



# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

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

**Regional Team Co-chairs:**

	Name	Institution/School	Phone	Email
USD(s)	Tasha Ebeling	USD 480 Liberal High School	(620) 604-2243	tasha.ebeling@usd480.net
Postsecondary Institution(s)	Amy Knudsen	Seward County Community College	(620) 417-1019	amy.knudsen@sccc.edu

Add rows as needed

Date: January 31, 2024 Regional Team Name: Liberal Region One

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

## **What is the purpose of this Template?**

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

## **What are the tasks of the Regional Needs Assessment Team?**

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

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

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

## **What is a comprehensive regional needs assessment?**

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

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

## **Why complete a comprehensive regional needs assessment?**

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

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

## **How often is a comprehensive regional needs assessment needed?**

The needs assessment must be:

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

## **Who is required to participate in the needs assessment process?**

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

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

## Who is considered a member of special populations?

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

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

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

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

## Needs Assessment Process:

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of two community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least twice** throughout this process; virtual meetings are acceptable).
5. Complete the needs assessment Template:
  - All steps and all parts are required.
  - Incomplete assessments will not be approved.
  - Add rows to tables as needed.
  - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated.
  - Include a copy of meeting documentation and/or minutes.
6. Submit the finalized Template for the state approval at [PerkinsV@ksbor.org](mailto:PerkinsV@ksbor.org) by February 1, 2024.
7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

## **Template:**

### **STEP 1: Analyze Labor Market Information**

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

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

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

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

FY21-22 Needs Assessments can be found at [https://kansasregents.org/workforce\\_development/perkins\\_grants/perkins-v](https://kansasregents.org/workforce_development/perkins_grants/perkins-v)

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

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

### **STEP 2: Analyze Student Performance**

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

### **STEP 3: Analyze CTE Programs**

**Part 1:** Size, Scope, and Quality.

**Part 2:** Progress Toward Implementing Programs of Study.

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

**Part 4:** Progress toward Improving Access and Equity.

# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

<b>Regional Team</b>		
<b>Name:</b> <u>Liberal Region One</u>		<b>Date:</b> <u>January 31, 2024</u>
<b>Regional Needs Assessment Team Co-chairs:</b>	<b>Email:</b>	<b>Phone number:</b>
<b>Secondary: Tasha Ebeling, USD 480 Liberal High School</b>	<b>tasha.ebeling@usd480.net</b>	<b>(620) 604-2243</b>
<b>Postsecondary: Amy Knudsen, Seward County Community College</b>	<b>amy.knudsen@sccc.edu</b>	<b>(620) 417-1019</b>

Add rows as needed

## Regional Needs Assessment Team

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

Representative	Name	Institution and Position
Secondary Co-chair(s)	Tasha Ebeling	Liberal High School (LHS) Coordinator of Career and Technical Education (CTE)
Postsecondary Co-chair(s)	Amy Knudsen	Seward County Community College (SCCC) Perkins Coordinator
Teachers - Secondary	Kelsey Kronawitter Cole Ely	LHS CTE Teacher LHS CTE Teacher
Faculty - Postsecondary	Deedee Flax Bree Downs	SCCC CTE Faculty SCCC CTE Faculty
Secondary Administration	Ashley Kappelmann Anthony Davis	LHS Principal Hugoton High School Director of Student Learning
Postsecondary Administration	Luke Dowell Dr. Amber Jones	SCCC Vice President of Academic Affairs SCCC Dean of Career and Technical Education
Specialized instructional support and paraprofessionals	Dane Parcel Stephanie Heger	USD480 Director of Special Education SCCC Director of Student Success
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Rory Arnold Charity Horinek	LHS Engagement Coordinator Liberal Area Coalition for Families
Representatives of Special Populations	Charity Horinek Cindy Orrantia	Liberal Area Coalition for Families LHS English as a Second Language (ESL) Department Head and Teacher
Career Guidance and Academic Counselors	Stacy Scripsick Stephanie Heger	LHS Counselor SCCC Director of Student Success
Students	Lukas Kerr Amanda Millea	LHS Student SCCC Student
Community Members	Presephoni Fuller Keith Quesada	SCCC Community LHS School Resource Officer
Business & Industry Representatives	Norma Jean Dodge Jeff Hall	SCCC Director of Business and Industry Liberal Business Owner
Workforce Development Representatives	Tina Kinney Tasha Ebeling	Kansas Workforce One LHS Coordinator of CTE
Parents	Norma Jean Dodge Stephanie Heger	USD480 Parent USD210 Parent

<b>Representative</b>	<b>Name</b>	<b>Institution and Position</b>
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Luke Dowell	SCCC Vice President of Academic Affairs
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Dr. Amber Jones	SCCC Dean of Career and Technical Education
Representatives of Indian Tribes and Tribal organizations (where applicable)	NA	NA
Representatives from CTE programs at correctional institutions (where applicable)	NA	NA
Other Optional Partners (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 wish to use a source of local data that is not included on this list, email [PerkinsV@ksbor.org](mailto: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](https://www.ksdegreestats.org/program_search.jsp)
4. K-TIP Report: [https://kansasregents.org/workforce\\_development/k-tip-report](https://kansasregents.org/workforce_development/k-tip-report)
5. Other reputable sources of local data. [Seek State Team approval by emailing the source to PerkinsV@ksbor.org](#)

In order to use the 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](mailto:PerkinsV@ksbor.org)

**Part 3:** Conduct preliminary data analysis

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

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

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>Accounting Technology            Business Administrative Technology            Phlebotomy            Heating, Ventilation, Air Conditioning &amp; Refrigeration            Diesel Technology            Corrosion Technology            Respiratory Therapy            Surgical Technology            Medical Laboratory Technology            Automotive Collision and Refinishing Technology            Cosmetology            Natural Gas Compression Technology            Drafting and Design Technology            Computer Support Specialist            Automotive Technology            Welding Technology            Entry Level Truck Driving            Nursing (ADN)            Nursing (LPN)            Certified Nurses Aide            Certified Medication Aide            Business Administrative Technology            Agriculture            Machining and Manufacturing 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 19, 2024, by Tobias Wood, KBOR.</p>	<p>Grain Elevator Operations            EMT: Basic            Maintenance Technician (New Program)            Fire Science</p>	<p>None</p>

<p>Appendix 1: Seward County CC labor_projections_non-metro-areas_2018-2028.</p> <p>Appendix 2: KDOL 2022-2030 Substate Occupation Projection SCCC Programs Highlighted.</p> <p>Appendix 3: Seward CCC AY22 Student Performance.</p> <p>Appendix 4: Possible New Program Advisory Board Meeting Minutes.</p> <p>Appendix 5: SCCC Perkins FY24 Stakeholder Meeting Minutes</p>		
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**Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?**

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
<p>CIP 47.0704 SOC 49-99081 Wind Energy System Installation and Repair Technician OR</p> <p>Wind Turbine Service Technician SOC 49-9041 This SOC is identified as high demand, high wage employment.</p>	<p>No SW Kansas or Liberal data.</p>	<p>Wind Turbine Service Technician Oklahoma Employment 5 Annual Median \$72,380 Texas Employment 13 Annual Median \$51,390</p>
<p>CIP 46.0000 Construction Laborers. SOC 47.1011</p>	<p>Kansas Department of Labor data</p>	<p>Kansas data indicates 100 positions annually with a mean wage of \$39,521</p>

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources

## STEP 2: Analyze Student Performance

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

*The local needs assessment shall include...*

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

#### What does the law mean?

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

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

- 14. White
- 15. Two or More Races
- 16. Unknown

## **Secondary Performance**

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

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

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

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

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

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

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

## **Postsecondary Performance**

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

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

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

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

	<b>Identify Strength(s)</b> <b>How are these strengths being sustained in the region?</b>	<b>Identify Gap(s)</b> <b>What are the root causes of the gaps?</b>
<p>Overall Student Performance in the Region</p> <p><b>Secondary Performance</b>            1S1 = 100% (18.83%)            2S1 = 18.18% (6.45%)            2S2 = 9.09% (-2.0%)            2S3 = 8.0% (-13.46%)            3S1 = 95.45% (38.6%)            4S1 = 64.58% (37.22%)            5S2 = 83.87% (21.51%)</p> <p>Appendix 6: Liberal 2022 - CAR Detail Report</p>	<p><b>Secondary</b>            1S1, when examined by the individual school level, is 100%, as several schools in the area have very few concentrators. Additionally, when viewing the data through the same lens, 2S3, 4S1, and 5S2 meet or exceed benchmarks.</p> <p>One reason for this success is the community partnerships with internships and work-study, where students gain work-based skills and 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) and Postsecondary Preparation to align with state board outcomes. This focus has led to increased success in areas of graduation and postsecondary program placement and credit completion.</p>	<p><b>Secondary</b>            2S1 &amp; 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 experiencing a paraprofessional hiring crisis. New applications for special education and ELL paraprofessionals have dropped significantly and retention is more challenging than ever. This is due to stagnant 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 are teaching a predominantly Hispanic or biracial population. There are 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-</p>

	<b>Identify Strength(s)</b> <b>How are these strengths being sustained in the region?</b>	<b>Identify Gap(s)</b> <b>What are the root causes of the gaps?</b>
<p><b>Postsecondary Performance</b>            AY22 1P1 Placement Target = 88%            Actual Placement 94%            AY22 2P1 Credentials Earned Target = 73%            Actual Credentials Earned 80%            AY23 3P1 Non-traditional Gender Target = 7.3%            Actual Non-traditional Gender = 9.7%</p>	<p><b>Postsecondary</b>            The Seward CCC AY22 Student Performance report (see Appendix 3) demonstrates that SCCC students exceed the target for AY22 employment placement and earned industry credentials. For AY23, SCCC students also exceeded 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"> <li>• Collaboration with area USDs for career awareness, recruitment, and enrollment in CTE pathways</li> <li>• Course placement testing – Next Generation Accuplacer</li> <li>• Academic skills evaluation – TABE and TEAS</li> <li>• Structured sequence of English as a Second Language (ESL) and developmental education courses</li> <li>• Burlington English Online Resource</li> <li>• Adult basic education courses</li> <li>• Adult basic education (ABE) instructor team teaching with a career and technical education (CTE) instructor</li> <li>• Peer tutoring services</li> <li>• Writing Center</li> <li>• TRiO Student Support Grant</li> <li>• SCCC At Risk team</li> <li>• SCCC Student Success Center</li> </ul>	<p>populations, are often far below grade level academically when entering high school.</p> <p><b>Postsecondary</b>            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>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>



	<b>Identify Strength(s) How are these strengths being sustained in the region?</b>	<b>Identify Gap(s) What are the root causes of the gaps?</b>
<b><i>Performance of Special Populations</i></b>		
Individuals with disabilities	<p><b>Postsecondary</b>            1P1 = 100% performance. Met.            2P1 = 50% (1 of 2) -- not enough data to address.            3P1 = 12.5% performance. Met.</p>	<p><b>Secondary</b>            1S1 = 0% Not Met            2S1 = 0% Not Met            2S2 = 0% Not Met            2S3 = 0% Not Met            3S1 = 0% Not Met            4S1 = 100% Met            5S2 = 0% Not Met</p> <p>This is one student. There is not enough data to address these items for individuals with disabilities.</p> <p>As mentioned previously, we are unable to pinpoint the cause. We are taking a wide approach and concentrating on hiring qualified staff, adapting curriculum to better facilitate student success, and narrowing our data collection system to ensure validity.</p> <p><b>Postsecondary</b>            2P1 = 50% performance. Not met.            This is 1 of 2 students. There is not enough data to address this item.</p>
Individuals from economically disadvantaged families	<p><b>Postsecondary</b>            1P1 = 96% performance. Met            2P1 = 86% performance. Met            3P1 = 9.77% performance. Met</p> <p><b>Postsecondary</b>            SCCC offers various forms of financial aid for students. The financial aid personnel assist students with completion of SCCC scholarship</p>	<p><b>Secondary</b>            1S1 = 100% Met            2S1 = 17.39% Not Met            2S2 = 8.70% Not Met            2S3 = 6.67% Not Met            3S1 = 90.48% Met            4S1 = 60% Met            5S2 = 75.86% Met</p>

	<b>Identify Strength(s)</b> <b>How are these strengths being sustained in the region?</b>	<b>Identify Gap(s)</b> <b>What are the root causes of the gaps?</b>
	forms as well as completion of the FAFSA to determine Pell eligibility.	We are unable to pinpoint, so we are taking a wide approach. We are concentrating on hiring qualified Staff, adapting curriculum to better facilitate student success, and narrowing our data collection system to ensure validity.
Individuals preparing for non-traditional fields	<p><b>Secondary</b>            4S1 = 100% Met            5S2 = 19.05% Met</p> <p><b>Postsecondary</b>            1P1 = 10.3% performance. Not met            2P1 = 7.69% performance. Not met            3P1 = 9.77% performance. Met</p>	<p><b>Secondary</b>            1S1 = 0% Not Met            2S1 = 19.05% Not Met            2S2 = 9.52% Not Met            2S3 = 3.23% Not Met            3S1 = 95.65% Not Met</p> <p>We are unable to pinpoint, so we are taking a wide approach. We are concentrating on hiring qualified staff, adapting curriculum to better facilitate student success, and narrowing our data collection system to ensure validity.</p> <p><b>Postsecondary</b>            1P1 = 10.3% performance. Not met            SCCC will need to enhance the types of data collected for this core indicator. Anecdotally, we know a percentage of students are offered employment prior to completion of program requirements both at the certificate and associate degree levels.</p> <p>2P1 = 7.69% performance. Not met.            It appears concentrators who are preparing for a non-traditional field are not completing the program at the targeted level. If we are unable</p>

	<b>Identify Strength(s)</b> <b>How are these strengths being sustained in the region?</b>	<b>Identify Gap(s)</b> <b>What are the root causes of the gaps?</b>
		<p>to retain the students, the result is also an inability to meet the industry credential target. We are looking into the data collection process with regard to the technical skill attainment for each CTE program. For some of the industrial technology programs, there are options for multiple industry credentials.</p>
Single parents	<p><b>Secondary</b>  1S1 = 0%  4S1 = 0%</p> <p><b>Postsecondary</b>  1P1 = 100% performance. Met  2P1 = 100% performance. Met  3P1 = 5.41% performance. Not met</p>	<p><b>Secondary</b>  2S1 = 0%  2S2 = 0%  2S3 = 0%  3S1 = 0%  5S2 = 0%</p> <p>No single parent data was reported.</p> <p><b>Postsecondary</b>  3P1 = 5.41% performance. Not met  The overall institutional performance for non-traditional gender participation exceeds the target. However, this special population fails to meet the target.</p> <p>Through previous surveys of special population students, there is a need for additional childcare options in the community. Single parents balance family responsibilities, employment, and childcare.</p>
Out-of-workforce individuals	<p><b>Secondary</b>  No secondary data reported for core indicators.</p> <p><b>Postsecondary</b>  1P1 = 100% performance. Met  2P1 = 100% performance. Met  3P1 = 16.7% Performance. Met</p>	NA

	<b>Identify Strength(s) How are these strengths being sustained in the region?</b>	<b>Identify Gap(s) What are the root causes of the gaps?</b>
	SCCC will continue to partner with Kansas Workforce One to align student needs with available programs.	
English Learners	<p><b>Postsecondary</b>            1P1 = 96.49% performance. Met            2P1 = 75.61% performance. Met            3P1 = 10.19% performance. Met</p> <p>SCCC will continue to collaborate with ABE and ESL faculty and staff to determine available resources for students.</p>	<p><b>Secondary</b>            1S1 = 100% Met            2S1 = 20% Not Met            2S2 = 20% Not Met            2S3 = 5.88% Not Met            3S1 = 90.91% Met            4S1 = 76.47% Met            5S2 = 75.86% Met</p> <p>We are unable to pinpoint, so we are taking a wide approach. We are concentrating on hiring qualified staff, adapting curriculum to better facilitate student success, and narrowing our data collection system to ensure validity.</p>
Homeless Individuals	<p><b>Secondary</b>            No data</p> <p><b>Postsecondary</b>            1P1 = No data reported.            2P1 = No data reported.            3P1 = 0%. (0 of 1) Not met.</p> <p>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.</p>	<p><b>Secondary</b>            1S1 = No Data            2S1 = 0% (0 of 1) Not Met            2S2 = 0% (0 of 1) Not Met            2S3 = 0% (0 of 1) Not Met            3S1 = 0% (0 of 1) Not Met            4S1 = 100% Met            5S2 = No Data</p> <p>This is one student. There is not enough data to address this item.</p>

	<b>Identify Strength(s) How are these strengths being sustained in the region?</b>	<b>Identify Gap(s) What are the root causes of the gaps?</b>
		<b>Postsecondary</b> No data reported for core indicators 1P1 and 2P1. For 3P1 only one student was identified. There is not enough data to address this item.
Youth in Foster Care.	<b>Secondary</b> No secondary data reported for core indicators.  <b>Postsecondary</b> 1P1 = 100% performance. Met 2P1 = 100% performance. Met 3P1 = 33% performance. Met	<b>Postsecondary</b> While all core indicators were met for our students that identify as youth in foster care, this is a very small sample size.
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)	No data reported for core indicators.	No data reported for core indicators.
<b><i>Performance of Students from Major Racial and Ethnic Groups</i></b>		
American Indian or Alaskan Native	<b>Secondary</b> No data reported for core indicators.  <b>Postsecondary</b> 1P1 = 100% performance. (2 of 2) Met 2P1 = 66.67% performance. (2 of 3) Not met 3P1 = 0% performance. (0 of 1) Not met All data for this racial group was small enough that it was not addressed.	
Asian	<b>Secondary</b> No data reported for core indicators.  <b>Postsecondary</b> 1P1 = 66.67% performance. (2 of 3) Not met 2P1 = 66.67% performance. (2 of 3) Not met 3P1 = 10% performance. (1 of 10) Met	

	<b>Identify Strength(s) How are these strengths being sustained in the region?</b>	<b>Identify Gap(s) What are the root causes of the gaps?</b>
	All data for this racial group was small enough that it was not addressed.	
Black or African American	<p><b>Secondary</b> 1S1 –100% Met 4S1 – 100% Met</p> <p><b>Postsecondary</b> 1P1 = 100% performance. (2 of 2) Met 2P1 = 50% performance. ((1 of 2) Not met 3P1 = 36.4% performance. (4 of 11) Met 1P1 and 2P1 data for this racial group was small enough that it was not addressed.</p>	<p><b>Secondary</b> 2S1 – 0% Not Met 2S2 – 0% Not Met 2S3 – 0% Not Met 3S1 – 0% Not Met 5S2 – 0% Not Met This is one student. There is not enough data to address these items.</p>
Hispanic/Latino	<p><b>Secondary</b> 1S1= 100% Met 3S1= 93.55% Met 4S1= 69.23% Met 5S2=78.05% Met</p> <p><b>Postsecondary</b> 1P1 = 96.4% performance. Met 2P1 = 80% performance. Met. 3P1 = 7.65% performance. Met</p>	<p><b>Secondary</b> 2S1= 13.33% Not Met 2S2= 10% Not Met 2S3= 2.56% Not Met</p> <p>As mentioned previously, we are unable to pinpoint, so we are taking a wide approach. We are concentrating on hiring qualified staff, adapting curriculum to better facilitate student success, and narrowing our data collection system to ensure validity.</p>
Native Hawaiian or Other Pacific Islander	<p><b>Secondary</b> No data reported for core indicators.</p> <p><b>Postsecondary</b></p>	<p><b>Secondary</b> No data reported for core indicators.</p> <p><b>Postsecondary</b></p>

	<b>Identify Strength(s)</b> <b>How are these strengths being sustained in the region?</b>	<b>Identify Gap(s)</b> <b>What are the root causes of the gaps?</b>
	No data reported.	No data reported.
White	<p><b>Secondary</b> 1S1=100% Met 2S2=100% Met 3S1=100% Met 4S1=33.33% Met 5S2=100% Met</p> <p><b>Postsecondary</b> 1P1 = 93.15% performance. Met 2P1 = 83.9% performance. Met 3P1 = 12.28% performance. Met</p>	<p><b>Secondary</b> 2S2=0% Not Met 2S3=25% Not Met</p> <p>As mentioned previously, we are unable to pinpoint, so we are taking a wide approach. We are concentrating on hiring qualified staff, adapting curriculum to better facilitate student success, and narrowing our data collection system to ensure validity.</p>
Two or More Races	<p><b>Secondary</b> 1S1- 100% Met 2S3 – 100% Met 3S1 – 100% Met 5S2 – 100% Met</p> <p><b>Postsecondary</b> 1P1 = 100% performance. (2 of 2) Met 2P1 = 100% performance. (2 of 2) Met 3P1 = 10% performance. (1 of 10) Met</p>	<p><b>Secondary</b> 2S1 – 0% Not Met 2S2 – 0% Not Met 4S1 – 0% Not Met</p> <p>This is one student. There is not enough data to address these items.</p>
Unknown	<p><b>Secondary</b> No data reported for core indicators.</p> <p><b>Postsecondary</b> 1P1 = 57% performance. (4 of 7) Not met 2P1 = 83% performance. Met 3P1 = 17.4% performance. Met</p>	<p><b>Secondary</b> No data reported for core indicators.</p> <p><b>Postsecondary</b> While this individual race/ethnicity group fails to meet the target, 7 out of 283 is only 2% of the AY22 cohort. We will continue to monitor collection of this data.</p>

### Questions for Discussion:

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

## STEP 3: Analyze CTE Programs

### *Part 1: Size, Scope, and Quality*

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

*The local needs assessment shall include*

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

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

#### **What does the law mean?**

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

#### **State Definitions:**

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

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

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

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

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

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



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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	<p><b>Secondary</b> 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><b>Postsecondary</b> 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><b>Secondary</b> 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. LHS has begun implementing program of study guides and training advisors and counselors.</p> <p><b>Postsecondary</b> 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>
Relate to real-world work environment (Scope)	<p><b>Secondary</b> 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><b>Postsecondary</b> 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 completion of the academic program requires students to demonstrate the ability to meet cognitive,</p>	<p><b>Secondary</b> 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. Additionally, job opportunities need to be monitored and improved.</p> <p><b>Postsecondary</b> 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 of CTE programs. There are also times where industries are so overwhelmed that it is difficult to obtain student placement</p>

Question	Answer	Areas for Improvement
	<p>psychomotor, and affective behavior (workplace skills) student learning outcomes.</p>	<p>for student real-world experiences. An example is the healthcare facilities that are so overwhelmed with increased patient needs. 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><b>Secondary</b> Academic advising/ teachers, dean/ talk about curriculum requirements/ coordinators. admission, career day, dual college credit, articulation agreements.</p> <p><b>Postsecondary</b> 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><b>Secondary</b> Continue to build bridges between postsecondary opportunities and students in the secondary setting who do not see a future in education beyond 12<sup>th</sup> grade. Provide more exposure and opportunities to explore careers in the CTE pathways.</p> <p><b>Postsecondary</b> 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><b>Secondary</b> 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><b>Postsecondary</b> 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. SCCC ensures adequate funding for the operation of the programs. Additionally, Perkins funding is used for faculty professional development and the acquisition of modern equipment for student learning.</p>	<p><b>Secondary</b> Opportunities for improvement include ongoing interaction with advisory and board members to increase youth apprenticeships in the workplace.</p> <p><b>Postsecondary</b> 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 challenge. Due to the rural location of SCCC, it can be a struggle to recruit faculty to the region and the college.</p>

## 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><b>Secondary</b> 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 increasing.</p>	<p><b>Secondary</b> There is a need 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><b>Secondary</b> 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) and Postsecondary Preparation to align with state board outcomes by adopting curriculum and teaching it in a variety of venues.</p> <p><b>Postsecondary</b> 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 strategies identified by the faculty. Employability (workplace) skills are also assessed.</p>	<p><b>Secondary</b> Employability skills are not widely and explicitly taught in core-area academic classes.</p> <p><b>Postsecondary</b> 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 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 additional academic assistance to CTE students.</p>

Implementation Process	Strengths	Needs/Gaps
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	<p><b>Secondary</b> High schools use information from industry partners, advisory boards, field data, and the bureau of labor statistics as guides to align or propose new program offerings and review curriculum.</p> <p><b>Postsecondary</b> 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><b>Secondary</b> There has been an ongoing struggle to find advisory members or getting people to attend meetings.</p> <p><b>Postsecondary</b> 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>
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	<p><b>Secondary</b> High schools implement curriculum aligned with state standards/competencies and offer pathways that meet the state-prescribed course progression.</p> <p><b>Postsecondary</b> 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 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><b>Secondary</b> 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> <p><b>Postsecondary</b> 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>
(E) has multiple entry and exit points that incorporate credentialing	<p><b>Secondary</b> 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><b>Secondary</b> High schools typically offer pathways that lead to a single credential. There may be a need to offer additional exit points through each pathway. This potential need must be investigated further.</p>

Implementation Process	Strengths	Needs/Gaps
	<p><b>Postsecondary</b>            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><b>Postsecondary</b>            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>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p><b>Secondary</b>            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. In most cases, high schools use curriculum where these certification assessments are embedded.</p> <p><b>Postsecondary</b>            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><b>Secondary</b>            NA</p> <p><b>Postsecondary</b>            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?**

<b>RECRUITMENT</b>		
<b>Process</b>	<b>Strengths</b>	<b>Needs/Gaps</b>
<p><b>Secondary</b> Alternative licensure such as 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><b>Postsecondary</b> SCCC follows Board of Trustee policy and Human Resources (HR) department policy 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</p>	<p><b>Secondary</b> Alternative licensure such as transition-to-teach or by hiring industry experts has allowed high schools to fill teaching staffs to this point.</p> <p><b>Postsecondary</b> 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><b>Secondary</b> 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><b>Postsecondary</b> 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 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</p>

**RECRUITMENT**

<p>Association (PEA) Memorandum of Understanding (MOU) and recommendation by college administration, individuals may be offered employment at the college.</p>		<p>at SCCC. The use of Perkins funds is often approved to assist CTE faculty in obtaining industry credentials.</p>
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**TRAINING**

Process	Strengths	Needs/Gaps
<p><b>Secondary</b>                      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><b>Postsecondary</b>                      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</p>	<p><b>Secondary</b>                      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><b>Postsecondary</b>                      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><b>Secondary</b>                      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><b>Postsecondary</b>                      In programs that have only one or two faculty, it may be difficult to be off campus to attend conferences as there may not be someone to oversee the student learning.</p>

**TRAINING**

<p>benefits to the college and the specific program.</p> <p>Annually, CTE faculty credentials are evaluated to ensure compliance with accreditation agencies.</p>		
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**RETENTION**

<b>Process</b>	<b>Strengths</b>	<b>Needs/Gaps</b>
<p><b>Secondary</b> Districts focus on retention by offering benefits and working to increase salaries when possible.</p> <p><b>Postsecondary</b> Faculty complete a performance evaluation based on the HR policy. This is one per semester for the first two years, annually year 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 areas 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><b>Secondary</b> Salary levels are locally determined.</p> <p><b>Postsecondary</b> The performance evaluation process is fair, straight forward, and encourages a dialogue between the faculty and supervisor. The form requires narratives from both parties.</p>	<p><b>Secondary</b> Salary levels are well below regional industry and the cost of living is high in the region.</p> <p><b>Postsecondary</b> 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. However, industry workload can be a difficult work/life balance.</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
	<b><i>Perkins V – special populations Sec. 2(48)</i></b>
X	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
X	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
X	(C) individuals preparing for non-traditional fields;
X	(D) single parents, including single pregnant women;
X	(E) out-of-workforce individuals;
X	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
X	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
X	(H) youth who are in, or have aged out of, the foster care system; and
X	(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.
X	<b><i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i></b> (B) students from major racial and ethnic groups;
X	American Indian or Alaskan Native
X	Asian
X	Black or African American
X	Hispanic/Latino
X	Native Hawaiian or Other Pacific Islander
X	White
X	Two or More Races
X	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><b>Secondary</b> Individual Plans of Study (IPS) for each student involving academic planning, career research, and interest/aptitude inventories.</p>	<p><b>Secondary</b> (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>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> <p style="padding-left: 40px;">(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</p> <p style="padding-left: 40px;">(ii) is on active duty (as such term is defined in section 101(d)(1) of such title.</p>	<p><b>Secondary</b> At least twice a year, direct student advising through the IPS process is completed.</p> <p>Professional development is provided on CTE, workforce, and postsecondary opportunities for teachers involved in advising, English learning, and special education programs within our schools.</p>
<p><b>Secondary</b> Culturally-specific student organizations providing support, learning opportunities, and community.</p>	<p><b>Secondary</b> Hispanic/Latino</p> <p>Black or African American</p>	<p><b>Secondary</b> Continue to provide funding for learning opportunities, mentoring, and logistical support (transportation, meeting space, time connected with the school day).</p>

<b>Strength</b>	<b>Which special population(s)</b>	<b>Strategies for Sustaining</b>
<p><b>Secondary</b>            There are two 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><b>Secondary</b>            Individuals with disabilities</p>	<p><b>Secondary</b>            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><b>Postsecondary</b>            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 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><b>Postsecondary</b>            All special populations</p>	<p><b>Postsecondary</b>            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. We will strengthen recruitment and retention strategies for Excel in CTE and AOK Proviso programs, which specifically target all special populations.</p>
<p><b>Postsecondary</b>            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><b>Postsecondary</b>            All special populations.</p>	<p><b>Postsecondary</b>            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>

<b>Strength</b>	<b>Which special population(s)</b>	<b>Strategies for Sustaining</b>
<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>SCCC officials continue to designate internal and external sources of funding for faculty and staff professional development.</p>
<p><b>Postsecondary</b> SCCC continues to designate funds to ensure modern classroom technology and equipment for student learning success.</p>	<p><b>Postsecondary</b> All special populations.</p>	<p><b>Postsecondary</b> SCCC will continue to seek funding opportunities to maintain the quality of the programs and to explore the development and implementation of new programs.</p>

<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
<p><b>Secondary</b> Students who are English Language Learners, mostly new to the country, who lack all the reading, writing, and speaking and listening skills typically find themselves several semesters behind their peers in obtaining credits in the general curriculum for graduation. We 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><b>Secondary</b> English Learners</p>	<p><b>Secondary</b> 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><b>Secondary</b> Some students have barriers in the cost of materials for CTE classes in connection with</p>	<p><b>Secondary</b> Individuals from economically disadvantaged families, including low-income youth and adults.</p>	<p><b>Secondary</b> Provide fundraising opportunities or secure funding to provide these materials. Investigate different textbook adoption options as</p>



Gap	Which special population(s)	Strategies for Improvement
postsecondary institutions (textbooks, cosmetology kits, etc.).		technology adapts (licensing and packaging by publisher).
<p><b>Postsecondary</b>  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><b>Postsecondary</b>  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><b>Postsecondary</b>  SCCC provides financial aid workshops for students and parents. SCCC now incorporates admission and financial aid application in one form. Financial aid information sessions are held multiple times during the academic year. A text message platform is being utilized to provide current information to students. The college website is in the midst of a complete update so the information is oriented for the public and prospective students. Free tutoring is available in most academic areas with a focus on math and writing. The business and industry continuing education department has offered sessions on becoming a licensed day care provider.</p>
<p><b>Postsecondary</b>  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><b>Postsecondary</b>  All special populations.</p>	<p><b>Postsecondary</b>  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, they can 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><b>Secondary</b> Courses in CTE pathways follow students' IEP and 504 guidelines.</p>	<p><b>Secondary</b> Individuals with disabilities</p>	<p><b>Secondary</b> Provide professional development for the teachers in CTE pathways.</p>
<p><b>Secondary</b> Provide opportunities and transportation for placement tests for free and, in some cases, at the high school site. Tests include ACT and TABE. The work on tiered systems of support will increase student achievement and scoring on these assessments.</p>	<p><b>Secondary</b> All special populations have these opportunities.</p>	<p><b>Secondary</b> Continue partnership with KSDE and postsecondary institutions to provide these opportunities as well as refine our processes in MTSS.</p>
<p><b>Secondary</b> Seeing an increase in non-traditional enrollments in health science and industrial arts pathways.</p>	<p><b>Secondary</b> Individuals preparing for non-traditional fields.</p>	<p><b>Secondary</b> Encourage these students through the IPS advising process using the program of study guides and provide professional development for staff to promote a well-rounded workforce.</p>
<p><b>Postsecondary</b> 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"> <li>• Collaboration with area USDs for career awareness, recruitment, and enrollment in CTE pathways</li> <li>• Course placement testing – Next Generation Accuplacer</li> <li>• Academic skills evaluation – TABE and TEAS</li> <li>• Structured sequence of English as a Second Language (ESL) and developmental education courses</li> <li>• Burlington English Online Resource</li> <li>• Adult basic education courses</li> <li>• Adult basic education (ABE) instructor team teaching with a career and technical education (CTE) instructor</li> </ul>	<p><b>Postsecondary</b> All special populations.</p>	<p><b>Postsecondary</b> SCCC will increase student awareness of these services through various communication strategies, e.g., email, text, flyers.</p>

Strength	Which special population(s)	Strategies for Sustaining
<ul style="list-style-type: none"> <li>• Peer tutoring services</li> <li>• Writing Center</li> <li>• TRiO Student Support Grant</li> <li>• SCCC At Risk team</li> <li>• Student Success Center</li> <li>• Every Four Week Grade Checks</li> </ul>		
<p><b>Postsecondary</b> As of the fall 2023 semester, SCCC has a full-time mental health provider on campus.</p>	<p><b>Postsecondary</b> All special populations.</p>	<p><b>Postsecondary</b> When identified students require care and services beyond the expertise of the At Risk committee, the student is referred to the full time mental health provider on campus.</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 every four-week grade check process. This process occurs every four weeks of the semester. Faculty record observable behaviors that are concerns. Communication is 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><b>Postsecondary</b> 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><b>Postsecondary</b> All special populations.</p>	<p><b>Postsecondary</b> 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>

<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
<p><b>Secondary</b> Transportation to postsecondary institutions</p>	<p><b>Secondary</b> 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><b>Secondary</b> Counseling and social emotional support resources as well as some public transportation options may be available.</p>
<p><b>Secondary</b> Cost of non-CTE college courses</p>	<p><b>Secondary</b> 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><b>Secondary</b> Provide fundraising opportunities or secure funding to scholarship students. Also, there is potential partnering with postsecondary institutions to address this need.</p>
<p><b>Secondary</b> Increase social-emotional needs</p>	<p><b>Secondary</b> 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><b>Secondary</b> Counseling and social emotional support resources from school district and community sources.</p>
<p><b>Postsecondary</b> 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><b>Postsecondary</b> 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><b>Postsecondary</b> 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>

<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
<p><b>Postsecondary</b>            Many of the CTE programs have additional course fees and transportation expenses.</p>	<p><b>Postsecondary</b>            Individuals economically disadvantaged            Individuals preparing for non-traditional fields            Single parents            Out of workforce individuals            English learners            Homeless individuals</p>	<p><b>Postsecondary</b>            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>

**Q10: What activities in the region prepare special populations for high-wage high-skill in-demand occupations and lead to self-sufficiency?**

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

Strength	Which special population(s)	Strategies for Sustaining
<p><b>Secondary</b> <b>Postsecondary</b> Secondary-Postsecondary instructional partnerships – students able to take courses on high school campuses through concurrent enrollment and Blendflex model.</p>	<p><b>Secondary</b> <b>Postsecondary</b> All special populations</p>	<p><b>Secondary</b> <b>Postsecondary</b> Continue strengthening partnerships through teamwork and communication. Continue to improve technological infrastructure to promote additional synchronous learning opportunities.</p>
<p><b>Secondary</b> 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>	<p><b>Secondary</b> All special populations</p>	<p><b>Secondary</b> Continue investing funds and human capital in these programs.</p>
<p><b>Postsecondary</b> 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 the annual CTE Expo and employability skills workshops.</p>	<p><b>Postsecondary</b> All special populations.</p>	<p><b>Postsecondary</b> 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, and Career Day.</p> <p>SCCC will continue to invite high school instructors, counselors, and administration to campus to learn about the high demand, high wage careers and the academic programs for students 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</p>

Strength	Which special population(s)	Strategies for Sustaining
		include live radio broadcasts, Facebook live sessions, and podcasts.

Gap	Which special population(s)	Strategies for Improvement
<p><b>Secondary</b> 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><b>Secondary</b> (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><b>Secondary</b> Refine our processes in MTSS and curriculum development.</p>
<p><b>Secondary</b> Graduation rate below state/local norms for students in special populations, preventing future credential or degree attainment.</p>	<p><b>Secondary</b> (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><b>Secondary</b> Increase alternative education options and add layers of social emotional and academic support for students who are at risk of not graduating.</p>
<p><b>Secondary</b> A lack of affordable or available childcare for single parents.</p>	<p><b>Secondary</b> Single parents, including single pregnant women</p>	<p><b>Secondary</b> Increase alternative education options and early graduation options for students who have</p>

<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
		children or are pregnant mothers. Also, investigate the potential of providing daycare within the district.
<b>Postsecondary</b> As a rural community college in southwest Kansas, students experience the lack of reliable internet service.	<b>Postsecondary</b> All special populations	<b>Postsecondary</b> SCCC will consider discussion with area internet service providers to attempt to increase services as well as reliability of those services.