

**Educational and Occupational Success for  
Special Population Students:**

**Identification of Key Barriers and Critical Components**

**A report of the  
California Community Colleges'  
Special Population Collaborative Grant**

**June 2006**

**This project was funded by the Carol D. Perkins Vocational and Technical Education Act (VTEA) of 1998, Title IB, Grant Numbers 04-0165 and 02-165-001 awarded to the West Hills Community College district and administered by the California Community Colleges Chancellor's Office.**

The VTEA Special Populations Collaborative Grant, awarded to West Hills Community College District, has been charged with identifying the key barriers to educational and occupational success for special population students in California's community colleges. Special populations students are defined as:

- Economically Disadvantaged
- Single Parents
- Displaced Homemakers
- Students with Disabilities
- Limited English Proficient, and
- Students entering a career nontraditional to their gender.

Knowledge of the barriers faced by special population students will make it possible to identify critical components designed to address these barriers and enhance students' educational and occupational success.

#### ORIGINAL DATA ANALYSIS

The data sources used to identify barriers to success for special population students are:

- CORE Indicator data (College Aggregate) analyzed longitudinally for all years available;<sup>1</sup>
- Meetings and discussions with all California Community College Regional Consortia to gather information on the barriers to success for special population students, and
- Research reports on special populations students.

The research reports analyzed are:

- ***Special Population Students in California Community Colleges: Survey of Services and Programs 2003-04.*** <sup>2</sup> This study successfully surveyed 94 out of the 108 community colleges in California to assess services provided and identify the primary barriers encountered in serving special population students. Barriers identified by more than half of the respondents were:
  - the need for skill remediation for special population students,
  - insufficient funds to provide services,
  - low recruitment and retention of special population students,

---

<sup>1</sup>See Appendix A.

<sup>2</sup> California Community College Chancellor's Office. (2004). Produced through funding by Carl. D. Perkins VTEA 1998 title IB Grant Number 02-165-001. Available online at [http://www.vteabp.org/pdf%20reports/Survey\\_Report\\_comp.pdf](http://www.vteabp.org/pdf%20reports/Survey_Report_comp.pdf) and [www.jspac.org](http://www.jspac.org)

- lack of transportation for these students, and
  - an insufficient job market once trained.
- ***Success for All: Assessing the Educational and Economic Outcomes of CCC Special Population Students.***<sup>3</sup> The study assessed the education, employment and earnings outcomes of a cohort of 48,736 students who took at least 12 units of vocational education courses in the California Community College system. The study found that over half (52%) of vocational students were classified in one of the five special population categories; that special population students were more likely to be female, non-white, lacking a high school diploma, unemployed or earning less than non-special population students prior to entering the community college system; and that vocational education significantly increased special population students' year round employment rates and median annual earnings, especially if a certificate or degree was obtained. Specifically,
    - • Female special population students increased their annual income by 182%
    - • Special population males' incomes increased by 149%.
    - • Earnings of females who pursued training nontraditional to their gender were greater than the earnings of females in traditional occupational areas. The one exception was nursing.
    - • Longer-length degrees and certificates led to higher earnings.
  - ***California Counts: Women, Work, and Family in California.***<sup>4</sup> This study examined trends in labor market participation, earnings, education, and occupations for California working women; and the critical role that childcare has in supporting working mothers. More than 70 percent of California women are employed, annual earnings are rising, and educational attainment is growing. But women still earn 80 cents per every dollar earned by men in California and are less likely than men to be employed in high wage-high skill occupations.
  - ***Breaking Through: Helping Low-Skilled Adults Enter and Succeed in College and Careers.***<sup>5</sup> This study made strategic and policy recommendations on how community colleges can improve access and educational success for low-income, long-skilled adults. Multiple data sources were used, including site visits at 19 community colleges across the country. Barriers identified included lack of a high school degree and/or limited postsecondary education, the need for remedial skills, life challenges (housing, childcare, employment), low retention and

---

<sup>3</sup> Mathur, Anita K. (2004). Joint Special Populations Committee, California Community College Chancellor's Office.

<sup>4</sup> Reed, Deborah. (2004). V.6. No. 2. Public Policy Institute of California. Available online at <http://www.ppic.org/main/publication.asp?i=569>

<sup>5</sup> Jobs For The Future. (2004). Available online at [www.jff.org](http://www.jff.org)

recruitment in college classes, non-compatible course schedules or class timing, and lack of academic-employment connecting activities or career pathways.

## ADDITIONAL DATA ANALYSIS

During the 2005-2006 contract year, the project conducted "Practitioner Sharing Sessions" around the state. These sessions were conducted in collaboration with workshops sponsored by the Joint Special Populations Advisory Committee (JSPAC) and with the cooperation of the JSPAC community college regional consortia representatives. At these sessions, practitioners with experience in working with special populations shared their expertise on the barriers faced by these students and on critical components for ensuring their success. The barriers and suggested responses for the various special populations groups are summarized in Appendix B. Based on the findings of the data analyses, Barriers to Success and Critical Components for Success have been identified and refined. The barriers and critical components follow.

## BARRIERS TO SUCCESS

### Barriers Impacting the Majority of Special Population Students

Too few special population students know about or have access to comprehensive college services such as financial aid, academic support, employment assistance.

Many special population students need basic or remedial education skills (reading, writing, math) to successfully participate in postsecondary education.

Special population students need to know which career paths will lead to regional high wage – high demand occupations, and be supported in completing academic requirements (e.g. certificates or degrees) that meet employer needs. In many instances this means that nontraditional career options are the most appropriate, yet many special population students are not made aware of nontraditional training programs.

Curricula needs to be more closely tied to occupational competencies and employer workforce needs; and vocational courses need to be offered in modules and sequences that meet special population students' needs (e.g. evening, short-term, fast-paced).

Special population students need greater levels of support on life challenges that affect educational recruitment and retention (e.g. financial management, time management, child care, housing and transportation).

Special population students need instructional, occupational, and student support role models to improve levels of retention and academic success.

In addition to these general barriers, there are specific barriers for certain special population groups.

#### Additional Barrier for Limited English Proficient Students

Many LEP students need English As A Second Language and/or Vocational English (VESL), in addition to remedial education skills (reading, writing, math) to successfully participate in postsecondary education.

#### Additional Barrier for Single Parents and Displaced Homemakers

Many displaced homemaker and single parent students need career counseling assistance in translating life-experience into work-related skills that improve employability.

#### Additional Barrier for Students with Disabilities

- Research shows that students with Disabilities are less likely to be employed both before and after entering community college, but are more likely to earn a degree or certificate than other special population groups. There is a “gap” in employability – applying skills and knowledge into a workforce that may or may not accommodate special needs. Career counselors and support services staff for students with disabilities need to have stronger linkages to regional employers to understand issues of worksite accommodations for people with disabilities; and to better advise students with disabilities on occupations that are 1) appropriate to their skills and interests and 2) are in environments supportive of their needs.

#### Additional Barrier for Nontraditional Students

Nontraditional students may face barriers in being accepted in the work place or training environment and lack the skills to overcome these hurdles.

If California community colleges are to be successful in helping special population students achieve educational and economic success, these barriers must be addressed.

## CRITICAL COMPONENTS FOR SUCCESS

Activities to address the identified barriers constitute critical components for success. To enhance the educational and occupational success of special population students, California community colleges should engage in the following.

1. Actively recruit special populations students to vocational skill training
2. Provide vocational skill training and career counseling for high wage - high demand occupations, including:
  - a. Promote and support careers nontraditional to gender
  - b. Encourage longer length certificates and degrees
  - c. Link with employers, particularly to address accommodations for people with disabilities and the limited English proficient
  - d. Advise students with disabilities on occupations appropriate to their skills and interest, and locate supportive employers
  - e. Provide placement services
3. Provide Academic support, including:
  - a. Provide tutoring
  - b. Offer courses in modules and sequences to accommodate special population students' schedules (evening, short term, fast paced courses)
4. Provide remedial support as necessary, including:
  - a. Remediation in reading, writing, and mathematics
  - b. English as a second language
  - c. Vocational English as a Second Language (VESL)
  - d. Assist individual to translate life-experience into work-related skills
5. Life skill training/support, including:
  - a. Financial management skills
  - b. Time management skills
  - c. Financial aid assistance and information
  - d. Childcare assistance and information
  - e. Housing assistance and information
  - f. Transportation assistance and information
6. Provide role models (ethnic, racial and occupational) and mentors
7. Provide professional development for staff on the above components.

## EFFECTIVE PRACTICES

The collaborative project has identified examples of services and programs in California community colleges that incorporate these critical components. The collaborative project has documented these practices so that they that might be adopted by other colleges. The

practices are described in the document "Breaking Out of the Box - Overcoming the Barriers to Success. Effective Practices 2003-2006." It is available at [www.jspac.org](http://www.jspac.org) and [www.vteabp.org](http://www.vteabp.org).

## RESOURCES FOR SPECIAL POPULATIONS

The identified effective practices tapped many resources in order to provide programs and support to special populations students. Following is a list of some of the major resources available to support special population students and for the development and maintenance of programs to serve them. A brief description and websites for further information are provided.

### **Student Support Resources**

The financial aid offices at California community colleges have an array of financial and support services available to special population students. These include:

- AmeriCorps Education Award – [www.americorps.gov](http://www.americorps.gov)

Designed for high school graduates who complete a term of service in AmeriCorps and are enrolled in the National Service Trust, the program pays an award for educational expenses at qualified institutions of higher education, for educational training, or repays qualified student loans. The award is \$4,725 for a year of full-time service, and is prorated for part-time. Participants have up to seven years after their term of service has ended to claim the award.

- Cal Grant - <http://www.calgrants.org/>

Cal Grant Entitlement Award Programs were established through SB 1644 (Chapter 403, Statutes of 2000). The entitlement awards are guaranteed to students who graduate from high school in 2000-01, or beyond, and meet financial, academic, and general program eligibility requirements.

- Cal Grant A provides tuition and fee funding to eligible high school graduates who have at least a 3.0 grade point average (GPA) on a four-point scale. The award provides up to a maximum grant award of \$9,708 for new and renewal recipients.
- Cal Grant B provides funds to eligible low-income disadvantaged high school graduates who have at least a 2.0 GPA. The award provides up to \$1,551 for book and living expenses for the first year. In the second year, it also helps pay for tuition and fees at qualifying post secondary institutions which, in 2006-07, is up to a maximum grant award of \$9,708 for new and renewal recipients.

- The California Community College Transfer Award provides funding to eligible high school graduates who have a community college GPA of at least 2.4 on a four-point scale.

#### Other Cal Grant Awards

- Cal Grant C provides funding for financially eligible students preparing for vocational or occupational careers. The authorized number of new awards is 7,761; the authorized maximum tuition and fee award is \$2,592 and the authorized award for training-related costs is \$576 for new and renewal grant recipients.

- California Chafee Grant – [www.chaffee.csac.ca.gov](http://www.chaffee.csac.ca.gov)

For current or former foster youth students to use for college courses - up to \$5,000 annually. To qualify applicants must have been in foster care on their 16th birthday and not have reached their 22nd birthday. The student must attend school at least half time, their course of study must be at least one year long and they must maintain satisfactory academic progress.

- Financial Aid - <http://www.fafsa.ed.gov/index.htm>

The FAFSA (*Free Application for Federal Student Aid*) is the first step in the financial aid process. Use it to apply for federal student financial aid, such as Pell grant, student loans, tuition fee waivers (Board Financial Assistance Program), and college work-study. In addition, most states and schools use FAFSA information to award their financial aid.

- Military Aid - <http://www.military.com/> and <http://finaid.org/military/>

For prospective (ROTC), current and former members of the armed services, student aid programs include the GI Bill, Tuition Assistance, Veterans Education Assistance Program, and Work Study. Many scholarships are available to current and past military participants as well.

- Scholarships – multiple internet sites offer free and fee-based searches. Specific colleges, community groups and employers may also offer scholarships. Some internet examples include:

Hispanic College Fund - <http://www.hispanicfund.org/>

United Negro College Fund - <http://www.uncf.org/>

College Board.com - <http://www.collegeboard.com/>

- The State Nursing Assumption Program of Loans for Education (SNAPLE) SB 1309 (Scott) [http://www.aroundthecapitol.com/Bills/SB\\_1309](http://www.aroundthecapitol.com/Bills/SB_1309) (In Committee)



Allows the State to issue agreements for loan assumptions to persons who have completed at least one academic year, or the equivalent, of full-time teaching nursing studies at one or more regionally accredited, eligible California colleges or universities. Through SNAPLE, a participant can receive up to \$8,333 annually for 3 consecutive years towards outstanding student loans for a total loan assumption of up to \$25,000.

### **Resources to Develop & Support Programs**

- California Student Opportunity and Access Program (Cal-SOAP) -

<http://www.csac.ca.gov/doc.asp?id=77>

Through intersegmental consortia, provides financial aid outreach and tutoring services to disadvantaged K-12 students to increase their access to postsecondary education. Cal-SOAP also helps community college students matriculate at four-year institutions. There are 16 Cal-SOAP consortia operating in 17 locations.

- CalWorks - <http://www.cccco.edu/divisions/ss/calworks/calworks.htm>

CalWORKS funds are for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services.

- CCCCCO Apprenticeship Program -

<http://www.cccco.edu/divisions/esed/wfp/apprenticeship/apprenticeship.htm>

A partnership with employers and the California Community Colleges (CCC) the California Department of Education's Regional Occupational Programs/Centers (ROP/Cs) and Adult Schools to provide students with on-the-job training and "related and supplemental instruction" (RSI).

- Career Center Student Support Services -

[http://www.vteabp.org/career\\_dev\\_survey\\_2003/career\\_dev\\_survey\\_links\\_page.htm](http://www.vteabp.org/career_dev_survey_2003/career_dev_survey_links_page.htm)

In 2003, the VTEA Career Development Collaborative grant project conducted a statewide survey of community college career center services available to students. The survey provides a comparative view across colleges, and gives information on marketing activities and staffing.

- Cooperative Agencies Resources for Education (CARE) –

<http://www.cccco.edu/divisions/ss/care/care.htm>

The program assists EOPS students (see below), who are recipients of CalWORKS, and single heads of household with children under 14 years old. Grants and allowances are provided for child care, transportation and books-supplies.

- Disabled Student Programs & Services (DSP&S) –  
<http://www.cccco.edu/divisions/ss/disabled/dsps.htm>

Provides support services, specialized instruction, and educational accommodations to students with disabilities. Examples of services available through DSPS that are over and above those regularly offered by the college would be test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

- Extended Opportunity Programs and Services (EOPS) –  
<http://www.cccco.edu/divisions/ss/eops/eops.htm>

A state-funded, EOPS offers academic and support counseling, financial aid and other support services for qualified low-income students who are enrolled full-time (12 or more units). The goal of the program is to help eligible students meet their educational objectives, whether they seek occupational certificates, associate degrees, or transfer to four-year institutions.

- Foundations

Many state and national foundations fund programs that support special populations participating in postsecondary education. Colleges will need to conduct research and network/establish relationships with foundation program officers to explore potential funding opportunities.

- Migrant Education Programs and Services -  
<http://www.cde.ca.gov/sp/me/mt/programs.asp>

Migrant education supports two kinds of programs designed to strengthen the school, community, and family experiences of children and their families. Some programs are developed locally by migrant education regional offices in collaboration with K-12 school districts that enroll migratory students. Other programs are administered statewide and are designed to meet specific needs of students, such as those related to the identification and recruitment of migrant families, parent involvement, and student leadership.

- Middle College High School - <http://www.cccco.edu/divisions/ss/mchs/mchs.htm>

A collaborative program that enables high-potential, "at-risk" students to obtain a quality high school education while concurrently receiving direct and invaluable access to college courses and services.

- TRIO Student Support Services

<http://www.ed.gov/programs/triostudsupp/funding.html>

A Federal program focusing on improving recruitment and retention of low-income residents who are first-generation college students and students with disabilities with academic need. Proposals for TRIO Federal funding are accepted from colleges every four years. FY 2005 awarded more than \$274 million to 951 colleges to establish programs that offer support services and additional aid for students receiving Pell grants.

- Workability - <http://www.cde.ca.gov/sp/se/sr/wrkabltlyI.asp>

A comprehensive pre-employment training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living and post secondary education or training.

## Appendix A

California Community College

Aggregate Core Indicator Data: 1998 - 2005

For Special populations Students

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

## Appendix B

Results of Practitioner Sharing Sessions:  
Advice from Experienced Professionals  
on enhancing the success of Special Population Students  
in career and Technical Education



**Practitioner Sharing Sessions:  
Advice From Experienced Professionals  
on Enhancing the Success of Special Population Students  
in Career and Technical Education (6/1/06)**

During the 2005-2006 project year "Practitioner Sharing Sessions" were held allowing experienced professionals to share their expertise on what is working, and what more needs to be done, for special population groups. The discussion was started by providing prompts from data on special population students gathered by the collaborative project. Those prompts and the responses of the practitioners are summarized below by special population group.

**Single Parents, Displaced Homemakers, and Economically Disadvantaged Students**

**Prompt:** Among the six special population groups, single parents and displaced homemakers have the lowest rates for completing a degree or certificate. Why is this happening and how can we help them complete their training?

**Practitioner Response:**

Barrier	Response
Childcare needs: <ul style="list-style-type: none"> <li>• Expensive</li> <li>• Difficult to find reliable care</li> <li>• Requires more travel time and expense to take children to care.</li> <li>• Non CalWORKs participants often have no support for childcare.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide on-site child care. This reduces transportation expenses and transit time to more than one location.</li> <li>• On-site care operates extended hours to accommodate evening classes and jobs.</li> <li>• Provide child care for school-age children after school. Offer study time and tutoring.</li> <li>• Train and pay parents to work in the centers. This provides income and parents benefit from learning child development and parenting strategies. (All single parents benefit from parenting classes.)</li> </ul>
Financial needs: <ul style="list-style-type: none"> <li>• The need to earn income requires students to stop their training.</li> <li>• Substantial school-related costs for registration, books, and some programs require expensive specialized tools or equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more student jobs. This provides income and reduces transportation costs and time between home, school, and job.</li> <li>• Provide and make students aware of available financial supports, e.g. Community college BOG grants.</li> <li>• Link with organizations to provide tools/equipment.</li> </ul>
Transportation needs - the expense and time of getting to the college	<ul style="list-style-type: none"> <li>• Develop and market distance learning options to avoid the need for transportation and childcare.</li> <li>• Provide transportation vouchers; develop free-car programs</li> </ul>
Lack of personal support	<ul style="list-style-type: none"> <li>• Develop listing/description of "Here's what's available to help you stay in school."</li> </ul>

	<ul style="list-style-type: none"> <li>• Front office and registration staff should have this information and be able to refer students to support services.</li> <li>• Teachers should be given this information or a quick reference sheet of contacts and numbers for student support.. They should announce to students that they have this resource.</li> <li>• For online registrations have a link to support services available.</li> <li>• Require career and academic counseling.</li> <li>• Provide students with mentors.</li> <li>• Students may also need referral to community resources (substance abuse, domestic abuse, childcare, etc.) Establish community networks of these services and inform students.</li> </ul>
Lack of confidence, self-esteem, resilience	<ul style="list-style-type: none"> <li>• Offer classes/workshops on esteem building, parenting, stress management, study skills, career guidance.</li> <li>• Offer these on line to give students control over the date and time they participate.</li> <li>• Use peer mentors.</li> <li>• Conduct activities to develop camaraderie and mutual support among students.</li> </ul>
They never engage or feel connected	<ul style="list-style-type: none"> <li>• Have teas/coffees/breakfasts</li> <li>• Have single parents attend events with their children</li> <li>• Make the school appear more welcoming and home-like. This diminishes negative past associations with school.</li> </ul>

## Students with Disabilities

**Prompt:** Students with disabilities have the highest rate of completion among the six special population groups, but they have the lowest rate of employment or going on for further education. Why is this happening and how can we improve the situation?

### Practitioner Response:

Barrier	Response
Student fear regarding the work environment	<ul style="list-style-type: none"> <li>• Create jobs and career ladders on-site that lead to jobs in non-profits, non-governmental agencies, and then into the business community.</li> <li>• Provide job coaches to students. Work closely with organizations that provide job coaches such as PRIDE industries.</li> <li>• Provide role models for students.</li> <li>• Teach self-advocacy.</li> </ul>
Employer fear regarding the accommodations that will be necessary	<ul style="list-style-type: none"> <li>• Develop relationships with the business community.</li> <li>• Establish uncompensated internships for students with disabilities. Schools can offer credit to students for the internship.</li> <li>• Develop financial incentives for hiring students with disabilities.</li> <li>• Facilitate community events to highlight successful placements.</li> </ul>
Lack of student work socialization skills	<ul style="list-style-type: none"> <li>• Provide soft skills training such as personal responsibility, interview skills, crisis management, self advocacy</li> </ul>
Many are in recovery from drug use, which is particularly negative for employers	<ul style="list-style-type: none"> <li>• Explore micro enterprise as a way to build possible small businesses.</li> </ul>
Unfavorable labor market	

### Limited English Proficient Students

**Prompt:** Limited English proficient students are the most likely special population group to get a certificate that requires few units to complete. They have a very low rate of employment or of transferring for further education. How can we help them stay in school longer to get more training and thus have more economic success?

**Practitioner Response:**

Barrier	Response
<p>Lack of language skills</p> <p>Many LEP students spend all their time doing the remedial language programs (ESL) and run out of time and money before they get actual workplace training</p>	<ul style="list-style-type: none"> <li>• Provide bi-lingual instructional materials.</li> <li>• Provide multi-lingual literature about careers, salaries.</li> <li>• Provide more VESL programs.</li> </ul>
Lack of role models	<ul style="list-style-type: none"> <li>• Provide mentors, role models.</li> <li>• Provide internships, apprenticeships.</li> <li>• Provide on-campus jobs.</li> </ul>
Lack of family support	<ul style="list-style-type: none"> <li>• Conduct family-involvement activities.</li> <li>• Provide information on college opportunities in citizenship programs.</li> </ul>
The FAFSA form asks students to list a goal. Many students list getting a certificate which may be their immediate goal. Once they achieve this, they cannot continue to get financial aide to acquire a degree or more extensive certificate.	<ul style="list-style-type: none"> <li>• Provide better guidance for financial assistance. Counselors and financial aid staff need to know FAFSA rules and have students list degrees as their goal. Students can then get financial support for a longer time.</li> </ul>
Going back to school as an adult in a foreign language is very difficult.	<ul style="list-style-type: none"> <li>• Provide students with extra time on exams to work through the questions.</li> </ul>
LEP students may not be familiar with technology because of age or economic status.	<ul style="list-style-type: none"> <li>• Provide access to computers and instruction and tutoring in technology use.</li> </ul>
Immigrant status/documentation	<ul style="list-style-type: none"> <li>• Provide legal assistance for documentation issues</li> </ul>

## Nontraditional Students

**Prompt:** Students training in areas nontraditional to their gender are the most likely of the six special population groups to be working after getting training. How can we encourage more students to pursue and succeed in nontraditional programs?

### Practitioner Response:

Barrier	Response
Lack of nontraditional role models	<ul style="list-style-type: none"><li>• Expose students to nontraditional role models/mentors starting in middle school and beyond.</li><li>• Develop marketing materials highlighting successful nontraditional role models.</li></ul>
Lack of family support	<ul style="list-style-type: none"><li>• Develop relationships with family members.</li><li>• Provide family members with information on the training programs and salary statistics.</li></ul>
Fear of entering a nontraditional career	<ul style="list-style-type: none"><li>• Provide internships during training so students gain first hand experience.</li></ul>
Insufficient knowledge of the specific barriers	<ul style="list-style-type: none"><li>• Survey CTE graduates as well as dropouts to identify specific barriers.</li><li>• Survey employers to determine barriers for nontraditional workers on the job.</li></ul>