



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Dr. Cindy Swartz &	USD 232-De Soto School District	913-667-6200, ext. 2803	cswartz@usd232.org
	Dr. Ryan Flurry	USD 512-Shawnee Mission School District	913-993-8725	ryanflurry@smsd.org
Postsecondary Institution(s)	Dr. Shelia Mauppin	Johnson County Community College	913-469-8500, ext. 3618	smauppin@jccc.edu

Date January 31, 2022 Regional Team Overland Park/Johnson County

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- A co-chair can only serve on a maximum of two (2) regional teams.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, “local” and “regional” are used interchangeably.

What is the purpose of this Template?

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

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

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

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

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

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

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who should participate in the needs assessment process?

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

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

Who is considered a member of special populations?

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

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

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

Process:

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

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

STEP 2: Analyze Student Performance

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

- Part 2:** Progress Toward Implementing Programs of Study
- Part 3:** Recruitment, Retention, and Training of CTE Educators
- Part 4:** Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

Regional Team		
Name: <u>Overland Park/Johnson County Regional Team</u> Date: <u>January 31, 2022</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Dr. Cindy Swartz Dr. Ryan Flurry	<u>cswartz@usd232.org</u> <u>ryanflurry@smsd.org</u>	913-667-6200, ext. 2803 913-993-8725
Postsecondary: Dr. Shelia Mauppin	<u>smauppin@jccc.edu</u>	913-469-8500, ext. 3618

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

Representative	Name	Institution and Position
Secondary Co-chair	Dr. Cindy Swartz Dr. Ryan Flurry	USD 232 – De Soto School District – CTE Coordinator USD 512 – Shawnee Mission School District – CTE Coordinator
Postsecondary Co-chair	Dr. Shelia Mauppin	JCCC – Dean, Career & Technical Education Transitions
Teacher(s) – Secondary	Jaylene Freeman	USD 231 – Gardner Edgerton School District, Teacher
Faculty – Postsecondary	Andrew Lutz	JCCC – Chair & Faculty Member, Information Technology
Secondary Administration	Melissa McIntire Barbra Gonzales Adam Wessel Rich Wilson	USD 231 – Gardner Edgerton School District, Coordinator of Student Services USD 233 – Olathe School District, CTE Coordinator USD 229 – Blue Valley School District, Career Ready Programs USD 233 – Olathe School District, Director of Assessment and Curriculum
Postsecondary Administration	Dr. Shelia Mauppin	JCCC – Dean, Career & Technical Education Transitions

Specialized instructional support and paraprofessional(s)	<p>Dr. Vincent Miller</p> <p>Amy Nail</p> <p>Mark Turrentine</p> <p>Dr. Kimberly Sterne</p>	<p>JCCC – Dean, Academic Support</p> <p>USD 233 – Olathe School District, Career Pathways Facilitators</p> <p>USD 233 – Olathe School District, Career Pathways Facilitators</p> <p>USD 233 – Olathe School District, Career Pathways Facilitators</p>
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	<p>Heather Schoonover</p> <p>Steven Franklin</p>	<p>USD 233 – Olathe School District, McKinney-Vento Liaison (The National Center for Homeless Education)</p> <p>JCCC – Coordinator, Student Basic Needs</p>
Representative(s) of Special Populations	<p>John McKinney</p> <p>Jason Radel</p> <p>Marquis Harris</p> <p>Holly Dressler</p>	<p>USD 512 – Shawnee Mission School District, Director of Student Services</p> <p>USD 231 – Gardner Edgerton School District, Special Education Coordinator</p> <p>USD 233 – Olathe School District, Facilitator of Diversity & Engagement</p> <p>JCCC – Director, Access Services</p>
Career Guidance and Academic Counselor(s)	<p>Alicia Jackson</p> <p>Alex Wells</p>	<p>USD 233 – Olathe School District, College & Career Readiness & Counseling Coordinator</p> <p>JCCC – Assistant Dean, Counseling</p>
Student(s)		

	Christian Garcia	USD 512 – Shawnee Mission School District, Student
Community	Amy Niemann Jason Camis Anna Hennes Clay Frigon	Shawnee Economic Development Council Projects Coordinator President, Gardner Chamber of Commerce Kauffman Business to Education (B2E) Team USD 230 – Spring Hill School District CTE Administrator (in a consortium)
Business & Industry	Jay Brooks Jennifer Smith	Project Manager for Colliers Kansas City Community Member, Business Owner Advocate
Workforce Development	Sloane Gage	Director of Employer Engagement, Workforce Partnership
Parent(s)	Barbra Gonzales	Parent, USD 233 Olathe School District
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	N/A
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Michael Simpson Dianne Smethers	USD 231 – Gardner Edgerton School District Administrative Intern JCCC – Program Director, Career & Technical Education Transitions

	Natalie Alleman Byers	JCCC – Director, Institutional Planning & Research
	Julie Joyce	USD 233 – Olathe School District, Career Pathways Data Assistant
	Jamie Manhart	Greenbush Administrator, Career & Technical Education

STEP 1: Analyze Labor Market Information

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

The local needs assessment shall include...

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

- (ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or*
- (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

What does the law mean?

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

Part 1: Identify sources of labor market data

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

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

Approved Sources of Data:

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

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

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

Part 2: Use additional approved sources of data

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

Part 3: Conduct preliminary data analysis

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

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

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p><u>Postsecondary:</u> 11.0801 Web Development & Digital Media 12.0409 Esthetics 16.0103 Healthcare/Legal Interpreting 51.0903 Neurodiagnostic Technology 51.0908 Respiratory Care</p> <p><u>Secondary:</u> CIP–Title–Con.Count–Occup.Code–KS Annual Open 09.0702 Digital Media (1,480) (27-0000) (2,596)</p>	<p><u>Postsecondary:</u> 01.0308 Sustainable Agriculture 01.0601 Horticulture Sciences 01.0608 Floral Design 11.0201 Computer Information Systems 11.0901 Information Technology 11.1006 Computer Support Specialist 12.0401 Cosmetology 12.0410 Nail Technology 12.0501 Pastry/Baking 12.0503 Chef Apprenticeship 15.0406 Automation Engineer Technology 15.1302 Computer Aided Drafting & Design 16.1603 American Sign Language (ASL) 22.0302 Paralegal 43.0203 Fire Science 46.0302 Electrical Technology 46.0503 Plumbing Technology 47.0101 Electronics Technology 47.0201 HVAC Technology 47.0604 Automotive Technology 48.0508 Metal Fabrication/Welding Technology 51.0602 Dental Hygiene 51.0709 Health Info Systems & Support Specialist 51.0710 Admin Assistant—Medical Office Specialist 51.0713 Medical Coding Specialist 51.0904 Emergency Medical Science 51.3801 Nursing 51.3901 Practical Nursing 52.0303 Accounting 52.1902 Fashion Merchandising & Marketing</p> <hr/> <p><u>Secondary:</u></p>	<p><u>Postsecondary:</u> 49.0208 Railroad Operations 50.0408 Interior Design</p>

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
	<p>CIP–Title–Con. Count–Occup. Code–KS Annual Open</p> <p>01.0901 Animal Science (1) (19-0000) (994)</p> <p>01.1101 Plant Systems (1) (19-0000) (994)</p> <p>01.9999 Comp Agriculture (1) (19-0000) (994)</p> <p>14.1401 Biochemistry (21) (19-0000) (994)</p> <p>17.2071 Energy (27) (19-0000) (994)</p> <p>52.0801 Finance (95) (13-0000) (8,233)</p> <p>52.0799 Business Mgt. Ent. (247) (11-0000) (7,637)</p> <p>11.0201 Program Soft. Dev. (246) (15-0000) (3,264)</p> <p>11.0301 Info Support Services (13) (15-0000) (3,264)</p> <p>14.0101 Engineer App Math (713) (17-0000) (2,165)</p> <p>15.1102 Cart./Geo./Spatial Math (1) (17-0000) (2,165)</p> <p>44.0401 Govern. & Public Admin (22) (23.000) (690)</p> <p>13.0101 Teaching/Training (132) (25-0000) (8,861)</p> <p>19.0799 FACS (239) (25-0000) (8,861)</p> <p>11.1004 Web Digital Comm. (282) (27-0000) (2,596)</p> <p>19.0999 FAID (193) (27-0000) (2,596)</p> <p>50.0499 Graphic Design (753) (27-0000) (2,596)</p> <p>51.9999 Health Science (1,715) (29-0000) (5,701)</p> <p>14.0501 Biomedical (2) (29-0000) (5,701)</p> <p>43.0199 Corr., Sec. & Law Enforce (431) (33-0000) (3,173)</p> <p>43.0299 Emergency Fire Mngmnt. (31) (33-0000) (3,173)</p> <p>12.0504 Restaurant Event Mngmnt. (1,080) (35-0000) (22,0945)</p> <p>52.1402 Marketing (732) (41-0000) (18,598)</p> <p>46.0000 Construction & Design (447) (47-0000) (7,801)</p> <p>47.0608 Aviation Maintenance (13) (49-0000) (6,349)</p> <p>47.9999 Mobile Equip Maintenance (251) (49-0000) (6,349)</p> <p>48.0000 Manufacturing (221) (51-0000) (12,600)</p>	

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<ul style="list-style-type: none"> • Network Systems is offered but could expand. • Cybersecurity is also an area needing expansion. • Need for expansion in all Information Technology fields. <p>Assessment Team members indicated there was a shortage of employees for computer technology fields.</p>	<p>Kansas labor market data shows these areas to be High Demand and High Wage.</p>	<p>Computer Technology:</p> <p>Regional sources indicate a demand for an Information Technology workforce. http://www.kcworkforce.org/Assets/ITCareersinKansasCity.pdf</p> <p>TOP EMPLOYERS FOR THE KC REGION: Accenture, Cerner, DST Systems, Garmin, General Dynamics IT, H&R Block, IBM, Jack Henry & Associates, Oracle, Sprint</p>
<p>Construction & Design— Assessment Team members indicated there was a shortage of employees for construction and design.</p>	<p>Kansas labor market data shows Construction to be In-Demand and High Wage.</p>	<p>Construction Industry:</p> <p>Overland Park/KC—2,322 annual openings & Annual Median Salary \$54,730</p>
<p>Manufacturing—Assessment Team members indicated there was a shortage of employees for manufacturing.</p>	<p>Kansas labor market data show Manufacturing to be In-Demand and High Wage; however, the projected change in employment from 2018-2028 is -.5% annually.</p>	<p>Production Occupations:</p> <p>Overland Park/KC—2,798 annual openings & Annual Median Salary \$44,226—projected change in employment from 2018-2028 is -.4% annually.</p>
<p>Teachers—Assessment Team members indicated there was a shortage of available teachers.</p>	<p>Kansas labor market data shows teachers to be In-Demand and High Wage.</p>	<p>Education, Training, & Library Occupations:</p> <p>Overland Park/KC—2,644 annual openings & \$51,827 Annual Median Salary</p>

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
49.0208 Railroad Operations	Students in this program are primarily affiliated with and/or employed by Burlington Northern Santa Fe Railway. Students are employed in various locations across the country.	U.S. Bureau of Labor Statistics—Occupational Outlook Handbook indicates there will be a 5% growth in the job outlook between 2020-2030.
50.0408 Interior Design	Each year, the program is at capacity with student enrollment. Not all students in the program are seeking full-time work in this field. In addition to those seeking full-time work, this career field attracts consultants and entrepreneurs who are self-employed and may also pursue other career interests.	U.S. Department of Labor: Career One Stop indicates that Missouri, which is a border state, is expecting a 1% growth from 2018-2028. Occupational Outlook Handbook indicates there will be little to no change in the job outlook between 2020-2030.

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino

5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S1 – Nontraditional Program Concentration

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

5S2 – Program Quality – Attained Postsecondary Credits

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990

(42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																																
<p>For Special Populations with applicable data, each group met at least one core indicator. There were no obvious distinctions between each group.</p> <p>As noted in each category below, the numbers of JCCC students, who were reported in each of these categories, is very small. Given the small numbers, it will be difficult to impact overall core indicator performance.</p> <hr/> <p>Secondary:</p> <table border="1" data-bbox="111 797 829 889"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Performance Goal</td> <td>85</td> <td>31</td> <td>24</td> <td>27</td> <td>85</td> <td>30</td> <td>52</td> </tr> <tr> <td>State All Students</td> <td>98</td> <td>31</td> <td>28</td> <td>36</td> <td>77</td> <td>38</td> <td>71</td> </tr> <tr> <td>GAP in Performance for all</td> <td>13</td> <td>0</td> <td>4</td> <td>9</td> <td>-8</td> <td>8</td> <td>19</td> </tr> </tbody> </table> <p>Overall, most of the targeted performance data points for our region have met or exceeded the State average (see the chart above). The regional gap falls with total placement for all students.</p>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Performance Goal	85	31	24	27	85	30	52	State All Students	98	31	28	36	77	38	71	GAP in Performance for all	13	0	4	9	-8	8	19	<p>Data was not available for all special populations categories, but for those special populations categories with data, each category met at least one core indicator. As noted below, JCCC offers a myriad of services and connection opportunities to enhance campus experiences and promote academic success.</p> <hr/> <p>Secondary: Overall, most of our targeted areas have met or exceeded the State average. Each district in our region takes time to meet with each other to discuss supports in place.</p> <p>However, when our overall data is spread thin to highlight the special populations and subgroups, we notice gaps which we have addressed in each Q4 & Q8 section.</p>	<p>Depending on the core indicator, the numbers of students reported in each group ranged from 1 of 1,473, which is .067% to 144 of 731, which is 19.6%. With a small data set, it is difficult to make definitive statements about strengths and gaps.</p> <p><i>Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students--U.S. Department of Education Office of Civil Rights (Executive Summary iii, iv, v)—Italicized verbiage that begins with OBSERVATION comes from this report.</i></p> <p><i>OBSERVATION 6 (K-12 and postsecondary): Nearly all students have experienced some challenges to their mental health and well-being during the pandemic and many have lost access to school-based services and supports, with early research showing disparities based on race, ethnicity, LGBTQ+ identity, and other factors.</i></p> <hr/> <p>Secondary: One root cause for a few of the subgroups is the lack of consistency in living in the same attendance area. Students that have to move a lot due to economic hardship (due to a variety of reasons) struggle more with being identified and supported through programs offered by schools. In addition, having to adjust to the practices at each new place does not allow for a deeper understanding and knowledge of programs available. If the parents are overwhelmed with</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																											
Performance Goal	85	31	24	27	85	30	52																											
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GAP in Performance for all	13	0	4	9	-8	8	19																											

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<p>trying to provide basic needs for their children, they are not as likely to advocate in the same way a parent would if those basic needs were not a concern. Even if the move was not due to economic hardship, the introductory level classes may not meet the prerequisites in a new high school program making it very challenging to complete a pathway and/or be a concentrator when relocating.</p> <p>A lack of early identification of these students contributes to some gaps. Some districts provide little initial screening opportunities for students when they transfer from other districts. In doing so, it takes some time for the staff to identify gaps in learning and other issues that impact student learning (financial, social/emotional, home life).</p> <p>Having more staff to assist with transiency and early detection will help to address these gaps.</p>
<i>Performance of Special Populations</i>		
<p>Individuals with disabilities:</p> <p>1P1 (Placement) Did not meet performance targets 2P1 (Credentials) Did not meet performance targets 3P1 (Non-trad) Exceeded performance targets</p> <p>For 1P1, 14 of 731 students were reported as individuals with disabilities.</p> <p>For 2P1, 12 of 867 students were reported as individuals with disabilities.</p> <p>For 3P1, 45 of 1,473 students were reported as individuals with disabilities.</p>	<p><u>Access Services:</u> JCCC has an accessibility center that assists college students who have an Individualized Plans of Study and/or a 504 plan. JCCC has an office designated to provide accommodation for students with disabilities who encounter access barriers. Access Services ensures that all course syllabi have information on how to request accommodations and the faculty and staff in Access Services work with instructional faculty on creating accessible and equitable classroom environments.</p> <p>Accommodations are determined on a case by case basis, with input from the student, and instructional faculty are notified of the students approved accommodations. The Access team serves as a referral source so students are able to access campus resources seamlessly.</p>	<p>Disability status is self-reported and could include any disability. Students at the post-secondary level must self-identify and seek assistance. While faculty include information about JCCC’s Access Services in course syllabi, and the information is readily available on the JCCC website, seeking assistance is incumbent on the student, and some do not seek assistance or choose not to follow-through on the process.</p> <p><i>OBSERVATION 11: Postsecondary: Students with disabilities in higher education are facing significant hardships and other barriers due to COVID-19, threatening their access to education, including through remote learning, and basic necessities.</i></p>

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>Access Services works with students transitioning to JCCC. Access Services provides informational sessions to students before they leave high school regarding the accommodations available including accommodations on placement exams, assistance navigating the enrollment pathway, and planning accommodations for courses. Access Services staff are involved in the Information, Communication, and Technology Accessibility Committee to ensure both the colleges physical and virtual environments are accessible.</p> <p>In addition, JCCC offers the TIPS (Transition into Post-secondary) Program to assist high school students with special learning needs, an Individualized Education Program (IEP) and/or a 504 plan, to begin to navigate college in the second semester of their senior year.</p> <p>JCCC also partners with local school districts, Vocational Rehabilitation, and the University of Kansas Center for Autism Research & Training and offers free English as a Second Language classes through the Adult Basic Education Program.</p> <p>Access Services has been involved in the following activities to support underserved populations:</p> <p>The University of Kansas Center for Autism Research and Training (KCART): KCART staff and Access faculty meet with JCCC students on the Autism Spectrum twice a month to assist with social connections and increase engagement at JCCC.</p> <p>ASD Orientation: Orientation specifically designed for students with Autism Spectrum Disorder.</p> <p>D/HH Orientation: Orientation specifically designed for students who are Deaf/Hard of Hearing.</p> <p>Access Services staff provide information sessions on Access Services at JCCC for area high school</p>	

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<p>Secondary:</p> <table border="1" data-bbox="111 667 829 740"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Individual with Disabilities</td> <td>84</td> <td>13</td> <td>12</td> <td>17</td> <td>44</td> <td>19</td> <td>29</td> </tr> <tr> <td>Gap in Performance for Disabilities</td> <td>-1</td> <td>-18</td> <td>-12</td> <td>-10</td> <td>-41</td> <td>-11</td> <td>-23</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Individual with Disabilities	84	13	12	17	44	19	29	Gap in Performance for Disabilities	-1	-18	-12	-10	-41	-11	-23	<p>students with disabilities who come for a campus tour.</p> <p>Student Club: American Sign Language (ASL) Club is a student-led community with the goal of providing a natural environment for interacting with Deaf, Hard of Hearing and Deaf Blind community members using ASL and culturally appropriate behaviors. All JCCC Deaf, Hard of Hearing, Deaf Blind students are encouraged to attend. All JCCC students enrolled in any ASL classes are also encouraged to attend.</p> <hr/> <p>Secondary: Variety of job placements for CBI (Community Based Instructions). Students with special needs benefit from more real-world experiences. Job placements that have enough tasks for students to build their on-the-job stamina.</p> <p>Secondary districts provide opportunities for advocacy skills to be demonstrated by the student. This helps the student request accommodations and share information about themselves to staff at the accessibility center and professors.</p> <p>Each district has supports in place, however, we are still lacking para support, which is a nation-wide workforce issue.</p>	<p>Secondary: Some students struggle to fit CTE credits in their schedule on top of required Special Education courses they are required to take. Students might not be taking college credit courses if they are struggling in core content areas. Workforce may not be as accommodating as the educational system in hiring students with disabilities in all areas.</p> <p>Secondary would benefit from having real-world work experiences as options for all students.</p> <p>Provide more academic support at an early age. Plus, academic support within CTE courses and tutoring services. More paras are needed and ultimately the funding to pay for more para-professionals.</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Individual with Disabilities	84	13	12	17	44	19	29																			
Gap in Performance for Disabilities	-1	-18	-12	-10	-41	-11	-23																			
<p>Individuals from economically disadvantaged families, including low-income youth and adults:</p> <p>1P1 (Placement) Exceeded performance targets 2P1 (Credentials) Met performance vs negotiated institutional credential target 3P1 (Non-trad) Did not meet performance targets</p>	<p>In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing</p>	<p>Transportation is a barrier, and some students are not aware of or do not know how to access public transportation.</p> <p>Students are not aware of available resources or are prideful and do not want to ask for assistance.</p>																								

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<p>For 1P1, 144 of 731 students were reported as economically disadvantaged.</p> <p>For 2P1, 160 of 867 students were reported as economically disadvantaged.</p> <p>For 3P1, 291 of 1,473 students were reported as economically disadvantaged.</p> <hr/> <p>Secondary:</p> <table border="1" data-bbox="111 581 825 657"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Economically Disadvantaged</td> <td>74</td> <td>22</td> <td>26</td> <td>28</td> <td>73</td> <td>27</td> <td>51</td> </tr> <tr> <td>Gap in Performance for</td> <td>-11</td> <td>-9</td> <td>2</td> <td>1</td> <td>-12</td> <td>-3</td> <td>-1</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Economically Disadvantaged	74	22	26	28	73	27	51	Gap in Performance for	-11	-9	2	1	-12	-3	-1	<p>insecurity, or other hardships, JCCC staff is available to provide support.</p> <p>The Counseling Department offers a hardship grant for any student in need—\$450.</p> <p>The JCCC Financial Aid Department has Covid Relief funds available.</p> <p>JCCC and school districts partner with Johnson County Mental Health, Vocational Rehabilitation, United Way, Harvesters, Johnson County “My Resource” Connection, Mobile Health Resources, and have a Cooperative Agreement with Children’s Mercy to provide social workers.</p> <p>The JCCC Foundation offers over 200 scholarships that include need-based criteria.</p> <hr/> <p>Secondary:</p> <p>Students are willing to actively participate in classes they see value in (i.e. class to support career focus).</p> <p>Each of our districts has supports in place to assist our economically disadvantaged students/families.</p>	<p>Students have personal challenges beyond JCCC’s Student Basic Needs Center’s ability to assist.</p> <p><i>OBSERVATION 10 (postsecondary): Many institutions of higher education that disproportionately serve students of color and students from low-income backgrounds have seen declines in enrollment since the pandemic began. During the 2020-21 academic year historically Black colleges and universities (HBCUs), Minority Serving Institutions (MSIs), and Tribal Colleges and Universities (TCUs) also had declines in enrollment that in some cases far outpaced enrollment declines in their predominantly white peer institutions. Higher-education institutions also reported a sharp drop-off in enrollment in 2020 of students graduating from high-poverty high schools compared to pre-pandemic numbers.</i></p> <hr/> <p>Secondary:</p> <p>Need free transportation for CTE students to ensure access to a variety of JCCC and other community college opportunities. Some free transportation does not stop in smaller communities, such as De Soto.</p> <p>Transiency is a challenge (moving schools) and may contribute to making it hard for students to concentrate in a pathway. This could also pose challenges in locating where students are to determine their placement. The pandemic may have contributed to families not reporting free and reduced status due to all meals being free for all students.</p> <p>We recommend a different reporting method, similar to the early childhood surveys/reporting for our families in need. This area (families not</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Economically Disadvantaged	74	22	26	28	73	27	51																			
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Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<p>Individuals preparing for non-traditional fields:</p> <p>1P1 (Placement) Exceeded performance targets 2P1 (Credentials) Did not meet performance targets 3P1 (Non-trad) Exceeded all performance targets</p> <p>For 1P1, 52 of 731 students were reported as preparing for a non-traditional field.</p> <p>For 2P1, 58 of 867 students were reported as preparing for a non-traditional field.</p> <p>For 3P1, 160 of 1,473 students were reported as preparing for a non-traditional field.</p> <hr/> <p>Secondary:</p> <table border="1" data-bbox="111 867 812 938"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Non-traditional Enrollees</td> <td>87</td> <td>43</td> <td>40</td> <td>45</td> <td>76</td> <td>97</td> <td>67</td> </tr> <tr> <td>Gap in Performance</td> <td>2</td> <td>12</td> <td>16</td> <td>18</td> <td>-9</td> <td>67</td> <td>15</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Non-traditional Enrollees	87	43	40	45	76	97	67	Gap in Performance	2	12	16	18	-9	67	15	<p>JCCC hosts professional development opportunities for secondary and post-secondary faculty that focuses on awareness of non-traditional careers and highlights student experiences.</p> <p>Currently, JCCC is utilizing Carl D. Perkins funding to support a media campaign that raises awareness and targets enrollment growth in non-traditional occupations.</p> <hr/> <p>Secondary:</p> <p>HR involvement with non-trad hires has an impact. We are advertising to the non-trad pathways but need the enrollment.</p> <p>JCCC non-trad activities could help to promote these areas, such as Girls Who Code, Dudes in Nursing, and other STEM events.</p> <p>JCCC revitalized its non-trad advisory committee and is planning a spring activity for young women.</p>	<p>reporting F&R) needs greater attention from KSDE.</p> <p>Stereotypes about non-traditional fields and the roles that women and men play in the workplace continue to be a factor.</p> <p>Lack of awareness of the role that technology plays in the evolution of skills-based occupations also contributes.</p> <p>Students may do well in hands-on CTE courses but struggle in traditional academic courses.</p> <hr/> <p>Secondary:</p> <p>Our region provides a large number of pathway offerings, which could relate to the low non-trad placement, when compared with other regions that offer few choices.</p> <p>Our districts are lacking the staff to actively work on non-traditional follow up data.</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Non-traditional Enrollees	87	43	40	45	76	97	67																			
Gap in Performance	2	12	16	18	-9	67	15																			
<p>Single parents, including single pregnant women:</p> <p>1P1 (Placement) Exceeded performance targets 2P1 (Credentials) Did not meet State of Kansas Actual Overall performance targets 3P1 (Non-trad) Did not meet performance targets</p>	<p>In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount,</p>	<p>Discretionary time, available budget, and affordable childcare.</p> <p><i>OBSERVATION 9 (postsecondary): COVID-19 has raised new barriers for many postsecondary students, with heightened impacts emerging for students of color, students with disabilities, and</i></p>																								

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<p>For 1P1, 40 of 731 students were reported as single parents.</p> <p>For 2P1, 33 of 867 students were reported as single parents.</p> <p>For 3P1, 81 of 1,473 students were reported as single parents.</p> <hr/> <p>Secondary:</p> <table border="1" data-bbox="109 570 821 646"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Single Parents</td> <td>100</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>100</td> </tr> <tr> <td>Gap in Performance</td> <td>15</td> <td>-31</td> <td>-24</td> <td>-27</td> <td>-85</td> <td>-30</td> <td>48</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Single Parents	100	0	0	0	0	0	100	Gap in Performance	15	-31	-24	-27	-85	-30	48	<p>and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support. The Center does also offer supplies for infants and toddlers—diapers, formula, etc.</p> <p>The Counseling Department offers a hardship grant for any student in need—\$450.</p> <p>The JCCC Financial Aid Department has Covid Relief funds available.</p> <p>The JCCC Foundation offers two scholarships for single parents and one scholarship for single mothers.</p> <hr/> <p>Secondary: Our graduation rate and postsecondary credits are strengths. The reporting on reading, math, science, total placement and non-trad was not reported = 0.</p>	<p><i>students who are caregivers, both for entry into higher education and for continuing and completing their studies.</i></p> <hr/> <p>Secondary: Information not reported. Students may not have been pregnant/parent at the time they took the test.</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Single Parents	100	0	0	0	0	0	100																			
Gap in Performance	15	-31	-24	-27	-85	-30	48																			
<p>Out-of-workforce individuals:</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) No data provided 3P1 (Non-trad) No data provided</p> <p>Secondary: No data provided</p>	<p>JCCC participates in the Accelerating Opportunity: Kansas Initiative (AO-K). This partnership between the Kansas Board of Regents and the Kansas Department of Commerce is designed to transform the delivery system for adult education in Kansas. The program uses career pathways to deliver career and technical education simultaneously with adult basic skills and GED test preparation for students working to earn their high school diplomas. Students complete short-term certificate programs aligned with labor market needs, leading to industry endorsed credentials and immediate jobs with family-sustaining wages. Current AO-K career pathways available at JCCC include Automotive Technology, Emergency Medical Technician, Healthcare, Railroad Conductor, Web Development, and Welding.</p> <p>The Career Development Center provides access to resources and services to assist students with guidance and information about career interests, occupational and training options, employment needs,</p>	<p>No data provided/no students reported.</p>																								

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>trends, and wage information. In addition, the Career Development Center partners with KansasWorks (Workforce Partnership) to promote job seeker services, apprenticeships, on-the-job training opportunities, and information about the Kansas Health Profession Opportunity Project.</p> <p>These opportunities are available for low-moderate income individuals and include the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Family (TANF) recipients. Information packets are available to students as well as community members.</p> <p>Four to eight Johnson County Community College (JCCC) staff meet quarterly with the Executive Director, Workforce Partnership to share information on new programs and grant opportunities, offer updates on current programs and services, and identify partnership opportunities. The Executive Director, Workforce Partnership, provides an overview of the programs and then shares information related to assistance for students who have an interest in seeking an education at JCCC.</p>	
<p>English learners:</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) Did not meet performance targets 3P1 (Non-trad) Exceeded performance targets</p> <p>For 1P1, there was no data provided.</p> <p>For 2P1, of 867, less than 5 students were reported as English Learners.</p> <p>For 3P1, of 1,473, less than 10 students were reported as English Learners.</p>	<p>As noted above, through the Adult Basic Education program, JCCC offers free English as a Second Language classes (ESL).</p> <p>The JCCC Health Occupations Department currently has two active projects with ESL students. The 2022 Spring semester will be the third class offered for an exclusive Certified Nurse Assistant ESL course. The Health Occupations Department is partnering with JCCC's Adult Basic Education program. Students complete the fall semester working with the Adult Basic Education Program, and in the spring, students join a CNA course at OHEC.</p>	<p>Regardless of personal interest, English learners sometimes make career choices based on familial, parental, and cultural expectations.</p>

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>JCCC’s Practical Nursing program has removed barriers that may prevent an ESL student from entering the program. This effort to broaden participation began in 2019, and since that time, the demographics have changed dramatically.</p> <p>The program went from a 90%-94% Caucasian cohort to 45%-50% Caucasian cohort. Currently, the cohort represents 6 countries. The May 2021 graduating class represented 9 countries.</p> <p>Faculty are in the process of developing a corequisite reading course (1 credit hour) and a corequisite success strategy course (1 credit hour) for Practical Nursing students. This will assist students in reading comprehension and ensure students understand the English language. In addition, testing and study strategies will benefit all students both in class and when pursuing the licensure exam.</p> <p>KC BizFest: JCCC Admissions staff participate in a scholarship competition hosted by the Greater Kansas City Hispanic Chamber and the Kansas City Hispanic Collaborative. KC BizFest consists of a four-day scholarship competition for under-represented minority, low-socioeconomic status, metro-area high school juniors and seniors. As part of the competition, JCCC awards four scholarships annually.</p> <p>Collaboration between JCCC and Kansas City Hispanic Development Fund (HDF):</p> <p>JCCC Admissions staff participates in college tours for students/parents for high-need high school seniors as identified by the HDF.</p> <p>JCCC is a partner institution for the newly developed Family College Prep program.</p> <p>Student Club: Amigos sin Fronteras (Friends without Borders) provides opportunities for interaction and</p>	

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<hr/> <p>Secondary:</p> <table border="1"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>85</td> <td>7</td> <td>10</td> <td>5</td> <td>42</td> <td>31</td> <td>34</td> </tr> <tr> <td>Gap in Performance</td> <td>0</td> <td>-24</td> <td>-14</td> <td>-22</td> <td>-43</td> <td>1</td> <td>-18</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	English Learners	85	7	10	5	42	31	34	Gap in Performance	0	-24	-14	-22	-43	1	-18	<p>cultural awareness between English-speaking and Spanish-speaking cultures. The group tries to connect with other clubs/orgs for language and cultural exchange.</p> <hr/> <p>Secondary: Our non-traditional concentration is a strength and each year our region makes plans with JCCC to offer a non-trad STEM event.</p>	<hr/> <p>Secondary: English Language Learners (ELL) do not receive accommodations on state assessments other than text-to-speech or a separate location. These accommodations don't really impact an illiterate student who is coming from another country. Very few ELL paras are pushed into CTE classes to help support learners. Transiency and the language barrier are challenges and may contribute to making it hard to concentrate in a pathway, and could also pose challenges in locating where students are to determine their placement.</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
English Learners	85	7	10	5	42	31	34																			
Gap in Performance	0	-24	-14	-22	-43	1	-18																			
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a):</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) No data provided 3P1 (Non-trad) No data provided</p> <hr/> <p>Secondary:</p> <table border="1"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Homeless</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Gap in Performance</td> <td>-85</td> <td>-31</td> <td>-24</td> <td>-27</td> <td>-85</td> <td>-30</td> <td>-52</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Homeless	0	0	0	0	0	0	0	Gap in Performance	-85	-31	-24	-27	-85	-30	-52	<p>In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support.</p> <hr/> <p>Secondary: Each school district has a homeless/migrant coordinator who assists with communication and protocols for needs and resources.</p>	<p>The pandemic has made it difficult to engage with youth, including homeless students. Communication is very challenging.</p> <hr/> <p>Secondary: Transiency is a challenge and may contribute to making it difficult for students to concentrate in a pathway. Could also pose challenges in locating where students are to determine their placement.</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Homeless	0	0	0	0	0	0	0																			
Gap in Performance	-85	-31	-24	-27	-85	-30	-52																			
<p>Youth who are in, or have aged out of, the foster care system:</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) Exceeded performance targets 3P1 (Non-trad) Did not meet performance targets</p> <p>For 1P1, there was no data provided.</p>	<p>JCCC Admissions is partnering with United Community Services and Olathe School District to present “Bridge to Success” workshops to McKinney-Vento and foster youth in the Olathe district. Admission staff work with the Olathe school district to provide a series of admissions and orientation workshops for “at risk” students. The “at risk” designation is determined by the school district.</p>	<p>Funding is primarily directed to “out of school youth.” Workforce partnership can assist with the transition between high school and college, but not beyond. The largest barriers are transportation and childcare.</p> <p>Foster care students are a transient population and completing programs and pathways can be difficult.</p>																								

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
<p>For 2P1, Less than 5 of 867 students was reported as Youth in foster care.</p> <p>For 3P1, Less than 5 of 1,473 students was reported as Youth in foster care.</p> <p>Secondary: No data provided</p>	<p>Students may be homeless, in foster care, from battered homes, or have been incarcerated, etc.</p> <p>JCCC educates roughly 40 students annually via the state’s Foster Care Tuition Waiver program. This program waives tuition through the student’s 23rd birthday.</p> <p>The Student Basic Needs Center is open for service Monday – Friday, 8:30 am – 4:30 pm. The Center houses the Cav Cupboard food pantry, which, in addition to food offers personal care items and school supplies. Students in need of housing, transportation, and various social services may also receive information and assistance from the center.</p> <p>To accommodate the growth of online education, the JCCC Student Basic Needs Center provides an Equipment Loan Program for students in need of computer laptops and Wi-Fi hotspots. The Center also operates the JCCC Student Assistance Fund, through which students facing personal hardship may apply for emergency funds to aid with paying housing, utility, and related expenses.</p>	<p>The pandemic has made communication very challenging.</p>
<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title):</p>	<p>JCCC’s Veteran & Military Student Resource Center (VMSRC) assists active duty, veterans, and their dependents. JCCC Veteran Services are based on a peer-to-peer concept of “veterans serving veterans.” The mission is to empower veterans and military-affiliated students to succeed in their educational and</p>	<p>No data was provided/no students reported.</p>

Overall Student Performance in the Region	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<p>1P1 (Placement) No data provided 2P1 (Credentials) No data provided 3P1 (Non-trad) No data provided</p> <hr/> <p>Secondary:</p> <table border="1" data-bbox="109 837 825 915"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Active Military Parent</td> <td>59</td> <td>42</td> <td>36</td> <td>37</td> <td>24</td> <td>14</td> <td>25</td> </tr> <tr> <td>Gap in Performance</td> <td>-26</td> <td>11</td> <td>12</td> <td>10</td> <td>-61</td> <td>-16</td> <td>-27</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Active Military Parent	59	42	36	37	24	14	25	Gap in Performance	-26	11	12	10	-61	-16	-27	<p>vocational goals by assisting them through the transition from military to civilian and college life.</p> <p>The VMSRC assists dependents of active duty, active drilling (Reserve or Guard) and veterans. Some examples of dependent support include assistance with Veterans Affairs and military tuition assistance, internship and employment opportunities in the VMSRC, peer mentoring, use of VMSRC student lounge/study area, participation in the VMSRC Canvas page, and inclusion in the Johnson County Student Veterans of America student organization.</p> <p>Student Club: Johnson County Student Veterans of America—all JCCC students are welcome. The club is not only for JCCC Military Veterans and Dependents, but for all military supporters. The goal is to establish a sense of community and purpose within the club as well as its members.</p> <hr/> <p>Secondary:</p> <p>Strengths are in the core areas of Reading, Math, and Science. Most curriculum in these areas is standard across the State, making it easy for transitioning into a new school/district.</p>	<hr/> <p>Secondary:</p> <p>Students are transient (moving every 2-3 years) and may contribute to making it hard to concentrate in a pathway. Students might be transferring in after enrollment and classes are already full so they have fewer choices with course selection. Our districts do not have dedicated staff members working actively on follow-up data. Postsecondary credits may not be counted in another state they move to so they might not take CTE classes. Through the GI Bill they can take credits for free once they graduate and go to college (don't pay for the credits while in high school).</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Active Military Parent	59	42	36	37	24	14	25																			
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STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

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

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Quality:

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

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

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	Career and Technical Education (CTE) Programs have varying enrollment capacities and teacher to student ratios as determined by state licensing agencies and program accreditors as well as equipment, facility and instructional capacity. Carl D. Perkins eligibility guidelines, which are designed to adhere to size, scope, and quality measures, are set by the Kansas Board of Regents. This is similar for Secondary; our districts analyze enrollment data, Xello, and student surveys.	<p>These areas continue from the 2020-2021 needs assessment:</p> <p>Secondary CTE staffing needs improvement as staffing does not mirror the Pathway needs. Administrators will typically hire a core teacher (Math, English, etc.) instead of a CTE teacher, regardless of needs.</p> <p>Secondary facilities sometimes are lacking in size due to the enrollment numbers of students interested in the Pathways.</p>
Relate to real-world work environment (Scope)	<p>CTE Programs strive to offer state-of-the art technology, software, and classroom resources that are designed to provide students with the opportunity to develop and utilize skill sets that are critical for real-world application. CTE Programs meet with their advisory board each semester to review curriculum and course offerings as well as to discuss skill, employment, and industry needs (both current and future).</p> <p>CTE Programs utilize industry consultants/leaders to assist with curriculum enhancements, to serve as guest speakers, and to offer workplace tours, internships, and work-based learning experiences for students.</p> <p>CTE Secondary Programs follow the career continuum providing internships, job shadows, field trips, etc.</p>	<p>At JCCC, each discipline creates expectations for work-based learning opportunities (internships/job shadowing/experiential learning). There is a need to scale, streamline, and more effectively coordinate work-based learning opportunities.</p> <p>Secondary is looking for scaling up the market value assets, including real world learning projects and increasing access and equity.</p> <p>Due to the pandemic, the inability to have students be “in person” for work-based learning activities for an extended period of time has impeded students’ opportunity to have real world learning experiences.</p>
Help students advance to future education (Scope)	<p>CTE Programs offer Advanced Standing Credit (articulation) or concurrent enrollment opportunities for high school students. JCCC Programs also partner with four-year colleges and universities to create baccalaureate degree opportunities.</p> <p>Secondary recognizes a student’s Individual Plan of Study and provides personalized learning and career opportunities.</p>	<p>Streamlining a process for sharing secondary Individualized Plans of Study with postsecondary admissions staff, student success advocates, and counselors.</p> <p>Secondary would like to offer CTE credit for Core credit (for example, a Programming credit that counts for a foreign language credit, or an Accounting credit that counts for a Math credit.</p> <p>Secondary to focus on providing Special Education services “Pre-Employment Transition Services”.</p>
Are of high quality	CTE Programs offer certificates and degrees and when applicable, they also prepare students for industry recognized certifications/credentials.	

Question	Answer	Areas for Improvement
	Secondary uses data: competency scores, surveys, certifications, real world learning projects, to evaluate CTE programs to be high quality. Secondary also relies on Advisory Committees to review 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, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps
<p>(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</p>	<p>Secondary focuses on student interest and Individual Plans of Study data and looks at adequate funding, enrollment needs, and follows local School Board of Education approval processes.</p> <p>JCCC faculty who want to implement new programs or make modifications to existing programs adhere to a number of institutional processes to ensure that the program aligns with the institutional mission as well as meets student and community needs.</p> <p>Career and Technical programs also go through the program approval process required by KBOR's Postsecondary Technical Education Authority.</p>	<p>Secondary has trouble finding qualified staff. Also need more para support for students with Individualized Educational Plans (IEP) or needs removal of IEP supports to allow for CTE participation.</p>
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p>Applicable postsecondary programs go through the required Alignment process to ensure that curriculum meets business and industry standards. JCCC faculty members work with their departmental colleagues, advisory board members, and local employers, and the departmental curriculum committee and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes.</p>	<p>Some Secondary programs have difficulty to bringing classes up to industry standards due to funding.</p> <p>Secondary needs to consider non-trad when implementing new programs.</p>
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p>JCCC faculty members work with their departmental colleagues, advisory board members, and local employers, the departmental curriculum committee and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes.</p> <p>Once these stakeholders are in agreement about next steps, the faculty member presents the program/program modifications to the division dean, and the dean</p>	

Implementation Process	Strengths	Needs/Gaps
	<p>discusses the recommendation with the Chief Academic Officer.</p> <p>If approved, the division dean determines the human and fiscal resources that are necessary for implementation, and the formal internal proposal process begins with the JCCC Educational Affairs Committee.</p> <p>Educational Affairs:</p> <p>The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</p> <p>Educational Affairs is charged with the following:</p> <ul style="list-style-type: none"> • Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees, • Review and make recommendations on requests from proposers regarding General Education and Cultural Diversity status of courses. • Determine best practices for curriculum review at JCCC. • Utilize the Office of Curriculum and Instruction’s representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents, • Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum. <p>Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. Division Curriculum</p>	

Implementation Process	Strengths	Needs/Gaps
	<p>Committee members collaborate with faculty authors to identify proposals that are in the best interest of the division and the college. They serve as a “front line” in all curriculum matters. In addition, they act as a resource and ally for the Educational Affairs committee. The mission of the Division Curriculum Committee is to maintain the quality and integrity of all curricula housed within its division.</p>	
<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<p>Program Chairs work with the JCCC Institutional Research staff to conduct needs assessments designed to consider variables such as occupational demand, student interest, and average wages.</p>	<p>Secondary finds it difficult to provide dual credit opportunities in high school with certain current HLC requirements.</p>
<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p>Educational Affairs:</p> <p>The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</p> <p>Educational Affairs is charged with the following:</p> <ul style="list-style-type: none"> • Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees, • Review and make recommendations on requests from proposers regarding General Education and Cultural Diversity status of courses. • Determine best practices for curriculum review at JCCC. • Utilize the Office of Curriculum and Instruction’s representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents, • Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum. <p>Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These</p>	

Implementation Process	Strengths	Needs/Gaps
	committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. Division Curriculum	
(F) culminates in the attainment of a recognized postsecondary credential.	Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. In addition to meeting JCCC's curriculum standards, all programs must meet KBOR's standards for credit bearing coursework and programs.	<p>Depending on the timing, JCCC implementation process can take a year or more to complete. For some disciplines, the landscape changes much more rapidly, and this can be a barrier to ensuring that programs are on the cutting edge and designed to meet industry standards.</p> <p>Upon approval from the Educational Affairs Committee, (as needed) the request is formally included in the budgeting process. Many times, program changes do not impact the budget; however, if program implementation requires hiring faculty and purchasing equipment, this request must coincide with the current budgeting process.</p>

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<p>Recruitment/Hiring Process: JCCC uses a competitive process to recruit and hire the most qualified employee for each position. The faculty chair of each department works with their faculty colleagues and human resources to write the job posting and post the position. Each department selects faculty members to serve on the hiring committee. Prior to serving on a campus hiring committee, all employees and non-employees must complete hiring committee training at least once within 12 months.</p> <p>At the conclusion of the departmental interview process, the hiring committee recommends candidates for a final interview with the dean of the division. In consultation with the hiring committee, the dean selects a candidate for hire.</p> <p>Secondary has contacts with student teacher programs and business/industry retired professionals, which assist with the hiring process. The Secondary human resources department has excellent relationships with postsecondary institutions.</p>	<p>The JCCC compensation and benefits package assists the institution in retaining employees for the long term.</p> <p>The employment turnover rate for faculty is 1.9%.</p> <p>Secondary has contacts with student teacher programs and business/industry retired professionals, which assist with the hiring process.</p>	<p>Locating and hiring secondary and postsecondary faculty who meet Higher Learning Commission Requirements is difficult.</p> <p>Lacking sustained opportunities and expectations for secondary and postsecondary faculty to spend concentrated time working in their field through Educator Internships/Work-Based Learning Experiences (Example—Educator in Industry Program).</p> <p>Secondary found difficulty with hiring non-degree individuals, such as Fire Science.</p>
<i>Training</i>		
<p>Training/Retaining: JCCC offers a year-long faculty orientation for new faculty members. The program is designed to acquaint new full-time faculty with JCCC history, culture, procedures, and instructional issues.</p>	<p>JCCC’s Mandatory program for all new full-time faculty. One full week in August and then monthly meetings throughout the academic year.</p> <p>After completion of New Faculty Orientation, participants should have practical methods of:</p>	

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<p>In addition, the participants are given opportunities to collaborate with each other in leading some of the activities and will share a strong sense of community with other first-year faculty members.</p> <p>Secondary has a teacher mentor program, plus, provides regular opportunities for professional development.</p> <p>Secondary focus on building relationships to retain teachers as well as Advisory Member relationships to be more connected with the community.</p>	<ul style="list-style-type: none"> • Creating a positive learning environment • Developing learning outcomes and competencies • Selecting teaching and learning strategies • Enhancing teaching and learning using educational technologies • Developing classroom assessment for formative or summative purposes <p>In addition, the participants will be given opportunities to collaborate with each other in leading some of the activities and will share a strong sense of community with other first-year faculty members.</p> <p>Secondary provides a wide variety of opportunities for professional development to make sure that teacher needs are served. The program, KCCTE, through Pittsburg State, provides extra mentoring as well as professional development.</p>	
<p>JCCC Master Teachers' Workshop:</p> <p>The Master Teachers' Workshop brings together twenty-four participants to engage in small- and large-group activities that focus on teaching and learning.</p>	<p>The workshop celebrates good teaching and builds a supportive learning community. To accomplish this, the Master Teachers' Workshop will:</p> <ul style="list-style-type: none"> • Share teaching and learning tips, • Reflect on professional attitude, knowledge and behaviors, • Promote collegiality, • Open themselves to new ideas, and • Have fun with colleagues. <p>The Workshop is available for any full-time faculty. The three-day workshop is held off-site between semesters.</p>	<p>Program participation is limited to 24. This workshop could reach more faculty, but it's voluntary.</p>

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<p>JCCC Adjunct Faculty Professional Development:</p> <p>Each semester, JCCC offers an evening or Saturday session for adjuncts. Topics vary each semester, but a few previous topics included are:</p> <ul style="list-style-type: none"> • Diversity, Equity, and Inclusion at JCCC • Getting Started with Canvas • Online Instructional Design • Engaging Students in a Variety of Classroom Environments 	<p>The Professional Development Session offers relevant topics, includes peer to peer networking, and an opportunity to meet senior level leadership. The Certification Program offers a series of seminars throughout the academic year. Upon completion of Adjunct Certification Training (ACT), the adjunct instructor should be:</p> <ul style="list-style-type: none"> • Cognizant of the college’s mission; • Aware of policies and procedures of the academic branch; • Comfortable in the college’s learning community; and • Equipped with more resources to enhance student learning in the classroom. 	<p>Program could reach more faculty, but it's voluntary.</p>
<i>Retention</i>		
<p>JCCC Adjunct Certification Training:</p> <p>The Adjunct Certification Training (ACT) provides adjunct faculty with the tools and resources to assist them in becoming more effective educators in the classroom.</p>	<p>There is minimal turnover with JCCC’s full-time and adjunct faculty.</p>	<p>Industry professionals, who transition to the teaching profession, often do not have pedagogical knowledge or curriculum development expertise.</p> <p>Secondary – pay is competitive in the region, so smaller districts lose good teachers to larger neighboring districts who pay more.</p> <p>Secondary – more training programs needed for those who were in business/industry prior to becoming teachers, (How to work with teenagers; What are 504s; What are IEPs; How to write a lesson plan, etc.)</p>
<p>JCCC New Full-Time Faculty Mentoring and Peer Review:</p> <p>JCCC also offers mentoring and peer review. The purpose of the JCCC mentoring and peer review program is to acquaint new faculty members with opportunities and resources for their first year.</p>	<p>Mandatory program for all new full-time faculty. Mentor meetings are held throughout the academic year.</p>	<p>Program format needs to be reviewed on a regular basis.</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 supports for special populations. The needs assessment shall include a description of:

- Existing and proposed strategies to overcome barriers to success of students in special populations;
- Programs that are designed to enable special populations to meet the local levels of performance; and
- Activities which prepare special populations for high-skill, high-wage, or in-demand industry occupations that will lead to self-sufficiency.

Perkins V Sec. 2(48)

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

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

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

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

Checklist

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

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

Step 2 addressed the strengths and gaps for individual special populations categories by core indicator of performance.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																																
<p>Overall Student Performance in the Region:</p> <p>For Special Populations with applicable data, each group met at least one core indicator. There were no obvious distinctions between each group.</p> <p>As noted in each category below, the numbers of JCCC students, who were reported in each of these categories, is very small. Given the small numbers, it will be difficult to impact overall core indicator performance.</p> <p>Secondary:</p> <table border="1" data-bbox="109 829 829 922"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Performance Goal</td> <td>85</td> <td>31</td> <td>24</td> <td>27</td> <td>85</td> <td>30</td> <td>52</td> </tr> <tr> <td>State All Students</td> <td>98</td> <td>31</td> <td>28</td> <td>36</td> <td>77</td> <td>38</td> <td>71</td> </tr> <tr> <td>GAP in Performance for all</td> <td>13</td> <td>0</td> <td>4</td> <td>9</td> <td>-8</td> <td>8</td> <td>19</td> </tr> </tbody> </table> <p>Overall, most of the targeted performance data points for our region have met or exceeded the State average (see the chart above). The regional gap falls with total placement for all students.</p>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Performance Goal	85	31	24	27	85	30	52	State All Students	98	31	28	36	77	38	71	GAP in Performance for all	13	0	4	9	-8	8	19	<p>Data was not available for all special populations categories, but for those special populations categories with data, each category met at least one core indicator. As noted below, JCCC offers a myriad of services and connection opportunities to enhance campus experiences and promote academic success.</p> <p>Secondary: Overall, most of our targeted areas have met or exceeded the State average. Each district in our region takes time to meet with each other to discuss supports in place.</p> <p>However, when our overall data is spread thin to highlight the special populations and subgroups, we notice gaps which we have addressed in each Q4 section.</p>	<p>Depending on the core indicator, the numbers of students reported in each group ranged from 1 of 1,473, which is .067% to 144 of 731, which is 19.6%. With a small data set, it is difficult to make definitive statements about strengths and gaps.</p> <p><i>Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students--U.S. Department of Education Office of Civil Rights (Executive Summary iii, iv, v)—Italicized verbiage that begins with OBSERVATION comes from this report.</i></p> <p><i>OBSERVATION 6 (K-12 and postsecondary): Nearly all students have experienced some challenges to their mental health and well-being during the pandemic and many have lost access to school-based services and supports, with early research showing disparities based on race, ethnicity, LGBTQ+ identity, and other factors.</i></p> <p>Secondary: One root cause for a few of the subgroups is the lack of consistency in living in the same attendance area. Students that have to move a lot due to economic hardship (due to a variety of reasons) struggle more with being identified and supported through programs offered by schools. In addition, having to adjust to the practices at each new place does not allow for a deeper understanding and knowledge of programs available. If the parents are overwhelmed with trying to provide basic needs for their children, they are not as likely to advocate in the same way a</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																											
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	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<p>parent would if those basic needs were not a concern. Even if the move was not due to economic hardship, the introductory level classes may not meet the prerequisites in a new high school program making it very challenging to complete a pathway and/or be a concentrator when relocating.</p> <p>A lack of early identification of these students contributes to some gaps. Some districts provide little initial screening opportunities for students when they transfer from other districts. In doing so, it takes some time for the staff to identify gaps in learning and other issues that impact student learning (financial, social/emotional, home life).</p> <p>Having more staff to assist with transiency and early detection will help to address these gaps.</p>

Performance of Special Populations

<p>Individuals with disabilities:</p> <p>1P1 (Placement) Did not meet performance targets 2P1 (Credentials) Did not meet performance targets 3P1 (Non-trad) Exceeded performance targets</p> <p>For 1P1, 14 of 731 students were reported as individuals with disabilities. For 2P1, 12 of 867 students were reported as individuals with disabilities.</p> <p>For 3P1, 45 of 1,473 students were reported as individuals with disabilities.</p> <p>Secondary:</p> <table border="1" data-bbox="107 1370 827 1442"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Individual with Disabilities</td> <td>84</td> <td>13</td> <td>12</td> <td>17</td> <td>44</td> <td>19</td> <td>29</td> </tr> <tr> <td>Gap in Performance for Disabilities</td> <td>-1</td> <td>-18</td> <td>-12</td> <td>-10</td> <td>-41</td> <td>-11</td> <td>-23</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Individual with Disabilities	84	13	12	17	44	19	29	Gap in Performance for Disabilities	-1	-18	-12	-10	-41	-11	-23	<p><u>Access Services:</u> JCCC has an accessibility center that assists college students who have an Individualized Educational Plan (IEP) and/or a 504 plan. In addition, JCCC offers the TIPS (Transition into Post-secondary) Program to assist high school students with special learning needs, and an IEP and/or a 504 plan, to begin to navigate college in the second semester of their senior year.</p> <p>JCCC also partners with local school districts, Vocational Rehabilitation, and the University of Kansas Center for Autism Research & Training and offers free English as a Second Language classes through the Adult Basic Education Program.</p> <p>Student Club: American Sign Language (ASL) Club is a student-led community with the goal of providing a natural environment for interacting with Deaf, Hard of Hearing and Deaf Blind community members</p>	<p>Disability status is self-reported and could include any disability. Students at the post-secondary level must self-identify and seek assistance. While faculty include information about JCCC’s Access Services in course syllabi, and the information is readily available on the JCCC website, seeking assistance is incumbent on the student, and some do not seek assistance or choose not to follow-through on the process.</p> <p>There is no “system” to transport IEPs from secondary to postsecondary. The system would need to include funding for staffing to assist students and connect them to available services.</p> <p><i>OBSERVATION 11: Postsecondary: Students with disabilities in higher education are facing significant hardships and other barriers due to COVID-19, threatening their access to education,</i></p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Individual with Disabilities	84	13	12	17	44	19	29																			
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	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>using ASL and culturally appropriate behaviors. All JCCC Deaf, Hard of Hearing, Deaf Blind students are encouraged to attend. All JCCC students enrolled in any ASL classes are also encouraged to attend.</p> <p>Secondary: Variety of job placements for CBI (Community Based Instructions). Students with special needs benefit from more real-world experiences. Job placements that have enough tasks for students to build their on-the-job stamina.</p> <p>Secondary districts provide opportunities for advocacy skills to be demonstrated by the student. This helps the student request accommodations and share information about themselves to staff at the accessibility center and professors.</p> <p>Each district has supports in place, however, we are still lacking para support, which is a nation-wide workforce issue.</p>	<p><i>including through remote learning, and basic necessities.</i></p> <p>Secondary: Some students struggle to fit CTE credits in their schedule on top of required Special Education courses they are required to take. Students might not be taking college credit courses if they are struggling in core content areas. Workforce may not be as accommodating as the educational system in hiring students with disabilities in all areas.</p> <p>Secondary would benefit from having real-world work experiences as options for all students.</p> <p>Provide more academic support at an early age. Plus, academic support within CTE courses and tutoring services. More paras are needed and ultimately the funding to pay for more para-professionals.</p>
<p>Individuals from economically disadvantaged families, including low-income youth and adults:</p> <p>1P1 (Placement) Exceeded performance targets 2P1 (Credentials) Met performance vs negotiated institutional credential target 3P1 (Non-trad) Did not meet performance targets</p> <p>For 1P1, 144 of 731 students were reported as economically disadvantaged.</p> <p>For 2P1, 160 of 867 students were reported as economically disadvantaged.</p>	<p>In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support.</p> <p>The Counseling Department offers a hardship grant for any student in need—\$450.</p>	<p>Transportation is a barrier, and some students are not aware of or do not know how to access public transportation.</p> <p>Students are not aware of available resources or are prideful and do not want to ask for assistance.</p> <p>Students have personal challenges beyond JCCC's Student Basic Needs Center's ability to assist.</p> <p><i>OBSERVATION 10 (postsecondary): Many institutions of higher education that disproportionately serve students of color and students from low-income backgrounds have seen declines in enrollment since the pandemic began.</i></p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
<p>For 3P1, 291 of 1,473 students were reported as economically disadvantaged.</p> <p>Secondary:</p> <table border="1" data-bbox="111 363 825 440"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Economically Disadvantaged</td> <td>74</td> <td>22</td> <td>26</td> <td>28</td> <td>73</td> <td>27</td> <td>51</td> </tr> <tr> <td>Gap in Performance for</td> <td>-11</td> <td>-9</td> <td>2</td> <td>1</td> <td>-12</td> <td>-3</td> <td>-1</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Economically Disadvantaged	74	22	26	28	73	27	51	Gap in Performance for	-11	-9	2	1	-12	-3	-1	<p>The JCCC Financial Aid Department has Covid Relief funds available.</p> <p>JCCC and school districts partner with Johnson County Mental Health, Vocational Rehabilitation, United Way, Harvesters, Johnson County “My Resource” Connection, Mobile Health Resources, and have a Cooperative Agreement with Children’s Mercy to provide social workers.</p> <p>Secondary: Students are willing to actively participate in classes they see value in (i.e. class to support career focus).</p> <p>Each of our districts has supports in place to assist our economically disadvantaged students/families.</p>	<p><i>During the 2020-21 academic year historically Black colleges and universities (HBCUs), Minority Serving Institutions (MSIs), and Tribal Colleges and Universities (TCUs) also had declines in enrollment that in some cases far outpaced enrollment declines in their predominantly white peer institutions. Higher-education institutions also reported a sharp drop-off in enrollment in 2020 of students graduating from high-poverty high schools compared to pre-pandemic numbers.</i></p> <p>Secondary: Need free transportation for CTE students to ensure access to a variety of JCCC and other community college opportunities. Some free transportation does not stop in smaller communities, such as De Soto.</p> <p>Transiency is a challenge (moving schools) and may contribute to making it difficult for students to concentrate in a pathway. This could also pose challenges in locating students to determine their placement. The pandemic may have contributed to families not reporting free and reduced status due to all meals being free for all students.</p> <p>We recommend a different reporting method, similar to the early childhood surveys/reporting for our families in need. This area (families not reporting Free & Reduced) needs greater attention from KSDE.</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Economically Disadvantaged	74	22	26	28	73	27	51																			
Gap in Performance for	-11	-9	2	1	-12	-3	-1																			
<p>Individuals preparing for non-traditional fields:</p> <p>1P1 (Placement) Exceeded performance targets 2P1 (Credentials) Did not meet performance targets</p>	<p>JCCC hosts professional development opportunities for secondary and post-secondary faculty that focuses on awareness of non-traditional careers and highlights student experiences.</p>	<p>Stereotypes about non-traditional fields and the roles that women and men play in the workplace continue to be a factor.</p>																								

**Identify Strength(s)
How are these strengths being sustained
in the region?**

**Identify Gap(s)
What are the root causes of the gaps?**

3P1 (Non-trad) Exceeded all performance targets

For 1P1, 52 of 731 students were reported as preparing for a non-traditional field.

For 2P1, 58 of 867 students were reported as preparing for a non-traditional field.

For 3P1, 160 of 1,473 students were reported as preparing for a non-traditional field.

Secondary:

	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits
Non-traditional Enrollees	87	43	40	45	76	97	67
Gap in Performance	2	12	16	18	-9	67	15

Currently, JCCC is utilizing Carl D. Perkins funding to support a media campaign that raises awareness and targets enrollment growth in non-traditional occupations.

Secondary:
HR involvement with non-trad hires has an impact.
We are advertising to the non-trad pathways but need the enrollment.

JCCC non-trad activities could help to promote these areas, such as Girls Who Code, Dudes in Nursing, and other STEM events.

JCCC revitalized its non-trad advisory committee, and is planning a Spring 2022 activity for young women.

Lack of awareness of the role that technology plays in the evolution of skills-based occupations also contributes.

Students may do well in hands-on CTE courses but struggle in traditional academic courses.

Secondary:
Our region provides a large number of pathway offerings, which could relate to the low non-trad placement, when compared with other regions that offer few choices.

Our districts are lacking the staff to actively work on non-traditional follow up data.

Single parents, including single pregnant women:

1P1 (Placement) Exceeded performance targets
2P1 (Credentials) Did not meet State of Kansas Actual Overall performance targets
3P1 (Non-trad) Did not meet performance targets

For 1P1, 40 of 731 students were reported as single parents.
For 2P1, 33 of 867 students were reported as single parents.
For 3P1, 81 of 1,473 students were reported as single parents.

Secondary:

	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits
Single Parents	100	0	0	0	0	0	100
Gap in Performance	15	-31	-24	-27	-85	-30	48

In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support. The Center does also offer supplies for infants and toddlers—diapers, formula, etc.

The Counseling Department offers a hardship grant for any student in need—\$450.

The JCCC Financial Aid Department has Covid Relief funds available.

Discretionary time, available budget, and affordable childcare

OBSERVATION 9 (postsecondary): COVID-19 has raised new barriers for many postsecondary students, with heightened impacts emerging for students of color, students with disabilities, and students who are caregivers, both for entry into higher education and for continuing and completing their studies.

Secondary:
Information not reported. Students may not have been pregnant/parent at the time they took the test.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	Secondary: Our graduation rate and postsecondary credits are strengths. The reporting on reading, math, science, total placement and non-trad was not reported = 0.	
Out-of-workforce individuals: 1P1 (Placement) No data provided 2P1 (Credentials) No data provided 3P1 (Non-trad) No data provided	<p>JCCC participates in the Accelerating Opportunity: Kansas Initiative (AO-K). This partnership between the Kansas Board of Regents and the Kansas Department of Commerce is designed to transform the delivery system for adult education in Kansas. The program uses career pathways to deliver career and technical education simultaneously with adult basic skills and GED test preparation for students working to earn their high school diplomas. Students complete short-term certificate programs aligned with labor market needs, leading to industry endorsed credentials and immediate jobs with family-sustaining wages. Current AO-K career pathways available at JCCC include Automotive Technology, Emergency Medical Technician, Healthcare, Railroad Conductor, Web Development, and Welding.</p> <p>The Career Development Center provides access to resources and services to assist students with guidance and information about career interests, occupational and training options, employment needs, trends, and wage information. In addition, the Career Development Center partners with KansasWorks (Workforce Partnership) to promote job seeker services, apprenticeships, on-the-job training opportunities, and information about the Kansas Health Profession Opportunity Project.</p> <p>These opportunities are available for low-moderate income individuals and include the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Family (TANF)</p>	No data provided/no students reported.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
	<p>recipients. Information packets are available to students as well as community members.</p> <p>Four to eight JCCC staff meet quarterly with the Executive Director, Workforce Partnership to share information on new programs and grant opportunities, offer updates on current programs and services, and identify partnership opportunities. The Executive Director, Workforce Partnership, provides an overview of the programs and then shares information related to assistance for students who have an interest in seeking an education at JCCC.</p>																									
<p>English learners:</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) Did not meet performance targets 3P1 (Non-trad) Exceeded performance targets</p> <p>For 1P1, there was no data provided.</p> <p>For 2P1, of 867, 2 students were reported as English Learners.</p> <p>For 3P1, of 1,473, 6 were reported as English Learners.</p> <p>Secondary:</p> <table border="1" data-bbox="111 1052 827 1133"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>85</td> <td>7</td> <td>10</td> <td>5</td> <td>42</td> <td>31</td> <td>34</td> </tr> <tr> <td>Gap in Performance</td> <td>0</td> <td>-24</td> <td>-14</td> <td>-22</td> <td>-43</td> <td>1</td> <td>-18</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	English Learners	85	7	10	5	42	31	34	Gap in Performance	0	-24	-14	-22	-43	1	-18	<p>As noted previously, through the Adult Basic Education program, JCCC offers free English as a Second Language classes (ESL).</p> <p>The JCCC Health Occupations Department currently has two active projects with ESL students. The Spring 2022 semester will be the third class offered for an exclusive Certified Nurse Assistant ESL course. The Health Occupations Department is partnering with JCCC's Adult Basic Education program. Students complete the fall semester working with the Adult Basic Education Program, and in the spring, students join a CNA course at OHEC.</p> <p>JCCC's Practical Nursing program has removed barriers that may prevent an ESL student from entering the program. This effort to broaden participation began in 2019, and since that time, the demographics have changed dramatically.</p> <p>The program went from a 90%-94% Caucasian cohort to 45%-50% Caucasian cohort. Currently, the cohort represents 6 countries. The May 2021 graduating class represented 9 countries.</p> <p>Faculty are in the process of developing a corequisite reading course (1 credit hour) and a corequisite</p>	<p>Regardless of personal interest, English learners sometimes make career choices based on familial, parental, and cultural expectations.</p> <p>Secondary: English Language Learners (ELL) do not receive accommodations on state assessments other than text-to-speech or a separate location. These accommodations don't really impact an illiterate student who is coming from another country. Very few ELL paras are pushed into CTE classes to help support learners. Transiency and the language barrier are challenges and may contribute to making it hard to concentrate in a pathway, and could also pose challenges locating students to determine their placement.</p>
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	<p>success strategy course (1 credit hour) for Practical Nursing students. This will assist students in reading comprehension and ensure students understand the English language. In addition, testing and study strategies will benefit all students both in class and when pursuing the licensure exam.</p> <p>KC BizFest: JCCC Admissions staff participate in a scholarship competition hosted by the Greater Kansas City Hispanic Chamber and the Kansas City Hispanic Collaborative. KC BizFest consists of a four-day scholarship competition for under-represented minority, low-socioeconomic status, metro-area high school juniors and seniors. As part of the competition, JCCC awards four scholarships annually.</p> <p>Student Club: Amigos sin Fronteras (Friends without Borders) provides opportunities for interaction and cultural awareness between English-speaking and Spanish-speaking cultures. The group tries to connect with other clubs/orgs for language and cultural exchange.</p> <p>Secondary: Our non-traditional concentration is a strength and each year our region makes plans with JCCC to offer a non-trad STEM event.</p>	
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a):</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) No data provided 3P1 (Non-trad) No data provided</p> <p>Secondary:</p>	<p>In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support.</p>	<p>The pandemic has made it difficult to engage with youth, including homeless students. Communication is very challenging.</p> <p>Secondary: Transiency is a challenge and may contribute to making it hard to concentrate in a pathway. Could also pose challenges in locating where students are to determine their placement.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?																								
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	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
Homeless	0	0	0	0	0	0	0																			
Gap in Performance	-85	-31	-24	-27	-85	-30	-52																			
<p>Youth who are in, or have aged out of, the foster care system:</p> <p>1P1 (Placement) No data provided 2P1 (Credentials) Exceeded performance targets 3P1 (Non-trad) Did not meet performance targets</p> <p>For 1P1, there was no data provided.</p> <p>For 2P1, 1 of 867 students was reported as Youth in foster care.</p> <p>For 3P1, 1 of 1,473 students was reported as Youth in foster care.</p> <p>Secondary – no data provided.</p>	<p>JCCC Admissions staff work with the Olathe school district to provide a series of admissions and orientation workshops for “at risk” students. The “at risk” designation is determined by the school district. Students may be homeless, in foster care, from battered homes, or have been incarcerated, etc. The Student Basic Needs Center is open for service Monday – Friday, 8:30 am – 4:30 pm. The Center houses the Cav Cupboard food pantry, which, in addition to food offers personal care items and school supplies. Students in need of housing, transportation, and various social services may also receive information and assistance from the center.</p> <p>To accommodate the growth of online education, the JCCC Student Basic Needs Center provides an Equipment Loan Program for students in need of computer laptops and Wi-Fi hotspots. The Center also operates the JCCC Student Assistance Fund, through which students facing personal hardship may apply for emergency funds to aid with paying housing, utility, and related expenses.</p>	<p>Funding is primarily directed to “out of school youth.” Workforce partnership can assist with the transition between high school and college, but not beyond. The largest barriers are transportation and childcare.</p> <p>Foster care students are a transient population and completing programs and pathways can be difficult.</p> <p>The pandemic has made communication very challenging.</p>																								
<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title):</p> <p>1P1 (Placement) No data provided</p>	<p>JCCC’s Veteran & Military Student Resource Center (VMSRC) assists active duty, veterans, and their dependents. JCCC Veteran Services are based on a peer-to-peer concept of “veterans serving veterans.” The mission is to empower veterans and military-affiliated students to succeed in their educational and vocational goals by assisting them through the transition from military to civilian and college life.</p>	<p>No data was provided/no students reported.</p> <p>Secondary: Students are transient (moving every 2-3 years) and may contribute to making it hard to concentrate in a pathway. Students might be transferring in after enrollment and classes are already full so they have fewer choices with course selection. Our districts do not have dedicated staff members working actively on follow-up data.</p>																								

	Identify Strength(s) How are these strengths being sustained in the region?							Identify Gap(s) What are the root causes of the gaps?																		
2P1 (Credentials) No data provided 3P1 (Non-trad) No data provided Secondary: <table border="1"> <thead> <tr> <th></th> <th>Graduation Rate</th> <th>Academic-Reading</th> <th>Academic-Math</th> <th>Academic-Science</th> <th>Total Placement</th> <th>Non-Traditional Concentration</th> <th>Post Sec Credits</th> </tr> </thead> <tbody> <tr> <td>Active Military Parent</td> <td>59</td> <td>42</td> <td>36</td> <td>37</td> <td>24</td> <td>14</td> <td>25</td> </tr> <tr> <td>Gap in Performance</td> <td>-26</td> <td>11</td> <td>12</td> <td>10</td> <td>-61</td> <td>-16</td> <td>-27</td> </tr> </tbody> </table>		Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits	Active Military Parent	59	42	36	37	24	14	25	Gap in Performance	-26	11	12	10	-61	-16	-27	<p>The VMSRC assists dependents of active duty, active drilling (Reserve or Guard) and veterans. Some examples of dependent support include assistance with Veterans Affairs and military tuition assistance, internship and employment opportunities in the VMSRC, peer mentoring, use of VMSRC student lounge/study area, participation in the VMSRC Canvas page, and inclusion in the Johnson County Student Veterans of America student organization.</p> <p>Student Club: Johnson County Student Veterans of America—all JCCC students are welcome. The club is not only for JCCC Military Veterans and Dependents, but for all military supporters. The goal is to establish a sense of community and purpose within the club as well as its members.</p> <p>Secondary: Strengths are in the core areas of reading, Math, and Science. Most curriculum in these areas is standard across the State, making it easy for transitioning into a new school/district.</p>	<p>Postsecondary credits may not be counted in another state they move to so they might not take CTE classes. Through the GI Bill they can take credits for free once they graduate and go to college (don't pay for the credits while in high school).</p>
	Graduation Rate	Academic-Reading	Academic-Math	Academic-Science	Total Placement	Non-Traditional Concentration	Post Sec Credits																			
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Q9: How do schools and colleges ensure that programs are designed for success of students in special populations?

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

STEP 3 Addressed the development of programs of study (programs). Postsecondary and secondary ensure that all programs are developed and implemented based on a uniform set of institutional and state regulated guidelines, policies, and procedures that meet the Carl D. Perkins definition of a program of study—a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that meets the following:

Implementation Process	Strengths	Needs/Gaps
<p>(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</p>	<p>Secondary focuses on student interest and IPS data and looks at adequate funding, enrollment needs and follows local School Board of Education approval processes.</p> <p>JCCC faculty who want to implement new programs or make modifications to existing programs adhere to a number of institutional processes to ensure that the program aligns with the institutional mission as well as meets student and community needs.</p> <p>Career and Technical programs also go through the program approval process required by KBOR's Postsecondary Technical Education Authority.</p>	<p>Secondary has trouble finding qualified staff. Also needs more para support for students with IEPs or needs removal of IEP supports to allow for CTE participation.</p>
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p>Applicable postsecondary programs go through the required Alignment process to ensure that curriculum meets business and industry standards. JCCC faculty members work with their departmental colleagues, advisory board members, and local employers, the departmental curriculum committee and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes.</p>	<p>Some Secondary programs have difficulty bringing classes up to industry standards due to funding.</p> <p>Secondary needs to consider non-trad when implementing new programs.</p>
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p>JCCC faculty members work with their departmental colleagues, advisory board members, and local employers, the departmental curriculum committee and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes.</p> <p>Once these stakeholders are in agreement about next steps, the faculty member presents the program/program modifications to the division dean, and the dean discusses the recommendation with the Chief Academic Officer.</p> <p>If approved, the division dean determines the human and fiscal resources that are necessary for implementation, and the formal internal proposal</p>	<p>The internal timelines and processes at secondary and postsecondary delay implementation by approximately one academic year. This can seemingly present a challenge for timely curriculum changes.</p> <p>For some disciplines, the landscape changes much more rapidly, and this can be a barrier to ensuring that programs are on the cutting edge and designed to meet industry standards.</p>

Implementation Process	Strengths	Needs/Gaps
	<p>process begins with the JCCC Educational Affairs Committee.</p> <p>Educational Affairs:</p> <p>The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</p> <p>Educational Affairs is charged with the following:</p> <ul style="list-style-type: none"> • Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees, • Review and make recommendations on requests from proposers regarding General Education and Cultural Diversity status of courses. • Determine best practices for curriculum review at JCCC. • Utilize the Office of Curriculum and Instruction’s representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents, • Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum. <p>Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. Division Curriculum Committee members collaborate with faculty authors to identify proposals that are in the best interest of the division and the college. They serve as a “front line” in all curriculum matters. In addition, they act as a resource and ally for the Educational Affairs committee. The mission of the Division Curriculum Committee is to</p>	

Implementation Process	Strengths	Needs/Gaps
	maintain the quality and integrity of all curricula housed within its division.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Program Chairs work with the JCCC Institutional Research staff to conduct needs assessments designed to considerable variables such as occupational demand, student interest, and average wages.	Secondary finds it difficult to provide dual credit opportunities in high school with certain current HLC requirements. The lack of HLC qualified faculty can create difficulty for students in completing a higher education industry recognized credential.
(E) has multiple entry and exit points that incorporate credentialing	<p>Educational Affairs:</p> <p>The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</p> <p>Educational Affairs is charged with the following:</p> <ul style="list-style-type: none"> • Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees, • Review and make recommendations on requests from proposers regarding General Education and Cultural Diversity status of courses. • Determine best practices for curriculum review at JCCC. • Utilize the Office of Curriculum and Instruction’s representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents, • Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum. 	Secondary and postsecondary enrollment timelines and scheduling do not allow for open entry, which may impede students from entering and completing programs during their high school experience.
(F) culminates in the attainment of a recognized postsecondary credential.	Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum	Depending on the timing, JCCC implementation process can take a year or more to complete. For some disciplines, the landscape changes much more rapidly,

Implementation Process	Strengths	Needs/Gaps
	<p>development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. In addition to meeting JCCC's curriculum standards, all programs must meet KBOR's standards for credit bearing coursework and programs.</p>	<p>and this can be a barrier to ensuring that programs are on the cutting edge and designed to meet industry standards.</p> <p>Upon approval from the Educational Affairs Committee, (as needed) the request is formally included in the budgeting process. Many times, program changes do not impact the budget; however, if program implementation requires hiring faculty and purchasing equipment, this request must coincide with the current budgeting process.</p>

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
Secondary school districts offer a Career Expo that assists students in understanding high wage, high demand occupations.	Open to all students (includes all special populations).	Evaluation and feedback from attendees to make these events better each year.
Non-Trad Event—JCCC and local school districts partner to offer programming to raise awareness about and enable students to participate in an activity that is considered non-traditional. For example—young women participate in activities related to STEM fields.	Individuals preparing for non-traditional fields including students with various ethnic backgrounds.	Continued collaboration with Secondary districts and JCCC to provide events and extra opportunities for our special populations and students from major racial and ethnic groups.
JCCC Admissions staff work with the Olathe school district to provide a series of admissions and orientation workshops for “at risk” students. The “at risk” designation is determined by the school district. Students may be homeless, in foster care, from battered homes, or have been incarcerated, etc.	<p>Youth who are in, or have aged out of, the foster care system.</p> <p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).</p> <p>Single parents, including single pregnant women.</p> <p>Individuals from economically disadvantaged families, including low-income youth and adults.</p>	Other districts can consider having the same partnership to assist their at risk students with admission to JCCC.
The JCCC Career Development Center offers a Job Shadowing program that offers students an opportunity to gain first-hand, real-world knowledge of a possible career path by engaging in career exploration. Participating in the program provides an opportunity to learn from JCCC faculty in their chosen area of interest, participate in a job shadowing visit at a local employer, and create an action plan with a career counselor.	Open to all students (includes all special populations).	Continuation of the program.
<u>Access Services:</u>	Individuals with disabilities.	Continuation of the program.

Strength	Which special population(s)	Strategies for Sustaining
<p>JCCC has an accessibility center that assists college students who have an IEP and/or a 504 plan. In addition, JCCC offers the TIPS (Transition into Post-secondary) Program to assist high school students with special learning needs, an Individualized Education Program (IEP) and/or a 504 plan, to begin to navigate college in the second semester of their senior year.</p>		
<p>JCCC's Veteran & Military Student Resource Center (VMSRC) assists active duty, veterans, and their dependents. JCCC Veteran Services are based on a peer-to-peer concept of "veterans serving veterans." The mission is to empower veterans and military-affiliated students to succeed in their educational and vocational goals by assisting them through the transition from military to civilian and college life.</p>	<p>Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title):</p>	<p>Continuation of this service/resource.</p>