



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)	Carter Kruger	USD 480 Liberal High School	620-604-1219	carter.kruger@usd480.net
Postsecondary Institution(s)	Dr. Suzanne Campbell	Seward County Community College	620-417-1403	suzanne.campbell@sccc.edu

Date February 1, 2022 Regional Team Liberal Region One

- 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>Liberal Region One</u> Date: <u>February 1, 2022</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Carter Kruger, USD 480	carter.kruger@usd480.net	620-604-1219
Postsecondary: Dr. Suzanne Campbell, SCCC	suzanne.campbell@sccc.edu	620-417-1403

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair	Carter Kruger	LHS Administration
Postsecondary Co-chair	Suzanne Campbell	SCCC Perkins Coordinator
Teacher(s) - Secondary	Tasha Ebeling	LHS Faculty
Faculty - Postsecondary	Deedee Flax Ed Hall KelliJo Brown	SCCC Faculty
Secondary Administration	Justin Coffey Ashley Kappelmann Bill Losey	Ulysses High School Asst Principal Liberal High School, Principal Hugoton High School, Dir of Student Learning
Postsecondary Administration	Luke Dowell Amber Jones	SCCC Vice President of Academic Affairs SCCC Dean of Industrial Technology
Specialized instructional support and paraprofessional(s)	Brandi Fowler	LHS Special Education Teacher 
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Ivanhoe Love Eric Olmstead	Director of Adolescent Support Services LHS Engagement Coordinator
Representative(s) of Special Populations	Sonia Acosta Kay Burtzloff	Hugoton High School Migrant Coordinator Liberal Area Coalition for Families
Career Guidance and Academic Counselor(s)	Stacy Scripsick Annette Hackbarth-Onson	LHS Counselor SCCC Dean of Student Success and Enrollment
Student(s)	Brady Kappelmann Adrian Torres	LHS Student SCCC Student
Community	Debbie Nordling	Hugoton, Ks Independent Insurance Agency
Business & Industry	Norma Jean Dodge	SCCC Director of Business and Industry
Workforce Development	Tina Kinney	Kansas Workforce One
Parent(s)	Norma Jean Dodge	Parent

Representatives of Indian Tribes and Tribal organizations (where applicable)	NA	NA
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Teresa Wehmeier	SCCC Research and Data Analyst

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. KS Degree Stats.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 Occupational 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>Heating, Ventilation, and Air Conditioning Diesel Technology Respiratory Therapy Surgical Technology Medical Laboratory Technology Automotive Collision and Refinishing Technology Cosmetology Natural Gas Compression Technology Drafting and Design Technology Process Technology</p> <p>Employment data for each of these pathways includes Kansas, Oklahoma, Texas, and New Mexico. Due to the geographic location of SCCC, it is important to consider employment data in the surrounding states. Use of this data was approved January 24, 2022 by Vera Brown, KBOR. See Appendix 1. SCCC PROG W NON-</p>	<p>Computer Support Specialist Fire Science Automotive Service Technology Welding Technology Entry Level Truck Driving Registered Nurse Licensed Practical Nurse Certified Nurse Aide Certified Medication Aide Business Administrative Technology Accounting Technology Agriculture Technology Precision Machining Technology Emergency Medical Technician Grain Elevator Operator Corrosion Technology Phlebotomy</p>	<p>Welding Technology</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
METRO PROJECT file. See Appendix 2. Labor Data Sources file.		

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
<p>CIP 47.0704 Wind Energy System Installation and Repair Technician OR</p> <p>CIP 47.0303 Industrial Mechanic and Maintenance Technology</p> <p>BOTH SOC 49-9081 Wind Turbine Service Technician SOC 49-9041 Industrial Machinery Mechanic. This SOC is identified as high demand, high wage employment.</p>	No SW Kansas or Liberal data.	<p>Maintenance Workers, Machinery Kansas Employment 33 Annual Median \$42,870 Oklahoma Employment 62 Annual Median \$61,100 Texas Employment 19 Annual Median \$58,370</p> <p>Wind Turbine Service Technician Oklahoma Employment 5 Annual Median \$72,380 Texas Employment 13 Annual Median \$51,390</p>
<p>CIP 46.0503 Plumbing Technology SOC 47-2152 Plumbers, Pipefitters, Steamfitters.</p>	<p>SW Kansas 2018-2028 Projections: 2018 – 148. 2028 – 161. No Liberal data.</p>	<p>Plumbers, Pipefitters, Steamfitters Kansas Employment 88 Annual Median \$44,810 New Mexico Employment 19 Annual Median \$51,900 Oklahoma Employment 34 Annual Median \$55,640 Texas Employment 62 \$57,040</p>
<p>CIP 11.1005 Information Technology Project Management CIP 11.1003 Computer and Information Systems Security CIP 11.1002 System, Networking, and LAN/WAN Management</p>	No SW Kansas or Liberal data.	<p>Computer Support Specialist Kansas Employment 112 Annual Median \$43,130 New Mexico Employment 28 Annual Median \$43,370 Oklahoma Employment 26 Annual Median \$38,150 Texas Employment 48 Annual Median \$37,550</p>

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
CIP 11.1001 Network and System Administrator CIP 11.0901 Computer Systems Networking and Telecommunications ALL equal SOC 15-1212 Information Security Analysts		

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
Welding Technology	<p>Welding Technology skills are often incorporated into other industrial technology programs. There has been a local demand from industry for individuals with welding skills.</p> <p>Concentrators in this program are often offered employment prior to completion of the certificate or degree. SCCC has recently approved several certificate levels which result in multiple exit points.</p> <p>Concentrator/completer follow up surveys will be able to collect more accurate data especially for individuals that may be self-employed.</p>	<p>Kansas Employment 13 Annual Median \$34,260</p> <p>Manufacturing Advisory Board Meeting Minutes October, 21, 2021 – “[Welding instructor] went over the points on the welding program which has gone through realignment. [Welding instructors] would like to see the addition of a certification A & B to the program to aid with student completion. [Welding instructors] outlined the plans moving forward to become an American Welding Society (AWS) education and testing facility. They followed up with the current upgrades being done in the shop and the possibility for other upgrades to be able to meet AWS requirements. [Industry representative] stated that [industry name] in Columbus NE is needing 80 welders and</p>

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
		<p>would be willing to partner with the school to provide training for their employees.”</p> <p>See Appendix 3. Manufacturing Advisory Board Meeting Minutes October 21, 2021.</p>

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

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

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S1 – Nontraditional Program Concentration

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

5S2 – Program Quality – Attained Postsecondary Credits

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
<p>Overall Student Performance in the Region</p> <p>Secondary Performance 1S1 = 81.17% (-3.83%) 2S1 = 11.73 (-19.27) 2S2 = 11.09 (-12.91) 2S3 = 21.46 (-5.54) 3S1 = 56.85% (-28.15%) 4S1 = 27.36% (-2.64%) 5S2 = 62.36% (10.36%)</p>	<p>Secondary 1S1, when examined by the individual school level, is actually near 100%, as several schools in the contributing 0% to the data have very few concentrators. Additionally, when viewing the data through the same lens, 2S3, 4S1, and 5S2 are all right at or exceeding benchmarks.</p> <p>One reason for this success is the community partnerships with internships and work-study, where students are able to gain work-based skills & training that leads to more engagement in academics and a future plan for success after exiting.</p> <p>Another reason for these strengths is the partnerships with area high schools and postsecondary institutions where articulation agreements are maintained and college courses are offered either concurrently or on site.</p> <p>Districts have increased their focus on Social Emotional Learning (SEL) & Postsecondary Preparation to align with state board outcomes – this focus has led to increased success in areas of graduation and postsecondary program placement & credit completion.</p>	<p>Secondary 2S1 & 2S2 (reading and math academic achievement) are areas of growth for the region.</p> <p>One root cause is retention or turnover rate of teachers and students due to location and job opportunities in other areas. Along these same lines, hiring highly qualified instructors in areas of special education and English language learning (ELL), plus all other academic areas, can become a challenge due to the remoteness of our communities.</p> <p>We are experience a paraprofessional hiring crisis – where new applications for special education and ELL paraprofessionals have dropped significantly and retention is more challenging than ever. This is due to stagnate pay and increasing pay rates from industries that typically paid less than school districts.</p> <p>In many cases there is a cultural difference between teachers and students and often a disconnect. Predominantly Caucasian staff teaching a predominantly Hispanic or biracial</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>Postsecondary Performance 1P1 = Placement Target = 89% 2P1 = Credentials Earned Target = 71% 3P1 = Non-traditional Gender Actual = 8.45%</p>	<p>Postsecondary The SCCC Core Indicators report demonstrates that SCCC students exceed the target for employment placement for AY20. Concentrators in Perkins programs also exceed the target for obtaining industry recognized credentials within one year for AY20. For AY21, SCCC students did not meet the non-traditional gender benchmark.</p> <p>Inherent in the academic advising process for postsecondary students is the use of various student support services. Examples of these are:</p> <ul style="list-style-type: none"> • Collaboration with area USDs for career awareness, recruitment, and enrollment in CTE pathways • Course placement testing – Next Generation Accuplacer • Academic skills evaluation – TABE and TEAS • Structured sequence of English as a Second Language (ESL) and developmental education courses • Burlington English Online Resource • Adult basic education courses 	<p>population. Bilingual or language barriers associated with programs and schools.</p> <p>Districts find that students specifically in the individuals with disabilities, economically disadvantaged, ELL, and homeless student sub-populations, are often far below grade level academically when entering high school.</p> <p>Postsecondary A survey conducted for the Perkins FY21 special populations goal indicated that SCCC students who attend the adult learning center are low-income, learning a job in a non-traditional field and are English language learners. Additionally, barriers that prevent individuals from attending college courses are lack of money, lack of time to study, childcare duties, working many hours, limited English language proficiency, lack of academic services, and a lack of awareness of SCCC offerings.</p> <p>See Appendix 4. SCCC Campus Outreach Survey Results</p> <p>Gaps in the reported data do not address special populations of students who may be homeless and those with military parents. This may be a student response issue. SCCC is working on a special form, collected after the student is enrolled, that should improve special population survey responses.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> • Adult basic education (ABE) instructor team teaching with a career and technical education (CTE) instructor • Peer tutoring services • Writing Center • TRiO Student Support Grant • SCCC At Risk team • SCCC Student Success Center <p>With regard to post-secondary student data for completer placement, only one group in the special populations, individuals preparing for non-traditional fields, did not meet the negotiated target. All other areas exceeded the negotiated and actual targets for placement. At SCCC, actual overall completer placement also exceeded the State of Kansas actual performance placement.</p> <p>For the percent of individuals that earned an industry credential within one year, individuals preparing for non-traditional fields, out of workforce individuals, and English learners exceeded the negotiated and actual target.</p> <p>The individuals with economically disadvantages families, individuals preparing for non-traditional fields, and English learners met the target.</p> <p>No data was available for any of the indicators for the homeless individuals or youth with a military parent.</p>	<p>Additionally, it is suspected that some of the special population numbers are statistically insignificant and resulted in suppressed data. Finally, not all students with special population indicators are enrolled in Perkins eligible programs.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	See Appendix 5. Seward County CC Student Performance FY23-24 Needs Assessment	
<i>Performance of Special Populations</i>		
Individuals with disabilities	<p>Postsecondary 1P1 = 100% performance. Met 3P1 = 0% performance. No data reported for this performance/special population.</p>	<p>Secondary 1S1 = 41% 2S1 = 7 2S2 = 7 2S3 = 12 3S1 = 27% 4S1 = 18% 5S2 = 42%</p> <p>As mentioned previously, there are issues with hiring qualified staff and individuals in this special population often enter high school far below grade level in academic areas.</p> <p>Postsecondary 2P1 = 50% performance. Not met. We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.</p>
Individuals from economically disadvantaged families, including low-income youth and adults	<p>Postsecondary 1P1 = 100% performance. Met 3P1 = 8.91% performance. Met</p>	<p>Secondary 1S1 = 63% 2S1 = 6 2S2 = 8 2S3 = 15 3S1 = 33% 4S1 = 23%</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>5S2 = No Data. We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.</p> <p>Postsecondary 2P1 = 58.7% performance. Not met. We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.</p>
Individuals preparing for non-traditional fields	<p>Secondary 4S1 = 67% 5S2 = 58%</p> <p>Postsecondary 2P1 = 77.78% performance. Met 3P1 = 100% performance. Met</p>	<p>Secondary 1S1 = 27% 2S1 = 10 2S2 = 6 2S3 = 1 3S1 = 53% We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.</p> <p>Postsecondary 1P1 = 85.71% performance. Not met We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.</p>
Single parents, including single pregnant women	<p>Secondary 1S1 = 100% 4S1 = 50%</p> <p>Postsecondary 1P1 = 100% performance. Met</p>	<p>Secondary 2S1 = 0 2S2 = 0 2S3 = 0 3S1 = 50% 5S2 = 25%</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>We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.</p> <p>Postsecondary 2P1 = 69.23% performance. Not met 3P1 = 7.69% performance. Not met</p> <p>Through previous surveys of special population students, there is a need for additional child care options in the community. Single parents have to balance family responsibilities, employment, and childcare.</p>
Out-of-workforce individuals	<p>Secondary No secondary data reported for core indicators.</p> <p>Postsecondary 1P1 = 100% performance. Met 2P1 = 100% performance. Met SCCC will continue to partner with Kansas Workforce One to align student needs with available programs.</p> <p>3P1 = 0% performance. No data reported for this performance/special population.</p>	NA
English learners	<p>Postsecondary 1P1 = 90.57% performance. Met 2P1 = 82.69% performance. Met 3P1 = 10.87% performance. Met</p>	<p>Secondary 1S1 = 59% 2S1 = 3 2S2 = 3 2S3 = 7 3S1 = 33% 4S1 = 26%</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	SCCC will continue to collaborate with ABE and ESL faculty and staff to determine available resources for students.	5S2 = 47% As mentioned previously, there are issues with hiring qualified staff and individuals in this special population often enter high school far below grade level in academic areas.
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Secondary 4S1 = 33% Postsecondary No data reported for core indicators SCCC will continue to partner with community resources such as the Liberal Area Coalition for Families and the Stepping Stone Shelter to assist homeless individuals. The SCCC At Risk team will continue to assist as needed.	Secondary 1S1 = 67% 2S1 = 11 2S2 = 11 2S3 = 11 3S1 = 0% 5S2 = 33% We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future. Postsecondary No data reported for core indicators.
Youth who are in, or have aged out of, the foster care system	Secondary No secondary data reported for core indicators. Postsecondary 1P1 = 100% performance. Met 3P1 = 0% performance. No data reported for this performance/special population.	Postsecondary 2P1 = 50% performance. Not met We are unable to determine the root cause at this time. We will work toward a more purposeful data analysis with headcount data in the future.
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	No data reported for core indicators.	No data reported for core indicators.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
is on active duty (as such term is defined in section 101(d)(1) of such title)		
<i>Performance of Students from Major Racial and Ethnic Groups</i>		
American Indian or Alaskan Native	No narrative required.	No narrative required.
Asian	No narrative required.	No narrative required.
Black or African American	No narrative required.	No narrative required.
Hispanic/Latino	No narrative required.	No narrative required.
Native Hawaiian or Other Pacific Islander	No narrative required.	No narrative required.
White	No narrative required.	No narrative required.
Two or More Races	No narrative required.	No narrative required.
Unknown	No narrative required.	No narrative required.

Questions for Discussion:

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
<p>Are of sufficient size</p>	<p>Secondary State mandated student ratio varies among CTE programs ratio of instructor pre-established depending on pathway or program requirements (protocol), Each area has a student teacher ratio that must be maintained as per the external accrediting agencies. Additionally, recruiting for programs that may have lower enrollments takes place and students are advised to enroll in these programs when they match the students’ aptitudes and interests.</p> <p>Postsecondary Student to instructor ratios vary among the CTE programs at SCCC. All the Allied Health programs have accreditation requirements related to student to instructor ratios in student laboratory and clinical settings. In other CTE programs, the student to instructor ratio can be determined by physical space, the number of available qualified instructors, and the number of industry partners if an internship or apprenticeship is required to meet program requirements.</p>	<p>Secondary Secondary schools in the region may not be able to follow the mandated student ratio due to demand for courses and limited funding to provide resources.</p> <p>Postsecondary SCCC has begun implementing student course placement requirements for prospective students seeking enrollment in a CTE program. It is imperative for enhanced student success that high school representatives and industry advisory board members support the identified minimum academic requirements in the areas of reading, writing, and mathematics.</p>
<p>Relate to real-world work environment (Scope)</p>	<p>Secondary Competencies - internships, work study, pathway mandated apprenticeship or internship, curriculum, body of knowledge, scope of practice. Additionally, CTE teachers receive training through CTE workshops and conferences, and are encouraged to belong to professional learning communities.</p> <p>Postsecondary All the SCCC CTE programs course of study include some type of real-world work experience. Examples of these experiences include hands-on student laboratory, clinical rotations, internships, and apprenticeships. Successful</p>	<p>Secondary At times it is difficult to ensure that all input is considered and implemented in a timely manner to prepare students for community apprenticeships, internships, work study programs, and job opportunities need to be monitored, and improved.</p> <p>Postsecondary It is a challenge to gain active industry advisory board members. There can be improvement in the role of the advisory board member with regard to review and analysis of entry level career competencies for graduates</p>

Question	Answer	Areas for Improvement
	<p>completion of the academic program requires students to demonstrate the ability to meet cognitive, psychomotor, and affective behavior (workplace skills) student learning outcomes.</p>	<p>of CTE programs. There are also times where industries are so overwhelmed that it is difficult to obtain student placement for student real-world experiences. An example is the healthcare facilities that are so overwhelmed with patients due to the pandemic. Increased workload and employment shortages can result in healthcare facilities being unable to support student clinical rotations.</p>
<p>Help students advance to future education (Scope)</p>	<p>Secondary Academic advising/ teachers, dean/ talk about curriculum requirements/ coordinators. admission, career day, dual college credit, articulation agreements.</p> <p>Postsecondary SCCC offers many opportunities for students to participate in career exploration. These include CTE program presentations, career day, campus tours, and academic advising with admissions and outreach staff and program faculty. Additional aspects include dual/concurrent enrollment and articulation agreements between secondary and post-secondary institutions.</p>	<p>Secondary Continue to build bridges between postsecondary opportunities and students in the secondary setting who do not see a future in education beyond 12th grade. Provide more exposure and opportunities to explore careers in the CTE pathways.</p> <p>Postsecondary Opportunities for improvement include increased high school student awareness of the CTE programs at SCCC. Students must also be aware of the academic rigor and academic skills required to successfully complete a CTE program. The articulation agreements should be promoted by high school counselors, so the student has an awareness of the program pathway.</p>
<p>Are of high quality</p>	<p>Secondary Instructional qualifications, short certifications, program assessment, apprenticeship programs are of high interest to students and employers because students are learning about a program of interest and an employer is gaining a potential employee.</p> <p>Postsecondary The SCCC CTE programs are of high quality as determined by college and program accreditation. The college has identified processes to ensure the programs have credentialed/qualified instructors and to provide opportunities for professional development for the faculty.</p>	<p>Secondary Ongoing interaction with advisory and board member, increasing youth apprenticeships in the workplace.</p> <p>Postsecondary College and program accreditation requires collection and analysis of data. SCCC is working to develop and implement more efficient data collection and analysis processes. Employment of faculty that possess the required credentials/degrees at the time of hire can be a</p>

Question	Answer	Areas for Improvement
	SCCC also ensures adequate funding for operation of the programs. Additionally, Perkins funding is used for faculty professional development and the acquisition of modern equipment for student learning.	challenge. Due to the rural location of SCCC, it can be a struggle to recruit faculty to the region and the college.

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 High schools implement curriculum aligned with state standards/competencies and assessed through the KESA accreditation process. Professional development pertaining to best practice as well as the MTSS process is in progress. We are seeing increases in students obtaining postsecondary credits, industry recognized credentials, and postsecondary degrees at the time of high school graduation. Additionally, graduation rates and postsecondary success rates remain high and are actually increasing.</p>	<p>Secondary There is a need for time to review our current practice as many of the strategies are in the early stages of implementation and the measures of academic achievement, such as state assessments, are not frequently assessed. One identified gap is consistent incorporation of English language arts and math skills into the CTE curriculum, and vice versa. This is an area where future collaboration should increase student achievement.</p>
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p>Secondary High schools implement curriculum aligned with state standards/competencies and assessed through the Kansas Education Systems Accreditation (KESA) process. In addition, districts have increased their focus on Social Emotional Learning (SEL) & Postsecondary Preparation to align with state board outcomes by adopting curriculum and teaching it in a variety of venues.</p> <p>Postsecondary Career and Technical Education programs at SCCC culminate in one of three certificates (A, B, and/or C) or a degree. The course of study for each program includes general education courses, e.g. English, math and technical courses. Student performance is measured in all courses through assessment</p>	<p>Secondary Employability skills are not widely and explicitly taught in core-area academic classes.</p> <p>Postsecondary Through a research project focused on analyzing data related to SCCC student academic performance in reading, writing, and mathematics, it was determined that students would benefit from team teaching where one of the instructors is an adult basic education (ABE) instructor. The ABE</p>

Implementation Process	Strengths	Needs/Gaps
	<p>strategies identified by the faculty. Employability (workplace) skills are also assessed.</p>	<p>instructor provides academic resources for the students as well as sharing instructional strategies with the CTE instructor. It has also been determined that some high school students need remedial courses in reading and math. SCCC has utilized Perkins funds to provide the additional academic assistance to CTE students.</p>
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p>Secondary High schools use information from industry partners, advisory boards, field data, bureau of labor statistics as a guide to align or propose new program offerings and review curriculum.</p> <p>Postsecondary CTE program curriculum is presented to industry advisory board members and accreditation agency representatives for review. The industry advisory board meets a minimum of twice within an academic year. With input from these entities, changes in courses are considered. There is a formal process for college officials to initiate the program revision process.</p>	<p>Secondary There has been an ongoing struggle to find advisory members or getting people to show up for meetings.</p> <p>Postsecondary As previously indicated, it is difficult to find and engage industry advisory board members. It is imperative that SCCC CTE faculty develop relationships with industry leaders to encourage industry input and representation on the advisory board.</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>Secondary High schools implement curriculum aligned with state standards/competencies and offer pathways that meet the state-prescribed course progression.</p>	<p>Secondary High schools need more community partnerships to increase the occupation-specific instruction that can take place on a job site. Essentially, there is a need for more opportunities for students to participate in a work-based learning opportunity.</p>

Implementation Process	Strengths	Needs/Gaps
	<p>Postsecondary Courses within a program of study are outlined per semester with a recommended starting and exiting point. Students are provided a foundational knowledge of academics and the technical skills. As the student progresses through the curriculum, the courses become more occupation specific. The programs may culminate in an end of program capstone experience, e.g. internship, apprenticeship, or clinical rotation.</p>	<p>Postsecondary In compliance with SCCC policy, each CTE program is reviewed at least every five years through a program review process. It is important that all aspects of the program are reviewed on a regular basis. It is also vital that the industry advisory board for each CTE program provide input regarding identified program outcomes.</p>
<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p>Secondary High schools implement curriculum aligned with state standards/competencies and offer pathways that meet the state-prescribed course progression. Many pathways include courses that can allow students to begin to concentrate in multiple pathways by taking a single introductory or technical-level course.</p> <p>Postsecondary Several of the CTE programs offer multiple levels of certificates (A, B, and/or C). This allows students to exit at various points after completion of the identified courses. The Associate of Applied Science degree is the exit point for the Allied Health programs. However, there are course offerings that can represent a career ladder. Students can complete introductory courses that provide a basic foundation of knowledge to allow entry level employment in the field of study, e.g. health occupations, phlebotomy.</p>	<p>Secondary High schools typically offer pathways that lead to a single credential, and there may be a need to offer additional exit points through each pathway. This potential need must be investigated further.</p> <p>Postsecondary It is vital that CTE instructors provide accurate academic advising of students to ensure the students are academically prepared for the courses. It is also important the appropriate sequence of courses is followed.</p>

Implementation Process	Strengths	Needs/Gaps
(F) culminates in the attainment of a recognized postsecondary credential.	<p>Secondary High schools implement curriculum aligned with state standards/competencies and offer pathways that meet the state-prescribed course progression. This progression ends in the opportunity to earn a postsecondary or industry-recognized credential or college credit through articulation agreements. High schools use curriculum where these certification assessments are embedded, in most cases.</p> <p>Postsecondary If a recognized industry credential exists for a CTE program, the courses prepare the student for eligibility to sit for the exam and to successfully obtain the credential. Some of the CTE programs have dedicated courses and/or academic resources for review of program material to aid the student in passing the external exam.</p>	<p>Secondary NA</p> <p>Postsecondary One of the identified challenges is student completion of all program requirements as well as earning an industry credential. Employment opportunities exist for students without completion of the certificate/degree or possessing the industry credential. It is in the best interest of the student to complete all program requirements and to earn the credential.</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>Secondary Alternative licensure like transition-to-teach or by hiring industry experts has allowed high schools to fill teaching staffs to this point. Districts are growing quality teachers from members of their community who do not have traditional teacher training by hiring them as long-term substitutes and retaining them as part of the teaching staff.</p> <p>Districts continue with traditional recruiting strategies: they post job openings and advertise widely (nationally in many cases). They recruit at teacher fairs and maintain connections with high school graduates who pursue teaching careers.</p> <p>Postsecondary SCCC follows Board of Trustee policy and Human Resources (HR) department policy</p>	<p>Secondary Alternative licensure like transition-to-teach or by hiring industry experts has allowed high schools to fill teaching staffs to this point.</p> <p>Postsecondary The college encourages CTE faculty and staff to develop strong, working relationships with industry representatives. Through these relationships, college faculty utilize these individuals to recruit potential faculty for the CTE programs.</p>	<p>Secondary Districts are beginning to exhaust the supply of qualified substitutes and paraprofessionals within their communities, and there is a shortage of new teacher candidates in postsecondary institutions.</p> <p>Traditional recruiting has become somewhat ineffective with this shortage and our remote location.</p> <p>Postsecondary SCCC lacks a proactive recruiting process. Often recruitment only occurs when there is a faculty/staff vacancy. Often there is not a succession plan for key faculty and staff.</p> <p>The college is located in a rural area so it can be a challenge to attract qualified individuals. Often individuals partially meet the required</p>

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<p>and processes for recruiting, training, and retaining CTE educators and support staff.</p> <p>Supervisors complete a position analysis which allows the HR staff to develop the job description. A position announcement and the job description are posted on the college employment website as well as other identified promotional sites.</p> <p>Applicants are screened by the search committee to determine if the applicant meets the position requirements. Interviews are conducted with the applicant if they meet the qualifications. Per the Professional Employees Association (PEA) Memorandum of Understanding (MOU) and recommendation by college administration, individuals may be offered employment at the college.</p>		<p>academic degree and/or industry credentials. SCCC has various processes in place to assist newly hired employees obtain the necessary degrees and credentials. A formal professional development plan is agreed upon by both parties.</p> <p>Professional development grant funding is available to employees after one year of work at SCCC. The use of Perkins funds is often approved to assist CTE faculty in obtaining industry credentials.</p>
<i>Training</i>		
<p>Secondary Conferences are funded through Perkins dollars. Districts are being more creative with their own professional development. Examples are sending non-trained teaching staff to a regional service center training and revamping the onboarding process to include more traditional teacher training in areas like classroom management and basic pedagogical practice.</p> <p>Postsecondary</p>	<p>Secondary Conferences are funded through Perkins dollars. The increase in the use of technology from training resources has made it easier to bring the training to staff members locally.</p> <p>Postsecondary The SCCC Board of Trustees and administration strongly support professional development opportunities for faculty and staff. The college offers multiple opportunities for in-house training as well as attendance at conferences.</p>	<p>Secondary Continued professional development required by credentialing agencies but limited funding is available. Travel funding limits access to some training opportunities. Due to limited Perkins funds at the secondary level, mostly the veteran or recurring teachers are approved to attend conferences</p> <p>Postsecondary In programs that have only one or two faculty, it may be difficult to be off campus</p>

Process	Strengths	Needs/Gaps
Recruitment		
<p>SCCC provides opportunities for professional development through college required in-services, on campus workshops, and state, regional, and national professional development conferences. On campus events are usually at no cost to the participant. Funding for professional development is available through individual department operational budgets as well as a variety of grant funds, e.g. Perkins, Nurse Initiative Grant.</p> <p>Faculty and staff who desire to participate in professional development communicate that need to the supervisor. Identified travel policies are followed pertaining to expenditures, travel, and reporting of the benefits to the college and the specific program.</p> <p>Annually, CTE faculty credentials are evaluated to ensure compliance with accreditation agencies.</p>		<p>to attend conferences as there may not be someone to oversee the student learning.</p>
Retention		
<p>Secondary Districts focus on retention by offering benefits and working to increase salaries when possible.</p> <p>Postsecondary Faculty complete a performance evaluation based on the HR policy. This is one a semester for the first two years, annually year</p>	<p>Secondary Salary levels are locally determined</p> <p>Postsecondary The performance evaluation process is fair, straight forward, and encourages a dialogue between the faculty and supervisor. The form requires narratives from both parties instead of checking a box of meets or doesn't meet.</p>	<p>Secondary Salary levels are well below regional industry and the cost of living is high in the region.</p> <p>Postsecondary For some of the CTE faculty, they can earn a higher income working in industry. It can be a challenge to retain the faculty at the college.</p>

Commented [SC1]: Middle column should be Training. Unable to relabel the header.

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
<p>three and four, and every third year if the employee is found to meet or exceed performance expectations after four years of employment. The current process allows the faculty member to self assess the accomplishment of previously indicated goals and to identify area of needs for improvement and/or training. The document is then reviewed by the supervisor who also addresses goal attainment, strengths, and areas for improvement.</p> <p>Per the PEA MOU, increases in salary or benefits are negotiated with the college Board of Trustees.</p>		<p>However, industry workload can be a difficult work/life balance.</p>

Commented [SC2]: Middle column should be Retention not Recruitment. Unable to relabel header.

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 (Is this a postsecondary-specific population?);
	(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— <ul style="list-style-type: none"> (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;

American Indian or Alaskan Native
Asian
Black or African American
Hispanic/Latino
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Unknown

Q8: What strategies are used to remove barriers to success of students in special populations?

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Secondary Individual Plans of Study (IPS) for each student involving academic planning, career research, and interest/aptitude inventories.</p>	<p>Secondary (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; (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</p> <p><i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups;</p>	<p>Secondary Minimum of twice a year direct student advising through the IPS process. Professional development on CTE, workforce, and postsecondary opportunities for teachers involved in the advising, English learning, and special education programs within our schools.</p>

Strength	Which special population(s)	Strategies for Sustaining
	<p>One note for the narrative, our workgroup has not been able to identify any students from the special population (I) youth with a parent who—</p> <ul style="list-style-type: none"> (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title. 	
<p>Secondary Culturally-specific student organizations providing support, learning opportunities, and community.</p>	<p>Secondary Hispanic/Latino Black or African American</p>	<p>Secondary Continue to provide funding for learning opportunities, mentoring, and logistical support (transportation, meeting space, time connected with the school day).</p>
<p>Secondary 2 types of work-based learning opportunities A- For students with more intensive special needs, who are able to learn job and life skills and potentially participate in B. B- For students of all backgrounds to work for, intern with, or shadow employers in potential career fields.</p>	<p>Secondary Individuals with disabilities</p>	<p>Secondary Continue to promote and build the work-based learning programs in our schools in an effort to increase student participation and community partnerships</p>
<p>Postsecondary One of the strategies that SCCC uses to remove barriers for special populations students is the assessment of academic skills and advising process. SCCC uses ACT, TABE, Next Generation Accuplacer, and a multiple measures course placement matrix to determine the starting point for students seeking a certificate or degree. Academic advisors who are often specific program faculty use this data to determine the current skill set of students with</p>	<p>Postsecondary All special populations</p>	<p>Postsecondary SCCC will continue to collect and analyze data regarding the core performance indicators such as concentrator placement, earning of a credential and non-traditional gender success. The SCCC Assessment Committee reviews student academic performance data on an annual basis. Strengthen recruitment and retention strategies for Excel in CTE and AOK Proviso programs, which specifically target all special populations.</p>

Strength	Which special population(s)	Strategies for Sustaining
<p>regard to reading, writing and math. This allows both the advisor and student to develop a course of study that considers the student’s academic and financial needs, the ability to balance work, school and family duties, as well as other circumstances such as non-traditional fields, foster care and homeless individuals</p>		
<p>Postsecondary SCCC employs qualified and credentialed faculty. Instructors for the general education courses must meet the Higher Learning Commission (HLC) for academic degree level and courses at the master’s level for the courses they each.</p> <p>The CTE program faculty meet the credential requirements for both HLC as well as external accreditation agencies. These faculty must possess either a degree or a specified number of hours of work experience as well as an industry approved credential.</p> <p>SCCC utilizes a variety of budget sources to support professional development opportunities for faculty and staff.</p>	<p>Postsecondary All special populations.</p>	<p>Postsecondary After the most recent HLC re-affirmation site visit, SCCC better defined the process for evaluation of faculty qualifications and credentials. A formal process of review will be conducted annually.</p> <p>SCCC officials continue to designate internal and external sources of funding for faculty and staff professional development.</p>
<p>Postsecondary SCCC continues to designate funds to ensure modern classroom technology and equipment for student learning success.</p>	<p>Postsecondary All special populations.</p>	<p>Postsecondary SCCC actively seeks grant funding to support modernization of equipment for CTE programs. From FY2020-2022, SCCC was awarded \$726,626.00 for equipment, faculty professional development, and enhancement of technology and instructional resources. We will continue to seek funding opportunities to maintain the quality of the</p>

Strength	Which special population(s)	Strategies for Sustaining
		programs and to explore the development and implementation of new programs.
Gap	Which special population(s)	Strategies for Improvement
<p>Secondary Students who are English Language Learners, mostly new to the country, who lack all the reading, writing, and speaking & listening skills typically find themselves several semesters behind their peers in obtaining credits in the general curriculum for graduation. We are able to assist many of these students in obtaining a high school diploma, but opportunities in CTE pathways may not be available due to intense focus on graduation requirements in their later high school years. This is a result of the all-day intensive instruction that may not be credited in a core subject area.</p>	<p>Secondary English Learners</p>	<p>Secondary Incorporating CTE classes specifically taught in a dual-language environment is an option, if staffing allows. Additionally, increasing paraprofessional pay may lead to full staffing and the potential to have paraprofessional support in non-core subject area classes.</p>
<p>Secondary Some students have barriers in the cost of materials for CTE classes in connection with postsecondary institutions (textbooks, cosmetology kits, etc.).</p>	<p>Secondary Individuals from economically disadvantaged families, including low-income youth and adults.</p>	<p>Secondary Provide fundraising opportunities or secure funding to provide these materials. Investigate different textbook adoption options as technology adapts (licensing and packaging by publisher).</p>
<p>Postsecondary SCCC special population students indicate the following barriers for taking college level courses lack of money, lack of time to study, childcare duties, working many hours, limited English language proficiency, lack of academic services, and a lack of awareness of SCCC offerings.</p>	<p>Postsecondary Individuals with disabilities Individuals from economically disadvantaged families Individuals preparing for non-traditional fields Individuals who are single parents, including single pregnant women English learners</p>	<p>Postsecondary Some strategies have already been put in place. These include a collaboration with National Beef for a presence of SCCC staff in their facility, teach teaching with an ABE and CTE instructor, ABE students touring the SCCC campus for career awareness and admission processes. SCCC now incorporates admission and financial aid application in one form. Financial aid information sessions are held multiple times during the academic year.</p>

Strength	Which special population(s)	Strategies for Sustaining
<p>Postsecondary Gap An additional gap is the lack of reliable internet service and providers as well as students possessing the required technology for college level coursework, e.g., laptop, webcam.</p>	<p>Postsecondary All special populations.</p>	<p>Postsecondary Strategies for Improvement The college and secondary schools have worked together to determine ways for students to access the internet and to have the technology required for college level courses. For those high school students enrolled in CTE courses, some of them are able to utilize the school or college internet services while on campus. SCCC has worked to create an awareness of the minimum technology required for students. Additionally, the financial aid department and college bookstore have partnered to fund and purchase these items for students.</p>

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Secondary Courses in CTE pathways follow students' IEP and 504 guidelines.</p>	<p>Secondary Individuals with disabilities</p>	<p>Secondary Provide professional development for the teachers in CTE pathways.</p>
<p>Secondary Provide opportunities and transportation for placement tests for free and, in some cases, at the high school site. Tests like: ACT, ACT Workkeys and TABE. The work on tiered systems of support will increase student achievement and scoring on these assessments.</p>	<p>Secondary All special populations have these opportunities</p>	<p>Secondary Continue partnership with KSDE & postsecondary institutions to provide these opportunities as well as refine our processes in MTSS.</p>

Strength	Which special population(s)	Strategies for Sustaining
<p>CTE program specific resources are in place to assist with student learning success. These include online educational resources, capstone review courses, and online certification exam preparation.</p>	<p>All special populations.</p>	<p>health agencies in the local area where students are seen. SCCC will fund the first three visits.</p> <p>The At Risk committee will continue to respond immediately to stated difficulties reported by instructors. One staff member assumes the lead on reaching out to the student. The group works to assist the student with success strategies or mental health discussions.</p> <p>SCCC has a formal Early Alert process. This process occurs in the fourth week of the semester. Faculty record observable behaviors that are concerns. Letters are sent to students and email messages are sent to academic advisors. Students are strongly encouraged to meet with instructor and/or advisor to determine methods to eliminate the concern.</p> <p>CTE faculty remain diligent with selecting course material, online resources, and instructional strategies that results in student success for program completion, employment placement, and earning an industry credential.</p>
Gap	Which special population(s)	Strategies for Improvement
<p>Secondary Transportation to postsecondary institutions</p>	<p>Secondary Individuals from economically disadvantaged families, including low-income youth and adults</p> <p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act</p> <p>Youth who are in, or have aged out of, the foster care system</p>	<p>Secondary Counseling and social emotional supports as well as some public transportation options may be available.</p>

Strength	Which special population(s)	Strategies for Sustaining
<p>Secondary Gap Cost of non-CTE college courses</p>	<p>Secondary Individuals from economically disadvantaged families, including low-income youth and adults</p> <p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act</p> <p>Youth who are in, or have aged out of, the foster care system</p>	<p>Secondary Strategies for Improvement Provide fundraising opportunities or secure funding to scholarship students. Also, there is potential partnering with postsecondary institutions to address this need.</p>
<p>Increase social-emotional needs</p> <p>Postsecondary Gap As a postsecondary institution with an open door admission process, students often require developmental coursework in reading, writing, and/or math. The need for developmental courses requires additional time and funding.</p>	<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act Youth who are in, or have aged out of, the foster care system</p> <p>Postsecondary Individuals with disabilities Individuals economically disadvantaged families Individuals preparing for non-traditional fields Single parents Out of workforce individuals English learners Homeless individuals</p>	<p>Counseling and social emotional supports from school district and community sources.</p> <p>Postsecondary Strategies for Improvement The college will continue collaboration with the schools and adult basic education program to academically prepare students while they are in high school or in the ABE program so they are college level ready before they apply for admission to the college.</p>
<p>Many of the CTE programs have additional course fees and transportation expenses.</p>	<p>Individuals economically disadvantaged Individuals preparing for non-traditional fields Single parents Out of workforce individuals English learners</p>	<p>Determine strategies to secure funding to assist with paying the course fees and transportation needs for students. Opportunities include external grant funding (Nurse Initiative Grant) and the SCCC Foundation.</p>

Strength	Which special population(s)	Strategies for Sustaining
	Homeless individuals	

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Secondary Postsecondary Secondary-Postsecondary instructional partnerships – students able to take courses on high school campuses through concurrent enrollment and Blendflex model.</p>	All special populations	<p>Secondary Postsecondary Continue strengthening partnerships through teamwork and communication. Continue to improve technological infrastructure to promote additional synchronous learning opportunities.</p>
<p>Secondary IPS – Career counseling and planning using aptitudes or interest inventories, or ASVAB and ACT Workkeys data. Aspects of this planning include career-cluster focused field trips, guest speakers, and additional community partnerships highlighting career options in SW Kansas.</p>	All special populations	<p>Secondary Postsecondary Continue investing funds and human capital in these programs</p>
<p>Postsecondary SCCC offers many opportunities for prospective students, area high school instructors and counselors, and industry representatives to visit campus to participate in career awareness events.</p> <p>SCCC partners with the Liberal Chamber of Commerce for the annual job fair. Through the Business and Industry department, student organization and industry representatives attend</p>	<p>Postsecondary All special populations.</p>	<p>Postsecondary Continue to offer and work to expand career awareness events on campus. Improve the experiences of high school students when visiting the SCCC campus so they gain a more in-depth knowledge of career opportunities. Events include CTE Expo, Seniors to Saints, Career Day, and Sophomore Day.</p> <p>SCCC will continue to invite high school instructors, counselors, and administration to campus to learn</p>

Strength	Which special population(s)	Strategies for Sustaining
the annual CTE Expo and employability skills workshops.		about the high demand, high wage careers and the academic programs for student to gain employment. SCCC officials will continue to promote programs at community events at chamber meetings, civic organization meetings, etc. SCCC provides career awareness to the community through a variety of formats that include live radio broadcasts, Facebook live sessions, and podcasts.
Gap	Which special population(s)	Strategies for Improvement
<p>Secondary Student achievement in core academic areas causes a lack of success and ability to attain college credits from students in special populations who are scoring below state/local norms and benchmarks.</p>	<p>Secondary (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; (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</p>	<p>Secondary Refine our processes in MTSS and curriculum development.</p>
<p>Secondary Gap Graduation rate below state/local norms for students in special populations, preventing future credential or degree attainment.</p>	<p>Secondary (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;</p>	<p>Secondary – Strategies for Improvement Increase alternative education options and add layers of social emotional and academic support for students who are at risk of not graduating.</p>

Strength	Which special population(s)	Strategies for Sustaining
	(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	
Secondary Gap Postsecondary A lack of affordable or available childcare for single parents.	Secondary Single parents, including single pregnant women	Secondary Strategies for Improvement Increase alternative education options and early graduation options for students who have children or are pregnant mothers. Also, investigate the potential of providing daycare within the district.
Postsecondary As a rural community college in southwest Kansas, students experience the lack of reliable internet service.	Postsecondary All special populations	Postsecondary SCCC will consider discussion with area internet service providers to attempt to increase services as well as reliability of those services.