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COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Jenny Hands	Garden City Public Schools	620-805-5412	jhands@gckschools.com
Postsecondary Institution(s)	Chuck Pfeifer	Garden City Comm College	620-276-9521	chuck.pfeifer@gcccks.edu

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: Garden City		**Date:** February 8, 2022
Regional Needs Assessment Team Co-chairs:	**Email:**	**Phone number:**
Secondary: Jenny Hands	jhands@gckschools.com	620-805-5412
Postsecondary: Chuck Pfeifer	chuck.pfeifer@gcccks.edu	620-276-9521

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

Representative	Name	Institution and Position
Secondary Co-chair	Jenny Hands	Garden City Public Schools Career & Technical Education Coordinator
Postsecondary Co-chair	Chuck Pfeifer	Garden City Community College Dean of Technical Education & Workforce Development
Teacher(s) - Secondary	Yuriy Drubinskiy	Garden City USD 457 Teacher
	Josh Greenberg	Garden City USD 457 Teacher
	Whitney Linenberger	Dighton USD 482 Teacher
	John Mowry	Cimarron USD 102 Teacher
	Kasa Sullivan	Holcomb USD 363 Teacher
	Natasha Sobata	Syracuse USD 494
Faculty - Postsecondary	Christian Winger	Garden City Community College Instructor
Secondary Administration	Glenda LaBarbera	Garden City USD 457 Assistant Superintendent
	Steve Nordby	Lead Principal, GCHS
	Bryan Kott	Assistant Principal, Public Service Academy, GCHS
Postsecondary Administration	Marc Malone	Garden City Community College Vice President for Instruction
Specialized instructional support and paraprofessional(s)	Jennifer Wieberg	Counselor USD 216 Deerfield Schools
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Tammy Wilson	Executive Director/CEO Big Brothers/Big Sisters of Finney & Kearney Counties
Representative(s) of Special Populations	Tammy Tabor	Garden City Community College Coordinator of Accommodations
Career Guidance and Academic Counselor(s)	Jenna Johnson	Holcomb USD 363

Student(s)	Student Body	GCCC and GCHS
Community	Nicole Hahn	Kinney Glass
Business & Industry	Mark Busch	Self Employed Farmer
	Melody Oliver	International Paper Human Resources
	Josh Thieme	Lincoln Electric
Workforce Development	Justin Sanchez	Tatro Plumbing
	Jack Sizemore	International Paper
	Tina Kinney	Kansas WorkForce One
Parent(s)	Julie Farr	Garden City USD 457
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	N/A
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Gina Basilio	Administrative Assistant, CTE (USD 457)

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 meet workforce needs. Eligible recipients evaluate labor market demand based on state and local data sources.

Part 1: Identify sources of labor market data
All data sources must come from the approved labor market data list (see below).
If you have a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

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

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

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

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

Part 3: Conduct preliminary data analysis

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

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

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
Postsecondary: Cosmetology, Welding Technology, Licensed Practical Nurse	Postsecondary: Agriculture, Production Agriculture, Agriculture Equipment Technology, Agronomy, Food Science, Workforce Industrial Maintenance, Early Childhood Education, Criminal Justice/Police Science, Fire Science, EMT: Basic, Emergency Medical Services Technology, Automotive Technology, Home Health Aide, Medication Aide, Registered Nurse, Certified Nurse Aide, Carpentry Secondary: Agribusiness Systems, Comprehensive Agriculture Science, Power-Structural & Technical Systems, Animal Science, Plant Systems, Food products & Processing Systems, Teaching and Training, Corrections-Security-Law & Law Enforcement, Emergency & Fire Management Services, Mobile Equipment Maintenance, Manufacturing, Health Science, Construction Design, Digital Media, Business Finance, Marketing, Restaurant & Event Management, Business Management & Entrepreneurship, Family-Community & Consumer Services, Web & Digital Communications, Engineering and Applied Mathematics	Secondary: Graphic Design, Fashion-Apparel-Interior Design (FAID)

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Secondary: Food products and processing systems – the current design and competencies for this pathway do not meet the needs of the labor market in SW Kansas.	There are nearly 6000 workers needed in this industry each year. While no formal education is required to enter this industry, the secondary and post-secondary schools in the region desire to provide students with "advanced" skills to allow them opportunities beyond entry-level work.	A new plant is currently being built on the east side of Garden City by Empirical Foods. This is not reflected in the current Kansas Labor Market data, but this plant will bring a large number of new jobs to the region (well over 500 jobs). Also, employment opportunities at Tyson Foods, Cargill, and National Beef continue to increase every month but the requirements for employment are not well reflected in the competencies and curricula in the Food Products and Processing Systems pathway at the secondary level.
Postsecondary: Medical Assistant Secondary: Health Science	Postsecondary: Over 1,500 Annual Openings	Healthcare providers in our area have moved towards hiring CNA's and CMA's in order to fulfill various insurance requirements for reimbursement. Due to the lack of programming in our area, the region has experienced a shortage of medical assistants. Some of the secondary schools offer dual-credit pathways in Health Sciences, but more schools may need to offer these pathways to meet job demands in these areas.
Secondary: Travel and Tourism	Secondary: over 1500 Annual Openings	Hospitality jobs are in high demand in our area, but these specific jobs skills include housekeeping, reception desk, maids, etc.... The data does not support the addition of a formal training program for these careers since most job descriptions only require a high school diploma or equivalent.
Postsecondary: Commercial Drivers	Postsecondary: Nearly 3000 Annual Openings	GCCC has researched the possibility of offering a CDL course, but due to the cost of the class and other various needs associated with offering the program, GCCC does not see it as a viable option at this point. While the need for experienced CDL drivers exists, GCCC feels that this need may be

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
		filled by the private sector. Just recently, USD 457 has explored the idea of initiating a program that could lead to a CDL credential.
Postsecondary: Accounting Technology	Postsecondary: 650 Annual Openings	Currently, the need exists for individuals with formal financial knowledge and literacy. This goes beyond the typical clerical and administrative duties that currently exist in our labor force and extends to CPA's and Business Office Managers.
Secondary: Emergency and Fire Management Services	Secondary: Over 750 annual openings	Currently, labor market data shows a need for emergency medical technicians, paramedics, police officers, sheriff's patrol officers, and related occupations. The local high schools do not offer this pathway.
Secondary: Network Systems	Secondary: Over 300 Annual Openings	The need for Tech Support jobs (computer support specialists and related occupations) in our area continues to rise as technology and the need for added security is ever-changing. The local hospital, school districts, and several banks in our area have expressed a need for this type of education as both continuing education and tech career training.

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
Graphic Design	The skills that are taught in this career field are highly transferable and utilized in other disciplines. The interest of local high school students is waning a bit, but there are still many students who want to use these skills to freelance in the career field. Also, many students learn these skills and then leave the area to enter employment.	Many careers are now incorporating graphic design into already existing positions. Employers are recognizing the need for graphic design as part of their current marketing plans. Knowledge of graphic design is imperative in our workforce, especially those entering marketing or administrative positions.
Fashion, Apparel, Interior Design (FAID)	The data from Kansas Dept of Labor are not necessarily conclusive as to the exact demand for jobs in this field. However, both secondary and post-secondary schools recognize that demand for workers in SW Kansas is low. However, the interest from secondary schools remains high. These students can learn many of these same skills through participation in school plays and other theatre activities.	Students that have completed this pathway have gone on to have successful careers in other parts of the country, not just SW Kansas. It also has proven to be a launching pad for those interested in starting their own clothing business, etc.

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, the performance of students at the post-secondary level in the Garden City region were above the state average. In regard to Placement Performance, the college's students performed at a 96.05% rate compared to the state average of 92.19%. This performance was consistent between both males (96.5%) and females (95.6%). The college also performed at the state average in Perkins concentrators with credentials within one year. The state average was 79.93% and the college's performance was 79.23%. Finally, the college's non-traditional gender concentration in Perkins programs was lower than the state average (6.12% vs 9.17%). At the secondary level, some districts performed very well while others performed much lower than the state average. Overall, the region's nine schools were split on their performance with five schools performing below the state average and six schools performing above. Overall, the region's performance average was 57.14%.	One of the region's strengths lies in the performance of its secondary schools in science, where the region's average performance exceeded the state average. While the exact reason for this performance is unknown, the committee can speculate that strong faculty in the STEM areas has contributed to this performance. The local high schools all report being able to support professional development for faculty in the areas of science and math, particularly. Local high schools continue to have strong relationships with both community colleges and universities within the state to form partnerships that allow CTE completers to enter post-secondary education in a seamless fashion. GCHS, Holcomb High School, Cimarron, High School, Scott Community High School, Deerfield High School and other high schools also hold regular "job fairs", guest speakers from industry, career fairs, and job shadowing experiences. Additionally, some local high schools continue to offer afternoon work-based learning experiences in which CTE students gain academic credit for industry work experience. At the post-secondary level, one of the strengths is the college's performance in placement of Perkins completers following their exit from GCCC. The college performed well above the state average and is proud of its ability to offer opportunities for its completers to either transfer to a four-year university or enter the workforce.	The committee believes there are reporting errors in our regional performance data, potentially due to a lack of training or high turnover of staff responsible for the data reporting in small districts without a dedicated CTE employee. Two districts of the 11 have 0% performance in all categories, four districts report 0% for 3S1 (total placement), three districts report 0% for 4S1 (non-traditional concentration). These errors could be addressed with targeted training for districts with a clear history of reporting errors. High schools in the Garden City region did not perform at or above the state average in the areas of Reading/Language Arts, Math, and Science. The data provided suggests students did not perform well on state assessment tests in these academic areas. The root causes for the low performance rates on state assessment tests are numerous. For example, students at GCHS speak over 30 different languages and represent over 75 different countries of origin. Language acquisition, reading comprehension and many other "basic" academic skills must be explicitly taught to these students who are already working to master a challenging rigorous on-grade level of curriculum. Furthermore, the shortage of highly qualified teachers at several high schools in this region has negatively impacted the level of delivery due to the teachers' inexperience in the

	Identify Strength(s) **How are these strengths being sustained in the region?**	**Identify Gap(s)** **What are the root causes of the gaps?**
	The region's schools continue their networking with the following regional stakeholders to sustain growth in our success rate - Garden City Community College, Ft Hays St Univ, Kansas State Univ, many other universities/colleges, Tatro Plumbing, Tyson Foods, City of Garden City, Davis Electric, Sunflower Electric, Dairy Farmers of America, Blattner Manufacturing, Blattner Livestock and Feedlot Construction, and other local companies and industries. Furthermore, many of the college's dual credit classes are offered to post-secondary students at no cost. This is made possible through the efforts of GCCC and its administration who are committed to offering secondary students opportunities for the lowest possible cost.	classroom. Additionally, the population of low socioeconomic students in local schools continues to rise which impacts learning and attainment of academic goals. Finally, while data does not currently exist that support claims regarding the impact of COVID-19 on in-class learning, the reality is that local schools are running short on teachers, paraprofessionals, and other support personnel to assist with teaching and learning on a daily basis. State mandated work-based learning (WBL) requirements do not always provide enough flexibility for our rural schools. Many times, the nearest WBL opportunity may be up to 30 minutes away from the high school campus. This often makes it difficult for students to complete meaningful work and then return to campus. Schools cannot always afford to sacrifice FTE for these experiences.
	Performance of Special Populations	
Individuals with disabilities	Data from KBOR shows the most recent performance in this goal was 100% for GCCC. This is much higher than the state average. One of the ways in which GCCC and local high schools support students with disabilities is to offer work experience opportunities under the supervision of school staff. For example, students from GCHS can work for the Broncbuster Coffee Shop. Secondary schools are constantly looking for creative work-based learning experiences for students with disabilities. Schools have partnered with GCCC as well as many other area businesses to offer a variety of opportunities for students with disabilities to either learn a trade or enhance their skills and abilities.	Area secondary schools would like to increase work-based learning offerings for individuals with disabilities, however having enough trained staff to carry out the plans is a barrier. At the college level, students are required to self-disclose any disabilities that exist, and this often is not reported. Thus, the number of students who self-report can be low, and this makes it difficult for the college to dedicate valuable resources to these students. A possible solution is to increase the efforts to educate students and families on the importance of self-disclosing any disabilities.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	Another way in which students with disabilities are supported is by working with the special education coordinator at each school who dedicates his/her time to offering opportunities for learning experiences for these students.	
Individuals from economically disadvantaged families, including low-income youth and adults	4-year graduation rates in the Garden City region have historically been better than the state average. Current data shows a drop with an 80% graduation rate for economically disadvantaged students, however with 2 0s bringing down the average, our committee believes we are continuing to meet the state goal. GCHS and other high schools in the region offer credit recovery, night school, virtual academy, and other alternative educational opportunities to meet the graduation requirements. Staff at regional high schools strive to place interested economically disadvantaged students in paid work-based learning placements. Students then have the opportunity to earn money and academic credit at the same time. At the post-secondary level, GCCC and many other colleges in the state of Kansas can offer students from low-income families and economically disadvantaged families the opportunity to attend college at very low costs. In fact, in many cases, students can attend for free by utilizing Pell grants, HEERF funds, and other college-specific opportunities offered by KBOR, the State of Kansas, and the U.S Dept of Education.	While area districts have made great strides in the work-based learning (WBL) opportunities available to students, barriers still exist for economically disadvantaged students. For WBL, students are expected to have their own reliable transportation and pay for gas and vehicle maintenance out of their own pockets. Students may also need particular clothing items to meet the expectations of the WBL partner business. At the post-secondary level, it is still a challenge for some students to pay out-of-pocket expenses for many CTE programs with large course fees and/or program fees. For instance, while the standard course tuition and fees may be covered by grants and scholarships, oftentimes, the course-specific fees associated with tools, equipment, supplies, uniforms, and PPE are not covered and students are expected to pay for those expenses on their own. In several programs, these expenses are thousands of dollars. This can be very challenging for students from low-income families and the college needs to continue to work to overcome this barrier.
Individuals preparing for non-traditional fields	Even with two districts reporting 0, the number of non-traditional concentrators in CTE programs at high schools in the Garden City region was 15% above the state performance goal and 7% above the performance of all students in the state.	Many programs at GCCC have performed below the state average on Performance Indicator 3P1 (Non-Trad participation) including Cosmetology, Fire Science, John Deere, Automotive, Welding, and Nursing (RN and LPN). All these programs

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	The local high schools partnered with Garden City Community College in their efforts to promote non-traditional gender participation in CTE programs. Additionally, the college supports the SW Kansas Entrepreneurship Vocational Showcase, along with all its supporters (Max Jantz Excavating, Tatro Plumbing, Blattner Feedlot Construction, and many others). The college has been awarded multiple grants that focus on recruiting non-traditional students into CTE programs. This has helped with marketing and promotion of these programs to a very specific population.	have had very low numbers of non-traditional students, based upon gender, participate in classes as concentrators over the past two years. One of the reasons why the number of non-traditional students in several programs is low is most likely due to traditional stereotypes that exist in this area of the state that create a barrier for non-traditional students interested in entering a work field that is typically dominated by persons of the opposite gender. In some instances, such as Welding and Nursing, the program leaders have not done an adequate job of marketing and promoting their programs and the work opportunities within their field to students of the opposite gender.
Single parents, including single pregnant women	Regional secondary and post-secondary institutions have noticed a decline in the number of single parent students and single pregnant women over the past years. The number of students is so low that our regional performance data reports "no data." When a high school or college in the region does have a single pregnant woman enrolled, they offer a remote learning option to allow the student to have a maternity leave experience.	At the post-secondary level, one barrier that continues to exist in the region is the lack of adequate daycare for single parents, including single pregnant women. The college is currently exploring ideas on how to fund daycare on campus that can be utilized by both employees and students. In the local community, the lack of daycare for its citizens remains the second largest barrier for incoming residents (behind the lack of homes).
Out-of-workforce individuals	The college offers a GED program through the Garden City Career Connection Academy (GCCCA) that works closely with the local workforce office. Together, these offices strive to provide opportunities for out-of-workforce individuals in as many ways as possible. Most importantly, the program can help individuals earn education to improve employability. The format is open-entry and open-exit and can provide certification in many areas upon completion.	Right now, in the Garden City region, the unemployment rate is at an all-time low (less than 2%). The college and the local high schools are working together with local businesses to offer training and certification for students who are interested in entering the workforce immediately following school. However, the demand is so great that it is often difficult for the schools to provide the variety of training and certifications to meet the breadth of the needs of local industry.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
English learners	Most area secondary schools can boast a strong number of bilingual faculty and staff. These employees are a valuable resource for English learners in our districts. The college offers translation services for students who need assistance translating important admissions documents or financial aid documents. In the classroom, many college textbooks are provided in a Spanish version as well as an English version.	While bilingual staff are available in secondary schools, the languages spoken are not always a match. For example, Garden City High School students speak over 30 languages and the bilingual faculty and staff cannot speak all languages spoken by students. This also makes it challenging to provide translated resources and materials for all languages. GCCC does not have bilingual instructors in any CTE program currently. A lack of qualified candidates to fill open teaching positions in CTE programs continues to be a barrier to meeting the needs of many of the college's English language learners.
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	The college operates the "Campus Closet" which strives to provide necessities for students who are not able to purchase basic supplies and food. This includes offering warm clothes to homeless students and their families, if applicable. Secondary schools in the area each have a solution for students who need necessities like GCCC's "Campus Closet."	As mentioned before, students who are homeless (as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) must self-report their status on the college application or to a staff member at the college. Many times, this does not occur. The greatest barrier to providing services for these individuals is identifying exactly who is in need. While "Campus Closets" in secondary and post-secondary institutions in our region have been well-utilized by students, all are funded solely by donations or grants. A reliable funding source is needed to expand these resources.
Youth who are in, or have aged out of, the foster care system	All secondary schools participate in the "Kansas Gear Up" program, hosted by Wichita State University, which takes secondary students who are in foster care on college visits and ensures students are aware of scholarship and living assistance programs available to them as foster students.	Again, students who have aged out of the foster care system and have enrolled in post-secondary education must self-report their status, and very few do so. When GCCC is aware of a student's status, resources are provided as needed.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
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)	With no local military base, it is rare for students in our region to have an active-duty military parent. If such a student enrolls in one of our regional schools and has needs due to this status, our schools will provide resources as needed.	So little data is available regarding students from military families that no conclusions can be drawn due to the specific barriers or challenges that exist for these students.
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	The college just recently created a DE&I Committee on campus to address the special needs and performance of special populations at GCCC. This committee is comprised of faculty, staff, and administration and meets regularly on campus and aims to increase awareness of the different cultures and customs on campus. This improves student relationships and can result in collaborative learning opportunities among students from like backgrounds. Additionally, the GCCC Student Government Association (SGA) incorporates a variety of cultures and races in its activities and celebrations, making them equally accessible to a wide variety of students. The HALO Club continues to thrive on campus and supports students from Hispanic and Latino backgrounds. The college also continues to support a TRiO program and the Student Support Services (SSS) grant program on campus. Both programs offer tutoring services, study support, and many other wrap-around services that can be beneficial to CTE students from a wide variety of programs.	At the secondary level, schools do not provide specific services or opportunities that target only one student population. We strive to ensure that all opportunities, such as clubs, activities, tutoring, ACT preparation courses, and other resources are available to all students regardless of race or ethnicity.

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	According to labor data and discussions with local stakeholders, the high schools and college are not meeting the needs of industry in some programs. Overall, this is likely due to lower numbers of completers on an annual basis. However, virtually every school is operating at full capacity in these programs in an attempt to prepare students to enter the local workforce, when appropriate. In some cases, there are limitations that include facilities, safety measures, teacher: student ratios, and budgetary limitations. Alternatively, there are a few pathways and programs that are not reaching enrollment capacities at local high schools. In these limited situations, school administrators are working hard to increase enrollment through promotion and awareness activities.	This is a very unique situation, right now. The unemployment rate in this area of Kansas is very, very low and local industries continue to need a LARGE number of workers. Thus, the schools cannot provide enough of a workforce to meet local industry needs. As a group, the schools need to find creative solutions to meet industry needs by acquiring grant funds or by developing industry partnerships to help provide facilities, space, personnel, and equipment in those programs in which we are not meeting local demand. The greatest demand is for qualified instructors in these program areas. Courses that are not reaching enrollment capacity need to be marketed to students in a better or more creative way. Increasing enrollment in these courses can also ease overcrowding in other courses. While this is not an easy task, more collaboration with Public Relations and Promotions personnel is likely needed.
Courses that are not reaching enrollment relate to real-world work environment (Scope)	All CTE programs at the high schools and on campus have an active Advisory Council. These advisory councils consist of local and regional professionals from the respective fields that come together at least twice per year to provide guidance and feedback regarding the school's educational program and pathway. Both high schools and the college utilize federal Perkins funds to acquire the latest and most up-to-date equipment that mimics what students will see in real-world work environments. Programs develop partnerships with local and regional industries in which faculty and students can take field trips, participate in internships, work part-time jobs, and complete job shadowing experiences. The Paramedic program at GCCC has constructed a "simulation house" on campus that allows students from Criminal Justice,	Local high schools would like to find creative ways to generate funds to support transportation costs for off-campus field trips and visits to local industries. Both GCCC and GCHS want to create a job board (electronic) that could be useful for students in a variety of pathways.

Question	Answer	Areas for Improvement
	Fire Science, and EMT/Paramedic to experience a real-world situation when responding to an emergency call. Members of local governing boards (school board and/or board of trustees) regularly visit and communicate with faculty and staff within each respective program to provide feedback and give ideas on the latest trends and practices within their respective fields. In the FY20-22 Needs Assessment, an expanded work-based learning program at Garden City High School was identified as a need. This has been implemented, offering students work-based learning in all available career areas.	
Help students advance to future education (Scope)	Program alignment between secondary and post-secondary institutions. Providing opportunities for secondary students to take college-level courses from local community college at a reduced rate compared to state universities. Secondary and post-secondary institutions have established articulation agreements so that dual credit classes and other college-level coursework flow appropriately into college degree plans. The college collaborates with several local and regional high schools to participate in college fairs on a regular basis. High schools and community colleges work together to aid students on completing and submitting college applications, scholarship applications, FAFSA, and other needed paperwork. The college offers "technical" courses in mathematics and writing that apply to CTE students and count towards degree requirements.	Both secondary and post-secondary institutions need to develop more concrete and specific pathways and curriculum plans with multiple entry and exit points for students from a variety of backgrounds and levels. Furthermore, the college needs to define specific ways in which students can transfer seamlessly to a four-year university in Kansas without losing credits and without creating a larger financial burden on the student.

Question	Answer	Areas for Improvement
Are of high quality	At Garden City Community College, nearly all state performance levels were met or exceeded. The college dedicates considerable budget funding for professional development for CTE faculty, including Perkins funding, so that faculty perform at the highest level possible. All CTE programs have an advisory council that assists with guiding program faculty and staff on maintaining the most relevant and critical curriculum. Articulation agreements have been developed between the college and some four-year institutions to ensure students can transfer with ease to earn a bachelor's degree. All CTE program faculty are required to have credentials and experience in the field in which they teach. All wrap-around services on the college's campus are open to CTE students just as they are to students who are focused on a transfer curriculum (advising, counseling, supplemental instruction, tutoring, etc.) At the secondary level, all faculty within the CTE pathways are qualified to teach within their field and have appropriate academic preparation. Many high schools within the area have a dedicated CTE Coordinator that provides specific support to both students and faculty within the approved pathways.	Several advisory councils could be improved both in their membership and influence on programs. The college could consider more co-advisory council meetings with local high school groups. No need to duplicate efforts. Share in quality experience in the community. Local labor data should be utilized in a greater way at both the secondary and post-secondary level. In many of the smaller, rural high schools, the professional development funding is inadequate and needs to be addressed with creative solutions.

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	The college has great relationships with local and regional high schools. This partnership includes regular meetings to discuss how classes at the secondary level could flow into approved CTE programs at the college level. The college continues to strengthen its online course offerings, especially into the area of CTE pathways and programs.	The college and local high schools should strongly consider developing an "early college program" that would allow high school students to take the necessary courses to complete an associate's degree while still in high school. Courses could be offered at the high school and also on the college campus. The number of courses offered at some local high schools are very limited right now. The college needs to identify one or two high schools that are

Implementation Process	Strengths	Needs/Gaps
	Area secondary schools follow all state standards in their courses. CTE programs ensure KSDE competencies are both taught and mastered.	truly interested in developing a stronger relationship so as to increase the number of dual-credit classes significantly.
(B) addresses both academic and technical knowledge and skills, including employability skills	The college assists local and regional high schools in offering non-tiered courses that are CTE as dual credit courses. These classes are not general education courses, but they do not qualify for Excel in CTE because they are not tier funded. However, these classes are important for high school students who are interested in pursuing a CTE program at the college and both schools are committed to continuing these offerings. The college offers these types of classes for dual credit in local high schools. These classes include Intro to Criminal Justice, Ag in our Society, Intro to Computers, and other similar classes that are not tier funded but are required for CTE programs at the college.	The number of classes in this category is relatively low. The college needs to increase the number of classes it offers for dual credit, in general, including those classes in this category, but the number of dual-credit classes, overall, has increased in the recent past and now includes classes such as American History to 1877, American History Since 1877, Basic Nutrition, Art Appreciation, and others.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	The local high schools and the community college regularly host Advisory Board meetings that bring together local industry leaders with faculty from CTE pathways and programs. Guest speakers are routinely invited to speak to student groups at all levels of programs of study. These typically include subject matter experts and industry leaders. Both GCCC and area secondary schools have strong relationships with multiple businesses and industry partners in the area. Our community is involved with our educational institutions and regularly request introductory classes/training programs/certifications. Leaders in the schools	There is always room for improvement when it comes to community engagement. At the secondary level, local high schools would like to see an increased number of community partnerships for each pathway, and a more well-rounded sampling in pathway/program areas that lead to multiple career types. Additionally, there is a desire for advisory council meetings to move from something that teachers are required to do for Perkins funding to something that teachers feel they need to do because the information they receive is so valuable to the success of their programs.

Implementation Process	Strengths	Needs/Gaps
	strive to provide the requested opportunities when asked.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	The College and local high schools work together on a variety of projects to implement new programs of study, including gauging interest from students, local industry, and current workforce. When appropriate, dual-credit classes offer certifications in either safety or general shop operations that can be applied to a large number of specific programs and employment fields.	Both secondary and post-secondary need to work together to provide exploratory experiences earlier in students' educational journeys and to more clearly show students the alignment between secondary pathways and post-secondary programs.

There are not enough general exploration dual-credit opportunities at the secondary level. |
| (E) has multiple entry and exit points that incorporate credentialing | Secondary CTE pathways strive to offer students a credential that allows them to graduate high school and enter the workforce at a higher rate-of-pay than their counterparts who did not complete the pathway. By partnering with the college, local high schools can offer multiple programs that allow for earning an academic credential or an industry-recognized credential. This includes the Cert A, Cert B, Cert C, or AAS degree.

In many programs, students can enter the program at multiple points depending on a review of their past education and experience. Many programs offer multiple exit points at either the certification level or full AAS degree level.

Either way, the goal is to allow secondary students the opportunity to be prepared to enter a post-secondary program with an advantage over students who did not complete the pathway (e.g. articulation agreements that waive an intro course, or completing dual-credit courses). | Not all secondary CTE programs have a credentialing option that is appropriate for secondary level. In some cases, the student must attend post-secondary education in order to obtain a valuable credential that is both necessary for industry and approved by KSDE.

The area schools would like to see a formalized process to request new credentials to add to KSDE's list of approved credentials. |

Implementation Process	Strengths	Needs/Gaps
(F) culminates in the attainment of a recognized postsecondary credential.	Secondary schools in the area have the opportunity to enroll students in multiple academic and technical dual-credit courses to advance a student's post-secondary degree attainment. We have seen a positive correlation between students who complete a dual-credit course while in high school and degree/credential completion. At GCCC, student learning outcomes are tied to testing for the required credentials, so students are prepared to earn their postsecondary credential upon completion of their course(s).	National credentials are often earned but not connected to the program CIP code and thus, are not reported. Furthermore, local industry leaders say that would like students to earn a specific credential, but this credential may not be tied to the program (CIP code) so the college cannot report this.

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	
At local districts, including USD 457, administrators must travel to career fairs nationwide to recruit new high school teachers, including those teaching CTE courses. With the onset and continuation of COVID-19 concerns, many of these recruitment fairs have been moved to a less effective virtual setting or cancelled. At the college and high school level, administrators reach out to local industry to recruit instructors. This process is easier for colleges since potential teachers are not required to have a bachelor's degree for CTE. The college utilizes its website and other professional job placement websites (Indeed.com; Glassdoor; etc) to post open instructor positions to try to draw interest from a wide region. The college also reaches out to local industry partners to identify potential instructors.	The local high schools in the Garden City region have increased teacher pay to compete with school districts from across the state. Whenever possible, the school districts attempt to compete with local industry pay rates, also. In many situations, new instructors are given a signing bonus when they begin their new contract. Local school districts offer extensive trainings and orientation for new instructors who may be new to the area or new to teaching. USD 457 has a dedicated staff member who travels to recruit new faculty members when in-person recruitment fairs are available. This person often travels many states away to attend career fairs and employment events. At the college, the situation is very similar. While a bachelor's degree in teaching is not required, a competitive salary is necessary. This makes recruiting qualified instructors extremely difficult. In selected programs, the college has formed a cost-sharing partnership with two local high schools on a faculty member who teaches dual credit courses.	The pay rates at both secondary and post-secondary schools need to be increased to better compete with local industry and business demands. This is very difficult with the limited funds available to rural schools and colleges, but must be addressed. Identifying potential faculty members that have the needed credentials in this area of Kansas is also very difficult. The college needs to find qualified teachers and encourage them to teach dual-credit. The college also needs to find creative ways of encouraging unqualified instructors to take additional college classes in order to become qualified to teach dual-credit. Additionally, there is currently no budget at the college that is dedicated to recruitment of new faculty members. This is expensive and the current budgets do not allow for extensive travel. There is also no one person that is dedicated to recruiting new CTE faculty. These duties fall onto a variety of administrators. Historically, secondary administrators traveled long distances to recruit new faculty members. However, with concerns regarding COVID-19, many of these recruitment opportunities have been cancelled. The local school districts tend to recruit very young and new instructors due to the limitations with budget and availability of experienced candidates looking to relocate. These young potential instructors are typically looking for a more urban living environment and do not

Process	Strengths	Needs/Gaps
	Recruitment	
		typically stay in this area for extended lengths of time.

Process	Strengths	Needs/Gaps
	Training	
The college must provide training and professional development for its faculty in order to keep them updated and relevant within their assigned teaching field.	Over 50% of all Perkins funding at the college is dedicated to professional development for faculty. This is a huge commitment by the college towards assisting faculty with their training and continuing education. This funding can be used for travel, as well. Additionally, the college's Faculty Senate group has some funding to help pay for professional development, including CTE programs, when needed.	The college currently does not have a requirement for faculty to attend professional development activities or re-training. GCCC needs to consider adding this to the negotiated agreement. While most instructors are motivated to attend professional development, not all are. There are a small number of important faculty who need to attend
Rural secondary schools in our region are a part of a Perkins consortium, and funds for CTE professional development are distributed through the consortium.	Regional CTE teachers have a high level of interest in attending CTE focused professional development. The funds dedicated to professional development through the consortium are always completed exhausted.	There is not sufficient funding in the consortium to send all interested CTE teachers to targeted professional development. Districts involved in the consortium must rotate which teachers have the opportunity to use Perkins funding for professional development each year.
USD 457 is able to dedicate a significant amount of funding to professional development for CTE teachers.	USD 457 has made professional development for CTE teachers a priority use of Perkins funds. Many teachers are interested in attending CTE focused professional development events.	In recent years, many trainings have been scheduled in-person and then moved to virtual or canceled due to COVID-19 health concerns. This makes it difficult to keep CTE teachers excited about their positions. The lack of in-person CTE professional development opportunities also make it difficult to offer the necessary supports for new CTE teachers.
Process	**Strengths**	**Needs/Gaps**

Retention		
Garden City Community College strives to offer a competitive salary and benefit package that grows with time.	At the post-secondary level, the college focuses efforts on retention of faculty by offering long breaks, including Thanksgiving, Christmas, Spring Break, and summers. When possible, the college also tries to offer an annual salary increase to all employees, including faculty. The college has also adjusted work hours to offer more flexibility for its instructors.	While the college strives to retain every CTE instructor possible, some leave the college for a variety of reasons that are not controllable. The annual salary for a college CTE instructor is competitive with other community colleges in the region, but it is not comparable to the salary these instructors could earn on the open market within their chosen fields. GCCC needs to continue to close the gap on annual salary offered to CTE instructors in this sense.
School districts in the region strive to offer competitive salaries and benefits to retain teachers	Our regional schools are working extremely hard to find creative ways to retain staff. Salary schedules are at the forefront of district discussions, especially in SW Kansas where it continues to be very hard to attract and retain quality CTE instructors. Benefits packages and workplace culture are also repetitive topics at local school board meetings.	For years, the teaching profession has become increasingly difficult, and the recent pandemic has only contributed to the stress on instructors. An increase in responsibilities due to health precautions, a lack of staffing, and a lack of available substitutes coupled with stagnated pay has been a huge factor in the decline of teacher morale. Additionally, school districts are unable to pay teachers the same salary they could earn in business and industry positions. Because of these reasons and more, many teachers are leaving the profession.

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)
Q8, Q9, Q10	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
Q8, Q10	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
Q8, Q9, Q10	(C) individuals preparing for non-traditional fields;
Q8, Q9	(D) single parents, including single pregnant women;
Q8, Q10	(E) out-of-workforce individuals;
Q8, Q9	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
Q8, Q9	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
Q8, Q9	(H) youth who are in, or have aged out of, the foster care system; and
Q8, Q9	(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.
Q8	*ESEA of 1965 Sec. 1111(h)(1)(C)(ii)* (B) students from major racial and ethnic groups;
Q8	American Indian or Alaskan Native
Q8	Asian
Q8	Black or African American
Q8	Hispanic/Latino
Q8	Native Hawaiian or Other Pacific Islander
Q8	White
Q8	Two or More Races
Q8	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
Our western Kansas communities are extremely diverse. Students have the valuable experience of working daily with classmates from various backgrounds, races, ethnicities, interests, and socio-economic situations. Districts in our region celebrate this diversity and teach our students to celebrate their diversity as well.	(B) students from major racial and ethnic groups;	Regional school districts will continue to teach students to celebrate diversity. We will continue to find ways to incorporate all races and ethnicities into students' educational experiences. We will continue to actively combat instances of bullying especially instances based on race, to ensure all students feel safe and welcome in their learning environment. Student groups that are specific to selected cultures will continue to be supported in all districts and efforts will be made to connect local schools with one another in these specific groups.
The College performed well above average in Placement Performance (1P1) when compared to the state average. Overall, the college's performance was 96.05% and the state average was 92.19%.	All special populations performed above the state average in this area. Specifically, our Asian students, Black or African American students, Hispanic or Latino students, White students, and those students from two or more races all performed above the state average. Additionally, students with disabilities, those from economically disadvantaged families, individuals preparing for nontraditional fields, single parents, English learners, and out of workforce individuals ALL performed above the state average in placement performance.	These performance measures are sustainable in the region because districts have committed to dedicating resources for these particular special populations. While this level of performance may not occur every single year, the local districts and the college have relationships with local stakeholders that help ensure these efforts will continue. At the post-secondary level, GCCC offers citizenship classes through the Garden City Career Connection Academy (GCCCA), as well as one off-campus location at Tyson Foods, Inc plant in Holcomb, KS. The College also offers ESL classes through the GCCCA and Tyson Foods, Inc.
School districts in the region have systems in place to support students who are homeless, English Language Learners, or are in foster care.	(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);	School districts will continue to offer these programs, meeting or exceeding all requirements as presented by KSDE.

Strength	Which special population(s)	Strategies for Sustaining
	(H) youth who are in, or have aged out of, the foster care system	
When analyzing Perkins Concentrators with credentials within one year (2P1), the college performed very close to the actual performance at the state level (79.29% vs 79.93%).	Some special population groups performed very well in this category. When disaggregating the data, you will recognize that three out of the four special population race groups that contributed to the college's performance average all performed above the state average (Asian, Hispanic or Latino, White) and one performed below the state average (Black or African American). The same can be said for other special population groups. Students with disabilities did not perform at or above the state average but individuals from economically disadvantaged families, individuals preparing for nontraditional fields, single parents, out of workforce individuals, and English learners ALL out-performed the state average in Perkins concentrators with credentials within a year (2P1).	The college continues to work hard to support students from all populations as they strive to earn credentials after leaving their respective CTE programs. This will not change. Efforts to support English learners will grow as the CTE division works more closely with the GCCCA. Programs to support out of workforce individuals will also continue as the college works together with Kansas Works and WorkforceOne to offer educational opportunities. The only group that did not meet the state average was Students With Disabilities.

Secondary schools in the region are meeting the state goal in non-traditional concentration for students with active military parents, students who are economically disadvantaged, non-traditional enrollees, and students with disabilities.	(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;
	(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.
		All regional schools should (and will) continue to ensure all pathways are accessible to all students. Additionally, schools should work to normalize students of all backgrounds enrolling in and succeeding in non-traditional fields.
		
		It is important to note that two districts in our region reported a 0% non-traditional concentration rate, if these districts are removed, our regional average is 41.39%, 11.39% above the state target.

Strength	Which special population(s)	Strategies for Sustaining
Homeless (including migrant) students in the region are exceeding the state goal in their attainment of post-secondary credits.	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Garden City Community College and area surrounding secondary schools will continue to evaluate program offerings and remain committed to mitigating and/or removing barriers to post-secondary education for all students.

Gap	Which special population(s)	Strategies for Improvement
Local industry leaders do not always recognize the benefit and advantage to offering their employees the opportunity to earn citizenship or to learn to speak the English language or to earn a GED. Thus, these classes at the GCCCA could be serving more students.	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))	Local industry leaders need to be better educated on the benefits of having employees earn U.S. citizenship or learn to speak the English language fluently or earn a GED. The college needs to partner with local community organizations (Lions or Kiwanis or Chamber of Commerce) to offer workshops and information sessions to address these issues.
Overall, the college did not meet the state average in Non-traditional gender concentration in Perkins programs.	According to 3P1 data, the college performed below the state average in White students. Other special populations with zero participants (American Indian or Alaskan Native, Asian, Black, or African American, and those from an unknown race) were not factored into the overall discussion regarding special population groups that needed assistance with improving performance.	As with other non-traditional students, White students will be recruited to participate in a variety of CTE programs, including Nursing, Cosmetology, Welding, and Fire Science. Over the past several years, the college's performance in non-traditional fields has waned, particularly with Black or African American students and White students. The college is committed to improving these numbers and will apply for special funding opportunities through KBOR, as in the past.

Some schools in our region have more experience working with students from special populations and therefore may have developed more resources than other districts who don't have as much experience.	(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	Encourage schools who may have questions about students from special population groups to contact KSDE or local districts with more experience to help answer any questions or to share effective resources.
The regional graduation rate does not meet the state target for most special populations.	(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.	When looking at this gap, it is important to remember that three districts in our region reported a 0% graduation rate for their district. These reporting errors make it difficult to know the extent of this gap. When these three districts are removed from the calculation, our regions graduation rate is 98.59%. If it is determined that graduation rate is truly a gap in our region, schools should focus resources on early interventions such as tutoring.
The regional Academic attainment – reading rate does not meet the state target for most special populations.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (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 (I) youth with a parent who—	When looking at this gap, it is important to remember that two districts in our region reported a 0% academic attainment – reading rate for their district. These reporting errors make it difficult to know the true extent of this gap. When these two districts are removed from the calculation, our region's academic attainment in the reading rate is 30.74%. To increase this percentage, area secondary schools should strive to include engaging reading instruction in all classes. A percentage of professional development funds should be used to give non-reading teachers the tools to support reading in their classrooms.

	(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.	
The regional academic attainment – math rate does not meet the state target for all special populations.	(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 (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.	When looking at this gap, it is important to remember that two districts in our region reported a 0% academic attainment – math rate for their district. These reporting errors make it difficult to know the true extent of this gap. When these two districts are removed from the calculation, our region's academic attainment in math rate is 23.70%. To increase this percentage, area secondary schools should strive to include engaging math instruction in all classes. A percentage of professional development funds should be used to give non-math teachers the tools to support math instruction in their classrooms.
The regional academic attainment – science rate does not meet the state target for all special populations.	(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))	When looking at this gap, it is important to remember that two districts in our region reported a 0% academic attainment – science rate for their district. These reporting errors make it difficult to know the true extent of this gap. When these two districts are removed from the calculation, our region's academic attainment in science rate is 41.99%. This rate far exceeds the state goal by 14.99%. If academic attainment in science is truly a gap in our region, area secondary schools should strive to include engaging science instruction in all classes.

	(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 (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.	A percentage of professional development funds should be used to give non-science teachers the tools to support science instruction in their classrooms.
The regional total placement rate does not meet the state target of all special populations.	(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 (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.	When looking at this gap, it is important to remember that four districts in our region reported a 0% total placement rate for their district. These reporting errors make it difficult to know the true extent of this gap. When these four districts are removed from the calculation, our region's total placement rate is 89.79%, which exceeds the state goal by 4.79%. If it is determined that total placement is a true gap in our region, secondary schools should work with Garden City Community College and area workforce partners to develop relationships to help place students upon graduation.
The regional post-secondary credits attained rate does not meet the state target for students with an active military parent, students who are economically disadvantaged, English learners, individuals with disabilities, non-traditional enrollees, and students with a migrant worker parent.	(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;	When looking at this gap, it is important to remember that two districts in our region reported a 0% postsecondary credit attainment rate for their district. These reporting errors make it difficult to know the true extent of this gap. When these four districts are removed from the calculation, our

	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) (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.	region's postsecondary attainment rate is 59.49%. This rate exceeds the state goal by 7.49%. If it is determined that postsecondary attainment is a true gap in our region, secondary schools should work with Garden City Community College to provide more postsecondary credit attainment opportunities for members of special populations and to discover and remove any unidentified barriers for these students.

The College struggles to identify all students who may qualify for assistance with many of the services it offers. Currently, students self-identify their gender, race, culture, college status, and many other qualifiers that would identify them for services.	(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;
	 (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.
		The College may want to consider a different reporting process when students apply for admission to the college. If students can be identified as needing or qualified for student services, the number of students served would increase.

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
The College has applied for and been awarded two Perkins Non-Traditional grants in past years that were specifically aimed at increasing the access to academic programs for non-traditional students (based on gender) in CTE programs on campus.	(C) individuals preparing for non-traditional fields	These grant projects were a success in the eyes of the college. Funds were utilized to create innovative marketing materials and to promote awareness of CTE programs to non-traditional audiences. While no one will be able to directly measure the impact of these efforts, the funds were useful and beneficial to the college. GCCC would like to apply for more grant projects directed specifically at non-traditional students entering CTE programs.
The College works hard to implement its placement testing procedures for all incoming students. This places students at class level in the areas of math, writing, and reading. There is a current process in place to transfer any student's existing Individual Educational Plan (IEP) from high school to the College.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	No changes have been made to the admissions process for students with disabilities since the last submission of the Perkins Needs Assessment. The college continues to work collaboratively with local high schools to identify students with IEPs or those who may need accommodation. The next step in this process may involve analyzing each CTE program to identify ways in which curricula can be adapted for special populations.
The College offers events, assistance, and financial support for identified first generation students, including the current Student Support Services (SSS) grant project on campus.	(D) single parents, including single pregnant women; (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; (I) youth with a parent who—	These services and grants will continue at GCCC for the foreseeable future. Special populations continue to be a major focus for the SSS grant and the TRiO grant projects.

Strength	Which special population(s)	Strategies for Sustaining
	(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.	
The College offers one-on-one guidance and advisory sessions for students with accommodations or challenges with academic success. These sessions include guidance on color coordination along with other organization skills and building time course schedules. The sessions also include tips for successful time management. Local high schools also offer advising sessions to focus on study skills, time management, enrollment, and many other needs.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	The college recently implemented new courses (College Success; Career Success) that incorporate skills in time management, study habits, test-taking strategies, and other important student success activities. All CTE students are required to take Career Success prior to graduating from GCCC. In some cases, students are identified as needing additional assistance and this can lead to one-on-one sessions with a trained academic advisor or other CTE instructor.
Special Education students are given opportunities for job shadowing and work-based learning experiences. For example, Broncbuster Coffee (special education students from GCHS on GCCC campus) was renewed for a third year on the GCCC campus and has even expanded its offerings and services.	(D) single parents, including single pregnant women; (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; (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.	Job-shadowing and work-based learning opportunities continue to expand for all students. This growth can be sustained by continuing to develop industry partners and having regular conversations with them about the potential opportunity for students in their businesses. The expansion of Buffalo Coffee Shop (at GCHS) to Broncbuster Coffee Shop (GCHS students on GCCC's campus) came about through this type of open communication with school district partners and plans to expand to other disciplines.
All classes at local high schools are available to all students, including special populations. There are no restrictions on enrollment (if students are capable of being successful in the course).	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))	Regional secondary schools will continue to ensure open access to all courses for all students.

Strength	Which special population(s)	Strategies for Sustaining
Students who have special needs are provided necessary resources to access the curriculum (as the resources are available).	All special populations.	Each Perkins allocation recipient in the region spends a minimum of 5% of their allocation on resources for students in special populations. For example, a local secondary school purchased a welding simulator so that a student with a physical disability could learn and practice welding in a safe environment.

Gap	Which special population(s)	Strategies for Improvement
The College lacks specific funds in the CTE division that can be dedicated to supporting non-traditional students as they work through the process of entering a CTE program.	(C) individuals preparing for non-traditional fields;	The college can explore strategies for securing funding that can be dedicated towards personnel who will specifically target CTE students who are entering non-traditional fields and need assistance with admissions, registration, financial aid, or other student services.
With limited paraprofessional staffing, some students who could be successful in a CTE course with paraprofessional support, are unable to enroll in the course due to a lack of paraprofessionals to help provide the necessary accommodations in the course. These staffing shortages are exacerbated by the COVID-19 pandemic and the implementation of the TEAL substitute license has enticed a substantial number of paraprofessionals to move to a substitute teaching position for higher pay.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))	The local school districts will continue to promote open paraprofessional positions within our schools and communities to fill these positions. Additionally, the schools should consider seeking out creative scheduling options to maximize the use of our existing paraprofessionals. Finally, schools need to consider the feasibility of increasing the rate of pay for paraprofessionals.
The placement process that is used to place students into general academic classes (math, reading, writing, etc) is not as accurate for students entering the CTE division as it is for students who desire to take courses for transfer to four-year universities.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	The college is in the process of evaluating all placement procedures for each CTE program and determining its effectiveness and appropriateness. Changes have already been made and more will be made prior to the 2022-2023 academic year. Specifically, placement tests are used in a variety of programs but are not needed in several others.
While processes exist to transfer any student's IEP from the high school level to the college, it is not	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	In order to address some of the issues associated with transferring an IEP from the high school level to the

perfect. The process needs improvement, and more students need to be identified for inclusion in this process.		college level, GCCC has introduced the idea of having their Accommodations Coordinator visit local high schools on recruiting trips to better educate students and counselors on the process for transferring an IEP to the college level.

At the post-secondary level, there is a presence on campus that supports and promotes the TRiO programs – specifically SSS – but their presence in the CTE programs is very low. Very, very few students in CTE are aware of the SSS program on campus.	(D) single parents, including single pregnant women;
	(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;
	(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.
		The College just recently was awarded another TRiO grant on campus that would serve a variety of students, including those with certain challenges and barriers to being successful. The CTE programs and students on campus need to become more involved with these grant programs.

At the college level, very few students take advantage of the opportunities that exist for one-on-one sessions regarding student accommodations. There is also poor communication with college faculty on the functions of the Office of Accommodations for implementing student success plans. Local high schools have a significant need for more counselors. The number of students assigned to each counselor is very, very high which makes regular meetings more difficult.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	The College will strive to improve communication with faculty through information sessions with the Director of Accommodations on a more regular basis. For example, the Director will be invited to attend all CTE faculty meetings in the upcoming academic year. Local high schools need to find creative solutions for adding staff to deal with students with academic challenges, including those with accommodations needs.

Job Shadowing and Work-Based Learning opportunities for students in special populations groups are limited, especially in rural districts.
 	
Only a limited number of employers in the region are willing to participate in this type of activity/program due to safety/liability/insurance concerns.
	(D) single parents, including single pregnant women;
	(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;
	(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.
		Local school districts should consider reaching out to more businesses and industries to promote the work-based learning experiences and job shadowing experiences that could exist in the community. A collaborative partnership needs to be built in which businesses are more willing to accept high school students for job opportunities and learning experiences. The schools need to identify the specific business requirements to ensure liability is not an issue for businesses. This information then needs to be shared with business owners.

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
The GCCCA currently works with the Industrial Machine Mechanic (IMM) program in a collaborative partnership in which students can earn their GED and a technical certificate at the same time. This partnership also allows for students to take basic introductory level classes first and then transfer into the IMM program.	(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; (E) out-of-workforce individuals	The college evaluates the students from the GCCCA each year to identify those who have potential to earn credentials. The college also works with KBOR to secure funding for the AO-K program that allows this collaboration.
Regional secondary schools ensure students have access to one consistent enrollment guide per campus for all students, CTE or transfer.	All populations	Regional secondary schools will continue to ensure open access to courses for all students by publishing one enrollment guide that is accessible to all students and their families to determine course enrollment annually based on the students educational and postsecondary goals.
There are no course fees for any high school level course offered at GCHS (such as a fee for wood, metal, welding rods, computer application subscriptions, consumables, etc.).	(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; (E) out-of-workforce individuals	GCHS will remain focused on ensuring equitable access in all courses. The Perkins Needs Assessment committee should reach out to other regional high schools to determine their course fee structure. If they are requiring course fees for some classes, a conversation should be started to determine ways to eliminate this barrier for students.
CTE pathways and Programs have strong relationships with business and industry partners. These relationships guide course curriculum, pathway development, program alignment, and student opportunities.	All populations	Advisory councils and community partnerships must continue to be a priority for all school district staff, CTE faculty, and college personnel, especially those working with a CTE course, program, or pathway.

Gap	Which special population(s)	Strategies for Improvement
CTE faculty and staff at the college need to be more involved with Special Education staff and students from local high schools when discussing future and transition plans in IEP meetings. There is a knowledge gap that exists between what is known at the post-secondary level and what is communicated to secondary students.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (C) individuals preparing for non-traditional fields	CTE staff at both high school and college level will promote CTE opportunities in a professional development session for special education staff. This could occur at an annual in-service or other special training session. All stakeholders will continue to look for unique funding opportunities to support the hiring of additional counselors and advisors. Prerequisite courses should be reviewed for their efficacy and impact on special needs students. In many cases, these courses are often considered "gate keepers" and are not effectively applied towards entry into CTE pathways. There is a need for more mentors and role models for students with special needs. We need to consider more guest speakers and presenters that have special needs. "Students don't see many role models in the schools that look like them."
Some labs and shops on the GCCC campus may not be outfitted with specialized equipment or tools to assist someone with physical disabilities.	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	The college should consider having facilities evaluated by a third-party to make recommendations on how to better serve students who may have physical limitations and allow them to participate in selected CTE programs. Additionally, faculty and staff within CTE programs need to work more closely with the college's admissions staff to identify individuals with disabilities and ensure they have access to learning activities.

Some dual-credit CTE courses still have course fees and may be prohibitive for students from low income families.	(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;	In the past two years, great strides have been made to eliminate dual-credit course fees. Only one dual-credit course continues to require course fees. Regional secondary schools are working with GCCC to eliminate or reduce the final course fee remaining.