional target.		PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds. PS institutions partnered with an HR consultant to train all staff and faculty in identifying and combating bias towards non-traditional concentrators. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources may allow for translation of online content. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. MATC campus houses an on-site ESL program. In recent years, the institution has strengthened the working relationship with the local adult learning center which includes taking responsibility for the center. Additionally, MATC employs bilingual staff and faculty to interpret and translate. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others. And because the testing center is part of campus, which offers ESL services, both needs are met for these individuals. Continue awareness and availability of these services.
Post-Secondary: 1P1 – MATC exceeded its institutional target. No data available for Highland CC. 2P1 - MATC exceeded its institutional target. No data available for Highland CC.	Youth with Parent in Active Military	MATC is designated as a Military-Friendly school. Staff are specifically trained to work with individuals with a military connection, including financial aid requirements. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.
Gap	**Which special population(s)**	**Strategies for Improvement**

Strength	Which special population(s)	Strategies for Sustaining
Secondary: Graduation rate	Active Military Parent, Economically disadvantaged, English Learners, Homeless, and Non-traditional enrollees did not meet standard.	Offering online credit recovering classes, and online graduation programs to the community.
Secondary: Academic Reading	English Learners, Homeless, and did not meet standard.	ELS Staff to support reading at school and reading specialist to help low level readers. After school tutoring is available in many schools.
Secondary: Academic Math	Economically disadvantaged, English Learners, Homeless, enrollees did not meet standard.	Offering online credit recovery, after school tutoring available in many schools.
Secondary: Academic Science	Active Military Parent, Economically disadvantaged, English Learners, Homeless, and Non-traditional enrollees did not meet standard.	Offering online credit recovery, after school tutoring available in many schools.
Secondary: Total Placement (Secondary) Non-traditional Concentration	Active Military Parent, economically disadvantaged, English Learners, Homeless, individual with disabilities and Non-traditional enrollees did not meet standard.	Professional Development to remove barriers and provide access. Several area schools are participating PIPE, Special ed team training – differentiated instruction (Professional Development)
(Secondary): Online and virtual coursework for students missing school	Individuals from economically disadvantaged families, including low-income youth and adults; single parents, including single pregnant women.	Utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology) Attend professional development on course management software to develop courses and/or modules for career and technical education content
Secondary: Post-Secondary Credits	Active Military, Individuals with disabilities	Provide accommodation in concurrent and working with students IEP and post-secondary institution.
Secondary: Increase enrollment of non-traditional students in certain fields.	Individuals preparing for non-traditional fields;	Continue to evaluate data and use marketing materials to promote students to enroll in non-traditional courses. Inservice and training to build environments for all populations.
Secondary: Difficult to identify certain special population categories.	homeless individuals; single parents, including single pregnant women.	Develop a system to work with school social workers and counselors to help identify students and provide necessary accommodation.
Secondary:	Active Military	Secondary and post-secondary institutions provide programs and accommodations for students of military parents. Military

Strength	Which special population(s)	Strategies for Sustaining
Students of military families		liaison working in the high schools to help support students inf Military families with transition and deployments.
Post-Secondary: 1P1 - No data available for Highland CC or MATC. 2P1 - No data available for Highland CC or MATC. 3P1 – Highland CC and MATC did not meet institutional targets.	Homeless	PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds. PS institutions partnered with an HR consultant to train all staff and faculty in identifying and combating bias towards non-traditional concentrators. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for easier integration of open educational resources (OER) as well as increased access to course content. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others.
Post-Secondary: 3P1 – MATC and Highland CC did not meet institutional targets.	Youth with Parent in Active Military	MATC's performance on 3P1 was less than the State Performance. Part of the root cause is a small cohort and student's personal choice in program selection. Gaps may exist due to peer pressure and/or gender expectations in various roles. MATC is developing a social-norming marketing campaign for non-traditional concentrators dispelling stereotypes and attempting to change bias perspectives.
Post-Secondary:	Youth in Foster Care	PS institutions work with individuals and outside providers for funding post-secondary education. Additionally, these

Strength	Which special population(s)	Strategies for Sustaining
1P1 - No data available for Highland CC or MATC. 2P1 - No data available for Highland CC or MATC. 3P1 – Highland CC and MATC did not meet institutional targets.		institutions have advisors dedicated to working with different student populations, which may include youth in foster care, giving those students a dedicated, trained professional to work with their needs. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for increased access to course content. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. MATC offers a Regional Testing Center which allows for additional credential tests to occur on campus for both MATC students and others. HCC has served individuals that are in and have aged out of foster care. There is funding for post-secondary education specifically for those students. Our Financial Aid office is helpful in directing students to access those funds.
Post-Secondary: 1P1 – Highland CC did not meet institutional target. 3P1 – Highland CC did not meet institutional target.	English Learners	Highland CC offers the Work Keys testing in Spanish. They provide Fundaments of English and Math courses. PS institutions facilitate the Kansas Promise Scholarship Act as well as other scholarship and grant opportunities. The institutions also provide federal financial aid through Financial Aid departments that are helpful in directing students through the process and accessing funds. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources may allow for translation of online content. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content. Continue awareness and availability of these services.

Strength	Which special population(s)	Strategies for Sustaining
Post-Secondary: 1P1 – Highland CC did not meet institutional target. 3P1 – Highland CC did not meet institutional target.	Out of Workforce Individuals	HCC has worked with the TAA – Trade Adjustment Assistance program to provide educational opportunities to those who are laid off due to work being sent overseas. PS institutions collaborate with KansasWorks to provide educational opportunities to individuals who are out of the workforce currently. PS institutions utilize software and online resources that provide coursework virtually including course management software (Canvas, Schoology). These resources allow for easier integration of open educational resources (OER) which may reduce costs for students. Staff/faculty attend professional development on course management software to develop courses and/or modules for career and technical education content.

Q9: How do schools and colleges ensure that programs are designed for success of students in special populations?

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

Strength	Which special population(s)	Strategies for Sustaining
(Secondary) Graduation rate of individuals with disabilities meets standard	(a) students with disabilities, (c) students in non-traditional fields	Postsecondary Faculty In-Service training for students with differences and strategies for supporting them. Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations Postsecondary provides accommodation for students in accordance with ADA regulations

Strength	Which special population(s)	Strategies for Sustaining
(Secondary) Academic Science and Post-Secondary Credit meet standard	Individuals from economically disadvantaged families, including low-income youth and adults	Schools participating in job and career fairs specifically designed for
(Secondary) Academic Reading, Math, Science, Non-trad Concentration, and post-secondary credit exceeded performance goal	Youth with a parent who – is a member of the armed forces	Continued partnership area schools with Fort Riley with liaisons. Area schools building partnerships with Ft. Riley and members serve on school boards and committees.
(Secondary) Total Placement	All Special Populations	Wamego and Manhattan participated in Work-Based Learning Perkins Reserve grant. Other area schools are developing partnerships for work-based learning.
(Secondary) Academic Reading, Math, Science, Non-trad Concentration, and post-secondary credit exceeded performance goal	Non-traditional Enrollees	Continued focus on current marketing programs to promote Non-traditional participation. All students are enrolled in Advisory which contains lessons for social emotional learning
Gap	**Which special population(s)**	**Strategies for Improvement**
(Secondary): Total Placement, Non-trad conc, graduation rate	Individuals from economically disadvantaged families, including low-income youth and adults.	Secondary – Transportation to attend work-based learning opportunities Area schools develop plans to meet the needs of transportation for all students. These might include school bussing and/or public transportation (ATABus) to develop plans to assist in transportation.
(Secondary): Performance was not met for the area in academic reading and academic math	Economically Disadvantages, English Learners, Homeless	Professional development to connect core subject material (reading, writing, Math) into CTE coursework such as construction, welding, FACS.
(Postsecondary): Students have to self-report disabilities. School may not be aware of students to meet needs. Lack of training/professional development for school personnel	Individuals with disabilities	CTE Teachers meet with counselor and SPED Coordinator to design a plan of placement for the student in the classroom and a plan to accommodate the students learning and physical needs to be a part of. For internship experiences additional meetings are held with business and industry to accommodate the student at the workplace.

Q10: What activities in the region prepare special populations for high-wage high-skill in-demand occupations and lead to self-sufficiency?

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

Strength	Which special population(s)	Strategies for Sustaining
(Secondary) Programs designed to assist special populations succeed	Individuals from economically disadvantaged families, including low-income youth and adults.	Continue to build JAG-K program and identify students Larger schools in region maintain JAG-K (Jobs for American Graduates) program to provide additional programs for students in special populations and connected those students to CTE coursework in High School.
(Secondary) Work based learning courses introduced in area high schools	All special populations	Continued focus on providing work-based learning opportunities for job shadows and work-based learning coursework including an effort to build youth registered apprenticeships.
(Post-Secondary) Specific Programs assisting special population	English Learners	(Post-Secondary) MATC offers the Work Keys testing in Spanish, and Fundaments of English and Math courses.
(Post-Secondary) Business partnerships and guest speakers in the technical programs, that can lead to employment.	All, economically disadvantaged, English learners, Homeless, and Non-traditional enrollees	Building new relationships and maintaining current business partnership.
Gap	**Which special population(s)**	**Strategies for Improvement**
(Secondary) graduation rate, total placement	All, economically disadvantaged, English learners, Homeless, and Non-traditional enrollees	Invite more business to Advisory Committee meeting. Attend trade shows or career fairs to identify potential employers. Work with workforce intermediary to build business partnership database.
(Secondary) Lack of transportation (public or school funded) to provide opportunities for students unable to provide transportation	All, economically disadvantaged, English learners, Homeless, and Non-traditional enrollees	Working to build a greater network of area business and industry representatives to provide opportunities for work-based learning. Setting up Work Based Learning systems to better place students of special populations in real world applications. Secondary – Transportation to attend work-based learning opportunities

Strength	Which special population(s)	Strategies for Sustaining
		Area schools develop plans to meet the needs of transportation for all students. These might include school bussing and/or public transportation (aTaBus) to develop plans to assist in transportation.
(Post-Secondary) Not enough graduates to fill the industry need.	All, economically disadvantaged, English learners, Homeless, and Non-traditional enrollees	Recruit more students. Encourage graduates to go to work for our business partners.