COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

# Carl D. Perkins V – Strengthening Career and Technical Education for the 21st Century Act

# **Due Date: February 1, 2022**

### Regional Team Co-chairs:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Name | Institution/School | Phone | Email |
| USD(s) |  |  |  |  |
| Postsecondary Institution(s) |  |  |  |  |

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Regional Team\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.

* A co-chair can only serve on a maximum of two (2) regional teams.
* The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and

 “regional” are used interchangeably.

## What is the purpose of this Template?

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

**What are the tasks of the Regional Needs Assessment Stakeholder Team?**

1. Use evidence-based strategies to recognize needs of the regional industry
2. Identify strengths and gaps of CTE programs in the region
3. Identify strengths and gaps in student performance

**What are the tasks of the regional team co-chairs?**

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

## What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:

1. Identify participants on the regional stakeholder team
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage stakeholders in a review and analysis of focused data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity and gaps (what is not working)

## Why complete a comprehensive regional needs assessment?

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are six components of the comprehensive regional needs assessment:

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

## How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

## Who should participate in the needs assessment process?

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

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

## Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term “special populations” means--

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

## Process:

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

## Template:

**STEP 1:** Analyze Labor Market Information

**Part 1**: Identify state labor market data sources for each pathway and program offered in your region

**Part 2**: Identify local labor market data sources and request approval from the state

**Part 3:** Analyze data and compare to the last regional needs assessment

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

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

**STEP 2:** Analyze Student Performance

* Evaluate student performance in your region with respect to state-determined and local performance levels (core indicators)
* Include an evaluation of performance for special populations

**STEP 3:** Analyze CTE Programs

**Part 1**: Size, Scope, and Quality

**Part 2**: Progress Toward Implementing Programs of Study

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

**Part 4**: Progress toward Improving Access and Equity

## COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

* The assessment must be completed prior to completion of the local grant application
* Only activities and expenditures for which the eligible recipient can demonstrate a need can be included in the local grant application
* Local applications will not be accepted without the approved corresponding regional needs assessment
* The needs assessment must be completed/updated every two years with a review of progress in the interim

|  |  |  |  |
| --- | --- | --- | --- |
| **Regional Team Name:** |  | **Date:** |  |
|  |
| **Regional Needs Assessment Team Co-chairs:** | **Email:** | **Phone number:** |
| **Secondary:** |  |  |
| **Postsecondary:** |  |  |

## Regional Needs Assessment Stakeholder Team

## At least one stakeholder for each category is REQUIRED

|  |  |  |
| --- | --- | --- |
| **Representative** | **Name** | **Institution and Position** |
| **Secondary Co-chair** |  |  |
| **Postsecondary Co-chair** |  |  |
| Teacher(s) - Secondary |  |  |
| Faculty - Postsecondary |  |  |
| Secondary Administration |  |  |
| Postsecondary Administration |  |  |
| Specialized instructional support and paraprofessional(s) |  |  |
| Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth |  |  |
| Representative(s) of Special Populations  |  |  |
| Career Guidance and Academic Counselor(s) |  |  |
| Student(s) |  |  |
| Community |  |  |
| Business & Industry |  |  |
| Workforce Development |  |  |
| Parent(s) |  |  |
| Representatives of Indian Tribes and Tribal organizations (where applicable) |  |  |
| Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.) |  |  |

## STEP 1: Analyze Labor Market Information

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

*The local needs assessment shall include…*

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

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

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

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

**Part 1: Identify sources of labor market data**

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

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

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx>

including but not limited to:

* 1. Long Term Projection Data
	2. Short Term Projection Data
	3. Vacancy Reports
	4. High Demand Occupations
	5. Occupational Reports
1. Kansas Career Navigator Data

<https://kscareernav.gov/>

1. KSDegreeStats.org

<https://www.ksdegreestats.org/program_search.jsp>

1. K-TIP Report

<https://kansasregents.org/workforce_development/k-tip-report>

In order to use the abovementioned reports effectively, the regional teams will be provided with training on how to crosswalk Classification of Instructional Programs (CIP) used in education to Standard Operational Classification (SOC) used by the U.S. Department of Labor.

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

**Part 2:** Use additional approved sources of data

Request approval for additional local sources of labor market data by email - PerkinsV@ksbor.org

**Part 3:** Conduct preliminary data analysis

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

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

**Complete tables on the following pages. Add rows as needed.**

## Q1: How **do the pathways and programs already offered in the region compare to regional job demand?**

| **List pathways/programs with adequate concentrator count for the job openings** | **List pathways/programs with too few concentrators for the job openings** | **List pathways/programs with too many concentrators for the job openings** |
| --- | --- | --- |
|  |  |  |

## Q2: What pathways/programs (if any) are not offered, but are needed in the region?

| **Pathway/Program** | **Evidence from Kansas Labor Market Data** | **Evidence from Regional Sources** |
| --- | --- | --- |
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## Q3: Provide justification for offering the pathway(s)/program(s) that have too many concentrators for the job openings/demand (Q1, column 3), include additional supporting data.

| **Program/Pathway** | **Reason for offering these Programs/Pathways**  | **Kansas Labor Market Data** **or Local Labor Data Source** |
| --- | --- | --- |
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**STEP 2: Analyze Student Performance**

 **Perkins V Section 134(c)(2)(A)**

*The local needs assessment shall include…*

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations\*\* and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

|  |
| --- |
| **What does the law mean?** |
| The needs assessment must contain an evaluation of CTE concentrators’ performance on the core performance indicators, which includes special populations. Each subgroup and special population for both secondary and postsecondary institutions must be included in the assessment. |

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

According to Perkins V Sec. 2(48), the term “special populations” means--

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term ‘‘subgroup of students’’ means—

(A) economically disadvantaged students;

(B) students from major racial and ethnic groups;

(C) children with disabilities; and

(D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

**Secondary Performance**

**1S1 – Four-year Graduation Cohort Rate**

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

**2S1 – Academic Proficiency in Reading/Language Arts**

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

**2S2 – Academic Proficiency in Mathematics**

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

**2S3 – Academic Proficiency in Science**

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

**3S1 – Post-Program Placement**

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

**4S1 – Nontraditional Program Concentration**

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

**5S2 – Program Quality – Attained Postsecondary Credits**

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

**Postsecondary Performance**

**1P1 – Postsecondary Retention and Placement**

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

**2P1 – Earned Recognized Postsecondary Credential**

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

**3P1 – Nontraditional Participation**

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

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

|  | **Identify Strength(s)****How are these strengths being sustained in the region?** | **Identify Gap(s)****What are the root causes of the gaps?** |
| --- | --- | --- |
| Overall Student Performance in the Region |  |  |
| ***Performance of Special Populations*** |
| Individuals with disabilities |  |  |
| Individuals from economically disadvantaged families, including low-income youth and adults |  |  |
| Individuals preparing for non-traditional fields |  |  |
| Single parents, including single pregnant women |  |  |
| Out-of-workforce individuals |  |  |
| English learners |  |  |
| Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) |  |  |
| Youth who are in, or have aged out of, the foster care system |  |  |
| Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title) |  |  |
| ***Performance of Students from Major Racial and Ethnic Groups*** |
| American Indian or Alaskan Native |  |  |
| Asian |  |  |
| Black or African American  |  |  |
| Hispanic/Latino |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |
| White |  |  |
| Two or More Races |  |  |
| Unknown |  |  |

**Questions for Discussion:**

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

## STEP 3: Analyze CTE Programs

## Part 1: Size, Scope, and Quality

 **Perkins V Section 134(c)(2)(B)(i)**

*The local needs assessment shall include*

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

*(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;*

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

**State Definitions:**

**Size:**

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

**Scope:**

As specified in K.S.A. 71-1802, CTE programs must:

* be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
* lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree
* be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:

* Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
* Aligning programs with business and industry needs and local economic indicators
* Providing multiple entry and exit points to programs of study
* Emphasizing development of essential workplace skills through applied academics
* Providing workplace learning opportunities to all students, including special populations

**Quality:**

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

The Kansas State Department of Education has established the following secondary quality measures for CTE programs:

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

The Kansas Board of Regents has established the following postsecondary quality measures for CTE programs:

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

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

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

| **Question** | **Answer** | **Areas for Improvement**  |
| --- | --- | --- |
| **Are of sufficient size** |  |  |
| **Relate to real-world work environment****(Scope)** |  |  |
| **Help students advance to future education****(Scope)** |  |  |
| **Are of high quality** |  |  |

## STEP 3: Analyze CTE Programs

## Part 2: Progress toward Implementing Programs of Study

**Perkins V Section 134(c)(2)(C)**

*The local needs assessment shall include*

*(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.*

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

**Perkins V Sec. 2(41)**

**Program of Study:**

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary
 Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

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

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

| **Implementation Process** | **Strengths** | **Needs/Gaps** |
| --- | --- | --- |
| (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 |  |  |
| (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 |  |  |
| (F) culminates in the attainment of a recognized postsecondary credential. |  |  |

## STEP 3: Analyze CTE Programs

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

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

*The local needs assessment shall include…*

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

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

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

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

| **Process** | **Strengths** | **Needs/Gaps** |
| --- | --- | --- |
| ***Recruitment*** |
|  |  |  |
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| ***Training*** |
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| ***Retention*** |
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## STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

**Perkins Section 134(c)(2)(E)**

*The local needs assessment shall include…*

*(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—*

*(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*

*(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*

*(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

|  |
| --- |
| **What does the law mean?** |
| This requirement is focused on supports for special populations. The needs assessment shall include a description of:* Existing and proposed strategies to overcome barriers to success of students in special populations;
* Programs that are designed to enable special populations to meet the local levels of performance; and
* Activities which prepare special populations for high-skill, high-wage, or in-demand industry occupations that will lead to self-sufficiency.
 |

**Perkins V Sec. 2(48)**

SPECIAL POPULATIONS.-- The term “special populations” means--

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term ‘‘subgroup of students’’ means—

(A) economically disadvantaged students;

(B) students from major racial and ethnic groups;

(C) children with disabilities; and

(D) English learners.

**Checklist**

Each special population and each subgroup must be addressed in the following three (3) questions Q8, Q9, and/or Q10. Once you have addressed the group, use the checklist below to ensure that each population/subgroup has been mentioned.

|  |  |
| --- | --- |
| **Addressed in Q8, Q9, and/or 10?** | **Population** |
|  | ***Perkins V – special populations Sec. 2(48)*** |
|  | (A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) |
|  | (B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) |
|  | (C) individuals preparing for non-traditional fields;  |
|  | (D) single parents, including single pregnant women;  |
|  | (E) out-of-workforce individuals;  |
|  | (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) |
|  | (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);  |
|  | (H) youth who are in, or have aged out of, the foster care system; and  |
|  | (I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.  |
|  | ***ESEA of 1965 Sec. 1111(h)(1)(C)(ii)*** (B) students from major racial and ethnic groups; |
|  | American Indian or Alaskan Native |
|  | Asian |
|  | Black or African American  |
|  | Hispanic/Latino |
|  | Native Hawaiian or Other Pacific Islander |
|  | White |
|  | Two or More Races |
|  | Unknown |

## Q8: What strategies are used to remove barriers to success of students in special populations? Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

| **Strength** | **Which special population(s)** | **Strategies for Sustaining** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
| **Gap** | **Which special population(s)** | **Strategies for Improvement** |
|  |  |  |
|  |  |  |
|  |  |  |

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

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

| **Strength** | **Which special population(s)** | **Strategies for Sustaining** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
| **Gap** | **Which special population(s)** | **Strategies for Improvement** |
|  |  |  |
|  |  |  |
|  |  |  |

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

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

| **Strength** | **Which special population(s)** | **Strategies for Sustaining** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
| **Gap** | **Which special population(s)** | **Strategies for Improvement** |
|  |  |  |
|  |  |  |
|  |  |  |