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)	Becky Hickert	Hays High	785623-2600	bhickert@usd489.com
Postsecondary Institution(s)	Jennifer Brown	North Central Kansas Tech College	785-738-9085	jbrown@ncktc.edu
	Amanda Strait	Cloud County Community College	800-729-5101 x377	astrait@cloud.edu

Date__Feb. 1, 2022_____Regional Team__Hays Region _____

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- A co-chair can only serve on a maximum of two (2) regional teams.

- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, "local" and "regional" are used interchangeably.

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

What are the tasks of the Regional Needs Assessment Stakeholder Team?
1. Use evidence-based strategies to recognize needs of the regional industry
2. Identify strengths and gaps of CTE programs in the region
3. Identify strengths and gaps in student performance

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

What is a comprehensive regional needs assessment?
A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:
1. Identify participants on the regional stakeholder team
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage stakeholders in a review and analysis of focused data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity and gaps (what is not working)

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

3. Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention, and training for CTE educators
6. Description of progress toward implementing equal access to CTE for all students, including special populations

How often is a comprehensive regional needs assessment needed?

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

Who should participate in the needs assessment process?

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

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

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term "special populations" means--
(A) individuals with disabilities;
(B) individuals from economically disadvantaged families, including low-income youth and adults;
(C) individuals preparing for non-traditional fields;
(D) single parents, including single pregnant women;
(E) out-of-workforce individuals;
(F) English learners;
(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—
> (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
> (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

Process:

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

Template:

STEP 1: Analyze Labor Market Information
> **Part 1**: Identify state labor market data sources for each pathway and program offered in your region
> **Part 2**: Identify local labor market data sources and request approval from the state
> **Part 3:** Analyze data and compare to the last regional needs assessment
> **Part 4**: Bring the regional stakeholder team together to discuss the findings from Parts 1, 2, and 3
> **Part 5**: Based on the input from local stakeholders, use this template to provide or update answers to the needs assessment questions

STEP 2: Analyze Student Performance
- Evaluate student performance in your region with respect to state-determined and local performance levels (core indicators)
- Include an evaluation of performance for special populations

STEP 3: Analyze CTE Programs
> **Part 1**: Size, Scope, and Quality
> **Part 2**: Progress Toward Implementing Programs of Study
> **Part 3**: Recruitment, Retention, and Training of CTE Educators
> **Part 4**: Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

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

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

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

Regional Team Name:	Hays Region	Date:	2/1/2022
Regional Needs Assessment Team Co-chairs:	**Email:**		**Phone number:**
Secondary: Becky Hickert	bhickert@usd489.com		785-623-2600
Postsecondary: Jennifer Brown/Amanda Strait	jbrown@ncktc.edu/astrait@cloud.edu		785-738-9085/800-729-5101 x377

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

Representative	Name	Institution and Position
Secondary Co-chair		
Postsecondary Co-chair	Jennifer Brown Amanda Strait	NCKTC Dean of Instruction CCCC Perkins Coordinator
Teacher(s) - Secondary	Shawn Woolsey	7-12 Interrelated Teacher, CHS
Faculty - Postsecondary	Doug Cox	Ag Tech Instructor, NCK Tech
Secondary Administration	Becky Hickert	Hays High
Postsecondary Administration	Jennifer Brown	Dean of Instruction, NCK Tech
Specialized instructional support and paraprofessional(s)	Jena Hartman	Director of Learning Resources, NCK Tech
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Mary Lou Heller	Smoky Hill
Representative(s) of Special Populations	Shawn Woolsey	7-12 Interrelated Teacher, CHS
Career Guidance and Academic Counselor(s)	Monte Poersch	CCCC, Academic Advisor/Instructor
Student(s)	Ismael Perez Brandon Rohr	CCCC Wind Energy Students
Community	Kim Reynolds	Cloud Corp.
Business & Industry	Adv. Committee Members	Input from several members included
Workforce Development	Abigail Crandall	Workforce One
Parent(s)	Traci Vignery	Parent of CTE student
Representatives of Indian Tribes &Tribal organizations (where applicable)		
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Pam Krause	Smoky Hill

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):

The local needs assessment shall include…

   (B) A description of how career and technical education programs offered by the eligible recipient are—

   (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or

   (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

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

Part 1: Identify sources of labor market data

All data sources must come from the approved labor market data list (see below).

If you have a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

Approved Sources of Data:

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

In order to use the abovementioned reports effectively, the regional teams will be provided with training on how to crosswalk

Classification of Instructional Programs (CIP) used in education to Standard Operational Classification (SOC) used by the U.S. Department of Labor.

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

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

Part 3: Conduct preliminary data analysis

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

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

Complete tables on the following pages. Add rows as needed

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
CNA CIP 51.3902/CMA courses are offered in the region and are in demand. At NCK Tech these courses are offered as a SAPP and are a prerequisite into the Nursing programs. For NCK Tech Business Office Management CIP 52.0204 is offered on the Beloit and Hays campuses and Business Technology CIP 52.0408 is offered on the Hays campus. Students can earn a Certificate B or combine the two for an AAS degree. Concentrators are placed in a variety of office positions across the region from marketing to financial to insurance. Many concentrators use the skills gained for entrepreneurial pursuits such as combining Business Office Management with Plumbing, Heating and Air-conditioning to start their own business. . Business Management & Entrep CIP 52.0799 is offered at only 3 regional secondary schools. Business Finance CIP 52.0801 is offered at 8 schools Travel and Tourism CIP 52.0901 is offered at only one school (Russell). Marketing CIP 52.1402 is offered at only one school (Hays). While post-secondary schools report adequate concentrators to fill job needs, secondary schools in our region produce a relatively low numbers of concentrators in these pathways, indicating that students may begin the pathway at the post-secondary level or transfer from Digital Media, Graphic Design, or Web Design Pathways at the secondary level. Automotive Technology CIP 47.0604 is offered on both the Beloit and Hays campuses. As noted in several areas, the demand for auto technicians encompasses the state. Concentrators are employed throughout Kansas and into Nebraska.	Agricultural Production Operations CIP 01.0301 Precision Agriculture CIP 01.0304 Power, Structural, & Technical Systems Pathway CIP 01.0201 is offered at 19 secondary schools in our region Animal Science CIP 01.0901 is offered at only one secondary school (Washington Co) in our region. Biotechnology in Ag CIP 26.1202 is offered at only one secondary school (Concordia) in our region. Comprehensive Ag Science CIP 01.9999 is offered at 18 secondary schools in our region, and despite the high number of concentrators, there is still demand for labor in our region. Agriculture is the backbone of our region. Efforts are being made to recruit and retain more students at CCCC and to have a greater number of students complete agricultural pathways at the secondary level and continue on to post-secondary. Pharmacy Technician CIP 51.0805 This is a new program for CCCC and classes have not been offered to produce concentrators. NCK Tech offers this program on the Hays campus as a Certificate A. We have offered it as an AAS option and a Certificate B option. We are currently finding more success attracting concentrators as a Certificate A. Only three secondary schools in our region offer the BioChemistry Pathway CIP 14.101, which has the potential to feed into Pharm Tech at the post-secondary level. Registered Nurse CIP 51.3801 Our class size is at capacity, but job openings remain high due to our aging population and current health care need due to COVID-19. This program has been added to CCCC Geary	Digital Media CIP 09.0702/Graphic Design pathway CIP 50.0499 – These pathways are offered at 11 secondary schools and 3 secondary schools, respectively, in the region. The regional post-secondary institutions do not offer programs in these areas at the 2-year level. The regional university does offer degree options in digital and graphic design. Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills are needed for the future workforce. Web and Digital pathway CIP 11.1004 is offered at 7 secondary schools in our region– Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills needed for the future of work. Solar Energy Technology CIP 15.1703 Wind Energy Technology CIP 47.0704 Unmanned Aircraft Systems (UAS) CIP 49.0199 For post-secondary, there is currently more demand by employers for all CTE programs offered than concentrators.

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
	County Campus to be able to increase the number of concentrators. NCK Tech is in the process of adding a second year of nursing for an ADN CIP 51.3801 program on the Beloit campus to help meet the demand in healthcare. We currently offer this program in Hays are at capacity as to the number of seats we are allowed per the Kansas Board of Nursing. CIP 51.3901 Practical Nursing is offered on both the Beloit and Hays campuses. While the demand is stronger for the RN level at regional medical centers, we still see a demand for LPNs. Health & Bio Sciences CIP 51.9999 is only offered at three of the regional secondary schools, which do not produce enough concentrators to meet entry-level job need or to feed into the post-secondary pathways listed above. NCK Tech's Culinary Arts program CIP 12.0505 is offered on the Hays campus. As noted in data supplied by KansasWorks, there is a great demand for food service within the Hays region. Only one secondary school in our region (Hays) offers the Restaurant & Event Mgt Pathway CIP 12.0504. Family, Com & Consumer Svs CIP 19.0799 is offered at 12 secondary schools, and despite the seemingly high number of concentrators, there is higher job demand than concentrators for consumer service jobs. Welding CIP 48.0508 This is a new program for CCCC, classes are being offered Spring 2022. NCK Tech offers Welding CIP 48.0508 on both the Hays and Beloit campus. Both programs attract concentrators, but graduates tend to find jobs outside of the region due to national opportunities and better pay outside of the Hays region.	

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	Manufacturing CIP 48.0000 is offered at only ==three secondary schools.== Commercial Truck Driving CIP 49.0199 CCCC. NCK Tech offers Commercial Truck Driving as a short-term, SAPP program on both the ==Beloit and Hays== campuses. There is a high demand for commercial drivers and limited space and time in which to train. Automotive Collision Technology, CIP 47.0604, Diesel Technology CIP 47.0613, Agricultural Equipment Technology CIP 01.0205 has ==too few concentrators and greater demand==. Advisory members for the above programs continually stress the need for more technicians. With future retirements, this need will be greater. From discussions with various community groups including the Dane G. Hansen Foundation, North-central and Northwest Kansas have a large demand for skilled employees in the ==construction areas==. Housing or lack of available housing is noted as a weakness in attracting population to western Kansas communities. For NCK Tech, we offer the following programs on both the ==Beloit and Hays campuses==: Building Construction Technology CIP 46.9999 Carpentry CIP46.0201 Plumbing Heating and Air-Conditioning CIP 47.0201 Electrical Technology CIP46.0302 Construction & Design is offered at ==13 regional secondary schools== Heavy Equipment Operation CIP 49.0202 also falls within the above category of ==construction==, but also local municipalities. As with Welding, many of the concentrators find positions outside of the region because of strong demand and higher pay opportunities. Information Technology and Telecommunication and Networking CIP 11.0901 is offered at NCK Tech. Information Support & Services CIP 11.0301 is offered at one secondary school (Russell). Telecommunications	

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
	and Networking is returning as an AAS program offered on the Hays campus as a response to the demand of business and industry. The demand exists for these concentrators but is statewide versus just within the region. Teaching/Training Pathway CIP 13.0101 is offered at only 3 of our regional secondary schools. Early childhood Dev. & Services CIP 19.0709 is offered at only two secondary schools. The demand for PreK-12 educators and para-educators and the demand for child care providers is consistently high – regional, statewide, and nationwide teacher shortages are at a critical level. Collected information from student visits and inquiries show students are interested in shorter CTE programs such as Certificate B and Certificate A options.	

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
Emergency & Fire Management pathway	26 Annual Openings	63 openings in protective services according Kansas Works Data Corrections.
Security & Law Enforcement pathway	29Annual Openings	63 openings in protective services according Kansas Works Data
Mobile Equipment maintenance pathway	127 Annual Openings	
Plant Systems pathway	167 Annual Openings	
Early Childhood & Development Services CIP 19.0708 CCCC offers this as a certificate but not a degree.	38 Annual Openings	Greater need in rural communities for this pathway. Openings are not always listed for data purposes, but quality child care remains a barrier attracting people to rural communities.
Animal Science	No openings reported	Openings for animal science are not evident in workforce data but this did come up within the committee conversations. Many of these positions support rural ag communities and job openings are communicated via word of mouth.
Health Science pathway	254 Annual Openings	Seamless transition from secondary to post-secondary More programs are needed such as lab tech and respiratory therapy for our region
Family, Community. & Consumer Services pathway	880 Annual Openings	As noted above, Kanas works data shows a demand for food service, hospitality and general service positions. This pathway with a seamless transition to post-secondary would help fill these positions. NCK Tech offers Culinary Arts on the Hays campus and provides an option for high school students to enroll.
Restaurant & Event Mgt pathway	210 Annual Openings	See above.
Teaching and Training pathway	242 Annual Openings	

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Solar Energy Technology CIP 15.1703	This is an emerging field in the region and across the country. Solar energy is more affordable for residential and smaller commercial properties, so demand is projected to be on the rise.	
Wind Energy Technology CIP 47.0704	This field is in demand across the nation. Many of our students are hired away from the program because the demand for workers is so great.	
Unmanned Aircraft Systems (UAS) CIP 49.0199	This is another emerging field in our region and across the country. As technology increases, the demand for UAS pilots is increasing to allow companies bird-eye views of equipment and resources.	
Digital Media/Graphic Design pathway – These pathways are offered at many of the secondary institutions in the region. The regional postsecondary institution does not offer programs in these pathways at the 2-year level. The regional university does offer degree options in digital and graphic design.	Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills are needed for the future of work	Digital Media – 179 pathways, 0 annual openings Graphic Design – 23 pathways – 0 annual openings Many times these positions are posted as combination skills in other areas such as business and marketing positions. Rural employers need employees with a variety of applicable skills. Anecdotal data suggests a need for these skills within the region. Data supplied by KansasWorks
Web and Digital pathway	Students have a high interest in these areas, and they are technology-driven. They have a high profile as skills needed for the future of work	86 pathways offered – 0 annual openings. Openings in IT, Web and Digital are often listed under other occupation areas such as Healthcare (hospital needed IT services), Insurance, Business, etc. Anecdotal data suggests a need for these skills within the region. Members within the team all could share stories of local business and industry looking for web and digital skills. Data supplied by KansasWorks.
Comprehensive Agricultural Science pathway	This is a pathway that does not align directly with any occupations, but it is a broad pathway that often leads to careers in related ag fields.	Agricultural-based occupations are in demand within the region, but often not reported to area agencies through employment surveys.

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	Post-secondary placement rate 1P1 - Connections by faculty with business and industry helps place students. High demand for several areas at the post-secondary level. Using supplied state performance data, under the Perkins V scenario, placement would be Cloud is 99.17% for AY2020 91% for AY2018. Credentials 2P1 – Cloud is 80.43% for AY2020 in Credential Performance. Faculty instill in the students the importance of obtaining third party credentials and ensure their curriculum prepares the students for success. Placement rate, core indicator 1P1 is a strength for NCK Tech at 98.44%. The institution uses business and industry connections through advisory groups for placement. Students find positions in their field across the state and even the country's demand for skilled positions is strong. Credential attainment, core indicator 2P1 is also a strength for NCK Tech with a performance rate of 89.39%. This is still a strength, even with COVID limiting testing opportunities in some areas. There is a strong demand for many of the skills from the post-secondary programs. The post-secondary institutions will continue to utilize strong advisory groups to help shape curriculum and resources for students to succeed at the academic level and be prepared for their careers. **Secondary Performance:** 1S1 – 78.54% 2S1 – 17.66% 2S2 – 18.63% 2S3 – 25.33% 3S1 – 74.27% 4S1 – 30.66% 5S2 – 66.52%	For NCK Tech, 3P1 continues to be a challenge with a performance rate of 4.47%. The college has conducted specific marketing campaigns for non-traditional gender enrollment. Recruiting is structured to be inclusive to all genders. Secondary performance was lower than in AY 20. We suspect the drop in performance was due to COVID challenges. When institutions were moved online, CTE delivery was challenged, and schools focused on learning essentials. Testing was also put on pause. Secondary institutions are still challenged with learning gaps from the pandemic and the pivot to remote learning.

	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 Special Populations				
Individuals with disabilities	NCK Tech: 1P1 – 100% 2P1 – 87.5%	CCCC: 1P1 - 100%	CCCC: 2P1 –60% Secondary 1S1 – 62% 2S1 – 4	2S2 – 4 2S3 – 10 3S1 – 32 4S1 – 16 5S2 - 41
Individuals from economically disadvantaged families, including low-income youth and adults	NCK Tech: 1P1 – 99.19% 2P1 – 88.33%	CCCC: 1P1 - 100% 2P1 – 84.62%	NCK Tech 3P1 – 3.75% 7.41% Secondary 1S1 – 59% 2S1 – 17	CCCC: 3P1 –	2S2 – 13 2S3 – 19 3S1 – 57 4S1 – 18 5S2 - 67
Individuals preparing for non-traditional fields	NCK Tech 1P1-100% 2P1 – 66.67% 3P1 – 100% Secondary: 2S3 – 10 4S1 – 84 5S2 - 71	CCCC: 1P1 – 100% 2P1 – 100% 3P1 – 100%	Secondary 1S1 – 66% 2S1 – 26 2S2 – 20 3S1 – 50	
Single parents, including single pregnant women	NCK Tech 1P1 – 100% 2P1 – 86.67% Secondary 5S2 - 86	CCCC : 1P1 – 100% 2P1 – 100% 3P1 – 20%	Secondary 1S1 – 0% 2S1 – 7 2S2 – 7 2S3 – 7 3S1 – 43 4S1 – 7	
Out-of-workforce individuals	NCK Tech 1P1 2P1			
English learners	NCK Tech 1P1 2P1 Secondary 4S1 – 42 5S2 - 71		Secondary 1S1 – 43% 2S1 – 5 2S2 – 16 2S3 – 0 3S1 – 43	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	NCK Tech 1P1 2P1 Secondary 4S1 – 42	Secondary 1S1 – 533 2S1 – 17 2S2 – 17 2S3 – 17 3S1 – 17 5S2 - 50
Youth who are in, or have aged out of, the foster care system	NCK Tech CCCC 1P1 – 100% 1P1 – 100% 2P1 – 100% 2P1 – 100%	
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)	NCK Tech 1P1 –100% 2P1 – 100% Secondary 2S3 – 28 5S2 - 56	Secondary 1S1 – 22% 2S1 – 11 2S2 – 22 3S1 – 33 4S1 – 28
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native		
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown		

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

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

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

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

State Definitions:

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

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	- Focus on recruiting efforts by showcasing careers and opportunities in CTE. - Advisory Committee Feedback - Local Business/Industry Feedback, such as projected job openings. - Completer Rates - Follow-Up Data - 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 - Available clinical/training site placements available in local area (healthcare program) - Demand and proper faculty/student ratios required for external healthcare program accreditation.	- Recruiting students to CTE programs. - Improving students' understanding of the career opportunities available with CTE. - 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) - Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult. - Limited capital funding to assist with necessary facility expansion

Question	Answer	Areas for Improvement
Relate to real-world work environment (Scope)	- Utilize best practices in advisory committees. At the post-secondary level, advisory members are often selected outside of the region. - 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.	- Continue to seek out new advisory members and develop strong committees. - Invite business and industry speakers to provide connection between learning and the workplace. - Utilize more internships to allow students to receive hands-on work experience - Some schools are still offering traditional programs. - Adequate funding to stay current with technology and equipment advances in industry
Help students advance to future education (Scope)	- Articulation Agreements (between secondary and post-secondary) - Advising at both levels for best placement - Additional Pathways and offerings within the pathway - Concurrent opportunities (Excel in CTE) - Completer/Follow-Up Questionnaire - Offer real-world skills necessary for students to advance to future education/career - Students/employers report back readiness of the students - Certifications - College Enrollment, Students completing post-secondary curriculum - Communication between secondary and postsecondary schools - Conversations with graduates - Success/Effectiveness Rating from KSDE - Student meetings with Academic Advisors - Data from Student Services Transition Specialist and Institutional Research	- More options for Excel in CTE for students to earn credit and credentials while in high school - Expanded pathway options for students in small, rural schools. - Articulation agreements with four-year intuitions. - Some schools struggle with Follow-Up data (finding students & getting responses) to know if students advanced to future education.
Area of high quality	- Post-secondary and secondary institutions in the region follow approved curriculum per KBOR and KSDE requirements. - Institutions also rely on qualified faculty expertise to deliver high-quality programs. - 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.	Highly qualified faculty are difficult to find for smaller, rural schools.

Question	Answer	Areas for Improvement
	- Feedback from Advisory Committee, Pathway Committee - Feedback from students & teachers. Graduate surveys. - Instructors review pathways & KSDE updates annually - Comparing course outlines with state standards - Generating a list of soft skills taught in CTE programs - Supervision of instruction & programs. - ACT Work keys data - Students who are successful in postsecondary and/or career - Instructors attending workshops to stay relevant - Having teachers 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	

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.

hat 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 <mark>implement programs of study</mark>? 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		
(B) addresses both academic and technical knowledge and skills, including employability skills	Post-secondary programs follow all curriculum standards as aligned through the Kansas Board of Regents and approved through the Kansas Technical Education Authority. Secondary programs <mark>follow curriculum standards, benchmarks, and outcomes as aligned through KSDE CTE Pathway guidance</mark>.	
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Seek <mark>Advisory Committee</mark> input to ensure students have the necessary skills for the industry.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	<mark>Statewide articulation agreements</mark> are in place for many of the areas to help students move seamlessly through their education. Secondary pathway completion includes courses at the introductory, technical, and application levels.	Utilization and tracking of articulation agreements to ensure students have a seamless transition.
(E) has multiple entry and exit points that incorporate credentialing	A majority of the post-secondary programs have multiple certificates available to the students.	More industry recognized credentials available to students at exit points. <mark>Secondary institutions are seeking appropriate and cost-effective credentialing opportunities for students in each approved pathway</mark>.
(F) culminates in the attainment of a recognized postsecondary credential.	If an industry-recognized credential is available students are encouraged to complete it.	Not all programs currently have an industry-recognized credential available.

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		
Post-secondary institutions typically hire faculty directly from industry. Positions are advertised across the state, mentioned in advisory committees and shared with past graduates via social media. Secondary institutions seek to hire faculty from approved content-based teacher training programs and/or from industry who are willing to complete transition to teaching programs. Positions are advertised locally and across the state.	Instructors bring strong industry experience and connections. Individuals who have been in the industry for several years look at teaching to give back to their industry and possibly slowdown from the physical labor involved with many CTE programs. For nursing faculty, a consistent schedule is often attractive.	Difficult to find individuals willing to make the transition from industry to teaching due to the pay gap. This issue has become even more of a challenge since the pandemic. Not all industry vetted faculty have formal education required by the Higher Learning Commission.
		Need to develop networking connections to have a better handle on finding potential faculty. Advertising in higher education websites is not the right audience for finding people interested in transitioning to teaching.

Process	Strengths	Needs/Gaps
Recruitment		
Training		
Post-secondary – New faculty attend trainings prior to the first semester teaching providing a crash course on lesson planning, course development through state organizations such as KCWE and KCCTE. Colleges following aligned curriculum as established through business and industry meetings.	NCK Tech and CCCC emphasize the importance of professional development. Perkins funds are used for faculty training in both industry and stronger teaching skills. Internships are also encouraged to help faculty stay abreast of current industry practices.	Faculty are interested in professional development but struggle with finding subs or time away from students.
Retention		
Secondary uses the transition to teaching program to attract CTE instructors. They follow up with a mentoring program for the first two years. Secondary also encourages networking with other schools to find educators who teach the same content as often they may be the only one within a district. Networking connects new teachers with veteran teachers.	Teachers who are mentored are more likely to be engaged in student learning.	Competing with industry pay has become more of a challenge in recent years.
Secondary connects faculty with career student organizations such as FFA, FCCLA, DECA, HOSA, Skills USA. Faculty networking and best practices occur at events.	Student organizations allow faculty the opportunity to see students showcase their abilities and successes.	Not all pathways have an organization associated with them.
Pay for memberships and provide access to professional development on both the secondary and post-secondary sides.	Rotating schedule to provide opportunities for professional development and attendance at state and national conferences.	Funding may not always be available to all who want it.

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
Accessibility directors working with secondary partners to transition students. Creating more awareness of this process.	Individuals with disabilities	Continue to provide one-on-one advising for students. Develop a transition fair early in the process for secondary students.
Secondary – Counselors help place students in pathways most suitable for student success.	Economically disadvantaged Limited English proficient	
Post-secondary – Student success initiatives such as tutoring, Early Alert systems, proactive advising and student success seminars provide resources for navigating higher education systems and help with retention.	Individuals with disabilities Limited English proficient Economically disadvantaged Youth in Foster Care Single Parents	Continue to refine student success initiatives at the post-secondary level including education for both students and faculty as to what is available. Work with secondary counselors to know what resources are available at the post-secondary side to help students be successful.
Financial Aid and grant options for students. Examples include the promise act for some programs and NCK Tech offers a Dane Hansen grant for non-traditional (age) students. Additional scholarships are also available for students.	Single parents Economically disadvantaged	Continue to seek support for students such as scholarships, grants, and other resources for students in CTE programs.
Counselors encourage students to explore career opportunities	All	Counselors utilize programs to help determine students' interests. Provide opportunities for students to explore a wide range of careers at a young age.
Gap	**Which special population(s)**	**Strategies for Improvement**
Access to resources outside the institution, such as food banks, transportation resources, affordable housing, and child care.	Economically disadvantaged Youth in Foster Care Single Parents	Continue to work with local communities to provide resources for students Leverage financial aid and grant opportunities for students.
Limited electives – can only offer so many at 9th and 10th grades. This does not give students enough opportunity to experience a variety of careers. Scheduling constraints prevent students from completing a pathway.	All	Keep students motivated and engaged to complete pathways when possible.
Lack of resources – example lab fees – may limit who can take CTE courses	Economically disadvantaged	Investigate ways for scholarships to be given to students who are not able to afford fees.

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
Accommodations plans – Once a student discloses a disability, Accessibility Directors determine eligibility for accommodations and services through Section 504. The process to determine eligibility is an interactive process which may include an interview, documentation provided by the student, and observation.	Individuals with disabilities Limited English proficient	Encourage students to self-identify so accommodations can be made as needed.
Tutoring and success centers – higher education institutions have focused on creating and developing resources for student success which provides tutoring, quiet study areas, and available technology.	All	Institutions will provide all students access to tutoring and success centers not dependent on the modality of learning.
Access to technology and technology available to students – Covid has encouraged institutions to have more technology including laptops and other devices available to students.	All	Laptop check out and/or laptop grants available to students. Provide one-to-one education on assistive technology tools for students who qualify. Educate staff and faculty on the types of assistive technology available for students who qualify. Collaborate with high school special education teams to ensure that similar assistive technology is available to make transitions smoother
Utilize learning management systems to enhance learning	All	Learning management systems allow instructors to enhance classroom learning but giving students 24/7 access to content and other resources.
Co-teaching to support students needing accommodation in CTE classes	Individuals with disabilities	Co-teaching allows for assignment modification for continued learning.
Gap	**Which special population(s)**	**Strategies for Improvement**
Self-identify – students must self-disclose their disability to receive accommodations.	All	Encourage students to self-identify so accommodations can be made as needed. Accessibility offices can do more outreach during prospective student visits, registration and orientation events, first-year experience courses, and collaborate with high schools to ensure students and their families have information about accessibility services and transition to college earlier.
Size of institutions and human resources – lack of staff for one-on-one with students	Individuals with disabilities	Advocate for more staff to assist students.
Students who qualify for accommodations do not often utilize them at the post-secondary level.		Develop peer mentoring, academic coaching, or other programming to help students develop self-advocacy skills. Educate instructors and faculty on the value of accommodations and that workplace accommodations can be an option after college.

Strength	Which special population(s)	Strategies for Sustaining
Educating instructors who come from industry on best educational practices	All	Identify professional development opportunities to assist instructors. Universal design for Learning is a framework to design instruction to be inclusive and accessible.
Hiring non-traditional instructors to model options for incoming students	All	Identify areas of need and recruit.
Accommodations are not allowed on credentials, etc.	Individuals with disabilities Limited English proficient	Advocate for accommodations on credentials.
Teachers either leaving the profession or moving into private education or remote education	All	Encourage teachers to remain in their current positions. Offer incentives to retain them.

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
Work-based learning – internships, job shadows, externships	All	Encourage all students to participate in as many work-based learning opportunities as possible.
Soft skills - many programs at the post-secondary level have included courses focused on employability skills. Higher education institutions often use broader soft skills as institutional or general education outcomes.	All	Incorporate soft skills into curriculum as needed. This should be mapped to assessments and program outcomes.
Career services – help with developing resumes and application letters. Help practice interviewing. Connect students to potential employers	All	Encourage students to utilize career services.
Industry field-trips, speakers to showcase careers	All	Provide opportunities for students to attend industry field-trips and encourage instructors to invite speakers to their classrooms.
Students develop an individual plan of study starting in middle school taking them through two years post-secondary	All	Not fully fledged – many required courses – struggle to get all the courses in the plan Working on transition skills assessment Invest in inventories
Gap	**Which special population(s)**	**Strategies for Improvement**
Promote general education as part of the program to develop stronger writing, speaking, and math skills. Often employers express the need for stronger communication skills and other soft-skills such as time management.	All	Encourage instructors to incorporate general education into classroom learning. Soft skills should be part of not only the general education curriculum but be incorporated into the program curriculum under professionalism.

Strength	Which special population(s)	Strategies for Sustaining
Financial Management/Cost of living/pay versus benefits – more education needs to occur about the return on investment of finishing the certificate or degree plan as well as general personal finance.	All	Provide opportunities to educate students on personal finance. This will help students in their career search to make solid decisions about future employment – wages and benefits included.