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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, 2024
(Effective July 1, 2024 – June 30, 2026)

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Randy Wetzel	Great Bend High School	620-791-7768	randy.wetzel@usd428.net
Postsecondary Institution(s)	Krystall Barnes	Barton Community College	620-792-9234	barnesk@bartonccc.edu

Date: 1/25/2024   Regional Team Name: Great Bend – Northwest Region

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, "local" and "regional" are used interchangeably.
- An individual can only serve as a co-chair on one regional team but could participate in more than one region's needs assessment.

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 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.
4. Evaluate programs of study in the region.

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 team.
3. Participate in the state trainings and webinars.
4. Lead the labor data and student performance data analysis.
5. Schedule and conduct regional team meetings (minimum of two meetings in the assessment year).
6. Record discussion and decisions made by the regional team.
7. Complete the needs assessment Template and accompanying documentation.
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2024.

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 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 community partners 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 3 components:
1. Evaluation of regional labor market data.
2. Evaluation of student performance.
3. Evaluation of programs of study:

- o Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
- o Evaluation of the progress toward implementing CTE programs and programs of study.
- o Description of recruitment, retention, and training for CTE educators.
- o 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.
- be part of an on-going performance management cycle.

Who is required to participate in the needs assessment process?

The regional needs assessment team is comprised of a diverse group of local community partners who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following community partners 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. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

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 (gender);

(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).

What major racial and ethnic groups are 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

Needs Assessment Process:

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of <u>two</u> community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least <u>twice</u>** 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 by February 1, 2024.
7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

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 additional local labor market data sources and request approval from the state.

    Part 3: Analyze data and compare to the past regional needs assessment (s)

        FY 23-24 Needs Assessments can be found at https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability

        FY21-22 Needs Assessments can be found at https://kansasregents.org/workforce_development/perkins_grants/perkins-v

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

    Part 5: Based on the input from community partners, 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.
- Identify strengths and gaps in student performance.

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:	Great Bend – Northwest Region	Date:	02/01/2024
Regional Needs Assessment Team Co-chairs:		**Email:**	**Phone number:**
Secondary: Randy Wetzel		randy.wetzel@usd428.net	620-791-7768
Postsecondary: Krystall Barnes		barnesk@bartonccc.edu	620-792-9234

Regional Needs Assessment Team
At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	Randy Wetzel	Great Bend High School, CTE Consultant
Postsecondary Co-chair(s)	Krystall Barnes	Barton Community College, Director of Grants
Teachers - Secondary	1-Travis Straub 2-Andy Negaard	1-Great Bend HS CTE instructor 2- Great Bend HS CTE instructor
Faculty - Postsecondary	1-Jill Lawson 2-Jeff Meyer	1-Barton Community College Nursing 2-Barton Community College Plumbing
Secondary Administration	1-Kip Wilson 2-Joel Mason	1-USD 428 Great Bend High School principal 2-Hoisington High School principal
Postsecondary Administration	1-Dr. Kathy Kottas 2-Chris Baker	1-Barton Community College Dean of Workforce Training 2-Barton Community College Executive Director of Healthcare and Public Service
Specialized instructional support and paraprofessionals	1-Jesus Loera 2-Craig Fletchall	1-USD 428 Family Engagement Coordinator 2-USD 428 Special Education
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	1-Marrissa Woodmanse 2-Lanie Trendel	1-20th Judicial District Juvenile Services 2-Department of Children and Families
Representatives of Special Populations	1-Teresa Laraby 2-Nicole Barr	1-Great Bend HS Jobs for America's Graduates (JAG) sponsor 2- Barton Community College Coordinator of Correctional Education Services
Career Guidance and Academic Counselors	1-Lacy Wolters 2-Nolan Esfeld	1-Great Bend HS career and ACT counselor 2-Barton Community College Academic Development Center Director
Students	1-Ava Gregg (CTE non-traditional student)	Great Bend High School

	2-Paige Thexton 3-Ethan Hammeke 4-Ben Espinosa (CTE non-traditional student)	
Students	1-Emily Wolfe – Medical Laboratory Technology 2-Andrea Orona Favela - Business 3-Chailyn Scott - Nursing 4-Melanie Vargas - Business Administrative Technology	Barton Community College
Community Members	1-Megan Barfield 2-Sara Arnberger 3-Christina Hays	1-Great Bend Chamber of Commerce CEO 2-Great Bend Economic Development president 3-Great Bend Convention & Visitors Bureau director
Business & Industry Representatives	1-Kevyn Soupiset 2-Logan Garrett	1-Advanced Therapy & Sports Medicine- owner 2-Great Bend Tire- owner
Workforce Development Representatives	1-Tucky Allen 2-Kristen Doze	1-Kansas Workforce One - Business Services- director 2-Kansas Workforce One - Individuals with Disabilities- director
Parents	1-Nicole Barr 2-Kevyn Soupiset 3-Rachel Thexton	1-BCC Correctional Education Services- coordinator 2-Advanced Therapy & Sports Medicine- owner 3-Great Bend HS- counselor
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Melissa Feist	BCC Director of Adult Education
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Kristen Doze	Kansas Workforce One - Individuals with Disabilities coordinator

Representatives of Indian Tribes and Tribal organizations (where applicable)	n/a	n/a
Representatives from CTE programs at correctional institutions (where applicable)	1-Nicole Barr 2-Chris Baker	1-BCC Correctional Education Services Coordinator 2-BCC Executive Director of Healthcare and Public Service
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	1-Chris Moddelmog 2-Pam Kraus	1-Smoky Hill Educ. Service Center 2- Smoky Hill Educ. Service Center

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 wish to use 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
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

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 team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from the regional team, 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 currently being offered in the region compare to regional occupational demands?

**NOTE: Secondary = Blue / Postsecondary = Black

The following Barton Community College programs had little or no change in the number of concentrators vs. the labor demand when compared to the 2022 CLNA:

CIP	SOC	Program
11.0901	15-1231	Networking Specialist
15.0699	17-3026	Natural Gas
01.1105	19-1013	Crop Protection
19.0708	25-2011	Child Development; Early Childhood
51.3801	29-1141	Registered Nursing
51.1004	29-2012	Medical Laboratory Technology
51.0904	29-2041	Paramedic
51.3104	29-2051	Dietary Manager
51.0805	29-2052	Pharmacy Technician
51.3901	29-2061	Licensed Practical Nurse
51.3902	31-1014	Certified Nurse Aide
51.0801	31-9092	Medical Assistant
43.0302	33-1012	Emergency Management-Homeland Security
43.0107	33-3051	Criminal Justice
52.0302	43-3031	Technical Accounting
51.0710	43-6013	Medical Administrative Technology
46.0201	47-2031	Carpentry
46.0503	47-2152	Plumbing
48.0508	51-4121	Welding
15.0702	51-9061	Scale Technician
51.0810	53-3011	Emergency Medical Services
49.0205	53-3032	Commercial Driver's License

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
BioChemistry Pathway CIP 14.1401	Animal Science Pathway CIP 1.0901	BioMedical Pathway CIP 14.0501
Number of pathways in region is 4	Number of pathways in region is 1	Number of pathways in region is 4
Concentrators = 13	Concentrators = fewer than 5	Concentrators = 52
Demand = 21	Demand = 5	Demand = 21
Annual Median Wage = $90,719	Annual Median Wage = $52,489	Annual Median Wage = $72,132
High wage	High wage	High wage
Postsecondary Program	Postsecondary Program	Postsecondary Program

Stakeholders indicate that there is a larger demand than what is represented in the data. With the region's reliance in agriculture there are many occupations that could utilize the expertise of a biochemistry major.

Digital Media Pathway CIP 9.0702
Number of pathways in region is 9
Concentrators = 30
Demand = 10
Annual Median Wage = $39,464
Moderate wage

While program size exceeds demand in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field.

Engineering & Applied Mathematics Pathway CIP 14.0101
Number of pathways in region is 3
Concentrators = fewer than 5
Demand = N/A
Annual Median Wage = $67,727
High wage
Postsecondary Program

Stakeholders believed
demand is high even though there is not available data. They also believe the starting wages are high for our region.

Graphic Design Pathway CIP 50.0499

Stakeholders indicate that there is a larger demand than what is represented in the data. With the number of feed lots and individual beef producers in the region there are many opportunities in the field.
Stakeholders are concerned that only one school district offers the pathway. They understand the lack of instructors in this area but would like to see schools explore options to develop the pathway.

Business Finance Pathway CIP 52.0801
Number of pathways in region is 6
Concentrators = 23
Demand = 258
Annual Median Wage = $55,887
High wage
Postsecondary Program

This career pathway is high-demand in our region leaving a significant gap. Stakeholders indicate that
students have very little interest in exploring this pathway at the high school level, as many are
interested in pursuing baccalaureate degrees. There is some potential to offer certifications (Microsoft,
Google, Excel) but the actual coursework does not count toward a degree. Stakeholders indicated
having QuickBooks certification as part of this pathway would be helpful for area businesses.

Stakeholders indicate that there is a larger demand than what is represented in the data. There are industries in the region related to the medical field and require an expertise in biomedical areas especially in the biomedical engineering area.

CIP 01.0102 / SOC 11-9013 Agriculture Business Management:
BCC Concentrators: 12
Regional Annual Openings: fewer than 5

CIP 15.0508 / SOC 47-4041 Hazardous Materials Management (AAS degree):
BCC Concentrators: 39
Regional Annual Openings: fewer than 5

CIP 51.1009 / SOC 31-9097 Phlebotomy:
BCC Concentrators: 39
Regional Annual Openings: fewer than 5

CIP 51.2603 / SOC 31-9099 Certified Medication Aide:
BCC Concentrators: 15
Regional Annual Openings: fewer than 5

Number of pathways in region is 6
Concentrators = 30
Demand = 10
Annual Median Wage = $35,548
Moderate wage

While program size exceeds demand in this pathway, graphic design skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field.

Power, Structural & Technical Systems
Pathway CIP 01.0201
Number of pathways in region is 6
Concentrators = 74
Demand = 77
Annual Median Wage = $44,494
Moderate wage
Postsecondary Program

Stakeholders indicate that
there is a larger demand than is represented in the data.

Web & Digital Communications Pathway CIP 11.1004
Number of pathways in region is 9
Concentrators = 9
Demand = 12
Annual Median Wage = $59,906
High wage
Postsecondary Program

Business Management & Entrepreneurship
Pathway CIP 52.0799
Number of pathways in region is 6
Concentrators = 40
Demand = 414
Annual Median Wage = $59,154
High wage
Postsecondary Program

Program size has been small (<5) in previous years. The increase in concentrators is encouraging to stakeholders. Stakeholders would like to see the continued development of a certificate program, as part of the Business Management & Entrepreneurship AAS program.
Stakeholders felt that there is opportunity to market this
pathway directly to industry, as many employers would hire without training preferring to train as needed.

Comprehensive Agriculture Science Pathway
CIP 1.9999
Number of pathways in region is 8
Concentrators = 32
Demand = 285

Annual Median Wage = $35,003
Low wage

Program size vs demand is somewhat misleading as much of this pathway's curriculum is imbedded in the Power, Structural and Technical Systems pathway and FFA student organization. Stakeholders are

The high wage may reflect the high demand in occupations that are coded differently or other pathways in the Information Technology Cluster. Skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field.

CIP 01.0205 / SOC 49-3041 Agriculture Mechanics – Top Tech (New Program in AY2024):
BCC Concentrators: 0
Regional Annual Openings: fewer than 5

CIP 01.0302 / SOC 11-9013 Beef Cattle Production:
BCC Concentrators: fewer than 5
Regional Annual Openings: fewer than 5

CIP 11.0901 / SOC 15-1212 Network Security Specialist (New Program in AY2023):
BCC Concentrators: fewer than 5
Regional Annual Openings: fewer than 5

CIP 52.0401 / SOC 43-6011 Business Administrative Technology:
BCC Concentrators: fewer than 5
Regional Annual Openings: fewer than 5

aware of this fact and believe the curriculum provides students the foundation to continue their education and prepare for careers in these areas.

Construction & Design Pathway CIP 46.0000
Number of pathways in region is 10
Concentrators = 67
Demand = 119

Annual Median Wage = $57,824
High wage
Postsecondary Program

Program size is only 56% of the demand but shows a substantial increase from the 17% in the previous CLNA. Stakeholders were encouraged by the trend but are concerned for continued growth if it continues to be difficult to find teachers for this high-wage field. Teacher recruitment needs to become a priority and may need to occur outside of education. There may be some misalignment between technical skills being taught and skills needed for careers in this field.

Corrections, Security, Law & Law Enforcement Pathway CIP 43.0199
Number of pathways in region is 1
Concentrators = 0
Demand = 81
Annual Median Wage = $46,965
Moderate wage

Stakeholders are concerned that only one school district offers the pathway. They understand the lack of instructors in this area but would like to see schools explore options to develop the pathway. Stakeholders suggested partnerships with local LEA's to provide instruction and meet the requirements of state regulations. Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Police department needs 2 police officers. The main factor impeding development of the pathway is qualified instructors for the pathway.

Early Childhood Development Pathway CIP 19.0709
Number of pathways in region is 2
Concentrators = 21
Demand = 143
Annual Median Wage = $38,724
Moderate wage
Postsecondary Program

With only two schools providing the pathway it will be extremely difficult to meet the demand. Stakeholders believe Pathway access needs to be addressed by all schools.
Stakeholders indicated this is an undervalued career for which we do not have fully reported data. They believe wages are improving and the information needs to be shared.

Emergency & Fire Management Pathway CIP 43.0299
Number of pathways in region is 1
Concentrators = fewer than 5

Demand = 26
Annual Median Wage = $40,148
Moderate wage

Stakeholders are concerned that only one
school district offers the pathway. They
understand the lack of instructors in this area
but would like to see schools explore options to
develop the pathway. Stakeholders suggested
partnerships with local fire and emergency
entities to provide instruction and meet the
requirements of state regulations. Discussions
with stakeholders have indicated a need for
home grown employees. Currently Great Bend
Fire department needs 3 EMT/firefighters. The
main factor impeding development of the
pathway is qualified instructors for the
pathway.

Energy Pathway CIP 17.2071
Number of pathways in region is 1
Concentrators = 0
Demand = 69
Annual Median Wage = $56,265
High wage

With only one school providing the pathway it
will be extremely difficult to meet the demand.
Stakeholders believe Pathway access needs to
be addressed by all schools.
Stakeholders indicated this is an undervalued
career in this region.

Family, Community & Consumer Pathway CIP
19.0799
Number of pathways in region is 8

	Concentrators = 27 Demand = 110 Annual Median Wage = $39,503 Many schools do not have sufficient facilities to offer the pathway. In addition, the pathway does not have a good fit with a career. Students do not take the end of pathway assessment because it is not valued by area industry. It is difficult to get students to take these classes. Government & Public Admin Pathway CIP 44.0401 Number of pathways in region is 3 Concentrators = fewer than 5 Demand = 105 Annual Median Wage = $54,908 High wage Postsecondary Program The career field typically requires a BA or above for employment, which makes it difficult to attract students. Stakeholders questioned what type of preparation could be provided in high school for this pathway. Health Science Pathway CIP 51.9999 Number of pathways in region is 9 Concentrators = 162 Demand = 606 Annual Median Wage = $55,863 High wage Postsecondary Program	

Many secondary students are earning postsecondary credentials as part of their high school education (CNA, CMA) but may not complete the pathway. Students are using their certifications to enter the health science field which helps meet the demand. Technical skill PD is needed since some secondary teachers lack the science lab skills used in health care occupations.

Information Support & Services Pathway CIP 11.0301
Number of pathways in region is 1
Concentrators = 0
Demand = 140
Annual Median Wage = $64,594
High wage

With only one school providing the pathway it will be extremely difficult to meet the demand. Stakeholders believe Pathway access needs to be addressed by all schools.
Stakeholders indicated this is an undervalued career in this region. They understand the lack of instructors in this area but would like to see schools explore options to develop the pathway.

Manufacturing Pathway CIP 48.0000
Number of pathways in region is 5
Concentrators = 38
Demand = 90
Annual Median Wage = $49,762
Moderate wage

| | Program size is only 42% of the demand but shows a substantial increase from the 10% in the previous CLNA. Stakeholders were encouraged by the trend but are concerned for continued growth if it continues to be difficult to find teachers for this field. Teacher recruitment needs to become a priority and may need to occur outside of education. There may be some misalignment between technical skills being taught and skills needed for careers in this field.

Marketing Pathway CIP 52.1402
Number of pathways in region is 4
Concentrators = 38
Demand = 472
Annual Median Wage = $45,439
Moderate wage
Postsecondary Program

Wage data, according to stakeholders, is lower than what students would actually make with a technical degree or certificate in marketing, as it includes non-marketing careers like "parts salesperson" and "cashiers".

Mobile Equipment Maintenance Pathway CIP 47.9999
Number of pathways in region is 3
Concentrators = fewer than 5
Demand = 70
Annual Median Wage = $49,122
Moderate wage | |
|---|---|---|

Many schools do not have sufficient facilities to offer the
Pathway. They understand the lack of instructors in this area but would like to see schools explore options to develop the pathway. Stakeholders suggested partnerships with local businesses to provide instruction and meet the requirements of state regulations.

Plant Systems Pathway CIP 1.1101
Number of pathways in region is 1
Concentrators = fewer than 5
Demand = 64
Annual Median Wage = $51,384
Moderate wage

The low number concentrators to demand is somewhat misleading as much of these pathways' curriculum is imbedded in the Power, Structural and Technical Systems pathway and FFA student organization. Stakeholders are aware of this fact and believe the curriculum provides students the foundation to continue their education and prepare for careers in these areas.

Restaurant & Event Management Pathway CIP 12.0504
Number of pathways in region is 5
Concentrators = 33
Demand = 469
Annual Median Wage = $31,317
Moderate wage
Postsecondary Program

	Stakeholders report that this is a very transitional career field, with a low starting wage. Stakeholders indicated that food service managers, chefs and head cooks would typically be the ones earning a technical degree, should be broken out for the other job listings in this pathway, such as McDonalds, Wendy's etc. which are skewing the wages lower. Teaching/Training Pathway CIP 13.0101 Number of pathways in region is 8 Concentrators = 28 Demand = 306 Annual Median Wage = $50,356 Moderate wage Postsecondary Programs With the teacher shortage being a state-wide problem, stakeholders emphasized the importance of the need for flexibility in the hiring process, provide signing bonuses, identify benefits and promote. Retention should be a high priority for every district. Suggestion to aid in retention was to provide incentive program for advanced training and paying for advanced degrees. CIP 51.0713 / SOC 29-2072 Medical Coding: BCC Concentrators: 21 Regional Annual Openings: 270	

Q2: What pathways and/or programs (if any) <u>are not currently offered, but are needed</u> in the region based on occupational demands?

**NOTE: Secondary = Blue / Postsecondary = Black

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Corrections/Law Enforcement CIP 43.0199	KSDOL estimates strong demand at 81 and zero concentrators in this career pathway, with a high median salary of $46,965.	There is one school that provides the pathway. Stakeholders would like to see more schools develop the pathway. Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Police department is in need of 2 police officers. The main factor impeding development of the pathway is qualified instructors for the pathway
Emergency & Fire CIP 43.0299	KSDOL estimates strong demand at 56 and 0 concentrators in this career pathway, with a high median salary of $40,148.	There is one school that provides the pathway. Stakeholders would like to see more schools develop the pathway. Discussions with stakeholders have indicated a need for home grown employees. Currently Great Bend Fire department needs 3 EMT/firefighters. The main factor impeding development of the pathway is qualified instructors for the pathway.
51.0802 Medical Laboratory Assistant	Medical Lab Assistant is within the same SOC code as Medical Lab Technologist and therefore considered a "Bright Outlook" occupation by O*Net OnLine (https://www.onetonline.org/).	Barton's Medical Laboratory Technology advisory board members have encouraged the implementation of this program and have shared that there is a need for Medical Lab Assistants in regional healthcare facilities.
51.0902 EKG Technician - Electrocardiogram Technician	A 5% increase in labor demand is forecast over the next ten years.	Barton's healthcare advisory board members have encouraged implementing this program

		and have shared that there is a need for EKG technicians in regional healthcare facilities.
99.9999 Patient Care Technician - Orderlies *(O*net OnLine classification)*	A 6.6% increase in labor demand is forecast over the next ten years.	Barton's healthcare advisory board members have encouraged implementing this program and have shared that there is a need for patient care technicians in regional healthcare facilities.
51.0806 Physical Therapy Assistant	Regional annual openings are 12; the statewide labor demand increase is 14.3% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry and community have requested this program.
51.0602 Dental Hygienist	Regional annual openings are five or less; the statewide labor demand increase is 12.2% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry and community have requested this program.
51.0907 Radiology Technician	This occupation is considered a "high-demand, high-wage" occupation. Regional annual openings are 11; the statewide labor demand increase is 5.3% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Request from the stakeholder team and prospective Barton students.
99.9999 Loss Prevention Specialist	No data is available from the Kansas Dept. of Labor; the O*Net OnLine forecast is for average growth over the next ten years.	Regional industry and community have requested this program.
(Various CIP Codes) SOC: 11-3013.01 Security Manager	No data is available from the Kansas Dept. of Labor; O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry and community have requested this program.
46.0302 Electrician	Regional annual openings are five or less; the statewide labor demand increase is 4.9% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry and community have requested this program.
46.0303 Lineman	Regional annual openings are nine (9); O*Net OnLine considers this an "average growth" occupation.	Regional industry and community have requested this program.

15.0501 Heating, Ventilation, Air Conditioning and Refrigeration Engineering (HVAC) Technician	Regional annual openings are five or fewer: O*Net OnLine considers this a "Bright Outlook" occupation.	Postsecondary faculty have requested this program.
(Various CIP Codes) SOC: 25-1194.00 Career/Technical Ed. Teachers, Postsecondary	Regional annual openings are five or fewer; O*Net OnLine considers this an "average growth" occupation.	Secondary education administrators have requested this program.
47.0302 Heavy Machinery Mechanic	Regional annual openings are 16; the statewide labor demand increase is 6.8% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry and community have requested this program.
51.0802 Cosmetology	Regional annual openings are five or less; the statewide labor demand increase is 8.4% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry, community, and postsecondary students have requested this program.
(Various CIP Codes) SOC: 35-2021.00 Food Preparation Workers - Culinary	Regional annual openings are 73; the statewide labor demand increase is 5.3% over the next ten years. O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry, community, and postsecondary students have requested this program.
15.0405 Robotics Technicians	Regional annual openings are five or fewer; O*Net OnLine considers this a "declining" occupation.	Regional industry, community, and postsecondary students have requested this program.
14.4201 Robotics Engineers	Regional annual openings are five or less; the statewide labor demand increase is 8.8% over the next ten years. O*Net OnLine considers this an "average growth" occupation.	Regional industry, community, and postsecondary students have requested this program.
15.0801 Aerospace Engineering and Operations Technologists and Technicians	No data available from the Kansas Dept. of Labor; the statewide labor demand increase is 15.5% over the next ten years; O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry, community, and postsecondary students have requested this program.
14.0201 Aerospace Engineers	No data available from the Kansas Dept. of Labor; the statewide labor demand increase is 15.5% over the next ten years; O*Net OnLine considers this a "Bright Outlook" occupation.	Regional industry, community, and postsecondary students have requested this program.

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

**NOTE: Secondary = Blue / Postsecondary = Black

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Biomedical Pathway CIP 14.0501	Biomedical supports the Health Science Pathway where there is a demand of 576 in the area. Students can enter multiple fields through the pathway	Labor data indicates an annual demand of 1 in the pathway with program size of 7. No wage data was available from KSDOL
Digital Media Pathway CIP 09.0702 CIP 09.0702	Digital Media supports multiple pathways, many of the pathway courses are in other pathways	While program size exceeds demand in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field.
Graphic Design Pathway CIP 50.0499	Graphic Design supports multiple pathways, many of the pathway courses are in other pathways	While program size exceeds demand in this pathway, graphic design skills are used across a wide variety of disciplines, including business and marketing. Many students do not remain in this career field upon graduation, but utilize the skills attained in their new career field.
01.0102 Agriculture Business Management	Many students in this program are working on their family's farm and are not seeking outside employment; they are attaining skills to improve the success of their family operation.	Agriculture advisory board members; community and industry feedback.
15.0508 Hazardous Materials Management	The Certificate-A and B student concentrator counts are closely aligned with the regional annual openings, but the AAS concentrator count is higher than the regional annual openings. However, the statewide increase for this occupation is 8.7%, and local industry supports attaining the AAS degree.	Hazardous Materials Management advisory board members; community and industry feedback.

51.1009 Phlebotomy	Most students remain enrolled and transition into the Medical Laboratory Technology program. The Principles of Phlebotomy course is also required of students in the Medical Assistant program. In addition, the statewide labor demand increase is 16.7% over the next ten years, and O*Net OnLine considers this a "Bright Outlook" occupation.	https://klic.dol.ks.gov/ ; https://www.onetonline.org/
51.2603 Certified Medication Aide	There is a high demand for this occupation statewide, and it is expected to grow rapidly in the next several years.	https://klic.dol.ks.gov/ ; https://www.onetonline.org/

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 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:
    9. American Indian or Alaskan Native
    10. Asian
    11. Black or African American
    12. Hispanic/Latino
    13. Native Hawaiian or Other Pacific Islander
    14. White
    15. Two or More Races
    16. 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.
**NOTE: Secondary = Blue / Postsecondary = Black

The following programs had insufficient student concentrator data to perform a meaningful evaluation: Beef Cattle Production (01.0302); Agriculture Mechanics-Top Tech (01.0205); Network Security Specialist (11.0901); Criminal Justice (43.0107); Medical Assistant (51.0801); Business Administrative Technology (52.0401)

The following groups had <u>insufficient data</u> in various career clusters to perform a meaningful evaluation:
Gender:
Hospitality & Tourism

Ethnicity:
American Indian or Alaskan Native: Ag, Food & Natural Resources; Architecture & Construction; Business Mgmt & Admin; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics

Asian: Ag, Food & Natural Resources; Architecture & Construction; Business Mgmt & Admin; Finance; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics

Black or African American (not Hispanic): Architecture & Construction; Business Mgmt & Admin; Finance; Hospitality & Tourism; Information Technology; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics

Hispanic/Latino: Ag, Food & Natural Resources; Architecture & Construction; Business Mgmt & Admin; Finance; Hospitality & Tourism; Information Technology; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics

Native Hawaiian: Ag, Food & Natural Resources; Architecture & Construction; Business Mgmt & Admin; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics

White: Hospitality & Tourism

Two or More Races: Ag, Food & Natural Resources; Architecture & Construction; Business Mgmt & Admin; Finance; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics

Unknown: Ag, Food & Natural Resources; Architecture & Construction; Business Mgmt & Admin; Finance; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics

Special Populations:
Individuals with Disabilities; Out-of-Workforce Individuals; English Learners; Homeless Individuals

	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	**1S1 Graduation Rate** - School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **2S3 Science Attainment** - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. Curriculum alignment grades 6-12 **3S1 Total Placement** – Students exploring other opportunities not related to the pathways they are concentrating in. Rise in the number of job shadowing and internships has created a more focused approach to academics to remain eligible for the programs. **4S1 Non-Traditional Concentration** – Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom. **5S2 Post-Secondary Credits Attained** – Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Great Bend has	**2S1 Reading Attainment** - Lack of focused professional development on standards/curriculum and focus on instruction. Lack of alignment of standards. Social Economic factors, statistically low SES students perform worse on standardized tests. Interventions are need but the lack of staff has become a detriment. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S2 Math Attainment** - Lack of focused professional development on standards/curriculum and focus on instruction. Lack of alignment of standards. Social Economic factors, statistically low SES students perform worse on standardized tests. Interventions are need but the lack of staff has become a detriment. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **Females** are underperforming in 3P1. Most females continue to enroll in programs that will allow them employment in female-dominated occupations.

reached out to HCC to provide concurrent classes in the Construction and Design (Architecture).

1-Overall, students are performing well (90% or more of the negotiated state target) in each Postsecondary Indicator: Postsecondary Placement **(1P1)**, Postsecondary Credential Attainment **(2P1)**, and Non-Traditional Program Concentration **(3P1)**.

1P1 strengths are sustained by
1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships.
2. Resources provided by Student Support Services and the Academic Development Center.
3. CTE instructor collaboration with program advisory board members.
4. CTE instructors utilize the Early Alert System, in which instructors notify students if their performance decreases.
5. Most CTE instructors also serve as advisors to their students.
6. Representatives of regional hospitals and universities participate in Barton's Nursing program career fair, held on the Great Bend campus. Nursing program and Nursing Aide program students attend the fair to learn about academic advancement/placement and employment.

2P1 strengths are sustained by:
1. Offering review courses to students in several CTE programs.

Males are underperforming in 1P1 by a slight margin (62.58% of the 68.4% target). Some men are lured into employment before finishing their program due to feeling pressured to earn a paycheck.

CTE Programs with low concentrator numbers (5 or less):
Beef Cattle Production (01.0302): many prospective students have grown up working on family farms and are gaining knowledge through hands-on experience.

Network Security Specialist (11.0901): this is a new program with anticipated enrollment growth. O*Net OnLine considers this a "Bright Outlook" occupation (https://www.onetonline.org/).

Criminal Justice (43.0107): enrollment numbers are increasing due to a positive change in leadership resulting in stronger industry partnerships (including new partnerships), and new program enhancements and recruitment activities and tools. Enrollment will continue to grow due to industry needs. Kansas Labor Data indicates a 7.8% growth rate in the next decade.

Medical Assistant (51.0801): no root cause was identified, but enrollment numbers are increasing and expected to grow due to industry needs. O*Net OnLine considers this a "Bright Outlook" occupation, and Kansas Labor Data indicates a 14% growth rate in the next decade.

2. Industry testing of students while enrolled in the program or immediately after completion.
3. Student Support Services personnel and the Academic Development Center offer resources.
4. Representatives of regional hospitals and universities participate in Barton's Nursing program career fair, held on the Great Bend campus. Nursing program and Nursing Aide program students attend the fair to learn about academic advancement/placement and employment.

3P1 strengths are sustained by:
1. Online options for many programs.
2. Promotional materials and marketing efforts for all CTE programs targeted to both males and females.
3. Resources offered by Student Support Services and Academic Development Center.
4. Representatives of regional hospitals and universities participate in Barton's Nursing program career fair, held on the Great Bend campus. Nursing program and Nursing Aide program students attend the fair to learn about academic advancement/placement and employment.

CTE Programs with high concentrator numbers (greater than 5): Ag. Business Management; Networking Specialist; Hazardous Materials Management; Natural Gas Transmission & Distribution; Child Development/Early Childhood; Emergency Management-Homeland Security; Plumbing; Welding; Medical Coding; Pharmacy

Business Administrative Technology (52.0401): No root cause was identified.

Agriculture Mechanics-Top Tech (01.0205): this is a newly-implemented program with anticipated enrollment growth. O*Net OnLine considers this a "Bright Outlook" occupation, and Kansas Labor Data indicates a 9.9% growth rate in the next decade.

	Technician; EMT programs; Paramedic; Medical Laboratory Technology; Phlebotomy; Medication Aide; Dietary Manager; Registered Nursing; Practical Nursing; Nursing Aide; Technical Accounting Specialist	
	Performance of Special Populations	
Individuals with disabilities	N/A Insufficient concentrator data	**1S1 Graduation Rate** – Lack of high-quality early intervention services. Early services and interventions affect all aspects of education. **2S1 Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S2 Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman

level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs.

2S3 Science Attainment - Curriculum alignment and teaching practices.
Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs.

3S1 Total Placement - Students exploring other opportunities not related to the pathways they are concentrating in.

4S1 Non-Traditional - Family Characteristics
The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring.

5S2 Post-Secondary Credits - Student's family not having the funds to pay for the tuition and books required to attain post-secondary

Insufficient concentrator data

Individuals from economically disadvantaged families, including low-income youth and adults	**1S1 Graduation Rate** - School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **5S2 Post-Secondary Credits Attained** – Schools are working with student/families funding for SES students to pay for tuition and alternatives for books. Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Great Bend has reached out to HCC to provide concurrent classes in the Construction and Design (Architecture). Program Placement **(1P1)**, Postsecondary Credential Attainment **(2P1)**, and Non-Traditional Program Concentration **(3P1)** 1. Resources offered by Student Support Services and the Academic Development Center. 2. Focused marketing of non-traditional programs is a continued "best practice." 3. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators):	**2S1 Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S2 Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S3 Science Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement.

	Agriculture, Food & Natural Resources; Business Management & Administration; Health Science; Human Services; Information Technology; Manufacturing	Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **4S1 Non-Traditional** - Family Characteristics The characteristics and engagement of family does not promote completion of non-traditional careers. Lack of role models and mentoring. No performance indicator gaps Low or No Career Cluster Enrollment (5 or less concentrators): Finance; Hospitality & Tourism; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics
Individuals preparing for non-traditional fields	**1S1 Graduation Rate** - School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **2S1 Reading Attainment** – School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. Stakeholders believe this sub-group is	No performance indicator gaps Program Placement -**1P1** (8% of the 68.4% target) and Postsecondary Credential Attainment - **2P1** (8% of the 63.9% target) The root causes may include (a) difficulty acclimating to the non-traditional program environment, (b) interactions with classmates who do not share their gender, or (c) lack of camaraderie. Low or No Career Cluster Enrollment (5 or less concentrators):

highly motivated to achieve because of the obstacles that non-traditional students face.

2S2 Math Attainment - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. Stakeholders believe this sub-group is highly motivated to achieve because of the obstacles that non-traditional students face.

2S3 Science Attainment - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. Curriculum alignment grades 6-12. Stakeholders believe this sub-group is highly motivated to achieve because of the obstacles that non-traditional students face.

3S1 Total Placement – Students exploring other opportunities not related to the pathways they are concentrating in. Rise in the number of job shadowing and internships has created a more focused approach to academics to remain eligible for the programs. Stakeholders believe this sub-group is highly motivated to achieve because of the obstacles that non-traditional students face.

4S1 Non-Traditional Concentration – Counselors are focusing on providing relevant

Business Management & Administration; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Finance; Hospitality & Tourism; Transportation, Distribution & Logistics

information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom.

5S2 Post-Secondary Credits Attained – Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Great Bend has reached out to HCC to provide concurrent classes in the Construction and Design (Architecture).

Non-Traditional Program Concentration (**3P1**)

Strengths are sustained by:
1. Providing online program options.
2. Promotional materials and marketing efforts for all CTE programs target males and females.
3. Non-traditional students who attend CTE advisory board meetings can meet and interact with industry partners, which has led to offers of internships and employment.
4. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.

Significant Career Cluster Enrollment (more than 5 concentrators):

	Agriculture, Food & Natural Resources; Health Science	
Single parents, including single pregnant women	This sub-group is a low count group (less than 5). Stakeholders did not know how the region was sustaining the success in **2S1, 2S2, 2S3, and 4S1**. Stake holders believed single parents are motivated to join the work force to provide for their family. This motivation leads to high success rates in a low count group. Program Placement **(1P1)**, Postsecondary Credential Attainment **(2P1)**, and Non-Traditional Program Concentration **(3P1)** Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2.Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **1S1, 3S1, 5S2**. As a low number group the root cause may be different for each individual. No performance indicator gaps Low or No Career Cluster Enrollment (5 or less concentrators): Agriculture, Food & Natural Resources; Business Management & Administration; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Finance; Hospitality & Tourism; Transportation, Distribution & Logistics

	Significant Career Cluster Enrollment (more than 5 concentrators): Health Science	
Out-of-workforce individuals	N/A Insufficient concentrator data	N/A Insufficient concentrator data
English Learners	This sub-group is a low count group (less than 5). Stakeholders did not know how the region was sustaining the success in **1S1 and 5S2**. The success could be varied depending on the individual. Stake holders believed single parents are motivated to join the work force to provide for their family. This motivation leads to high success rates in a low count group. Insufficient concentrator data	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **2S1, 2S2, 2S3 3S1, 4S1**. As a low number group the root cause may be different for each individual. Insufficient concentrator data
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	This sub-group is a low count group (less than 5). Stakeholders did not know how the region was sustaining the success in **1S1**. The success could be varied depending on the individual. Stake holders believed single parents are motivated to join the work force to provide for their family. This motivation leads to high success rates in a low count group. Insufficient concentrator data	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **2S1, 2S2, 2S3 3S1, 4S1 and 5S2**. As a low number group the root cause may be different for each individual. Insufficient concentrator data: Barton is in a rural area with few homeless people.
Youth who are in, or have aged out of, the foster care system	This sub-group is a low count group (less than 5). Stakeholders did not know how the region was sustaining the success in **2S2, 2S3 and 4S1**. The success could be varied depending on the individual. Stake holders believed single parents are motivated to join the work force to provide for their family. This motivation leads to high success rates in a low count group.	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **1S1,2S1, 3S1, and 5S2**. As a low number group the root cause may be different for each individual. Program Placement - **1P1** (11% of the 68.4% target); insufficient data to determine causes.

	Postsecondary Credential Attainment **(2P1)**	Youth who are in or are aging out of foster care may need more support to be successful in the academic world.
	Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2.Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.	
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)	This sub-group is a low count group (less than 5). Stakeholders did not know how the region was sustaining the success in **1S1, 2S2, and 5S2.** The success could be varied depending on the individual. Stake holders believed single parents are motivated to join the work force to provide for their family. This motivation leads to high success rates in a low count group. Program Placement **(1P1)** and Postsecondary Credential Attainment **(2P1)**	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **2S1, 2S2, 3S1, and 4S1.** As a low number group the root cause may be different for each individual. Non-Traditional Program Concentration - **3P1** (2% of the 7.2% target) Traditional male/female roles may play a large part in students' academic choices.

	Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2.Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Business, Management & Administration; Health Science; Human Services	Low or No Career Cluster Enrollment (5 or less concentrators): Agriculture, Food & Natural Resources; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Finance; Hospitality & Tourism; Transportation, Distribution & Logistics
Core Indicators and Enrollment by Gender		
Females	Program Placement - **1P1** and Postsecondary Credential Attainment - **2P1** Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships.	Non-Traditional Program Concentration - **3P1** (3% of the 8% target). Most females continue to enroll in programs that will allow them employment in traditionally female-dominated occupations.

	2.Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Agriculture, Food & Natural Resources; Business Management & Administration; Finance; Health Science; Human Services	Low or No Career Cluster Enrollment (5 or less concentrators): Architecture & Construction; Hospitality & Tourism; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics
Males	Postsecondary Credential Attainment - **2P1** and Non-Traditional Program Concentration - **3P1** Strengths are sustained by: 1. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 2. Resources provided by Student Support Services and the Academic Development Center. 3. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend	Program Placement - **1P1** (63% of the 76% target). Male students are occasionally enticed into employment before finishing their program due to feeling pressured to earn a paycheck. Low or No Career Cluster Enrollment (5 or less concentrators): Business Management & Administration; Hospitality & Tourism; Human Services

	the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Architecture & Construction; Agriculture, Food & Natural Resources; Finance; Health Science; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics	

Performance of Students from Major Racial and Ethnic Groups		

Barton Community College is located in a rural region of Kansas. Most residents are White (79%), 16% are Hispanic, 3% are Two or More Races, 1% are Black, .3% are Asian, and .3% are American Indian and Alaskan (combined).
The majority of Barton's students who have identified themselves in a "race/ethnicity" category other than White or Hispanic are international students who are attending Barton with the aid of a sports scholarship. Most of these students are not in Career Technical programs but are enrolled in general education courses to transfer to a four-year institution after two years at Barton, which affects the Core Indicator Performance data.

| American Indian or Alaskan Native (9 concentrators) | Postsecondary Credential Attainment - 2P1

Strengths are sustained by:
1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships.
2. Collaboration with program advisory board members.
3. Resources provided by Student Support Services and the Academic Development Center.
4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework.
5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the | This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **1S1,2S1, 2S2, 2S3, 3S1, 4S1 and 5S2**. As a low number group the root cause may be different for each individual.

*Program Placement - **1P1** (63% of the 68.4% target); Non-Traditional Program Concentration - **3P1** (0% of the 7.2% target)

* Low or No Career Cluster Enrollment (5 or less concentrators):
Business Management & Administration; Finance; Hospitality & Tourism; Human Services; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics |

	Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Ag, Food, Natural Resources; Health Science; Information Technology; Manufacturing	
Asian (12 concentrators)	Program Placement - **1P1** and Non-Traditional Program Concentration - **3P1** Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2. Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **1S1, 2S1, 2S2, 2S3, 3S1, 4S1 and 5S2**. As a low number group the root cause may be different for each individual. *Postsecondary Credential Attainment - **2P1** (50% of the 63.9% target) * Low or No Career Cluster Enrollment (5 or less concentrators): Ag, Food, Natural Resources; Information Technology; Manufacturing; Business Mgmt & Admin; Finance; Hospitality & Tourism; Human Services; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics

	Significant Career Cluster Enrollment (more than 5 concentrators): Health Science	
Black or African American (47 concentrators)	This sub-group is a low count group (less than 5). Stakeholders did not know how the region was sustaining the success in 5S2. The success could be varied depending on the individual. Stake holders believed single parents are motivated to join the work force to provide for their family. This motivation leads to high success rates in a low count group. Postsecondary Credential Attainment - 2P1 and Non-Traditional Program Concentration - 3P1 Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2.Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of 1S1, 2S1, 2S2, 2S3, 3S1, 4S1. As a low number group the root cause may be different for each individual *Program Placement - 1P1 (56% of the 68.4% target) * Low or No Career Cluster Enrollment (5 or less concentrators): Information Technology; Technology & Communications; Business Mgmt & Admin; Finance; Hospitality & Tourism; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics

	Significant Career Cluster Enrollment (more than 5 concentrators): Ag, Food, Natural Resources; Health Science; Human Services; Manufacturing	
Hispanic/Latino (76 concentrators)	**1S1 Graduation Rate** - School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **4S1 Non-Traditional Concentration** – Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom. **5S2 Post-Secondary Credits Attained** – Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Great Bend has reached out to HCC to provide concurrent classes in the Construction and Design (Architecture). Program Placement **(1P1)**, Postsecondary Credential Attainment **(2P1)**, and Non-Traditional Program Concentration **(3P1)** Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2.Collaboration with program advisory board members.	**2S1 Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S2 Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S3 Science Attainment** - Curriculum alignment and teaching practices.

	3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Health Science; Human Services; Manufacturing; Ag, Food, Natural Resources; Business Management & Administration; Finance; Information Technology	Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **3S1 Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in. * Low or No Career Cluster Enrollment (5 or less concentrators): Hospitality & Tourism; Law, Public Safety, Corrections & Security; Transportation, Distribution & Logistics
Native Hawaiian or Other Pacific Islander (4 concentrators	Insufficient concentrator data	This sub-group is a low count group (less than 5). Stakeholders could not identify the root causes of not attaining the assigned goals of **1S1, 2S1, 2S2, 2S3, 3S1, 4S1 and 5S2**. As a low number group the root cause may be different for each individual. * Insufficient concentrator data * Low or No Career Cluster Enrollment (5 or less concentrators): Health Science; Law, Public Safety, Corrections & Security; Human Services; Manufacturing; Ag, Food, Natural Resources; Information Technology; Manufacturing; Business Mgmt & Admin; Finance;

		Hospitality & Tourism; Transportation, Distribution & Logistics
White (448 concentrators)	**1S1 Graduation Rate** - School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **2S1 Reading Attainment** – School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. **2S3 Science Attainment** - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. Curriculum alignment grades 6-12. **3S1 Total Placement** – Students exploring other opportunities not related to the pathways they are concentrating in. Rise in the number of job shadowing and internships has created a more focused approach to academics to remain eligible for the programs. **4S1 Non-Traditional Concentration** – Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom. **5S2 Post-Secondary Credits Attained** – Region schools are working closely with	**2S2 Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. Low or No Career Cluster Enrollment (5 or less concentrators): Hospitality & Tourism; Transportation, Distribution & Logistics

Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Great Bend has reached out to HCC to provide concurrent classes in the Construction and Design (Architecture).

Program Placement **(1P1)**, Postsecondary Credential Attainment **(2P1)**, and Non-Traditional Program Concentration **(3P1)**

Strengths are sustained by:
1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships.
2. Collaboration with program advisory board members.
3. Resources provided by Student Support Services and the Academic Development Center.
4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework.
5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.

Significant Career Cluster Enrollment (more than 5 concentrators):

	Ag, Food, Natural Resources; Health Science; Information Technology; Manufacturing; Business Mgmt & Admin; Finance; Human Services; Law, Public Safety, Corrections & Security;	
Two or More Races (22 concentrators)	**1S1 Graduation Rate** - School districts place a strong emphasis on high school graduation. There are multiple initiatives aimed at student success, including MTSS and credit recovery programs. **2S3 Science Attainment** - School districts have placed a strong emphasis on assessments. There are multiple initiatives aimed at student success, including MTSS and Interim assessments. Teachers are utilizing data to focus efforts on those students who may struggle. Curriculum alignment grades 6-12. Stakeholders believe this sub-group is highly motivated to achieve because of the obstacles that non-traditional students face. **4S1 Non-Traditional Concentration** – Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-traditional guest speakers in the classroom and non-traditional mentors outside the classroom. **5S2 Post-Secondary Credits Attained** – Region schools are working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Great Bend has reached out to HCC to provide concurrent classes in the Construction and Design (Architecture).	**2S1 Reading Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **2S2 Math Attainment** - Curriculum alignment and teaching practices. Direct alignment of internal assessments and curriculum to state standards will create higher levels of student academic achievement. Students who receive high-quality instruction will be more motivated and engaged in their own learning, enabling students to take rigorous classes, achieve higher grades, and perform better on state academic assessments. Lack of Pre-ACT predictive assessment at the freshman level. Learning loss from COVID was identified as a root cause. This cohort group would have been freshmen during the school lock downs. **3S1 Total Placement** - Students exploring other opportunities not related to the pathways they are concentrating in.

	Program Placement **(1P1)** Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2. Collaboration with program advisory board members. 3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Health Science (18 of 22 concentrators)	* Non-Traditional Program Concentration - **3P1** (6% of the 7.2% target) *Indicator **2P1** – Insufficient data * Low or No Career Cluster Enrollment (5 or less concentrators): Ag, Food, Natural Resources; Information Technology; Manufacturing; Business Mgmt & Admin; Finance; Human Services; Law, Public Safety, Corrections & Security; Hospitality & Tourism; Transportation, Distribution & Logistics
Unknown (32 concentrators)	N/A Non-Traditional Program Concentration (3P1) Strengths are sustained by: 1. Student field trips including tours of industry facilities, guest speakers in CTE classrooms, student internships. 2. Collaboration with program advisory board members.	N/A *Postsecondary Placement (1P1) and Credential Attainment (2P1) * Low or No Career Cluster Enrollment (5 or less concentrators): Ag, Food, Natural Resources; Information Technology; Business Mgmt & Admin; Finance;

	3. Resources provided by Student Support Services and the Academic Development Center. 4. Offering review courses and industry testing to students while enrolled in the program or immediately following completion of coursework. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment. Significant Career Cluster Enrollment (more than 5 concentrators): Health Science; Manufacturing	Human Services; Law, Public Safety, Corrections & Security; Hospitality & Tourism; Transportation, Distribution & Logistics

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;

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…
**NOTE: Secondary = Blue / Postsecondary = Black

Question	Answer	Areas for Improvement
Are of sufficient size	Student demand What the schedule/staff can handle Licensing Adequate access to equipment Labor needs Consultation with CTE advisory board members, local area workforce board, chamber of commerce, school districts, and economic development office to obtain feedback on employer needs; consistent and ongoing contact with industry partners.	Critiques of pathways (self-reflection) to improve pathway Semester classes Additional CTE staff Work on aligning secondary pathways with postsecondary programs and regional demands. Increased/improved communication with advisory board members, local workforce board, chamber of commerce, school districts, and economic development office to better understand workforce/student demand.
Relate to real-world work environment (Scope)	Advisory Committees Internships Job Shadows Certifications CTSOs Implementation of Work Based Learning courses in all Pathways	Increase number of internships/job shadows and industrial tours. Increase number of industry-recognized certifications. 1. Increase the number of internships/job shadows and tours of local industry.

	1. Soft Skills (Barton's "Essential Skills") are integrated into CTE courses. 2. CTE programs purchase state-of-the-art equipment that allows hands-on learning. 3. Guest speakers from local industry visit CTE classrooms, and field trips are provided to students in many classes to experience employers in action. 4. Barton's annual Career Fair introduces middle and high school students to postsecondary education. 5. Many CTE instructors are currently working in their field of expertise or have transitioned from industry to the classroom and, therefore, can share real-life knowledge and experiences with students. 6. Communication with regional stakeholders and industry partners to assess the need for current and additional programs.	2. Increase the number of CTE instructors from industry. 3. Increase the number of instructors who transition from industry to teaching. 4. Continued communication with regional stakeholders and industry partners to assess the need for current and additional programs.
Help students advance to future education (Scope)	Articulation agreements, college and technical school tours, guest speakers from college and technical schools during class time. Bring alumni back as quest speakers, to share college or work experience. Professional development for CTE faculty keeps instructors abreast of education and curriculum needed to advance to future education. Comprehensive electronic portfolios (Google sheets) – dynamic, real time, updated weekly, student driven with teacher guidance, portable and shareable.	Consistency in articulation agreements, relevant to students, educate students of the value of articulation agreements. Pathway instructors connect with college and technical schools' programs. Elementary Career Awareness programs. Expose students to variety of ideas and options outside the world they know. Create learning centers that focus on broad exploration. Include field trips/tours and guest speakers. Middle School Exploration programs. Awareness of and exposure to a wide variety of careers. Develop employable skills, plan for

	Intern portfolio – build their own website, showcase, reflections, IPS, certifications, resume and cover letter. 1. Statewide high school articulation agreements are reviewed annually to ensure accuracy. 2. CTE programs offer several entry and exit points. 3. College Advantage, Concurrent Enrollment Partnerships (CEP), and Partnered Online programs are available to high school students. Eighth graders through young adults are allowed to visit campus throughout the year. 4. CTE program leaders consult advisory boards, business partners, and KBOR regarding program alignment requirements. 5. CTE administrators host a USD partnership meeting each fall semester. 6. Postsecondary 2+2 agreements are pursued with four-year institutions. 7. Communication with regional stakeholders and industry partners to assess the need for current and additional programs.	transition to high school, job shadows, mock interviews and career mentoring. More CTE centered electives at the middle school level. 1. Educate secondary students regarding high school articulation agreements. 2. Increased communication with secondary counselors, teachers, and students. 3. Continued communication with all industry partners and regional stakeholders, including students, to assess new programs needed in the area. 4. Continued work to secure additional 2+2 agreements.
Are of high quality	Project analyzes, competitions and tech challenges. Placement/hiring out of CTE programs. Periodic program review both internally and with advisory boards. CTE instructor take advantage of Professional Development opportunities to increase skills and knowledge in order to maintain quality. Facilities and offerings remain competitive. Retention of staff.	Grow participation, student exit surveys, and self-evaluation. Develop meaningful secondary end-of-program measurements to ensure CTE curricula is directed toward producing credentials that can be used directly in industry and/or applied toward further postsecondary education

| | 1. The majority of Barton's programs are nationally accredited and approved.
2. Program instructors and administrators consult with CTE advisory board members for input.
3. Perkins grant coordinator reviews curriculum guides annually with instructors and administrators and cross-references them with the KBOR database.
4. Mandatory and elective on-campus professional development activities and training provided to CTE instructors, administrators, and staff members. Professional development funds for off-campus training are provided to CTE instructors. Focus on improvement of state and federal core indicators of performance.
5. Instructional reviews and faculty evaluations.
6. Communication with regional stakeholders and industry partners to assess the need for current and additional programs. | 1. Wages: a gap exists between wages earned in the field and potential wages offered for instructor positions. |

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?

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.
**NOTE: Secondary = Blue / Postsecondary = Black

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	Curriculum development with alignment to the competencies for the pathway. Curriculum must be approved by steering committee prior to BOE approval 1. Barton conducts instructional program reviews to ensure adherence to state academic standards. 2. Program-specific learning outcomes and classroom assessments are utilized to ensure classes are of the highest quality.	Inclusion of core academic instructors to integrate core academics into the pathway. None identified.

(B) addresses both academic and technical knowledge and skills, including employability skills	Quality Pathway Rubric exercise is completed to address the areas of weakness in the pathway. Section IV of the rubric (Instructional strategies) identifies areas of strength and weaknesses. 1. CTE instructor collaboration with Academic instructors. 2. Essential skills (soft skills) are incorporated into CTE courses.	Participation by business partners in completing the Quality Pathway Rubric. Increase the number of academic/CTE collaborations.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Advisory committee members and local employers share their current and future needs as well as offering potential trends. Excellent working relationship with Workforce One office. 1. Consultation with CTE advisory boards to conduct a review of the program curriculum on a biannual basis. 2. Consultation with local school districts and the workforce, including the chamber of commerce and economic development office, to identify student/industry needs.	Increased/improved communication with committee members and employers on a more consistent basis. Ongoing/increased communication with partners.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Career exploration and the participation in job shadows culminating in students involved in Work Based Learning and internships as a capstone to the pathway. 1. High school articulation agreements. 2. Get Ahead program, Partnered Online, and Excel in CTE for high school students.	Increased career exploration at the middle school level. Greater participation by employers in the WBL and internship programs. Ongoing/increased communication and collaboration with high school administrators, instructors, counselors, and students.

	3. The Center for Adult Education provides General Education Degree (GED) and Accelerating Opportunity-Kansas (AO-K). Most CTE instructors also serve as advisors to their students.	
(E) has multiple entry and exit points that incorporate credentialing	Pathway curriculums provide students the opportunity to attain credentials but most credentialing occurs through opportunities in dual credit course provided by post-secondary institution. Credentials range from Microsoft credentials to CNA certification. 1. Entry points include high school (high school students and graduates) and adult learners. 2. Exit points include SAPPs (less than 16 credits), Cert A (16-26 credits), Cert B (27-44 credits), Cert C (45-53 credits), and Associate of Applied Science (64 credits), and AS/AA transfer options.	Increased number of credentials taken/achieved by the students to provide documentation for future employers. Expand existing programs and add new programs to ensure various opportunities and exit points for students.
(F) culminates in the attainment of a recognized postsecondary credential.	As stated previously dual credit courses with our post-secondary partner provides students the opportunity to attain the credential for a given pathway. 1. Postsecondary students attain a postsecondary credential when completing each program. 2. Most CTE programs have opportunities to sit for industry exams and earn industry-recognized credentials while enrolled and after completion.	Increased/improved communication with students on credentials that can be achieved. Increase the number of industry credentials offered to students.

STEP 3: Analyze CTE Programs

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

Perkins V Section 134(c)(2)(D)
The local needs assessment shall include…
(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

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

Q7: How do schools and colleges in the region recruit, retain, and train CTE educators and support staff?
**NOTE: Secondary = Blue / Postsecondary = Black

RECRUITMENT		
Process	**Strengths**	**Needs/Gaps**
Utilize Advisory Committee members contacts for potential CTE teachers	Strong advisory committee members that are invested in success of programs. Facilities, equipment	Develop a system to track CTE graduates for possible return to area as an educator. Lack of post-secondary programs that produce CTE instructors. Ex. FACS, Industrial Arts, Ag. Districts struggles to recruit and retain teachers because of the lack of students enrolling in education programs.
Attend job fairs sponsored by postsecondary institutions.		
Utilize FHSU Transition to Teaching (T2T) and WSU and FHSU Para to Teaching programs.		

Barton's CTE advisory board members are consulted when there is a need for an instructor.	CTE faculty candidates with industry experience are given priority in the hiring process whenever possible – one of Barton's "best practices."	1. Lack of quality CTE instructors with the desired field experience combined with teaching ability. 2. A gap exists between wages earned in the field and potential wages offered for instructor positions.
Barton's CTE programs publish job ads in industry-specific publications.	Better-qualified candidates are reached.	A gap exists between wages earned in the field and potential wages offered for instructor positions.
Barton's Human Resources department utilizes the "One-Stop Career Centers" advertising resource, which has nearly 3,000 delivery points nationwide.	The One-Stop Career Centers provide a vast network from which the college can attract job seekers for every available position.	No gaps were identified.
Barton's HR department has removed the salary history question on the employment application and the question that focuses on criminal history.	These revisions to the job application help attract candidates from underrepresented groups.	No gaps were identified.

TRAINING		
Process	Strengths	Needs/Gaps
Professional Development opportunities	Perkins funds are utilized to provide teachers the opportunity to attend relevant professional development locally and nationally. Substitutes and travel are paid with Perkins funds.	CTE instructors need training to implement high-quality work-based learning to make work-based learning an essential part of all secondary CTE programs.
Barton provides on-campus professional development to faculty and staff, which is developed and facilitated primarily by Barton's Center for Innovation and Excellence.	1. Trainings are presented via ZOOM for all attendees to ensure access to employees at all locations. Faculty (and staff) have access to recorded training and resources on Barton's	Annual review of onboarding tool to ensure relevance of information.

	Center for Excellence and Innovation web page. 2. The Center for Excellence and Innovation has created an onboarding tool for supervisors so they may provide pragmatic and logistical information to newly hired instructors. 3. CTE administrators provide additional mentoring opportunities to newly hired instructors.	
Barton's Center for Innovation and Excellence offers employee funding opportunities to all employees in the fall and spring semesters. This funding supports professional development, innovation exploration, and team collaboration projects that enhance employee excellence and learning.	The funding allows all employees to gain knowledge and increase their skills and provides opportunities for innovative ideas to be pursued and shared with others. Team collaboration projects encourage employees from all areas of the college to work together toward a common goal to explore new possibilities and learn from each other.	Additional funding is needed to fulfill all employee requests.
Barton encourages CTE instructors to attend off-campus professional development.	Instructors return to their classrooms with current and cutting-edge knowledge for students in their programs.	Increased opportunities for high-quality professional development.

RETENTION		
Process	**Strengths**	**Needs/Gaps**
Substantial budgets for each individual program to build the program as the instructor sees fit. CTE instructors have a high degree of control over curriculum and course decisions, which increases buy-in and makes jobs rewarding	State funding is used to create generous budgets to purchase industry standard equipment and supplies	Create an equitable system to determine pathway budgets. System needs to take into consideration: equipment needs, size of program and cost per student. When small, rural districts are able to recruit teachers, some stay just a few years before being recruited by larger and more urban districts.
Barton encourages CTE instructors to attend off-campus professional development. Funding is available through the BCC Foundation office and the Center for Excellence and Innovation.	Instructors return to their classrooms with current and cutting-edge knowledge for students in their programs.	Identify additional industry-specific professional development.

New faculty are paired with a more experienced CTE instructor who offers mentorship during their first year to two years of tenure.	New faculty have an invaluable resource to help them as they are navigating their first semesters on campus. This is crucial for instructors with a depth of field knowledge but who need more teaching experience.	No gaps were identified.
The Center for Excellence and Innovation provides support for all faculty and staff.	Faculty and staff have access to training and resources to ensure they are well-prepared for the job's daily demands.	No gaps were identified.
Barton's Course Binder Project	The Course Binder Project provides a booklet or "binder" of information to secondary CEP teachers to help guide them in course-building and ensure that high school courses are rigorous and consistent with the postsecondary curriculum.	No gaps were identified.

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.

NOTE: Secondary = Blue / Postsecondary = Black

Strength	Which special population(s)	Strategies for Sustaining
1S1 Graduation	Two or more races Economically disadvantaged ELL Non-traditional Homeless Active Military	Provide high quality early intervention services. Early services and interventions affect all aspects of education.
2S1 Reading Attainment	Single Parent Non-traditional	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes

		of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring
2S2 Math Attainment	Single Parent Non-traditional Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S3 Science Attainment	Two or more races Single Parent Non-traditional Active Military Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies.

		1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S3 Science Attainment	Two or more races Single Parent Non-traditional Active Military Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers.

		5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S3 Science Attainment	Two or more races Single Parent Non-traditional Active Military Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
5S2 Post-Secondary Attained	Black or African American Two or more races Economically disadvantaged ELL Non-traditional Migrant Worker Parent Active Military	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE

		scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations.
1P1- Program Placement	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Single parents, including single pregnant women 3. 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	1. Utilization of Barton's Student Support Services, Upward Bound, and other TRIO programs. 2. Central Kansas Educational Opportunity Center (CKEOC) is in Great Bend and Grandview Plaza. 3. Barton's Cougar Supply Den and Cougar Closet offer food, dorm room supplies, and clothing to students free of charge. 4. On-site advisor at Grandview Plaza for guidance in Emergency Management-Homeland Security, and Hazardous Materials Management programs. 5. Academic Development Center services are available for all students when they enroll and as they advance in their programs. 6. Services for Veterans, Active Duty/Reserve military and their families. 7. The Adult Education Center offers Accelerating Opportunity-Kansas (AO-K). 8. CTE instructors utilize the Early Alert System to identify students who may need assistance.

		9. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.
2P1- Postsecondary Credential Attainment	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Single parents, including single pregnant women 3. Youth who are in, or have aged out of, the foster care system 4. 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	1. Utilization of Barton's Student Support Services, Upward Bound, and other TRIO programs. 2. Central Kansas Educational Opportunity Center (CKEOC) is in Great Bend and Grandview Plaza. 3. Barton's Cougar Supply Den and Cougar Closet offer food, dorm room supplies, and clothing to students free of charge. 4. On-site advisor at Grandview Plaza for guidance in Emergency Management-Homeland Security, and Hazardous Materials Management programs. 5. Academic Development Center services for all students when they enroll and as they advance in their programs. 6. Services for Veterans, Active Duty/Reserve military and their families. 7. The Adult Education Center offers AO-K. 8. CTE instructors utilize the Early Alert System to identify students who may need assistance.

		9. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.
3P1- Non-Traditional Program Concentration	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Individuals preparing for non-traditional fields 3. Single parents, including single pregnant women	1. Utilization of Barton's Student Support Services, Upward Bound, and TRIO programs. 2. Central Kansas Educational Opportunity Center (CKEOC) is in Great Bend and Grandview Plaza. 3. Barton's Cougar Supply Den and Cougar Closet offer food, dorm room supplies, and clothing to students free of charge. 4. On-site advisor at Grandview Plaza for guidance in Emergency Management-Homeland Security, and Hazardous Materials Management programs. 5. Academic Development Center services for all students when they enroll and as they advance in their programs. 6. Services for Veterans, Active Duty/Reserve military and their families. 7. The Adult Education Center offers AO-K. 8. CTE instructors utilize the Early Alert System to identify students who may need assistance.

		9. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.

Gap	Which special population(s)	Strategies for Improvement
1S1 Graduation	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Individual with disability Single parent Migrant Worker Parent Foster Youth Care	These sub-group are low count groups (less than 5). Professional development on providing high quality early intervention services. Development and implementation of early interventions and services to affect all aspects of education.
2S1 Reading Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless Active Military Foster Youth Care	These sub-group are low count groups (less than 5). Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes

		of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S2 Math Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless Active Military	These sub-group are low count groups (less than 5). Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S3 Science Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native	These sub-group are low count groups (less than 5). Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency.

	Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless	Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
3S1 Placement	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Single parent ELL Migrant Worker Parent Homeless Active Military Foster Youth Care	These sub-group are low count groups (less than 5). Counselors/instructors will provide support to these individuals including mentoring and work-based learning opportunities. Continue providing necessary skills setting them up to succeed as they join the labor force upon graduate
4S1 Non-Traditional Participation	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Individual with disability	These sub-group are low count groups (less than 5). Counselors are focusing on providing relevant information to students who before would not have considered employment in a non-traditional field. Instructors are providing non-

	Economically disadvantaged ELL Homeless Active Military	traditional guest speakers in the classroom and non-traditional mentors outside the classroom
5S2 Post-Secondary Attained	Native Hawaiian or other Pacific Islander Asian American Indian or Alaska native Individual with disability Single parent Homeless Foster Youth Care	These sub-group are low count groups (less than 5). Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations
1P1- Program Placement	1. Individuals preparing for non-traditional fields 2. Youth who are in, or have aged out of, the foster care system	Increased awareness and support of these special populations students as they progress in their programs.
2P1- Postsecondary Credential Attainment	Individuals preparing for non-traditional fields	Increased awareness and support of these special populations students as they progress in their programs and near completion.
3P1- Non-Traditional Program Concentration	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	1. Increased marketing to create awareness of programs considered non-tradition by gender. 2. Barton will continue to offer a wide range of programs and services to Veterans, Active Duty/Reserve military, and their families.

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.

NOTE: Secondary = Blue / Postsecondary = Black

Strength	Which special population(s)	Strategies for Sustaining
1S1 Graduation	Two or more races Economically disadvantaged ELL Non-traditional Homeless Active Military	Survey students to determine what motivated or assisted their process toward graduation. Utilize the data to continue to break down barriers that hinder special populations graduation. Continue early intervention practices.
2S1 Reading Attainment	Single Parent Non-traditional	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem-solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful research-based strategies to attaining reading proficiency
2S2 Math Attainment	Single Parent Non-traditional Foster Youth Care	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem-solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful research-based strategies to attaining reading proficiency
2S3 Science Attainment	Two or more races Single Parent Non-traditional Active Military	Promote an accepting culture among staff and students and offer training for staff in regards to special populations.

	Foster Youth Care	Insure College and Career readiness, continue to provide rigorous reading, writing, and problem-solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful research-based strategies to attaining reading proficiency
3S1 Placement	Economically disadvantaged Non-traditional	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work-based opportunities. Develop partnership by contact local industry about creating work-based opportunities.
4S1 Non-Traditional Participation	Two or more races Single Parent Non-traditional Migrant Worker Parent Foster Youth Care	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work-based opportunities. Develop partnership by contact local industry about creating work-based opportunities
5S2 Post-Secondary Attained	Black or African American Two or more races Economically disadvantaged ELL	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules

	Non-traditional Migrant Worker Parent Active Military		so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations.
1P1- Program Placement	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Single parents, including single pregnant women 3. 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		1. Barton offers many CTE programs online. Various classroom schedules are also available to students, and courses are offered in multiple learning modes (visual, written, hands-on). 2. Various program entry and exit points help students find a suitable option. 3. Barton offers Veterans, Active Duty/Reserve military, and their families various programs and services. 4. CTE instructors utilize the Early Alert System, which is designed to notify individual students if their performance is decreasing. 5. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic

		advancement/placement and employment.
2P1- Postsecondary Credential Attainment	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Single parents, including single pregnant women 3. Youth who are in, or have aged out of, the foster care system 4. 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	1. Review courses and industry testing are provided to students while they are enrolled in the program or immediately following completion of coursework. 2. Most CTE instructors also serve as advisors to their students. 3. Barton offers Veterans, Active Duty/Reserve military, and their families various programs and services. 4. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.
3P1- Non-Traditional Program Concentration	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Individuals preparing for non-traditional fields 3. Single parents, including single pregnant women	1. Focused marketing of non-traditional CTE programs to all prospective students. 2. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.

Gap	Which special population(s)	Strategies for Improvement
1S1 Graduation	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Individual with disability Single parent Migrant Worker Parent Foster Youth Care	Professional development on providing high quality early intervention services. Development and implementation of early interventions and services to affect all aspects of education.
2S1 Reading Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless Active Military Foster Youth Care	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem-solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful research-based strategies to attaining reading proficiency
2S2 Math Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless Active Military	Promote an accepting culture among staff and students and offer training for staff in regards to special populations. Insure College and Career readiness, continue to provide rigorous reading, writing, and problem-solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful research-based strategies to attaining reading proficiency
2S3 Science Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native	Promote an accepting culture among staff and students and offer training for staff in regards to special populations.

	Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless	Insure College and Career readiness, continue to provide rigorous reading, writing, and problem-solving challenges in activities, projects, and scenarios. Provide professional development that addresses successful research-based strategies to attaining reading proficiency
3S1 Placement	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Single parent ELL Migrant Worker Parent Homeless Active Military Foster Youth Care	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work-based opportunities. Develop partnership by contact local industry about creating work-based opportunities.
4S1 Non-Traditional Participation	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Individual with disability Economically disadvantaged ELL Homeless Active Military	Provide professional development for technical skills through out-of-district training through KSDE and affiliate training and conferences such as K-ACTE. Recruit community volunteers from business and industry to assist Xello mentoring days. Job shadowing/work experience - Utilize Building Bridges events to develop partnerships to create work-based opportunities. Develop partnership by contact local industry about creating work-based opportunities. Counselors/instructors providing information on pathways offered with students, as well as the post-secondary opportunities and workforce opportunities available to CTE students.

		Provide linkage to future education and training opportunities by inviting additional college representatives to the school to speak with students about post-secondary opportunities.
5S2 Post-Secondary Attained	Native Hawaiian or other Pacific Islander Asian American Indian or Alaska native Individual with disability Single parent Homeless Foster Youth Care	Continue working closely with Barton Community College to provide multiple opportunities for students to gain post-secondary credits. Provide flexible schedules so students may attend courses on campus. Retain and recruit teachers who can provide dual credit classes. Explore ways to provide funding or scholarships to special populations to attain post-secondary credits. Examples may include create/build an endowment for CTE scholarships specifically for special populations unable to afford the tuition of post-secondary credits. Utilize .5 funding money to purchase books for the college credit classes for special populations. Partner with Barton County College to provide Boost scholarship to special populations.
1P1- Program Placement	1. Individuals preparing for non-traditional fields 2. Youth who are in, or have aged out of, the foster care system	1. Instructors serve as advisors to their students and interact with them regularly. 2. Students will continue to be referred to the Student Support Services office and the Academic Development Center.
2P1- Postsecondary Credential Attainment	Individuals preparing for non-traditional fields	1. Instructors serve as advisors to their students and interact with them regularly. 2. Students will continue to be referred to the Student Support Services office and the Academic Development Center.

3P1- Non-Traditional Program Concentration	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	1. Instructors serve as advisors to their students and interact with them regularly. 2. Barton will continue to offer a wide range of programs and services to Veterans, Active Duty/Reserve military, and their families.

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.

NOTE: Secondary = Blue / Postsecondary = Black

Strength	Which special population(s)	Strategies for Sustaining
1S1 Graduation	Two or more races Economically disadvantaged ELL Non-traditional Homeless Active Military	Survey students to determine what motivated or assisted their process toward graduation. Utilize the data to continue to break down barriers that hinder special populations graduation. Continue early intervention practices.
2S1 Reading Attainment	Single Parent Non-traditional	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers.

		4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S2 Math Attainment	Single Parent Non-traditional Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S3 Science Attainment	Two or more races Single Parent Non-traditional Active Military Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies.

		1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
3S1 Placement	Economically disadvantaged Non-traditional	Provide: • Industry-recognized certifications that allow students to enter the workforce immediately after high school graduation. • Career & Technical Student Organizations (CTSOs) such as FCCLA, FFA, FBLA, Educators Rising. • Course, college, and career guidance from counselors and mentoring teachers using Xello to create an individual plan of study Provide opportunities for students to work during the school day at Sunflower Diversified or Rosewood Industries. Disabled students are trained with, on and use current industry standard equipment
4S1 Non-Traditional Participation	Two or more races Single Parent	Partner/seek assistance with/from:

	Non-traditional Migrant Worker Parent Foster Youth Care	• Local services to identify and adopt strategies to increase access and success for special populations in CTE programs. • Equal Opportunity Commissions to identify and adopt strategies to increase access and success for special populations in CTE programs • Social Services identify and adopt strategies to increase access and success for special populations in CTE programs. • Local Armed Services recruiters and local National Guard leaders to identify and adopt strategies to increase access and success for special populations in CTE programs. Workforce One and K-JAG to identify and adopt strategies to increase access and success for special populations in CTE programs.
5S2 Post-Secondary Attained	Black or African American Two or more races Economically disadvantaged ELL Non-traditional Migrant Worker Parent Active Military	Collaborate with Barton County College to provide postsecondary credit to students. Utilization of local funds to provide books for students enrolled in Excel CTE courses. Utilize the websites and social media outlets to inform and promote Postsecondary and Excel in CTE courses. Counselors discuss/inform Postsecondary and Excel in CTE courses
1P1- Program Placement	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Single parents, including single pregnant women 3. Youth with a parent who-	1. Barton's CTE classrooms are equipped with state-of-the-art equipment. 2. Most of Barton's CTE instructors are hired directly from the field. 3. CTE advisory boards review the curriculum in each program regularly.

	(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	4. Barton's Student Support Services department assists students with educational, financial, and personal challenges. 5. Barton offers Veterans, Active Duty/Reserve military, and their families various programs and services. 6. The Adult Education Center will continue offering Accelerating Opportunity-Kansas (AO-K). 7. The Academic Development Center is available to all students, with mentors who coach students through various challenges. 8. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.
2P1- Postsecondary Credential Attainment	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Single parents, including single pregnant women 3. Youth who are in, or have aged out of, the foster care system 4. 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	1. CTE instructors provide review courses and industry testing to students enrolled in the program or immediately after coursework completion. 2. Barton offers the Certified Nurse Assistant program to high school students in the Health Care pathway. 3. Resources offered by Student Support Services personnel and the Academic Development Center help students excel.

	(ii) is on active duty (as such term is defined in section 101(d)(1) of such title	4. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.
3P1- Non-Traditional Program Concentration	1. Individuals from economically disadvantaged families, including low-income youth and adults 2. Individuals preparing for non-traditional fields 3. Single parents, including single pregnant women	1. Barton offers the Certified Nurse Assistant program to high school students in the Health Care pathway. 2. Marketing non-traditional CTE programs to all prospective students is a best practice at Barton. 3. Student Support Services personnel and the Academic Development Center encourage the participation of students in non-traditional fields of study. 4. Representatives of regional hospitals and universities participate in Barton's Nursing Program Career Fair, held annually on the Great Bend campus. Nursing, Nursing Aide, Medical Laboratory Technology, and Emergency Medical Services students attend the fair to learn about academic advancement/placement and employment.
Gap	**Which special population(s)**	**Strategies for Improvement**
1S1 Graduation	Native Hawaiian or other Pacific Islander Black or African American Asian	Provide high quality early intervention services. Early services and interventions affect all aspects of education.

	American Indian or Alaska native Individual with disability Single parent Migrant Worker Parent Foster Youth Care	
2S1 Reading Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless Active Military Foster Youth Care	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S2 Math Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Economically disadvantaged ELL Migrant Worker Parent	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February.

	Homeless Active Military	2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.
2S3 Science Attainment	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Individual with disability Economically disadvantaged ELL Migrant Worker Parent Homeless	Instructors need to identify special pops building on their strengths while identifying weaknesses and correcting the deficiency. Districts need to refine previous strategies and continue researching new strategies. 1.) Interim predictive assessments, to guide instruction and inform stakeholders, will be given in October, December and February. 2.) Professional development on best teaching practices and utilization of collaborative time to review data. 3) Visible learning techniques to evaluate their own teaching and see learning through the eyes of their students helping them to become their own teachers. 4) Increase amount of guest speakers, industry tours and job shadows to illustrate the importance of science in careers. 5) Identify concentrators in MTSS interventions and provide extra support within CTE pathways, mentoring and after school tutoring.

3S1 Placement	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Two or more races Individual with disability Single parent ELL Migrant Worker Parent Homeless Active Military Foster Youth Care	CTE instructors will set up meetings with students who have shown interest in a non-traditional pathway, to discuss courses and employment opportunities should the student pursue a career in the pathway. Career Fairs attendance to provide students the opportunity to explore, question and begin preparation for chosen careers.
4S1 Non-Traditional Participation	Native Hawaiian or other Pacific Islander Black or African American Asian American Indian or Alaska native Individual with disability Economically disadvantaged ELL Homeless Active Military	CTE instructors will set up meetings with students who have shown interest in a non-traditional pathway, to discuss courses and employment opportunities should the student pursue a career in the pathway. Career Fairs attendance to provide students the opportunity to explore, question and begin preparation for chosen careers
5S2 Post-Secondary Attained	Native Hawaiian or other Pacific Islander Asian American Indian or Alaska native Individual with disability Single parent Homeless Foster Youth Care	Collaborate with Barton County College to provide postsecondary credit to students. Utilization of local funds to provide books for students enrolled in Excel CTE courses. Utilize the websites and social media outlets to inform and promote Postsecondary and Excel in CTE courses. Counselors discuss/inform Postsecondary and Excel in CTE courses
1P1- Program Placement	1. Individuals preparing for non-traditional fields 2. Youth who are in, or have aged out of, the foster care system	1. Students are referred to Student Support Services for academic assistance, such as tutoring and mentoring. 2. The Academic Development Center is available to all students, with mentors

		who coach students through various challenges. 3. Barton has initiated meetings with local school districts to explore offering additional CTE courses in several programs to high school students.
2P1- Postsecondary Credential Attainment	Individuals preparing for non-traditional fields	1. Students are referred to Student Support Services for academic assistance, such as tutoring and mentoring. 2. The Academic Development Center is available to all students, with mentors who coach students through various challenges. 3. Barton has initiated meetings with local school districts to explore offering additional CTE program courses to high school students.
3P1- Non-Traditional Program Concentration	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	Barton will continue to offer a wide range of programs and services to Veterans, Active Duty/Reserve military, and their families.