



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2024
 (Effective July 1, 2024 – June 30, 2026)

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Jenny Hands	USD #457, Garden City Public Schools	620-805-5412	jhands@gckschools.com
	Jennifer Wieberg	USD #216, Deerfield		jennifer.wieberg@usd216.org
Postsecondary Institution(s)	Chuck Pfeifer	Garden City Community College		chuck.pfeifer@gcccks.edu

Date _____

Regional Team Name Garden City

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

What is the purpose of this Template?

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

What are the tasks of the Regional Needs Assessment Team?

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

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

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 3 components:

1. Evaluation of regional labor market data.
2. Evaluation of student performance.
3. Evaluation of programs of study:
 - Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).

- Evaluation of the progress toward implementing CTE programs and programs of study.
- Description of recruitment, retention, and training for CTE educators.
- Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who is required to participate in the needs assessment process?

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

1. CTE program representatives at the secondary and postsecondary levels:
 - Teachers
 - Faculty
 - Administrators
 - Career guidance counselors and advocates
 - Advisement professionals
 - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives.
3. Representatives from a range of local businesses and industries.
4. Parents and students.
5. Representatives of special populations (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

Who is considered a member of special populations?

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

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

- (C) individuals preparing for non-traditional fields (gender);
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

What major racial and ethnic groups are included in federal Perkins reporting?

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

Needs Assessment Process:

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

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

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

Part 5: Based on the input from community partners, use this template to provide or update answers to the needs assessment questions.

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality.

Part 2: Progress Toward Implementing Programs of Study.

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

Part 4: Progress toward Improving Access and Equity.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team		
Name: <u>Garden City</u>		Date: <u>2/1/24</u>
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Jenny Hands Jennifer Wieberg	jhands@gckschools.com jennifer.wieberg@usd216.org	620-805-5412 620-426-8516
Postsecondary: Chuck Pfeifer Julie Hahn	chuck.pfeifer@gcccks.edu julie.hahn@gcccks.edu	620-276-9521 620-276-9684

Regional Needs Assessment Team

At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	Jennifer Wieberg Jenny Hands	Deerfield, Counselor/CTE Coordinator Garden City USD #457, CTE Coordinator
Postsecondary Co-chair(s)	Chuck Pfeifer Julie Hahn	Dean of Technical Education, Continuing Education, & Workforce Development Administrative Assistant for the Dean of Technical Education and Grant Activities
Teachers - Secondary	Julia Pate Clayton Wharton	Dighton, Family and Consumer Science Teacher Syracuse, Comprehensive Agriculture Science Teacher
Faculty - Postsecondary	Gabe Winger Alberto Vezya	GCCC, Agriculture Equipment Technology & Assistant Dean of Technical Education GCCC, Welding Technology
Secondary Administration	Alicia Forsyth Ryan Meng	Cimarron High School, Principal Garden City High School, Assistant Principal, Trade & Health Academy
Postsecondary Administration	Dr. Marc Malone Brandy Unruh	GCCC, Vice President for Instructional Services GCCC, Criminal Justice & Assistant Dean of Technical Education
Specialized instructional support and paraprofessionals	Crystal Steinmetz Amy Cospers	Southwest Plains Regional Service Center, Instructional Coach Garden City High School, Instructional Coach
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Tammy Wilson Sabrina Maldonado	Big Brothers Big Sisters of Finney/Kearny Co., Director Sparkwheel, Student Support Coordinator
Representatives of Special Populations	Sherri Warden Gina Galpin Sam Perez Jesus Murillo	Deerfield High School, Special Education Teacher Garden City USD #457, Special Education Director Garden City High School & Garden City Community College Dual-Credit Automotive Technology & Manufacturing Student Garden City High School & Garden City Community College Dual-Credit Carpentry & Manufacturing Student
Career Guidance and Academic Counselors	Mindy Greene Valeria Whipple	Garden City High School, Career Counselor Scott Community High School, Counselor
Students	Brenda Houghton	Deerfield High School, Student

	Jonathan Nguyen Mariah Carrillo	Garden City High School, Student Garden City Community College, CRIM Student
Community Members	Simone Elder Scott Holt	Kansas Sampler Foundation, Power Up and Engagement Manager Former Educator
Business & Industry Representatives	Dennis Wieberg Tyler Reidl Justin Donnecker	USDA Natural Resources Conservation Services, Supervisory District Conservationist Southwest Chiropractic, Owner Engineered Truss Systems, INC., Owner
Workforce Development Representatives	Tina Kinney Nikki Bjurstrom Lona Duvall	Kansas WorkforceONE Wichita County Economic Development, Director Finney County Economic Development, Director
Parents	Manny Lujan Christina Marquardt	Deerfield High School, Parent Greeley County Schools, Parent
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Claudia Horney	Garden City Career Connection Academy, Director
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Vickie Harshbarger	Mosaic, Community Relations
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	N/A
Representatives from CTE programs at correctional institutions (where applicable)	N/A	N/A
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Drew Thon Brenda Barrett	Garden City USD #457, Chief HR Officer GCCC Institutional Research & Data Support, Director

STEP 1: Analyze Labor Market Information

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

The local needs assessment shall include...

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

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

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

What does the law mean?

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

Part 1: Identify sources of labor market data

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

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

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) <https://klic.dol.ks.gov/vosnet/Default.aspx> including but not limited to:
 - a. Long Term Projection Data
 - b. Short Term Projection Data
 - c. Vacancy Reports
 - d. High Demand Occupations
 - e. Occupational Reports
2. Kansas Career Navigator Data: <https://kscareernav.gov/>
3. KSDegreeStats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

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

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

Part 2: Use additional approved sources of data.

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

Part 3: Conduct preliminary data analysis

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

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

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

Q1: How do the pathways and programs currently being offered in the region compare to regional occupational demands?

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
Comprehensive Agriculture Science - 64 Graphic Design - 24 Manufacturing - 85 Web & Digital Communications - 30 Agricultural Equipment Technology (Agricultural Mechanics and Equipment/Machine Technology) - 40	Agribusiness Systems - 0 Animal Science - 5 or fewer Business Finance - 43 Business Management & Entrepreneurship - 14 Construction & Design - 35 Corrections, Security, Law, and Law Enforcement Services - 19 Early Childhood Development & Services - 21 Engineering & Applied Mathematics - 5 Family, Community, & Consumer Services - 18 Government & Public Administration - 0 Health Science - 142 Marketing - 13 Mobile Equipment Maintenance - 5 or fewer Natural Resources & Environmental Systems - 0 Plant Systems - 5 or fewer Restaurant & Event Management - 42 Teaching/Training - 12	biomedical - 262 Power, Structural, and Technical Systems - 116 <u>Offered, No Regional Data:</u> biochemistry - 83 Digital Media - 75 Fashion, Apparel, and Interior Design - 14
Welding Technology/Welder - 25 Certified Medication Aide - 18 Practical/Vocational Nurse - 32	Agricultural and Food Products Processing (Inspection) - 0 Agribusiness Specialist - 11 Production Agriculture - * Agribusiness Specialist - Livestock Management - 10 Computer Support Specialist - 6	Cosmetologist - 31

	Robotics and Mechatronics - 0 Food Science - 71 Food Science - Meat Production - 68 Agricultural and Food Products Processing (Food Science Technician) - 22 Early Childhood - * Police Science/Criminal Justice - 14 Fire Science/Firefighting - 21 Carpentry - 29 Industrial Machine Mechanic - * Automotive Technology - 24 Medical Assistant - 0 Emergency Medical Responder - * Emergency Medical Technician - 13 Paramedic - * Home Health Aide - 11 Nursing Aide - 101 Registered Nurse - 26	
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Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Secondary: Biotechnology in Agriculture	43 annual openings KDOL data for Biotechnology only includes “First-Line Supervisors of Farming, Fishing, and Forestry Workers” and “Soil and Plant Scientists.” While other occupational codes are included in the pathway, these are the only 2 with data, the same is true of the Comprehensive Agriculture Science pathway, so these pathways share the same data.	While there are only 2 occupational codes included in the KDOL data, we know that we live in a rural region with a large number of jobs related to agriculture. Biotechnology is a growing area of agriculture, and a working knowledge of biotechnology is going to become increasingly important for many careers. Our region has at least 3 businesses that specialize in seed development which relies heavily on biotechnology.
Secondary: Emergency & Fire Management Services	14 annual openings Our regional data from KDOL for the Emergency and Fire Management pathway only included data for “First-Line Supervisors of Fire Fighting and Prevention Workers.” There was no data for	Our team spoke with the Garden City Fire Department in preparation for writing the CLNA. GCFD reported an extreme need for EMTs (8 current openings) and a strong need for Firefighters (3 current openings).

	Firefighters, EMTs, or any other entry level position.	
Secondary: Information Support & Services	10 annual openings The only occupational code with data listed in the Information Support & Services pathway is “Network & Computer Systems Administrators.” This is not an entry level position and decisions should not be based on data from only one aspect of an industry.	Multiple business and industry representatives report that Information Support & Services is a high-demand career field in our region. Every business is in need of technology support, they may hire their own or use a contracted service, but either way there is a strong need in our region. The increasing online security risks and secure data management challenges are causing strong demand for Cybersecurity professionals.
Secondary: Food Products & Processing Systems	The Kansas Department of Labor Data shows 463 annual openings in our region for “Meat, Poultry, and Fish Cutters and Trimmers.” This information is for only one of many different career areas offered by our region’s largest employer: Tyson Foods. Seaboard Foods is also geographically close to our region and requires the same knowledge and skills.	The data doesn’t take into consideration the new empirical Foods processing plant that is being built in Garden City which is expected to bring a minimum of 300 new Food Processing jobs to the region. With such occupational demand in the region, readers may wonder why no district in our region offers the pathway. This pathway title is exactly the pathway our region needs, but the courses and competencies in the pathway do not align with industry needs. Secondary schools will not consider adding this pathway to their offerings until it undergoes a complete overhaul to align with workforce needs.
Secondary: Energy	There was no labor data for careers in the Energy pathway for our region.	Finney County Economic Development Corporation shared with the committee that multiple large wind and solar energy projects are coming to our region in the next 2 years. There is a high need for energy knowledge, especially renewable energy. FiCoEDC estimates 700 Energy Construction jobs over the next 3 years and 200-250 Energy Operation jobs in the region.
Secondary: Network Systems	There was no labor data for careers in Network Systems for our region.	Finney County Economic Development Corporation shared with the committee that we already have a shortage of qualified workers in network systems. Computer and IT companies in the region would hire 50 workers right now if they could find them. New ventures planning to come to the region would hire 15 more. The estimated total

		demand right now is 60-70 network systems specialists.
Secondary: Programming & Software Development	The Kansas Dept. of Labor does not report any regional data for careers in programming and software development. However, this is a growing field, and we expect to see an increase in regional need in the future. Additionally, programming provides a foundational understanding that leads to strong success in industrial technician programs which are of a high need in our community.	We expect to see an increase in regional need for students with knowledge of Programming and Software Development in the future as more businesses require specialized computer systems and will require ongoing support of these systems.
Postsecondary: Culinary and Food Management; Animal Science and Food Science	While there are over 11,000 annual openings in the category of Food Prep, over 4,000 of these are related to the Fast-Food industry and need no formal education or training. The college plans to continue preparing students to address the 10,000 openings in Food Production, with the largest sub-category Meat, Poultry and Fish Cutters and Trimmer needing over 4,500 workers.	As previously submitted, the largest employer in our region, Tyson Foods, is a meat processing plant that hires hundreds each year. The need for qualified workers in the food industry is on-going. A new business in the food production and processing industry, empirical Foods, will be opening their new facility in our area in late 2024 and will be looking to hire 300 skilled employees when they open.
Postsecondary: Animal/Livestock Husbandry and Production	413 annual openings in livestock management, plant production, and other associated occupations; soil and plant scientists - 11 annual openings; conservation scientists - *	The need for qualified workers in all agriculture related industries in SW Kansas continues to be high. Job openings in local newspapers and employment websites show a high number of openings in ag and livestock management, feedlot operations, crop production positions, and many other agriculture industries.
Postsecondary: Plumbing and HVAC	Plumbing - no data annual openings (*) HVAC - 93 annual openings	The need for qualified plumbers and HVAC workers is high in SW Kansas. Discussions from the monthly meetings of the SW Kansas Builders Assoc repeatedly state the need for credentialed plumbers and HVAC workers to assist with new home construction. The Finney Co region is short of at least 4,000 new homes needed by 2030. This would result in the need for at least 68 plumbers and pipefitters in the region - just

		for these new homes. The need for qualified workers to meet the demands for construction in industrial, commercial, and other categories would be even greater.
Postsecondary: Dental Assistant	Post Secondary: No data Annual Openings (*); In most situations, the role of Dental Assistant is filled by workers who have received OJT by a local dentist; the need for a formal college training program has not been realized.	GCCC has support from the regional dentists to incorporate a dental assistant training program in the future. With a growing population in need of dental care, the need for dental assistants continues to be on the rise.
Postsecondary: Commercial drivers	Postsecondary: 3765 Annual Openings; this is a combination of bus drivers, transit, light truck or delivery service, and heavy tractor trailer drivers.	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 has currently partnered with Seward County Comm Coll to host CDL classes on the GCCC campus. In the future, the partnership and program will be evaluated to see what changes may need to be made.
Postsecondary: Accounting Technology	Postsecondary: 1422 Annual Openings - with about 620 of these positions being in accounting and auditing.	Currently, the need exists for individuals with formal financial and business technology knowledge. This goes beyond the typical clerical and administrative duties that currently exist in our labor force. This occupation also meets our list of “high-wage, high-demand” occupations.
Postsecondary: Cloud Computing, database architects, and interface designers, security analysts, and	Postsecondary: 28 Annual openings according to Kansas Labor Market data; very high wages in these occupations;	Members of the college’s local advisory council in computer science and related industries report that qualified workers, especially those with a bachelor’s degree, are needed in the SW Kansas region. The college will continue to modify its course offerings to expand into the specific

related computer occupations		concepts associated with cloud computing and related occupations.
Postsecondary: Aesthetician/Esthetician (skin care specialists)	Postsecondary: Data from Kansas Dept of Labor does not show a need for skin care specialists in the SW Kansas region but shows 530 openings statewide.	Postsecondary: While there is not specific Labor Market data to support the specific occupation of “skin care specialist”, anecdotal data gathered from advisory council members and past/current students suggests that many students are leaving the region to pursue jobs in this occupation. The need for cosmetologists across Kansas is large, but our SW Kansas region does not show this same demand.
Postsecondary: Nail Technician/Specialist and Manicurist	Postsecondary: There is a need for 600 manicurists and pedicurists statewide, but the SW Kansas region was not listed as a region of demand.	Postsecondary: Out of our cosmetology program, many students pursue manicuring as a full-time occupation and our local advisory council members encouraged the college to start a public (not high school) course in manicuring to meet local demands.
Postsecondary: Barber/Styling	Postsecondary: The Kansas Labor Market data shows very low openings for barbers, but our local and regional industry partners suggest otherwise.	Postsecondary: Currently, students who are interested in entering the barber industry must leave the region to get proper training. Students at GCCC get limited training in the newest hair styles for young men (fades, shaves, etc..), but many students continue to show interest in barber industry. Local industry partners express that many, many citizens in our region are looking for these

		services and they are not being provided in our region right now.
<p>Postsecondary:</p> <p>Electronic and Communications Engineering Technology/Technician</p> <p>Electricians (Construction and Extraction occupations)</p> <p>Electrical Engineering Technicians</p>	<p>Postsecondary:</p> <p>Kansas Labor Market data shows very limited openings at the current time in these areas. Statewide, there are over 5,500 openings, but limited availability in SW Kansas.</p>	<p>Postsecondary:</p> <p>While the labor market data shows no openings, local and regional stakeholders have shared that incoming companies and businesses will be needing trained workers in electronics, electrical, electronic engineering technology, and some related disciplines. Furthermore, speaking with local stakeholders, we know that some current businesses are developing new technologies in automation and robotics and will need skilled workers soon.</p>
<p>Postsecondary:</p> <p>Plumbing Technology/Plumber</p>	<p>Postsecondary:</p> <p>Kansas Labor Market data shows no data for plumbers in our specific area, but 3,900 openings statewide.</p>	<p>Postsecondary:</p> <p>The need for new homes in SW Kansas is extremely high. With this comes the need for skilled workers in a variety of associated fields, including plumbing. Local stakeholders continue to ask college administrators to investigate the possibility of starting a plumbing program. Members of the college’s Advisory Council for the Carpentry program have expressed their desire to have a program in plumbing at the college. Many local homebuilders and contractors have shared that there is a “desperate need” for plumbers in the area.</p>
<p>Postsecondary:</p> <p>CAD/CADD Drafting</p>	<p>Postsecondary:</p> <p>Statewide, there are over 1,350 positions available in the areas of drafting, including civil drafters,</p>	<p>Postsecondary:</p>

and/or Design Technology/Technician	mechanical drafters, and architectural drafters. Locally, the data is limited on open positions.	As the home building industry continues to grow and expand in SW Kansas, the need for skilled drafters will also grow.
Postsecondary: Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	Postsecondary: Kansas Labor Market data shows 93 openings in SW Kansas and over 3,700 statewide in the areas of HVAC maintenance and repair.	Postsecondary: The college has begun discussions with local businesses and agencies to explore starting a formal training program in HVAC and associated disciplines. There is widespread support for this field and the college is aware of the need for trained workers in HVAC and refrigeration.
Postsecondary: Corrections	Postsecondary: Kansas Labor Market Data shows limited openings in our area, but statewide there are over 800 openings in the corrections fields.	Postsecondary: The college has a strong Criminal Justice program and works collaboratively with local law enforcement agencies. Their feedback indicates they would support a program in corrections. As the local population continues to grow, so does the need for all disciplines associated with law enforcement, including corrections.
Postsecondary: Wind Energy Technology/Technician	Postsecondary: Western Kansas continues to support a growing number of wind farms. Currently, there are 620 statewide openings. There are a limited number of formal training programs in the state.	Postsecondary: Each day there are more and more wind towers being constructed in western Kansas. Every company will need several skilled employees to repair and maintain these machines. Keeping local citizens in the SW Kansas area for training will help increase retention among these companies.
Postsecondary:	Postsecondary: Kansas Labor Market data shows limited openings in SW Kansas region for phlebotomists, but there	Postsecondary: Currently, students in the college's Medical Assistant program take a course in phlebotomy.

Phlebotomy Technician/Phlebotomist	are over 1,100 openings in the entire state of Kansas.	At the conclusion of this course, students are eligible to sit for a national certification exam. The college is working with local health care providers to gauge interest in developing a stand-alone program for phlebotomy. Anecdotal data suggests a high need for all workers in the healthcare industry, including phlebotomy.
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Q3: Provide justification for offering the pathway(s) and/or program(s) that have too many concentrators for the occupational openings/demand (Q1, column 3), include additional supporting data.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Secondary Pathways		
Biochemistry - 83	While our region does not offer jobs specifically related to biochemistry, we recognize the skills learned in this pathway are transferable to many different careers. For example, biochemistry skills are directly transferable to Health Science or Biotechnology in Agriculture careers for which we currently have too few concentrators for the job openings in our region.	The KDOL data did not include any data for biochemistry careers. However, the courses in this pathway include courses from our region's highest-need pathway: Health Science. It also includes courses from the biomedical, Comprehensive Agriculture Science, and Biotechnology in Agriculture pathways which all have significant regional need.
Biomedical - 262	Our region has 69 annual openings in Biomedical, which is significant in our communities. While we recognize that 262 concentrators are much higher than the 69 annual openings, we also recognize that most biomedical jobs require a Bachelor's degree. After graduating high school as a biomedical completer, a large portion of these students do not pursue a degree in a biomedical field, for those that do continue, many choose a career path more closely aligned with Health Science, those who do continue to pursue a degree related to Biomedicine must leave our region to study, of those students who graduate with a degree related to biomedicine, only a few return to the region to work.	KDOL data shows 69 annual openings in biomedical career fields. While we produced 262 annual completers, we feel this is adequate because many of our completers do not pursue a career in this field or return to our region for work in the biomedical field.
Digital Media - 75	Digital Media is an extremely broad pathway. While our regional data does not report any information for jobs in digital media, we know that	There is no regional data for the Digital Media pathway. In communication with various business owners, it is clear that digital media skills are

	a basic ability to complete digital media projects is required for many jobs in our region.	required for many jobs in our region. Digital media skills are important in many jobs that are not specifically Digital Media careers.
Fashion, Apparel, and Interior Design - 14	The Kansas Dept of Labor data does not show any regional information for careers in Fashion, Apparel, and Interior design. Schools in our region recognize that demand for FAID careers is low. However, former students have used the skills they have developed in this pathway to build their own successful clothing business and pursue other entrepreneurial endeavors.	While there are minimal job openings for Fashion, Apparel, and Interior Design Careers in our region, the committee feels it is worth noting that many FAID careers are entrepreneurial in nature and would not be advertised via job postings. Additionally, the FAID course content is valuable in a variety of careers, especially in retail sales which is a prevalent industry in our region.
Power, Structural, and Technical Systems - 116	While we develop more concentrators in power, structural, and technical systems than our community demands, there is significant demand in other regions and our students have been able to consistently secure positions in related career fields in other regions and states.	Our region is expecting a new business to open in 2025 (empirical Foods) which will require students with the mindset and skills developed by Power, Structural, and Technical Systems pathway courses. Businesses in our region are constantly recruiting for welders and mechanics, we believe this may be due to high turnover in our region.
Post-Secondary Programs		
Cosmetology - 31	The College has offered a cosmetology program for over 50 years and the demand for this career field continues to thrive - as evidenced by the sustained enrollment in the program. It continues to be a strong career field for individuals who may be searching for supplemental income or job flexibility. There also continues to be more and more specialty areas within cosmetology that arise each year (nails, eyelashes, massage, facials, body wraps, etc). This career field also offers individuals a chance to advance into the role of business owner by opening their own salon. Finally, the level of interest at the high school level is high, according to reports from local area high school counselors and advisors.	The need for personal care careers will continue to exist. Completers in the program are filling needs in surrounding communities and states. This is a quick way for students to enter the workforce without a lengthy education time and allows for them to make a good wage upon completion.

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators, which includes special populations. Each subgroup and special population for both secondary and postsecondary institutions must be included in the assessment.

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

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

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:

9. American Indian or Alaskan Native
10. Asian
11. Black or African American
12. Hispanic/Latino
13. Native Hawaiian or Other Pacific Islander
14. White

15. Two or More Races

16. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

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

	<p align="center">Identify Strength(s) How are these strengths being sustained in the region?</p>	<p align="center">Identify Gap(s) What are the root causes of the gaps?</p>
<p>Overall Student Performance in the Region - Secondary level</p>	<p>At the secondary level, our greatest strength in the Garden City region is our graduation rate, the average of which exceeds the state goal by 1.37%.</p> <p>Schools in the region sustain their successful graduation rate by developing and evaluating practices that ensure students are supported throughout their education. CTE courses play a large role in keeping at-risk students in attendance as they meet student interest and the connection to postsecondary plans are easily seen by the students in many programs.</p>	<p>The regional average for all indicators other than graduation rate fall below the state goal.</p> <ul style="list-style-type: none"> ● 3S1 Placement - Placement is our greatest need for improvement as our average is 27.45% below the state goal. <ul style="list-style-type: none"> ○ Root Cause: We have heard concerns from more than one of the regional secondary schools that they are concerned their placement data may not be accurate. The current method of reporting is difficult to track and allows for errors. We would like to see a state-wide system for tracking this information. ● 2S2 Math - Our regional math scores are 14.98% below the state goal. <ul style="list-style-type: none"> ○ Root Cause: Work opportunities in our region attract families from diverse backgrounds. Many of these families are coming to the United States for the first time and children may have been away from formal education for multiple years. These children are learning the English Language while also adapting to a new culture and educational environment. Students in this situation are still required to take the math state assessment their first year in the country. This certainly affects our overall scores. We do recognize that more can be done to improve the scores of our non-ELL students in math. ● 2S1 Reading - In the region, reading scores fall 14.89% below the state goal. <ul style="list-style-type: none"> ○ Root Cause: While reading scores are low for our students across all categories, we believe our high percentage of ELL students greatly impacts our state Reading scores. The state test does not allow for interpretation, so rather than solely testing a

		<p>students' ability to read and comprehend, it is also testing the students' English language acquisition. Schools in the region should still work to improve reading skills for all students, beginning in the early grades.</p> <ul style="list-style-type: none"> ● 2S3 Science - Science scores in the region are 4.05% below the state goal. <ul style="list-style-type: none"> ○ Root Cause: Again, our high concentration of English Language Learners causes significant dips in our state tests. Additionally, one district in our region has had to convert all elementary science teachers to long-term substitutes due to the teacher shortage - this practice will have a detrimental effect on science scores in the future so schools should look for proactive ways to increase science exposure for students of all ages. ● 5S2 Program Quality - Program quality in the region is 1.99% below the state goal. <ul style="list-style-type: none"> ○ Root Cause: While this gap is relatively small, we still find that the communication regarding approved credentials for CTE as well as for post-secondary success is confusing and difficult for schools to find. Additionally, each credential test has different timelines, technological requirements, and supervision requirements, this is difficult for limited school staff to manage. Finally, credential testing is costly and many of the tests are made for students at the college or graduate level, not for high school students. There is a great need to reevaluate which credentials count toward program quality and whether-or-not they are attainable for high school students. ● 4S1 Nontraditional Participation - Average nontraditional participation is below the state goal by 1.59% <ul style="list-style-type: none"> ○ Root Cause: While our regional Nontraditional rate does fall below the state goal, it is very close to meeting the goal. A few students being misreported could account for enough of a percentage jump to meet the goal. Since schools are only able to report students in one pathway, caution should be taken to ensure nontraditional students who are
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		<p>concentrators in more than one pathway are reported in the pathway in which they are nontraditional. Additionally, schools should continue to work toward eradicating gender stereotypes in pathway programs.</p>
<p>Overall Student Performance in the Region - Post-Secondary level</p>	<p>At the post-secondary level, one of the greatest strengths in the region is the performance of students in 1P1, 2P1, and 3P1. In fact, over the past two years, GCCC has met and exceeded goals in all three of these categories and has therefore been awarded additional funding for the CTE programs on campus.</p> <p>The college tracks each of these data points as part of its reporting duties with KBOR. Most recently, the college met its goals in each of these three categories.</p> <ol style="list-style-type: none"> I. 1P1 - the college performs very well in this category each year. One of the ways in which this is sustained is through the efforts of faculty and staff. College leadership from President Ruda down through the ranks all continue to emphasize the importance of placement in employment or continued education for all students/concentrators who leave GCCC. Faculty regularly invite outside industry partners into their classrooms to speak about employment opportunities. Also, the college has several partner universities that speak with students on a regular basis to inform them about bachelor programs that are available in their disciplines following their completion at GCCC. II. Again, the college typically performs very well in this category. This performance is sustained because the CTE programs have continued to make industry credentials an integral part of their curriculum and their program. Over time, the faculty have incorporated curriculum such as NCCER and other national groups into their programs. The Paramedic program and Nursing program are both nationally accredited, so all students who complete those programs are eligible to sit for the credential exam at the completion of the program. Welding and Automotive utilize credentials through AWS and ASE, respectively, as part of their everyday lessons and curriculum. Students are made aware of the expectations on industry credentials from the very start of the program. 	<p>While the college's performance on 1P1, 2P1, and 3P1 are satisfactory and have met all the state goals, the college could stand to improve its performance in 3P1 over time. Again, this is difficult to meet, but the college will continue to focus efforts on recruiting and welcoming non-traditional students into the appropriate CTE programs.</p>

	<p>III. This third category related to Non-Traditional concentrators is a difficult category to meet, but GCCC has met this goal in each of the past two years. Working with faculty and staff to recruit males into programs that are traditionally dominated by females is very hard. However, the college continues to make strides and this performance is supported by continued efforts from faculty who can speak about the opportunities for non-traditional employment through first-hand knowledge or experience. For example, the college employs a male faculty member in the Nursing program, and he is able to speak about his experiences over the past 35 years in Nursing. Also, the college employs a male instructor in manicuring, and he is able to share his life experiences with students. The college's primary faculty member in Production Agriculture for the past 15 years is a female who has life experiences in the ag industry and the college just recently hired a new faculty member for Crop Production who is a young female.</p>	
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Performance of Special Populations

<p>Individuals with disabilities</p>	<p>Secondary schools in the region strive to find creative ways to include individuals with disabilities in the culture and activities of the school. Peer mentorship classes have greatly increased the acceptance of individuals with disabilities across multiple campuses.</p>	<p>While our regional graduation rate for individuals with disabilities is strong, it is nowhere near the overall rate for our region or the state goal. The regional rates for all other indicators fall significantly behind the state goal when looking at the individuals with disabilities category. While it does seem that all our data is affected by inconsistent reporting across the region, gaps are still apparent. One root cause may be the lack of qualified special education personnel available in the area.</p>
	<p>Postsecondary: Data from KBOR shows that the most recent performance in this goal was again 100% in 1P1 and 2P1 for GCCC. As it was in past reports, this performance is much higher than the state average. Both secondary and postsecondary schools often collaborate on ways in which students with disabilities can be supported. The performance in 3P1 had very low data (only 2 students), so assessing this goal is difficult and making judgements on such a low number is not appropriate.</p>	<p>Postsecondary: 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.</p>

<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<p>Secondary schools in the region have made great gains in eradicating financial barriers to course enrollment. Garden City Community College has worked with secondary schools to develop dual-credit programs that are completely free to high school students. Data for economically disadvantaged students is more closely aligned to the regional averages than most other special population subgroups.</p>	<p>While individual course fees have been removed from most (if not all) high school courses, some fees to fully participate in Career & Technical Education still exist. For example, CTSO membership fees and fees to take credentialing tests are still charged in most districts.</p>
	<p>At the post-secondary level, data from KBOR shows that GCCC had a 96.43% performance in this category in 1P1, 90.63% in 2P1, and 12.62% in 3P1. 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, work-study jobs, and other college-specific opportunities offered by KBOR, the State of Kansas, and the U.S Dept of Education. Furthermore, GCCC has multiple initiatives geared towards students from low-income families, including one in which high school students who are on free and reduced meals will be given free tuition for GCCC classes.</p>	<p>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.</p>
<p>Individuals preparing for non-traditional fields</p>	<p>At the secondary level, our region’s non-traditional data, while not meeting or exceeding the state goals, is still a bright spot in our data. Pathway teachers have worked to make all courses a comfortable place for students of all genders to learn. Additional care has been taken to include nontraditional by gender students in relevant marketing materials.</p> <p>Postsecondary: Data from KBOR shows performance of 7.72% in 1P1, 6.42% in 2P1, and 9.73% in 3P1. Over the past few years, 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.</p>	<p>High schools in the region should continue to encourage students who are interested in pathways that are not traditional for their gender to pursue their interests. A gap districts feel they face is the growing number of students who identify with a gender that does not match their gender in the schools’ student information system. We recommend that KSDE work on developing a policy for counting these students as non-traditional.</p> <p>Many programs at GCCC have performed below the state average on Performance Indicator 3P1 (non-Trad participation) and 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.</p>

Single parents, including single pregnant women	Secondary schools in the region do not have many single parents, but when they do, they work closely with the student to discuss their class schedule and expectations of the classes and work together to develop a plan for success.	Due to the high cost of self-paced programs, many school districts in the region don't have the ability to provide self-paced curriculum to single parents or single pregnant women. Districts must develop and provide their own accommodations for single parents and single pregnant students.
	At the post-secondary level, data from KBOR shows a performance of 100% in 1P1, 69.70% in 2P1, and 8.33% in 3P1. Overall, the college has noticed a decline in the number of single parent students and single pregnant women over the past years. 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.	The college continues to explore ideas on how to fund a 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	Not applicable to secondary schools.	Not applicable to secondary schools.
	KBOR data does not show a performance level of students in this category for 1P1, 2P1, or 3P1. However, the college offers a GED program through the Garden City Career Connection Academy (GCCCA) that works closely with the local workforce office to attempt to address the specific needs of students who are out of the workforce at the current time. 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 very 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.
English Learners	Our region boasts an incredible amount of diversity, districts in the region celebrate this diversity and create a welcoming environment for English Language Learners. Teachers of ELL students are provided myriad instructional supports and ongoing Professional development regarding the new cultures moving into our region. Additionally, school districts have strong partnerships with community agencies to provide wraparound services to students and families in need.	The largest district in our region has 37 home languages spoken by students and their families. While technology has come a long way in helping with translation, it is not the same as having a face-to-face translator. There is high turnover in translation positions, and it is difficult to find translators for all languages and dialects.
	Postsecondary: The SW Kansas region has an incredible amount of diversity in its population and the college is very similar. Data from KBOR shows the college had a performance of 97.18% in 1P1, 79.63% in 2P1, and 12.96% in 3P1. All results are strengths, and the college continues to work hard to support students in which English is not their first or primary language. The college offers translation services for students who need assistance translating important admissions documents or financial aid documents. In	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. Without bilingual instructors, any levels of instruction in CTE in another language is not possible.

	the CTE classroom, many college textbooks are provided in a Spanish version as well as an English version.	
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	We have been fortunate to have received grant funds in the past to provide medical services to homeless and McKinney-Vento students in the past. These funds are incredibly valuable to the students and families attending our schools. Grant funds to provide medical services (funds are ending) dental is needed, we were able to support it through grants.	Unfortunately, the grant funds that have been used to support medical and dental expenses in the past are running out, and a replacement grant is not on the horizon. Additionally, identifying students that could qualify for services is a challenge as the signs are often difficult to notice.
	No data from KBOR could be used to make any appropriate conclusions in this category. Only one student from this category counted as a concentrator in a CTE program. However, overall, 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. In fact, the Campus Closet program was expanded to include ALL buildings on campus, including buildings with CTE programs.	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	Secondary: School districts in the region partner with Kansas Kids @ Gear Up to provide support and services to students who are in the foster care system. They help students visit colleges, select courses and find scholarships. Additionally, they help students find jobs if college is not in their post-secondary plans.	Other than their involvement with Kansas Kids @ Gear Up, students are not identified in any other way as a student in foster care. Additional supports could be provided if this information was more accessible to staff.
	At the postsecondary level, there are very, very few students in this category. In fact, data from KBOR revealed only 2-3 students as concentrators in CTE programs at GCCC. Their performance was 100% in both 1P1 and 2P1. The college strives to provide these students with all the same wrap-around services that are offered to all students at the college.	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. However, the college does not currently offer services to these students that are not offered to all students on campus.
Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4)	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.

of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title)	At the postsecondary level, there are very few students in this category, but their performance was excellent (100% in 1P1 and 2P1). Overall, it is rare to have students on campus who voluntarily report they belong to this category.	The limited data makes it very hard to draw conclusions on strengths or weaknesses in this particular area.
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
	Secondary	Post-Secondary
American Indian or Alaskan Native	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.	At the postsecondary level, data from KBOR shows very low numbers in all major racial and ethnic groups except Hispanic or Latino. The performance of students in this category is 95.68% in 1P1, 89.34% in 2P1, and 8.97% in 3P1. The college continues to host and support a DE&I Committee on campus to address the special needs and performance of special populations at GCCC. This committee is composed 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.
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown		

Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include.

- (B) A description of how career and technical education programs offered by the eligible recipient are—*
- (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;*

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

State Definitions:

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

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

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

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

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

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

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

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways’ alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on the 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 the 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	Regional schools and Garden City Community College work to ensure programs are of sufficient size by working with business and industry partners to develop student interest in programs with a high regional need by hosting recruitment and career exploration events. CTE funds are used to provide adequate equipment and materials for the size and growth of the program. The College works very closely with local secondary schools to ensure that future students can enroll in programs that are needed and desired.	School districts in the region are constrained by many factors such as finances, physical space, and the ability to hire highly qualified teachers. These factors often drive which programs are offered, rather than regional needs. While these factors are very legitimate, districts should work to align the programs they offer with the results from this regional needs assessment. Creative solutions may need to be developed in order to close this gap. This may include collaborations between secondary schools or combining resources where possible.
Relate to real-world work environment (Scope)	Support for career and technical education in our region is strong. Through advisory councils, business and industry partners help instructors and teachers develop curriculum that aligns with business and industry standards and needs.	While we have strong support during advisory council meetings and career-focused student events, we would like to see business and industry partnerships expand in every program to ensure the activities in our classrooms and labs relate to real-world work environments. We would like to see these partnerships expand to work-based learning, internships, and apprenticeships.
Help students advance to future education (Scope)	Schools and colleges host many college and career focused events to help students determine their	Additional increases in community partnerships will help students learn of opportunities early

	plans for the future, apply for post-secondary education, and complete important forms such as the FAFSA through events such as FAFSA nights and ApplyKS events. Additionally, many students have the opportunity to earn industry recognized credentials and dual credit.	allowing for a more seamless transition from high school to college, to work.
Are of high quality	Schools in the region adhere to the KSDE licensed personnel guide when hiring CTE teachers to ensure programs are high quality. Schools also use CTE funds to purchase high-quality materials and equipment for CTE programs.	Our region is experiencing a teacher shortage, so if a highly qualified teacher is not available, programs are often temporarily suspended until a qualified teacher can be found. Improving the marketing of our region, our schools, and our employment opportunities in other geographic locations may help mitigate this growing challenge. Districts in our region should also improve their understanding of Career & Technical Education licensure through work experience, this may lead to more highly qualified teachers available for CTE programs.

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, non duplicative 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	Schools in the region follow the Kansas State Standards in all core subject areas. Proposed new curriculum is evaluated through a process that includes an evaluation of the curriculum’s ability to meet the Kansas State Standards.	Our region needs to focus professional development efforts on increasing rigor in the secondary classroom. One district in our region is working with TNTP to provide ongoing training in this area to both administrators and teachers.
(B) addresses both academic and technical knowledge and skills, including employability skills	Districts in our region utilize the KSDE Career Cluster Design Sheets and competency profiles to develop strong CTE courses and programs that encompass all of the knowledge and skills recommended for the programs. At the post-secondary level, the college teaches courses specific to “career readiness” that includes employability skills. Furthermore, each degree program that earns an Associate of Applied Science at the college requires students to take academic courses in mathematics, writing, speech, and humanities. These academic courses are taught by instructors and professors from those respective departments.	While each district follows the courses and pathways as presented by KSDE, the method of presenting this material is not always consistent. We would like to see an increase in networking for CTE pathway teachers and postsecondary instructors in the region and across the state. Our geographic location plays a significant role in our gap for CTE professional development. The majority of the pathway-specific trainings we are aware of are more than a 4.5-hour drive from our region. This results in a lack of attendance from regional teachers and a disproportionate amount of our funds go toward PD travel when compared to districts in other regions due to additional travel costs.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Both secondary and postsecondary schools in the region have a strong relationship with local economic development councils. Prior to beginning a new pathway or program, school personnel communicate with these local agencies to ensure the proposed new pathway/program will have	While we are aware of the industry needs in the area, we aren’t always able to offer these programs due to a shortage of teachers, teacher licensure, financial, or insurance related issues. Alternatively, schools in the region offer pathways and programs that aren’t supported by labor market

	business/industry support and will be valuable to the region. Additionally, schools review the labor market data research to determine if there is a legitimate regional need.	data or local industry needs because of the availability of a licensed teacher in that area, or other factors that make the pathway/program easy to offer.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	The business and industry partners that participate in our advisory council meetings at both the secondary and postsecondary levels are very supportive of our programs and review curriculum plans and have the opportunity to provide recommendations for updated content at every meeting.	A lack of business/industry understanding of the state requirements for secondary and post-secondary curriculum and the process to change existing curriculum, causes a gap in our partnerships because schools cannot always implement all of the curriculum suggestions from business/industry due to various constraints. Schools in the region might consider offering advisory council training for all new advisory council members each year.
(E) has multiple entry and exit points that incorporate credentialing	GCCC has many degree programs that have multiple exit points that lead to credentialing. There are limited current programs that allow multiple entry points (Medical Assistant, Paramedic), but most programs do not. Students in the region could enter programs during high school, after high school graduation, after a gap year, or as an adult. Secondary schools offer multiple entry points by allowing students to begin CTE courses during any year of their high school career.	Apart from Medical Assistant, our secondary and post-secondary programs do not offer multiple points of entry. Students who complete a defined program can earn a credential, but if multiple entry points were developed, students would not be able to earn a credential for completing only a small portion of a program.
(F) culminates in the attainment of a recognized postsecondary credential.	The college offers the ability to earn industry recognized credentials in every CTE program. Many of the programs offer students opportunities to earn multiple credentials, both as part of the program and as a separate event.	Secondary schools strive to offer credentials in each pathway, however, funding, a lack of approved credentials for each pathway, and varying levels of rigor in credentialing exams cause a gap. Schools should work toward offering a credential in each pathway as they are approved by KSDE. At the post-secondary level, there is a lack of credentialing in specific areas of programs. Students do not typically have the opportunity to take one or two classes of an entire program and earn a credential.

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

RECRUITMENT		
Process	Strengths	Needs/Gaps
Secondary Schools		
<p>Due to our location, administrators must travel to career fairs nationwide and to recruit new high school teachers, including those teaching CTE courses. In recent years the teacher shortage has required schools to start looking for applicants from outside of the United States.</p> <p>At both the college and high school level, administrators reach out to local industry to recruit potential instructors. The college utilizes its website and other professional job placement websites (Indeed.com; Glassdoor; etc) to post open</p>	<p>The local high schools continue to have increased teacher pay in an attempt to compete with surrounding school districts. Whenever possible, the school districts attempt to compete with local industry pay rates. 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.</p> <p>USD 457 has a dedicated team who travels to recruit new faculty members. This person may</p>	<p>The largest need/gap in recruitment of CTE instructors continues to be associated with pay. The pay rate at both secondary and post-secondary schools needs to increase to better compete with local industry and business demands. This is very tough. There is a strong lack of potential faculty members in this region. Administrators must travel long distances to recruit new faculty members.</p> <p>The local districts tend to recruit very young and new instructors due to the limitations</p>

<p>instructor positions to try to draw interest from a wide region.</p>	<p>travel many states away to attend career fairs and employment events.</p> <p>At the post-secondary level, the college focuses efforts on retention of faculty by offering long breaks, including Thanksgiving, Christmas, Spring Break, and summers.</p> <p>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.</p>	<p>with budget. These young potential instructors are typically looking for a more urban living environment and do not typically stay in this area for extended periods of time.</p> <p>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.</p>
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TRAINING		
Process	Strengths	Needs/Gaps
<p>At the college level, GCCC is able to dedicate a significant amount of funding for professional development for training current instructors in CTE. This funding can be used for travel, as well. A significant amount of the funding that is utilized for professional development comes from grant programs.</p> <p>Secondary schools are also able to utilize Perkins funds as well as local CTE funds to pay for teacher training.</p>	<p>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 requirements. The funding for professional development is spread across many faculty members from a wide variety of programs. There are also annual pay increases for faculty who conduct professional development trainings and workshops.</p> <p>The college utilizes workshops and trainings offered by KCCTE and KCWE for new faculty and also veteran faculty. Both GCCC and local high schools utilize these workshop opportunities. Local and regional high schools also use training sessions with the SW Kansas Regional Service Center for professional development.</p>	<p>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. However, some CTE instructors are required by their credentialing agencies to complete annual or regular continuing education training.</p> <p>Faculty at both secondary and post-secondary level need to take advantage of externship opportunities in the region for professional development and industry re-training.</p>

	<p>USD #457 prioritizes teacher requests for professional development when budgeting the annual Perkins allocation. Other area schools are part of the Southwest Plains Regional Service Center Perkins Consortium, SWPRSC has always valued professional development in their funding decisions.</p>	
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RETENTION		
Process	Strengths	Needs/Gaps
<p>At the secondary and post-secondary levels (at selected schools), faculty are given “longevity bonuses” when they reach certain milestone years of service (5 yrs, 10 years, 15 years, etc.). This pay increase is added to their annual salary. In some school districts, ESSERS funds were used to provide a “premium pay” or bonus to staff. At some institutions, both secondary and post-secondary, faculty are rewarded with small gifts and prizes when they reach certain milestone years of service (mugs, shirts, swag, parking spot, etc).</p>	<p>The new pay incentive for college instructors who have stayed at the college for longer intervals of time is new and has had positive response from the faculty. Additionally, the college just recently approved paying CTE instructors to come to the college during their summer break to work on facilities and equipment that may need to be repaired or replaced for their CTE program.</p> <p>Several local high schools, including USD 457, have utilized longevity pay increases for many years and the program has received positive feedback from faculty.</p>	<p>The college and the local school districts struggle to retain young employees who oftentimes want to live and work in a more urban area. Additionally, most educational institutions do not reward outstanding faculty with performance-based raises or incentives. Unfortunately, all faculty or staff are given the same meek pay raise as the entire campus or district receives. Schools should find a way to meaningfully reward effective school staff in all positions. Bonuses, gifts, and financial incentives all require financial resources from the district. These solutions are generally given on a year-by-year bases and aren’t sustainable long-term without additional financial resources.</p>

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 support 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
	<i>Perkins V – special populations Sec. 2(48)</i>

8, 9, 10	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
8, 9, 10	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
8, 9, 10	(C) individuals preparing for non-traditional fields;
8, 9, 10	(D) single parents, including single pregnant women;
8, 9, 10	(E) out-of-workforce individuals;
8, 9, 10	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
8, 9, 10	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
8, 9, 10	(H) youth who are in, or have aged out of, the foster care system; and
8, 9, 10	(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.
8, 9, 10	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;
9, 10	American Indian or Alaskan Native
8, 9, 10	Asian
8, 9, 10	Black or African American
8, 9, 10	Hispanic/Latino
9, 10	Native Hawaiian or Other Pacific Islander
8, 9, 10	White
8, 9, 10	Two or More Races
9, 10	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 and the college 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	All special populations performed above the state average in this area. (1P1)	These performance measures are sustainable in the region because local school districts have committed to dedicating resources for these special

<p>performance was 97% and the state average was 93.03%.</p>	<p>Specifically, our American Indian or Alaskan Native, Asian students, Black or African American students, Hispanic or Latino students, Native Hawaiian or other Pacific Islander, 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, single parents, English learners, and youth in foster care ALL performed above the state average in placement performance.</p>	<p>populations. While this level of performance may not occur every single year, the local school 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.</p>
<p>School districts in the region utilize translation earbuds for ELL students who have a need. The earbuds can be utilized for conversations with parents and guardians as well. Most school districts provide financial incentives for teachers who have their ESL endorsement.</p>	<p>(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))</p>	<p>Funding will continue to be sourced for the purchase of additional translation earbuds. Districts will continue to incentivize the procurement of ESL endorsements as long as the funding remains available.</p>
<p>Many schools in the region support homeless and McKinney Vento students through blessing closets which may include clothing, food, personal care, and household items. GCCC has a campus closet which has expanded to be in every building. Some school districts have a partnership with the Emmaus House and Kearney County Food Pantry to send food home with middle and high school students for every 3-day weekend.</p>	<p>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</p>	<p>Most of the strategies secondary and postsecondary schools in the region use support homeless and McKinney-Vento students rely on unreliable funding sources. Schools are working to establish a secure source of funding for these efforts.</p>
<p>Kansas Kids @ Gear Up works with foster care students in our region. They work to connect foster care students aging out with industry leaders to help them find jobs or choose a college depending on what the student prefers. School districts allow Kansas Gear Up to use time out of the school day to meet with these students.</p>	<p>(H) youth who are in, or have aged out of, the foster care system</p>	<p>School districts will continue to partner with Kansas Kids @ Gear Up to allow for continued student success.</p>
<p>When analyzing Perkins Concentrators with credentials within one year (2P1), the college performed very close to the actual performance at the state level (81%).</p>	<p>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</p>	<p>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. The ABE and ESL</p>

	<p>the state average (American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, and those from two or more races) and three performed near the state average (Black or African American, Hispanic or Latino and White). The same can be said for other special population groups. Students preparing for non-traditional fields did not perform at or above the state average but individuals with disabilities, individuals from economically disadvantaged families, single parents, youth in foster care, and youth with a parent in active military ALL outperformed the state average in Perkins concentrators with credentials within a year (2P1).</p>	<p>programs on campus continue to grow along with the CTE division. More staff have been added to the Garden City Career Connection Academy (GCCCA) and they are on pace to serve more students this academic year than any prior year in the history of GCCC. Also, the college will continue to support out of workforce individuals as we work together with KansasWorks and WorkforceOne to offer educational opportunities. The only groups that did not meet the state average were single parents and individuals preparing for nontraditional fields.</p>
Gap	Which special population(s)	Strategies for Improvement
<p>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.</p>	<p>(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))</p>	<p>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.</p>
<p>Overall, the college performed below the state average in Non-traditional gender concentration in Perkins programs with 7.1%.</p>	<p>According to 3P1 data, the college performed below the state average in students with an unknown race. The college performed well above the state average in Black or African American students, Asian students, and students from two or more races. Also, GCCC performed well in individuals from economically disadvantaged families, English learners, and individuals preparing for non-traditional fields.</p>	<p>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, White students, and students from single parent homes.. The college is committed to improving these numbers and will apply for special funding opportunities through KBOR, as in the past.</p>
<p>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.</p>	<p>(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</p>	<p>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.</p>

<p>The regional graduation rate does not meet the state target for most special populations.</p>	<p>(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.</p>	<p>When researching this gap, the committee feels that the data presented looks suspicious and may not be reliable for responding to this gap. If it is determined that the graduation rate is truly a gap in our region, schools should focus resources on early interventions such as tutoring.</p>
<p>The regional Academic attainment – reading rate does not meet the state target in any special populations.</p>	<p>(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—(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 is on active duty (as such term is defined in section 101(d)(1) of such title.</p>	<p>Our region’s academic attainment in reading is 14.81%. 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.</p>
<p>The regional academic attainment – math rate does not meet the state target for all special populations.</p>	<p>(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))</p>	<p>Our region’s average academic attainment rate in math is 8.02%. To increase this percentage, area secondary schools should strive to include engaging math instruction in all classes. A percentage of professional development</p>

	<p>(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.</p>	<p>funds should be used to give non- math teachers the tools to support math instruction in their classrooms.</p>
<p>The regional academic attainment – science rate does not meet the state target for all special populations.</p>	<p>(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 is on active duty (as such term is defined in section 101(d)(1) of such title.</p>	<p>Our regional average academic attainment in the area of science is 21.85%, this is 4.05% below the state goal. To continue to close this gap, area secondary schools should strive to include engaging science instruction in all classes. A percentage of professional development funds should be used to give non-science teachers the tools to support science instruction in their classrooms.</p>

<p>The regional total placement rate does not meet the state target for any special population subgroup.</p>	<p>(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.</p>	<p>Our regional total placement rate is 51.25% which is 27.45% below the state goal. Secondary schools should work with Garden City Community College and area workforce partners to develop relationships to help place students upon graduation. Additionally, schools should work to develop reliable follow-up and reporting practices.</p>
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<p>The regional post-secondary credits attained rate does not meet the state target for most special population subgroups. The two subgroups that are meeting the state goal are females and white students.</p>	<p>(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.</p>	<p>When attempting to make this data easier to understand and write about, the committee has used the average of all data that was provided by KSDE. This data was shared by pathway. Pathways that are offered in our region but do not have many students enrolled and/or do not have a postsecondary credit option, are weighted in the average the same amount as the pathways with the highest enrollment and postsecondary credit options. For example, only one district in our region offers the Travel and Tourism pathway and had so few concentrators the data was suppressed. The 0 from Travel/Tourism was still included in our average. Unfortunately, we don't have the information we need for all pathways to weight this information more accurately.</p> <p>We do believe that if we could find a way to look at our postsecondary attainment data more accurately, it would show that our region is meeting the state goal. Garden City Community College has worked closely with regional school districts to provide more paths to postsecondary credit attainment and to remove any existing barriers for students in the region.</p> <p>If it is determined that postsecondary attainment is a true gap in our region, secondary schools should work with Garden City Community College to ensure postsecondary credit attainment opportunities are equitably marketed to all students, including members of special populations. They should also work together to determine if students have any perceived or legitimate barriers to enrollment and address those as they arise.</p>
<p>The College struggles to identify all students who may qualify for assistance with many of the services it offers. Currently, students</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p>	<p>The College has conducted many conversations on how to collect data on students from special populations which may lead to a different reporting process when students apply for</p>

<p>self-identify their gender, race, culture, college status, and many other qualifiers that would identify them for services.</p>	<p>(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.</p>	<p>admission to the college. If students can be identified as needing or qualified for student services, the number of students served would increase significantly. CTE representatives of GCCC will strive to develop a strong relationship with the institution's accommodations coordinator to better-explore the supports available to students in these special populations.</p>
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Q9: How do schools and colleges ensure that programs are designed for the success of students in special populations?

Strength	Which special population(s)	Strategies for Sustaining
<p>The College has applied for and been awarded multiple 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. Additionally, the college regularly invites guest speakers and instructors who are non-traditional workers in their respective fields. The college employs a male manicuring instructor and a male nursing instructor that both speak frequently to students about working in non-traditional fields.</p>	<p>(C) individuals preparing for non-traditional fields</p>	<p>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.</p> <p>GCCC would like to apply for more grant projects directed specifically at non-traditional students entering CTE programs, but the college has not dedicated funds to specifically address this population. Furthermore, the college will continue to encourage guest speakers and instructors to share their life experiences working in non-traditional fields.</p>
<p>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.</p> <p>There is a current process in place to transfer any student's existing Individual Educational Plan (IEP) from high school to the College.</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p>	<p>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.</p> <p>The next step in this process may involve analyzing each CTE program to identify ways in which curricula can be adapted for special populations.</p>
<p>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 fifth year on the GCCC campus and has even expanded its offerings and services.</p>	<p>(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.</p>	<p>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.</p>

<p>All classes at local high schools are available to all students, including special populations. There are no restrictions on enrollment (students are advised to select courses in which they are capable of being successful).</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))</p>	<p>Regional secondary schools will continue to ensure open access to all courses for all students.</p>
<p>Students who have special needs are provided necessary resources to access the curriculum.</p>	<p>All special populations.</p>	<p>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.</p>
<p>Gap</p>	<p>Which special population(s)</p>	<p>Strategies for Improvement</p>
<p>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.</p>	<p>(C) individuals preparing for non-traditional fields;</p>	<p>The college can explore strategies for securing funding that can be dedicated towards personnel who will specifically target CTE students who are entering nontraditional fields and need assistance with admissions, registration, financial aid, or other student services.</p>
<p>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.</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))</p>	<p>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.</p>
<p>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.</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p>	<p>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. Specifically, placement tests are used in a variety of programs but are not needed in several others. Overall, the college now uses a “multiple measures” placement process that utilizes data from a variety of sources in a student’s background.</p>
<p>While processes exist to transfer any student’s IEP from the high school level to the college, it is not perfect. The process needs improvement, and more students need to be identified for inclusion in this process.</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p>	<p>To address some of the issues associated with transferring an IEP from the high school level to the college level, GCCC has introduced the idea of having their Accommodations Coordinator visit local high schools on recruiting trips to better</p>

		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. Unfortunately, the college only has a limited number of spots in the TRiO grant and those spots are spread across campus - not just for CTE students.	(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 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. If possible, the college may want to explore how to serve a higher number of students than in the past.
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.	(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 CTE faculty meetings in the upcoming academic year. Faculty from the CTE division will strive to focus one Lunch-and-Learn session specifically on the functions of the Office of Accommodations.
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.	All special populations	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.

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

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
<p>The GCCCA currently works with multiple CTE programs Industrial Machine Mechanic (IMM), Certified Nurse Aide (CNA), and Cosmetology - manicuring 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 CTE program on a full-time basis.</p>	<p>(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</p>	<p>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.</p>
<p>Regional secondary schools ensure students have access to one consistent enrollment guide per campus for all students, CTE or transfer.</p>	<p>All special populations</p>	<p>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.</p>
<p>Most secondary schools in the region do not charge course fees (such as a fee for wood, metal, welding rods, computer application subscriptions, consumables, etc.). for any high school level course.</p>	<p>(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</p>	<p>Schools should remain focused on ensuring equitable access in all courses. The schools that are charging fees for CTE courses need to reevaluate their practices from the lens of an economically disadvantaged student.</p>
<p>CTE pathways and Programs have strong relationships with business and industry partners. These relationships guide course curriculum, pathway development, program alignment, and student opportunities.</p>	<p>All special populations</p>	<p>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.</p>
Gap	Which special population(s)	Strategies for Improvement
<p>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.</p>	<p>(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) (C) individuals preparing for non-traditional fields</p>	<p>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</p>

		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.
One dual-credit CTE course still charges a course fee 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 four years, great strides have been made to eliminate dual-credit course fees. Only one dual-credit course continues to require course fees (C.N.A.). Regional secondary schools and Garden City Community College continue to discuss potential solutions that would ensure equity in the remaining course fee.