

## COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

## Due Date: February 1, 2024

(Effective July 1, 2024 – June 30, 2026)

**Regional Team Co-chairs**:

	Name	Institution/School	Phone	Email
Secondary Institution	Dr. Cindy Swartz	USD 232-De Soto School	913-667-6200, ext. 2803	cswartz@usd232.org
	Dr. Ryan Flurry	District USD 512-Shawnee Mission School District	913-993-8725	ryanflurry@smsd.org
Postsecondary Institution	Dr. Shelia F. Mauppin	Johnson County Community College	913-469-8500, ext. 3618	smauppin@jccc.edu
	Dianne Smethers		913-469-8500, ext.3212	<u>dsmether@jccc.edu</u>

Date\_\_\_\_February 1, 2024

Regional Team Name: Overland Park/Johnson County Regional Team

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.
  - o 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 <u>twice</u>** 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 <u>PerkinsV@ksbor.org</u> 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 <u>https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability</u>

FY21-22 Needs Assessments can be found at https://kansasregents.org/workforce\_development/perkins\_grants/perkins-v

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

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

STEP 2: Analyze Student Performance

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

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

Part 1: Size, Scope, and Quality.

Part 2: Progress Toward Implementing Programs of Study.

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

Part 4: Progress toward Improving Access and Equity.

## **COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE**

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

Regional TeamName:Overland Park/Johnson County Regional	Team Date:	February 1, 2024
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Dr. Cindy Swartz, USD 232 De Soto School District Dr. Ryan Flurry, USD 512 Shawnee Mission School District	<u>cswartz@usd232.org</u> ryanflurry@smsd.org	913-667-6200, ext. 2803 913-993-8725
Postsecondary: Dr. Shelia Mauppin, Johnson County Community College Dianne Smethers, Johnson County Community College	<u>smauppin@jccc.edu</u> <u>dsmether@jccc.edu</u>	913-469-8500, ext. 3618 913-469-8500, ext. 3212

Regional Needs Assessment Team At least <u>TWO</u> representatives for each category are **REQUIRED** 

Representative	Name	Institution and Position	
	Dr. Cindy Swartz	USD 232 DeSoto School District / CTE Coordinator	
Secondary Co-chair(s)	Dr. Ryan Flurry	USD 512 Shawnee Mission School District / CTE Coordinator & Principal of Career Education Campuses	
Postsecondary Co-chair(s)	Dr. Shelia Mauppin Dianne Smethers	Johnson County Community College / Dean, Computing Sciences & Information Technology (CSIT), Early College & Community Outreach Johnson County Community College / Program Director, Career & Technical Education Transitions	
Teachers - Secondary	Jaylene Freeman	USD 231 Gardner Edgerton School District / Business Teacher	
	Ann Dark	USD 229 Blue Valley West School District / Business Teacher and Department Chair	

	Tara Wolfe	Johnson County Community College / Olathe School District/Healthcare Science	
	Cherie Parker	Johnson County Community College / Olathe School District CNA Instructor	
Faculty - Postsecondary	Andrew Lutz Christina Rudacille	Johnson County Community College / Chair & Faculty Member, Information Technology Johnson County Community College / Faculty Member & Director, Practical Nursing & Health Occupations	
Secondary Administration	John McIntire Scott Kreshel	USD 231 Gardner Edgerton School District / Middle/High School Principal USD 229 Blue Valley School District Academy / Principal	

	Dr. Shelia Mauppin	Johnson County Community College / Dean, Computing Sciences & Information Technology (CSIT), Early College & Community Outreach	
Postsecondary Administration	Cathy Almai-Mahurin	Johnson County Community College / Dean, Student Services & Learner Engagement	
	Dr. Amy Sellers	Johnson County Community College / Program Director, Early College Partnerships & Outreach	
	Dr. Vince Miller	Johnson County Community College / Dean, Academic Support	
Specialized instructional support and paraprofessionals	Kelly Chapman	USD 512 Shawnee Mission School District / Secondary Special Education (SPED) Transition Specialist	
Representatives of regional or local agencies serving out-of- school youth, homeless children/youth, and at-risk youth	Allie Wagner	Johnson County Mental Health / Licensed Professional Counselor (LPC)	

	Tami Maholland Robbie Miller	USD 512 Shawnee Mission School District, McKinney-Vento Liaison (The National Center for Homeless Education) Johnson County Community College / Coordinator, Student Basic Needs	
	Kaitlin Shulman	USD 512 Shawnee Mission School District / Coordinator of Diversity, Equity, Inclusion, & Belonging (DEIB)	
Representatives of Special Populations	Marquis Harris	Johnson County Community College / Executive Director, Inclusion & Belonging	
	Holly Dressler	Johnson County Community College / Director, Access Services	
Career Guidance and Academic Counselors	Melissa McIntire	USD 231 Gardner Edgerton School District / Director of Student Support Services - High School Counselor for 20 plus years	
	Sarah Beren	USD 229 Blue Valley School District / District Coordinator, Blue Valley School District & Johnson County Community	

	Alex Wells	College Career Readiness Partnership Johnson County Community College / Assistant Dean, Counseling & New Student Retention	
	Tyler McDowell	Johnson County Community College / Student	
Students	Ayden (Ace) Cofield	USD 512 Shawnee Mission School District / Student	
	Sherry Osborn	Johnson County Community College / Student	
	Amy Niemann	Shawnee Economic Development Council / Project Coordinator	
Community Members	Jason Camis	Gardner Chamber of Commerce / President	
	Anna Hennes	Kauffman Business to Education (B2E) Team	
Business & Industry Representatives	Greg Lever	National Institute for Construction Excellence / Director	

	Walt Miller	Vice President for Operational Excellence and Training for Panasonic	
	Debbie Irwin	Administrative Clinical Manager, Advent Health Medical Group	
	Brie Cantrell	Nursing School Clinical Manager, Children's Mercy	
	Angie Black	Senior Director, Primary & Urgent Care, Children's Mercy	
	Alisha Dillingham	Education Coordinator II, Ambulatory Education (Children's Mercy)	
	Catherine O'Neill	Education Coordinator, Ambulatory Education (Children's Mercy)	
	Cindy Campbell	Director of Population Health and Quality, Metro Physicians Association	
Workforce Development Representatives	Sloane Gage	Workforce Partnership / Director of Work Based Learning and Industry Engagement	

	Keely Schneider	Workforce Partnership / Executive Director	
	Dr. Cindy Swartz	Parent of USD 232 De Soto School District Student	
Parents	Jaylene Freeman	Parent of USD 231 Gardner Edgerton School District Student	
Representative of Adult Education Programs (one	Angie Huber	Johnson County Community College / Program Coordinator, Accelerating Opportunity-Kansas (AO-K)	
representative is sufficient per state requirement)	Leslie Dykstra	Johnson County Community College / Program Director, Johnson County Adult Education (JCAE)	
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Luanne Barron	School for the Deaf / Superintendent	
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	N/A	N/A
Representatives from CTE programs at correctional institutions (where applicable)	N/A	N/A	N/A

	Dan Tesfay	Kauffman RWL Data Support	
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Natalie Alleman Byers	Johnson County Community College / Director, Institutional Planning & Research	
	Jane Hackney	Johnson County Community College / Coordinator, Program Compliance	

### **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 <u>PerkinsV@ksbor.org</u> to request approval.

Approved Sources of Data:

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

In order to use the 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 <u>https://www.onetonline.org/crosswalk/.</u>

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

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.

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
Secondary Pathways: Co	oncentrators	Job Openings	Postsecondary Programs:	Postsecondary Program:
Restaurant and Event Management	542	22,499	01.0308 Sustainable Agriculture	50.0408 Interior Design
Manufacturing	129	12,472	01.0601 Horticulture Sciences	
Teaching/Training	154	8,663	01.0608 Floral Design	
Business Finance	134	8,498	11.0201 Computer Information Systems	
Business Management and Entrepreneurshi	p 699	7,370	11.0801 Web Development & Digital Media	
Marketing	347	7,370	11.0901 Information Technology	
Construction & Design	147	6,821	11.1006 Computer Support Specialist	
Mobile Equipment Maintenance	255	6,459	12.0401 Cosmetology	
Aviation Maintenance Pathway	13	6,459	12.0409 Esthetics	
Health Science	1,763	6,078	12.0410 Nail Technology	
Biomedical	19	6,078	12.0501 Pastry/Baking	
Web & Digital Communications	241	3,546	12.0503 Chef Apprenticeship	
Programming & Software Development	114	3,546	12.0504 Food & Beverage Management	
Information Support & Services	18	3,546	15.0406 Automation Engineer Technology	
Corrections, Security, Law & Law Enforceme	nt 115	3,414	15.1302 Computer Aided Drafting & Design	
Emergency & Fire Management Services	84	3,414	16.0103 Healthcare/Legal Interpreting	
Digital Media Pathway	623	2,515	16.1603 American Sign Language (ASL) Studies	
Graphic Design Pathway	247	2,515	22.0301 Legal Administrative Assistant	
Fashion, Apparel, Interior Design Pathway	105	2,515	22.0302 Paralegal	
Family, Community & Consumer Services	240	2,095	43.0203 Fire Science	
Engineering & Applied Mathematics	698	1,997	46.0302 Electrical Technology	
Plant Systems	5	1,739	46.0503 Plumbing Technology	
Animal Science	33	1,205	47.0101 Electronics Technology	

#### Q1: How do the pathways and programs <u>currently being offered</u> in the region compare to regional occupational demands?

Energy Pathway	20	1,205	47.0201 HVAC Technology
Biochemistry	17	1,205	47.0604 Automotive Technology
Comprehensive Agricultural Science	19	874	48.0508 Metal Fabrication/Welding Technology
Government and Public Administration	47	651	49.0208 Railroad Operations
			51.0602 Dental Hygiene
			51.0709 Health Info Systems Specialist
			51.0710 Medical Office Specialist
			51.0713 Medical Coding Specialist
			51.0810 Emergency Medical Technician
			51.0903 Neurodiagnostic Technology
			51.0904 Emergency Medical Science
			51.0908 Respiratory Care
			51.2602 Home Health Care Aide
			51.2603 Medication Aide
			51.3103 Dietary Manager
			51.3801 Nursing
			51.3901 Practical Nursing
			51.3902 Nursing Aide
			52.0302 Accounting
			52.0401 Administrative Assistant
			52.0904 Hotel/Lodging Management
			52.1902 Fashion Merchandising & Marketing

# Q2: What pathways and/or programs (if any) <u>are not currently offered, but are needed</u> in the region based on occupational <u>demands?</u>

Pathways/Program	Evidence from the Kansas Department of	Evidence from Regional Sources
	Labor Market Data	
<ul> <li>Postsecondary/Secondary: <ul> <li>Network Systems is offered but could expand.</li> <li>Cybersecurity</li> <li>All Information Technology Fields, including Artificial Intelligence (Al).</li> <li>Business Management/Entrepreneurship Pathways could expand to all districts.</li> </ul> </li> </ul>	Kansas labor market data shows these areas to be High Demand and High Wage.	<b>Stakeholder feedback (Paraphrased &amp; Summarized):</b> In addition to computer programming, there is a need to emphasize Information Support and Network Systems. These programs are the building blocks to programs such as Programming, Software Development, and Cybersecurity. While programming and software development programs might indicate a higher demand, Information Support & Services and Network Systems are a great entry point for students and provide building blocks for Information Technology fields in high demand.

		Artificial Intelligence (AI) programming – focus on foundational knowledge and base concepts in information technology. Business Management is high wage and high demand but not all secondary districts are offering this pathway.
<ul> <li>Postsecondary/Secondary:         <ul> <li>Nursing, Practical Nursing, Neurodiagnostic Technology, Respiratory Care, Emergency Medical Science, and Dental Hygiene programs are offered at JCCC; however, the employment demand is outpacing the number of graduates.</li> <li>Employees in all healthcare related fields are needed in the KC Metro.</li> </ul> </li> <li>Radiologic technology was a program that is not offered by JCCC but was discussed in the data presented by Workforce Partnership.</li> </ul>	Kansas Labor Market data shows all healthcare fields to be In-demand.	Stakeholder feedback (Paraphrased & Summarized): There is a current need for Medical Assisting positions. These positions provide much needed support for colleagues, which, in turn, allows these colleagues to work at capacity.
<ul> <li>Postsecondary/Secondary:         <ul> <li>Construction &amp; Design (Architecture &amp; Engineering)</li> <li>JCCC offers Construction Management but does not offer General Construction.</li> </ul> </li> </ul>	Kansas labor market data shows Construction to be In- Demand.	
<ul> <li>Postsecondary/Secondary:</li> <li>Manufacturing/Industrial Trades</li> <li>JCCC offers industrial trades programs, but they are capped with no opportunity for expansion.</li> </ul>	Kansas labor market data shows Manufacturing to be In-Demand.	
Postsecondary/Secondary:         Teachers (all levels, including preschool)	Kansas labor market data shows Education to be In- Demand.	

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
Postsecondary: 50.0408 Interior Design	<ul> <li>Postsecondary:</li> <li>Each year, the Interior Design program is at capacity with student enrollment. Not all students in the program are seeking full-time work in this field. In addition to those seeking full-time work, this career field attracts consultants and entrepreneurs who are self-employed and may also pursue other career interests.</li> <li>Secondary:</li> <li>Secondary considers this pathway to be connected to business management/entrepreneurship as most are interested into starting their own business.</li> </ul>	<ul> <li>U.S. Department of Labor: Career One Stop indicates that Kansas will have a 4% growth from 2022-2032.</li> <li>According to the Occupational Outlook Handbook, employment of interior designers is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations.</li> <li>About 9,000 openings for interior designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.</li> </ul>

### **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<sup>\*\*</sup> 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.

	Identify Strength(s)	Identify Gap(s)
	How are these strengths being sustained in	What are the root causes of the gaps?
	the region?	
Overall Student Performance in the Region: Secondary Pathways (all) - Overall Averages: 1S1: State Goal 81.1%; Regional average 94.6% 2S1: State Goal 27.7%; Regional average 52.34% 2S2: State Goal 23%; Regional average 33.4% 2S3: State Goal 25.9%; Regional average 42.36% 3S1: State Goal 81.7%; Regional average 93.93% 4S1: Goal 29.10%; Regional average 30.46% 5S2: State Goal 50.10%; Regional average 61.41%	Secondary strengths:           Overall, most targeted areas have met or exceeded the State average. All Secondary Pathways, collectively, met the following Core Indicators: 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S2.           For strengths, see benefits and Stakeholder feedback below.	Secondary gaps: When Secondary overall data is spread thin to highlight the special populations and subgroups, gaps are noticed which have been addressed in each section. Each district in the region takes time to meet with each other to discuss supports in place. Causes of Secondary gaps: Some students struggle with advocating for themselves. Most districts need more special service or ELL paraprofessionals. Additionally, a lack of early identification of transfer students contributes to some gaps. Some districts provide little initial screening opportunities for students when they transfer from other districts. In doing so, it takes some time for the staff to identify gaps in learning and other issues that impact student learning (financial, social/emotional, home life, etc.). Having more staff to assist with transiency and early detection will help to address these gaps. See stakeholder feedback below.
	Postsecondary strengths: The following programs met JCCC Core Indicator 1P1: Agriculture, Food & Natural Resources Architecture & Construction Business Management & Administration Education & Training Health Science Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing	Postsecondary gaps: All cluster areas met JCCC Core Indicator 1P1.

Science, Technology, Engineering & Mathematics Transportation, Distribution & Logistics <b>The following programs met Core Indicator 2P1:</b> Education & Training Health Science Human Services Law, Public Safety, Corrections & Security Manufacturing	The following programs did not meet Core Indicator 2P1: Agriculture, Food & Natural Resources Architecture & Construction Business Management & Administration Information Technology Marketing Science, Technology, Engineering & Mathematics Transportation, Distribution & Logistics
The following programs met Core Indicator 3P1: Architecture & Construction Business Management & Administration Education & Training Health Science Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Transportation, Distribution & Logistics	The following programs did not meet Core Indicator 3P1: Agriculture, Food & Natural Resources Human Services Science, Technology, Engineering & Mathematics
The College offers both academic and career counseling. Twenty-nine counselors are available to help students with all facets of college planning. In addition, the JCCC Career Development Center provides one-to-one meetings as well as workshops and assessments to inform decision-making in career exploration. The JCCC Pathways Program provides students with the tools, resources, and people necessary for success at JCCC and beyond. With the assistance of a Success Advocate, students can get started on their success path. Success Advocates act as a student's guide to the JCCC campus. They assist with questions that students have about admission, orientation, transcripts, student	<ul> <li>Stakeholder Feedback (Paraphrased &amp; Summarized): Workforce Partnership works with school districts to serve all special populations with needs they may have related to employment.</li> <li>Based on stakeholder feedback, Workforce Partnership staff will begin to reach out to school districts regarding employer contacts focused on providing employment and work-based learning opportunities for students in special population categories.</li> </ul>

email, College policies, meeting with a Counselor, completing registration, acquiring required books, or paying for classes.	
Counselors provide academic, personal and career counseling. Students work with a Counselor to develop course schedules based on individual needs, responsibilities, and goals. Counselors can also provide assistance in crisis situations and short-term personal counseling.	
Benefits of the Pathways Program:	
<ul> <li>Keeps students focused on their goals.</li> <li>Provides a mentor and accountability partner to keep students on track.</li> <li>Partners student with a Success Advocate and an Academic Counselor who collaborate to offer timely information.</li> <li>Provides access to a free, no-credit Pathways to Success course.</li> </ul>	
As part of the Pathways Program, students receive a Success Plan, which is a personalized list of items for a student to accomplish. It is tailored to a student's academic goals and designed to help them transition into college and get them connected with resources necessary for academic, personal, and professional success.	
Johnson County Community College has an abundance of resources to assist students as they make program and career choices and offers:	
Degrees & Certificates - JCCC degree and certificate career programs provide the opportunity for students to study specific careers and enter the job market upon completion.	
Career Program Outlooks - Compiled by the JCCC Office of Institutional Research, the Career Program Outlooks	

highlight employment and salary information as	
reported by JCCC career program completers.	
Career Links Newsletters - The Career Links Newsletters	
feature conversations with faculty about their path	
from degree to career to help students with their	
college major decision and career selection. These	
newsletters can help students determine what skills,	
strengths and experience is necessary to be successful	
in each program or degree.	
Connecting Majors to Careers - What Can I Do With This	
Major? - A common question asked by college students,	
these major sheets offer information about fields of	
employment, employers and strategies for pursuing a	
career in each major.	
Vocational Biographies - This software program is	
available on computers located in the Career	
Development Center. It offers 1,001 career stories of	
real people in a variety of traditional and newly	
emerging careers. Each four-page career story includes	
the education and work history for each person. The	
required education and training, job description, salary,	
and job outlook are also listed for each occupation.	
Experiential Learning Opportunities:	
Informational Interviewing An informational interview	
Informational Interviewing - An informational interview	
is an appointment that is scheduled with a particular	
career professional for the purpose of gaining current,	
regional and/or specialized information from an	
"insider" point of view.	
Volunteering/Service Learning – Volunteering is a great	
way to develop skills, network, and research job	
environments. Service Learning integrates community	
service with college coursework.	
As career guidance and academic counseling	
requirements evolve to meet workforce demands, JCCC	

	will explore strategies that focus on meeting the needs of students interested in enrolling in career and technical education programs.	
	Performance of Special Populations	
Individuals with disabilities	Postsecondary:	Stakeholder Feedback (Paraphrased & Summarized):
	Access Services:	Students have difficulty understanding and advocating
Postsecondary:	JCCC has an accessibility center that assists college	for accommodations.
1P1: 95.45% (Meets Target)	students who have Individualized Education Plans (IEP)	
2P1: 69.44% (Meets Target)	and/or 504 plans.	High school students, who are entering college, may not
3P1: 12.12% (Meets Target)		want to reestablish their need for accommodation and
	JCCC has an office designated to provide	do not understand that asking for an accommodation
	<ul> <li>accommodations for students with disabilities who</li> </ul>	does not require them to use it.
	encounter access barriers. Access Services ensures that	
Secondary:	all course syllabi have information on how to request	Students may excel in one area of a course (lab setting),
1S1: 98% (Meets Target)	accommodations and the faculty and staff in Access	but struggle in a classroom (lecture) environment, and
2S1: 30.94% (Meets Target)	Services work with instructional faculty on creating	may not know how to advocate for their needs in
2S2: 26.29% (Meets Target)	accessible and equitable classroom environments.	different settings.
2S3: 26.62% (Meets Target)		Churd and a set in a set if a dura second bills. Calif. A dura second
351: 93.02% (Meets Target)	Accommodations are determined on a case-by-case	Students are lacking self-advocacy skills. Self-Advocacy
4S1: 47.91% (Meets Target) 5S2: 36.70% (Does not meet Target)	basis, with input from the student, and instructional faculty are notified of the students approved	needs to be a key component of soft skills that students learn in K-12. It is a critical skill that is needed for
552. 50.70% (Does not meet faiget)	accommodations. The Access Services team serves as a	student success.
	referral source to ensure that students are able to	student success.
	access campus resources seamlessly.	Students who attend the Kansas School for the Deaf
		reside in areas across the State. They have the
	Access Services works with students transitioning to	opportunity to take advantage of resources like career
	JCCC. Access Services provides informational sessions	and technical education at Olathe North High School,
	to students before they leave high school regarding the	and JCCC's Transition Into Postsecondary Studies (TIPS)
	accommodations available including accommodations	program. The TIPS program offers students extra
	on placement exams, assistance navigating the	support and encouragement. However, once students
	enrollment pathway, and planning accommodations for	return to their home, they may not have the same level
	courses. Access Services staff are involved in the	of support.
	Information, Communication, and Technology	
	Accessibility Committee to ensure both the colleges	Students are not aware of available opportunities and
	physical and virtual environments are accessible.	resources, and assumptions are made about student interests.
	In addition, JCCC offers the TIPS (Transition Into	
	Postsecondary) Program to assist high school students	Additional Secondary comments:
	with special learning needs, an (IEP) and/or a 504 plan,	Some students struggle to fit CTE credits in their
		schedule on top of required Special Education courses

	r
to begin to navigate college in the second semester of their senior year.	they are required to take. Students might not be taking college credit courses if they are struggling in core content areas. Workforce may not be as
JCCC also partners with local school districts, Vocational Rehabilitation, and the University of Kansas Center for	accommodating as the educational system in hiring students with disabilities in all areas.
Autism Research & Training and offers free English as a	
Second Language (ESL) classes through the Adult Basic Education Program.	Secondary would benefit from having real-world work experiences as options for all students.
Access Services has been involved in the following activities to support underserved populations:	Provide more academic support at an early age. Plus, academic support within CTE courses and tutoring services. More paras are needed and ultimately the
The University of Kansas Center for Autism Research and Training (KCART): KCART staff and Access faculty meet with JCCC students on the Autism Spectrum twice a month to assist with social connections and increase engagement at JCCC.	funding to pay for more para- professionals.
Autism Spectrum Disorder (ASD) Orientation: Orientation specifically designed for students with ASD.	
Deaf/Hard of Hearing (D/HH) Orientation: Orientation specifically designed for students who are D/HH).	
As part of the campus tour, Access Services staff provide informational sessions for area high school students with disabilities.	
Student Club: American Sign Language (ASL) Club is a student-led community with the goal of providing a natural environment for interacting with Deaf, Hard of Hearing and Deaf Blind community members using ASL and culturally appropriate behaviors. All JCCC Deaf, Hard of Hearing, Deaf Blind students are encouraged to attend. All JCCC students enrolled in any ASL classes are also encouraged to attend.	
encouraged to attend.	

	Secondary: Variety of job placements for CBI (Community Based Instructions). Students with special needs benefit from more real-world experiences. Job placements that have enough tasks for students to build their on-the- job stamina. Secondary districts provide opportunities for advocacy skills to be demonstrated by the student. This helps the student request accommodations and share information about themselves to staff at the accessibility center and professors. Each district has supports in place, however, we are still lacking para support, which is a nation-wide workforce issue.	
Individuals from economically disadvantaged families, including low-income youth and adults. Postsecondary: 1P1: 95.24% (Meets Target) 2P1: 63.64% (Does not meet Target) 3P1: 12:48% (Meets Target) Secondary: 1S1: 99% (Meets Target) 2S1: 38.35% (Meets Target) 2S2: 27.05% (Meets Target) 2S3: 34.43% (Meets Target) 3S1: 94.52% (Meets Target) 3S1: 43.40% (Meets Target) 5S2: 43.27% (Does not meet Target)	Postsecondary: In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support. The Student Basic Needs Center offers a hardship grant for eligible students in need—up to \$500 in one-time assistance. JCCC and school districts partner with Johnson County Mental Health, Vocational Rehabilitation, United Way, Harvesters, Johnson County "My Resource" Connection, Mobile Health Resources, and have a Cooperative Agreement with Children's Mercy to provide social workers. The JCCC Foundation offers over 200 scholarships that include need-based criteria.	Postsecondary: College students are often overwhelmed with information about resources and opportunities, and they have difficulty determining how to tap into the resources. JCCC needs to find a more effective way to condense information for students. Secondary: In the secondary setting, economically disadvantaged status is not disclosed to teachers and staff, which makes it difficult to know how to provide resources to meet those needs. Secondary recommends a different reporting method, similar to the early childhood surveys/reporting for families in need. This area (families not reporting Free and Reduced) needs greater attention.

	Secondary:	
	Students are willing to actively participate in classes they see value in (i.e., classes that support their career interests; IPS - Individual Plan of Study).	
	Each of our districts has supports in place to assist our economically disadvantaged students/families.	
Individuals preparing for non-traditional fields.	Postsecondary: JCCC hosts professional development opportunities for	Stakeholder Feedback (Summarized & Paraphrased): Students may do well in hands-on CTE courses but
Postsecondary:	secondary and post-secondary faculty that focus on	struggle in traditional academic courses.
1P1: 10.69% (Meets Target) 2P1: 7.38% (Does not meet Target)	awareness of non-traditional careers and highlights student experiences.	Secondary additional comments:
3P1: 12.59% (Meets Target)		Overall, Secondary nontraditional data has improved.
	Currently, JCCC is utilizing Carl D. Perkins funding to support a media campaign that raises awareness and	However, districts are lacking the staff to actively work on nontraditional follow up data to know what is
Secondary:	targets enrollment growth in non-traditional	working.
1S1: 100% (Meets Target)	occupations.	
2S1: 50.55% (Meets Target)		
2S2: 39.90% (Meets Target) 2S3: 45.12% (Meets Target)	Secondary:	
3S1: 96.05% (Meets Target)	HR involvement with non-trad hires has an impact.	
4S1: 100% (Meets Target) 5S2: 65.88% (Meets Target)	We are advertising to the non-trad pathways but need the enrollment.	
	JCCC non-trad activities for secondary students could help to promote these areas, such as Girls Who Code, Dudes in Nursing, and other STEM events.	
Single parents, including single pregnant women.	Postsecondary:	Secondary:
	The JCCC Foundation offers two scholarships for single	Some data was not reported. Students may not have
Postsecondary:	parents and one scholarship for single mothers.	been pregnant/parent at the time they took the test.
1P1: 95.35% (Meets Target) 2P1: 52.63% (Does not meet Target)	In 2019, JCCC created the Student Basic Needs Center to	
3P1: 8.94% (Meets Target)	provide information and resources to combat the	
	hardships which adversely affect the ability of JCCC	
Consultant.	students to complete their academic, professional, and personal development objectives. The center is a safe,	
Secondary: 1S1: N/A No Data Provided	friendly place for students to visit for resources to meet	
2S1: N/A No Data Provided	basic needs. Mental and physical well-being is	

2S2: N/A No Data Provided 2S3: N/A No Data Provided 3S1: 100% (Meets Target) 4S1: N/A No Data Provided 5S2: 100% (Meets Target)	<ul> <li>paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support. The Center does also offer supplies for infants and toddlers—diapers, formula, etc.</li> <li>The Student Basic Needs Center offers a hardship grant for eligible students in need—up to \$500 in one-time assistance.</li> <li>The Counseling Department offers a hardship grant for any student in need—\$450.</li> <li>Secondary: 3S1 and 5S2 are strengths. The other areas did not have data to report.</li> </ul>	
Out-of-workforce individuals Postsecondary/Secondary: N/A: No Data Provided for this Special Population.	Postsecondary:JCCC participates in the Accelerating Opportunity:Kansas Initiative (AO-K). This partnership between theKansas Board of Regents and the Kansas Department ofCommerce is designed to transform the delivery systemfor adult education in Kansas. The program uses careerpathways to deliver career and technical educationsimultaneously with adult basic skills and GED testpreparation for students working to earn their highschool diplomas. Students complete short-termcertificate programs aligned with labor market needs,leading to industry endorsed credentials and immediatejobs with family-sustaining wages. Current AO-K careerpathways available at JCCC include AdministrativeAssistant, Automotive Technology, Emergency MedicalTechnician, Healthcare, Railroad Conductor, WebDevelopment, and Metal Fabrication/Welding.The Career Development Center provides access toresources and services to assist students with guidanceand information about career interests, occupationaland training options, employment needs, trends, andwage information. In addition, the Career Development	<ul> <li>Stakeholder Feedback (Paraphrased &amp; Summarized):</li> <li>For deaf individuals, there is a lack of access to language in places of employment. An employment statistic cited by a community member indicated that 70% of deaf individuals in Kansas are unemployed or underemployed.</li> <li>For individuals with any type of disability, there is difficulty in understanding how to appropriately disclose information and ask for accommodations.</li> <li>There is a need for JCCC to maximize its relationship with Workforce Partnership and find more effective ways to communicate funding streams and employment opportunities to students.</li> </ul>

	Center partners with KansasWorks (Workforce Partnership) to promote job seeker services, apprenticeships, and on-the-job training opportunities. These opportunities are available for low-moderate income individuals and include the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Family (TANF) recipients. Information packets are available to students as well as community members. Four to eight Johnson County Community College (JCCC) staff meet quarterly with the Executive Director, Workforce Partnership to share information on new programs and grant opportunities, offer updates on current programs and services, and identify partnership opportunities. The Executive Director, Workforce Partnership, provides an overview of the programs and then shares information related to assistance for students who have an interest in seeking an education at JCCC.	
English Learners Postsecondary: 1P1: 100% (Meets Target) 3 of 3 students. 2P1: 50% (Does not meet Target) 3P1: 0.00% (Does not meet Target) 0 of 8 students. Secondary: 1S1: 99% (Meets Target) 2S1: 100% (Meets Target) 2S2: 56.25% (Meets Target) 2S3: 96% (Does not meet Target) 3S1: 96.43% (Meets Target) 4S1: 52.57% (Meets Target) 5S2: 49.12% (Does not meet Target)	<ul> <li>Postsecondary:</li> <li>As noted above, through the Adult Basic Education program, JCCC offers free English as a Second Language (ESL) classes.</li> <li>KC BizFest: JCCC Admissions staff participate in a scholarship competition hosted by the Greater Kansas City Hispanic Chamber and the Kansas City Hispanic Collaborative. KC BizFest consists of a four-day scholarship competition for under-represented minority, low-socioeconomic status, metro-area high school juniors and seniors. As part of the competition, JCCC awards four scholarships annually.</li> <li>Collaboration between JCCC and Kansas City Hispanic Development Fund (HDF): As identified by the HDF, JCCC Admissions staff participate in college tours.</li> </ul>	<ul> <li>Stakeholder Feedback (Paraphrased &amp; Summarized): Non-native English speakers often struggle with a sense of belonging, and JCCC may not have adequate support systems in place to manage their specific needs.</li> <li>Materials may not be available in American Sign Language (ASL).</li> <li>Depending on the individual needs of deaf students, they may need a specific type of interpreter.</li> <li>Secondary additional comments: English Language Learners (ELL) do not receive accommodations on state assessments other than text- to-speech or a separate location. These accommodations don't really impact an illiterate student who is coming from another country. Very few ELL paras are pushed into CTE classes to help support learners. Transiency and the language barrier are</li> </ul>

	JCCC is a partner institution for the newly developed Family College Prep program. Student Club: Amigos sin Fronteras (Friends without Borders) provides opportunities for interaction and cultural awareness between English-speaking and Spanish-speaking cultures. The group tries to connect with other clubs/orgs for language and cultural exchange. <b>Secondary:</b> The Secondary overall target areas have improved from two years ago.	challenges and may contribute to making it hard to concentrate in a pathway and could also pose challenges in locating where students are to determine their placement.
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) Postsecondary: 1P1: 100% (Meets Target) 1 of 1 student. 2P1: N/A No Data Provided 3P1: N/A No Data Provided Secondary: 1S1: 91% (Meets Target)	Postsecondary: In 2019, JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support.	
2S1: 100% (Meets Target) 2S2: N/A No Data Provided 2S3 : 83.33% (Meets Target) 3S1: 100% (Meets Target) 4S1: 55.83% (Meets Target) 5S2: 41.67% (Meets Target)	Secondary: Each school district has a homeless/migrant coordinator who assists with communication and protocols for needs and resources. Secondary data has improved over the past two years.	
Youth who are in, or have aged out of, the foster care system. Postsecondary:	<b>Postsecondary:</b> JCCC Admissions is partnering with United Community Services and Olathe School District to present "Bridge to Success" workshops to McKinney-Vento and foster youth in the Olathe district. Admission staff work with the Olathe school district to provide a series of	Stakeholder Feedback (Paraphrased & Summarized): In prior years, Workforce Innovation and Opportunity Act (WIOA) funding was primarily directed to out of school youth; however, Workforce Partnership received a temporary waiver that currently allows for assistance to be directed to in-school and out of school youth.

1P1: N/A No Data Provided 2P1: 0.00% (Does not meet target) 0 of 1 student. 3P1: 14.29% (Meets Target) Secondary:	admissions and orientation workshops for "at risk" students. The "at risk" designation is determined by the school district. Students may be homeless, in foster care, from battered homes, or have been incarcerated, etc.	
1S1: 100% (Meets Target) 2S1: 50% (Meets Target) 2S2: N/A No Data Provided 2S3: 100% (Meets Target) 3S1: 100% (Meets Target)	JCCC educates roughly 40 students annually via the state's Foster Care Tuition Waiver program. This program waives tuition through the student's 23 <sup>rd</sup> birthday.	
4S1: 66.67% (Meets Target) 5S2: 100% (Meets Target)	The Student Basic Needs Center is open for service Monday – Friday, 8:30 am – 4:30 pm. The Center houses the Cav Cupboard food pantry, which, in addition to food offers personal care items and school supplies. Students in need of housing, transportation, and various social services may also receive information and assistance from the center.	
	To accommodate the growth of online education, the JCCC Student Basic Needs Center provides an Equipment Loan Program for students in need of computer laptops and Wi-Fi hotspots. The Center also operates the JCCC Student Assistance Fund, through which students facing personal hardship may apply for emergency funds to aid with paying housing, utility, and related expenses.	
	<b>Secondary:</b> Secondary data has improved over the past two years. Only one data set was not reported.	
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)	Postsecondary: JCCC's Veteran & Military Student Resource Center (VMSRC) assists active duty, veterans, and their dependents. JCCC Veteran Services is based on a peer- to-peer concept of "veterans serving veterans." The mission is to empower veterans and military-affiliated students to succeed in their educational and vocational	
Postsecondary:		

N/A: No Data Provided for this Special Population.	goals by assisting them through the transition from military to civilian and college life.	
Secondary: 1S1: 100% (Meets Target) 2S1: 75% (Meets Target) 2S2: 78.57% (Meets Target) 2S3: 64.39% (Meets Target) 3S1: 100% (Meets Target) 4S1: 72.59% (Meets Target) 5S2: 100% (Meets Target)	The VMSRC assists dependents of active duty, active drilling (Reserve or Guard), and veterans. Some examples of dependent support include assistance with Veterans Affairs and military tuition assistance, internship, and employment opportunities in the VMSRC, peer mentoring, use of VMSRC student lounge/study area, participation in the VMSRC Canvas page, and inclusion in the Johnson County Student Veterans of America student organization. Student Club: Johnson County Student Veterans of America—all JCCC students are welcome. The club is not only for JCCC Military Veterans and Dependents, but for all military supporters. The goal is to establish a sense of community and purpose within the club as well as its members.	
	Secondary: Secondary data has improved over the past two years to have all areas meeting the target goal. Most curriculum in these areas is standard across the State, making it easy for transitioning into a new school/district.	
Port	formance of Students from Major Racial and Ethnic	c Groups
American Indian or Alaskan Native	Postsecondary:	Postsecondary:
Postsecondary: 1P1: 50% (Does not meet Target) 2P1: 88.9% (Meets Target) 3P1: 13.33% (Meets Target)	The White & Asian Racial Sub-Groups met all three core indicators of performance. The American Indian or Alaskan Native, Black or African American, Hispanic/Latino, Two or More Races, and Unknown Sub-Groups met two of three core indicators of performance.	The Native Hawaiian or Other Pacific Islander Racial Sub-Group only met one core indicator (1P1). The Racial Sub-Groups who met the 2P1core indicator of performance were White, Asian, and American Indian or Alaskan Native. The 2P1 core indicator centers around completion of certificates, degrees, and industry recognized credentials.

### Asian Postsecondary: 1P1: 86.36% (Meets Target) 2P1: 69.23% (Meets Target) 3P1: 16.35% (Meets Target) Secondary: 1S1: 99.62% (Meets Target) 2S1: 55.03% (Meets Target) 2S2: 53.64% (Meets Target) 2S3: 49.71% (Meets Target) 3S1: 96.52% (Meets Target) 4S1: 61.65% (Meets Target) 5S2: 70.99% (Meets Target)

#### Black or African American

#### **Postsecondary:**

Secondary:

1S1: 100% (Meets Target)

2S1: 100% (Meets Target) 2S2: 100% (Meets Target)

2S3: 66.67% (Meets Target)

3S1: 100% (Meets Target) 4S1: 85% (Meets Target) 5S2: 100% (Meets Target)

1P1: 98.44% (Meets Target) 2P1: 59.26% (Does not meet Target) 3P1: 11.19% (Meets Target)

#### Secondary:

1S1: 96.47% (Meets Target) 2S1: 41.77% (Meets Target) JCCC is embarking on a new Guided Pathways initiative that is designed to provide students with a clear pathway to select a plan of study that will support completion of their educational goals (discussed more in-depth in Question #8).

#### Secondary:

Overall, almost all the subgroups met their target goals, which is an improvement from two years ago.

#### Secondary:

The Black or African American subgroup did not meet the Postsecondary credit attainment goal. This is an area we will need to focus on over the next two years.

2S2: 34.30% (Meets Target)	
2S3: 28.86% (Meets Target)	
3S1: 99.26% (Meets Target)	
4S1: 59.19% (Meets Target)	
552: 48.63% (Does not meet Target)	
552. 40.05% (DOES NOT MEET Target)	
Hispanic/Latino	
-	
Postsecondary:	
1P1: 96.45% (Meets Target)	
2P1: 63.25% (Does not meet Target)	
3P1: 12.93% (Meets Target)	
Secondary:	
1S1: 94.62% (Meets Target)	
2S1: 38.53% (Meets Target)	
2S2: 23.56% (Meets Target)	
2S3: 26.78% (Meets Target)	
3S1: 97.55% (Meets Target)	
4S1: 53.56% (Meets Target)	
552: 50.74% (Meets Target)	
552. 50.74% (Meets Target)	
Native Hawaiian or Other Pacific Islander	
Postsecondary:	
1P1:100% (Meets Target)	
2P1: 50% (Does not meet Target) 2 of 4 students.	
3P1: 0.00% (Does not meet target) 0 of 16 students.	
Secondary:	
1S1: 100% (Meets Target)	
2S1: N/A No Data Provided	
2S2: N/A No Data Provided	
2S3: 87.5% (Meets Target)	
3S1: 100% (Meets Target)	

4S1: 100% (Meets Target) 5S2: 100% (Meets Target)	
White	
Postsecondary: 1P1: 91.72% (Meets Target) 2P1: 69.29% (Meets Target) 3P1: 11.87% (Meets Target)	
Secondary: 1S1: 99.19% (Meets Target) 2S1: 45.76% (Meets Target) 2S2: 36.70% (Meets Target) 2S3: 45.49% (Meets Target) 3S1: 97.65% (Meets Target) 4S1: 37.69% (Meets Target) 5S2: 68.13% (Meets Target)	
Two or More Races Postsecondary: 1P1: 98.68% (Meets Target) 2P1: 58.54% (Does not meet Target) 3P1: 16.97% (Meets Target)	
Secondary: N/A: Secondary does not have this data set.	

Unknown		
Postsecondary:		
1P1: 85.29% (Meets Target) 2P1: 58.21% (Does not meet Target)		
3P1: 14.44% (Meets Target)		
	-	
Secondary: N/A: Secondary does not have this data set.		

#### 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?

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	<b>Postsecondary:</b> Career and Technical Education (CTE) Programs have varying enrollment capacities and teacher to student ratios as determined by state licensing agencies and program accreditors as well as equipment, facility, and instructional capacity. Carl D. Perkins eligibility guidelines, which are designed to adhere to size, scope, and quality measures, are set by the Kansas Board of Regents.	These areas continue from the 2022-2024 needs assessment: Secondary: Secondary CTE staffing needs improvement as staffing does not mirror the Pathway needs. Administrators will typically hire a core teacher (Math, English, etc.) instead of a CTE teacher, regardless of needs.
	Secondary:	Secondary facilities sometimes are lacking in size due to the enrollment numbers of students interested in the Pathways.

Question	Answer	Areas for Improvement
	This is similar for Secondary; the districts analyze enrollment data, Xello, and student surveys.	
Relate to real-world work environment. (Scope)	Postsecondary:CTE Programs strive to offer state-of-the art technology, software, and classroom resources that are designed to provide students with the opportunity to develop and utilize skill sets that are critical for real-world application. CTE Programs meet with their advisory board each semester to review curriculum and course offerings as well as to discuss skill, employment, and industry needs (both current and future).CTE Programs utilize industry consultants/leaders to assist with 	Postsecondary:         At JCCC, each discipline creates expectations for work-based learning opportunities (internships/job shadowing/experiential learning).         There is a need to scale, streamline, and more effectively coordinate work-based learning opportunities.         Secondary:         Secondary is looking for scaling up the market value assets, including real world learning projects and increasing access and equity.         Stakeholder Feedback (Paraphrased & Summarized):         Students who meet special populations criteria need consideration regarding work-based opportunities and experiences.
Help students advance to future education (Scope)	<b>Postsecondary:</b> CTE Programs offer Advanced Standing Credit (articulation) or concurrent enrollment opportunities for high school students. JCCC Programs also partner with four-year colleges and universities to create baccalaureate degree opportunities.	<b>Postsecondary:</b> Streamlining a process for sharing secondary Individualized Plans of Study with postsecondary admissions staff, student success advocates, and counselors.
	Secondary: Secondary recognizes a student's Individual Plan of Study and provides personalized learning and career opportunities.	Secondary: Secondary would like to offer CTE credit for Core credit (for example, a Programming credit that counts for a Foreign Language credit, or an accounting credit that counts for a Math credit. Secondary to focus on providing Special Education services "Pre- Employment Transition Services".

Question	Answer	Areas for Improvement
Are of high quality	<b>Postsecondary:</b> CTE Programs offer certificates and degrees and when applicable, they also prepare students for industry recognized certifications/credentials.	
	Secondary: Secondary uses data: competency scores, surveys, certifications, real world learning projects, to evaluate CTE programs to be high quality. Secondary also relies on Advisory Committees to review programs.	

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.

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

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	<ul> <li>Postsecondary: JCCC faculty who want to implement new programs or make modifications to existing programs adhere to several institutional processes to ensure that the program aligns with the institutional mission as well as meets student and community needs.</li> <li>Career and Technical programs also go through the program approval process required by KBOR's Postsecondary Technical Education Authority.</li> <li>Secondary: Secondary focuses on student interest and Individual Plans of Study data and looks at adequate funding, enrollment needs, and follows local School Board of Education approval processes.</li> </ul>	Secondary: Secondary has trouble finding qualified staff. Also need more para support for students with Individualized Educational Plans (IEP) or needs removal of IEP supports to allow for CTE participation.
(B) addresses both academic and technical knowledge and skills, including employability skills	<b>Postsecondary:</b> Applicable postsecondary programs go through the required Alignment process to ensure that curriculum meets business and industry standards. JCCC faculty members work with their departmental colleagues, advisory board members, local employers, the departmental curriculum committee, and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes.	Secondary: Some Secondary programs have difficulty bringing classes up to industry standards due to funding. Secondary needs to consider non-trad when implementing new programs.

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	<ul> <li>Postsecondary:</li> <li>JCCC faculty members work with their departmental colleagues, advisory board members, and local employers, the departmental curriculum committee and the JCCC curriculum office to make decisions about pursuing programs and/or making program changes.</li> <li>Once these stakeholders agree about next steps, the faculty member presents the program/program modifications to the division dean, and the dean discusses the recommendation with the Chief Academic Officer.</li> <li>If approved, the division dean determines the human and fiscal resources that are necessary for implementation, and the formal internal proposal process begins with the JCCC Educational Affairs Committee.</li> <li>Educational Affairs:</li> <li>The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</li> <li>Educational Affairs is charged with the following: <ul> <li>Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees.</li> <li>Review and make recommendations on requests from proposer regarding General Education and Cultural Diversity status of courses.</li> </ul> </li> </ul>	Postsecondary: Some post-secondary CTE programs find it challenging to attract engaged advisory committee members. Depending on the timing, JCCC implementation process can take a year or more to complete. For some disciplines, the landscape changes much more rapidly, and this can be a barrier to ensuring that programs are on the cutting edge and designed to meet industry standards. Making post-secondary program/curriculum changes can be an arduous task that can take as long as an academic year to complete.
	<ul> <li>JCCC.</li> <li>Utilize the Office of Curriculum and Instruction's representatives as resources for assessing</li> </ul>	

Implementation Process	Strengths	Needs/Gaps
	<ul> <li>curriculum as it relates to the requirements of the Kansas Board of Regents.</li> <li>Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum.</li> </ul>	
	Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. Division Curriculum Committee members collaborate with faculty authors to identify proposals that are in the best interest of the division and the college. They serve as a "front line" in all curriculum matters. In addition, they act as a resource and ally for the Educational Affairs committee. The mission of the Division Curriculum Committee is to maintain the quality and integrity of all curricula housed within its division.	
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Postsecondary: Program Chairs work with the JCCC Institutional Research staff to conduct needs assessments designed to consider variables such as occupational demand, student interest, and average wages.	<b>Secondary:</b> Secondary finds it difficult to provide dual credit opportunities in high school with certain current HLC requirements.
(E) has multiple entry and exit points that incorporate credentialing	<b>Postsecondary:</b> Educational Affairs: The mission of the JCCC Educational Affairs Committee is to provide leadership regarding the development,	

Implementation Process	Strengths	Needs/Gaps
Implementation Process	<ul> <li>assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</li> <li>Educational Affairs is charged with the following: <ul> <li>Review and evaluate all program/course proposals, modifications and deletions as proposed by faculty and Division Curriculum Committees.</li> <li>Review and make recommendations on requests from proposers regarding General Education and Cultural Diversity status of courses.</li> <li>Determine best practices for curriculum review at</li> </ul> </li> </ul>	Needs/Gaps
	<ul> <li>JCCC.</li> <li>Utilize the Office of Curriculum and Instruction's representatives as resources for assessing curriculum as it relates to the requirements of the Kansas Board of Regents.</li> <li>Make recommendations based on reports from Faculty, Division Curriculum Committees, and/or Department Chairs regarding the ongoing assessment of existing curriculum.</li> </ul>	
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Implementation Process	Strengths	Needs/Gaps
	The mission of the Division Curriculum Committee is to maintain the quality and integrity of all curricula housed within its division.	
(F) culminates in the attainment of a recognized postsecondary credential.	<b>Postsecondary:</b> Each of the eight academic divisions at JCCC has a standing Division Curriculum Committee. These committees play a critical role in the curriculum development, review, and approval processes by making meaningful recommendations which assure quality and relevance of new and existing curriculum to the Educational Affairs Committee. In addition to meeting JCCC's curriculum standards, all programs must meet KBOR's standards for credit bearing coursework and programs.	<b>Postsecondary:</b> Upon approval from the Educational Affairs Committee, (as needed) the request is formally included in the budgeting process. Many times, program changes do not impact the budget; however, if program implementation requires hiring faculty and purchasing equipment, this request must coincide with the current budgeting process.

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.

RECRUITMENT		
Process	Strengths	Needs/Gaps
Postsecondary:	Postsecondary:	Postsecondary/Secondary:
Recruitment/Hiring Process:	The JCCC compensation and benefits package assists	Locating and hiring secondary and postsecondary
JCCC uses a competitive process to recruit and hire the	the institution in retaining employees for the long	faculty who meet Higher Learning Commission
most qualified employee for each position. The faculty	term.	Requirements is difficult, especially in high demand
chair of each department works with their faculty		computer technology and industrial trades areas. JCCC
colleagues and human resources to write the job		cannot compete with industry salaries in these
posting and post the position. Each department selects	Secondary:	professions.
faculty members to serve on the hiring committee. Prior	Secondary has contacts with student teacher programs	
to serving on a campus hiring committee, all employees	and business/industry retired professionals, which assist	Secondary and post-secondary lack sustained
and non-employees must complete hiring committee	with the hiring process.	opportunities and expectations for faculty to spend
training at least once within 12 months.		concentrated time working in their field through
		Educator Internships/Work-Based Learning Experiences
At the conclusion of the departmental interview		(Example—Educator in Industry Program).
process, the hiring committee recommends candidates		
for a final interview with the dean of the division. In		

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

consultation with the hiring committee, the dean selects a candidate for hire.	Secondary has difficulty with hiring CTE teachers and will hire those who did not start their careers in teaching to fill hard to hire positions.
Secondary: Secondary has contacts with student teacher programs and business/industry retired professionals, which assist with the hiring process. The Secondary human resources departments have excellent relationships with postsecondary institutions.	

TRAINING		
Process	Strengths	Needs/Gaps
Postsecondary:	Postsecondary:	
Training/Retaining:	JCCC's Mandatory Training program for all new full-time	
JCCC offers a year-long faculty orientation for new	faculty. The program consists of one full week in August	
faculty members. The program is designed to acquaint	and then monthly meetings throughout the academic	
new full-time faculty with JCCC history, culture, procedures, and instructional issues.	year.	
	After completion of New Faculty Orientation,	
In addition, the participants are given opportunities to collaborate with each other in leading some of the	participants should have practical methods of:	
activities and will share a strong sense of community	Creating a positive learning environment	
with other first-year faculty members.	• Developing learning outcomes and competencies	
	<ul> <li>Selecting teaching and learning strategies</li> </ul>	
	• Enhancing teaching and learning using educational	
Secondary:	technologies	
Secondary has a teacher mentor program, plus,	• Developing classroom assessment for formative or	
provides regular opportunities for professional development.	summative purposes	
	In addition, the participants will be given opportunities	
Secondary focuses on building relationships to retain	to collaborate with each other in leading some of the	
teachers as well as Advisory Member relationships to be	activities and will share a strong sense of community	
more connected with the community.	with other first-year faculty members.	
	Secondary:	
	Secondary provides a wide variety of opportunities for	
	professional development to make sure that teacher	

	needs are served. The program, The Kansas Center for Career and Technical Education (KCCTE), through Pittsburg State, provides extra mentoring as well as professional development.	
Postsecondary: JCCC Master Teachers' Workshop: The Master Teachers' Workshop brings together twenty-four participants to engage in small- and large- group activities that focus on teaching and learning.	<ul> <li>Postsecondary: The workshop celebrates good teaching and builds a supportive learning community. To accomplish this, the Master Teachers' Workshop will:</li> <li>Share teaching and learning tips.</li> <li>Reflect on professional attitude, knowledge, and behaviors.</li> <li>Promote collegiality.</li> <li>Open themselves to new ideas.</li> <li>Have fun with colleagues.</li> <li>The Workshop is available for any full-time faculty. The three-day workshop is held off-site between semesters.</li> </ul>	<b>Postsecondary:</b> Program participation is limited to 24. This workshop could reach more faculty, but it's voluntary.
<ul> <li>Postsecondary: JCCC Adjunct Faculty Professional Development: Each semester, JCCC offers an evening or Saturday session for adjuncts. Topics vary each semester, but a few previous topics included are:</li> <li>Diversity, Equity, and Inclusion at JCCC</li> <li>Getting Started with Canvas</li> <li>Online Instructional Design</li> <li>Engaging Students in a Variety of Classroom Environments</li> </ul>	<ul> <li>Postsecondary: The Professional Development Session offers relevant topics, includes peer to peer networking, and an opportunity to meet senior level leadership. The Certification Program offers a series of seminars throughout the academic year. Upon completion of Adjunct Certification Training (ACT), the adjunct instructor should be:</li> <li>Cognizant of the college's mission.</li> <li>Aware of policies and procedures of the academic branch.</li> <li>Comfortable in the college's learning community.</li> <li>Equipped with more resources to enhance student learning in the classroom.</li> </ul>	Postsecondary: Program could reach more faculty, but it's voluntary.

RETENTION		
Process	Strengths	Needs/Gaps
Postsecondary:	Postsecondary:	Postsecondary:
JCCC Adjunct Certification Training: The Adjunct Certification Training (ACT) provides adjunct faculty with the tools and resources to assist them in becoming more effective educators in the classroom.	There is minimal turnover with JCCC's full-time and adjunct faculty.	Industry professionals, who transition to the teaching profession, often do not have pedagogical knowledge or curriculum development expertise.
		Secondary:
		Pay is competitive in the region, so smaller districts lose good teachers to larger neighboring districts who pay more.
		More training programs are needed for those who were in business/industry prior to becoming teachers, (How to work with teenagers; What are 504s; What are IEPs; How to write a lesson plan, etc.)
Postsecondary:	Postsecondary:	Postsecondary:
JCCC New Full-Time Faculty Mentoring and Peer	Mandatory program for all new full-time faculty.	Program format needs to be reviewed on a regular
Review:	Mentor meetings are held throughout the academic	basis.
JCCC also offers mentoring and peer review. The purpose of the JCCC mentoring and peer review program is to acquaint new faculty members with opportunities and resources for their first year.	year.	

Part 4: Progress toward Improving Access and Equity

### Perkins Section 134(c)(2)(E)

The local needs assessment shall include...

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. The needs assessment shall include a description of:

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

#### Perkins V Sec. 2(48)

SPECIAL POPULATIONS .-- The term "special populations" means--

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

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

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

### Checklist

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

Addressed in Q8, Q9, and/or 10?	Population	
	Perkins V – special populations Sec. 2(48)	
	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))	

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

# **Q8:** What strategies are used to remove barriers to success of students in special populations? *Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.*

Strength	Which special population(s)	Strategies for Sustaining
Postsecondary:	Postsecondary:	Postsecondary:
The following Racial Subgroups met all three core	The following special population met all core indicator	Access Services (As noted in Question 4):
indicator targets:	targets:	JCCC has an accessibility center that assists college
White	Individuals with disabilities	students who have an Individualized Plans of Study
Asian		and/or a 504 plan. JCCC has an office designated to
	The following special populations met 1P1:	provide accommodation for students with disabilities
	Individuals from economically disadvantaged families	who encounter access barriers. Access Services ensures
Secondary:	including low-income youth and adults.	that all course syllabi have information on how to
The following racial subgroups met all 7 core indicator		request accommodations and the faculty and staff in
targets:	Single parents, including single pregnant women.	Access Services work with instructional faculty on
Hispanic or Latino	English learners (small population) 1-3 students.	creating accessible and equitable classroom
White	Homeless (small population) 1 student.	environments.
Native Hawaiian or Other Pacific Islander		

<ul> <li>Accommodations are determined on a case-by-case basis, with input from the student, and instructional faculty are notified of the students approved accommodations. The Access Services team serves as a referral source so students are able to access campus resources seamlessly.</li> <li>Access Services works with students transitioning to JCCC. Access Services provides informational sessions to students before they leave high school regarding the accommodations available including accommodations on placement exams, assistance navigating the enrollment pathway, and planning accommodations for courses. Access Services staff are involved in the Information, Communication, and Technology Accessibility Committee to ensure both the colleges physical and virtual environments are accessible.</li> <li>In addition, JCCC offers the TIPS (Transition into Postsecondary) Program to assist high school students with special learning needs, an Individualized Education</li> </ul>
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<ul> <li>to students before they leave high school regarding the accommodations available including accommodations on placement exams, assistance navigating the enrollment pathway, and planning accommodations for courses. Access Services staff are involved in the Information, Communication, and Technology Accessibility Committee to ensure both the colleges physical and virtual environments are accessible.</li> <li>In addition, JCCC offers the TIPS (Transition into Postsecondary) Program to assist high school students with special learning needs, an Individualized Education</li> </ul>
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Program (IEP) and/or a 504 plan, to begin to navigate
college in the second semester of their senior year.
JCCC also partners with local school districts, Vocational
Rehabilitation, and the University of Kansas Center for
Autism Research & Training and offers free English as a
Second Language classes through the Adult Basic
Education Program.
Access Services has been involved in the following
activities to support underserved populations:
The University of Kennes Context for Autient Descent
The University of Kansas Center for Autism Research
and Training (KCART): KCART staff and Access faculty
meet with JCCC students on the Autism Spectrum twice
a month to assist with social connections and increase
engagement at JCCC.
ACD Orientations Orientation analised by design of for
ASD Orientation: Orientation specifically designed for
students with Autism Spectrum Disorder.

include need-based criteria.		<ul> <li>Access Services staff provide information sessions on Access Services at JCCC for area high school students with disabilities who come for a campus tour.</li> <li>Student Club: American Sign Language (ASL) Club is a student-led community with the goal of providing a natural environment for interacting with Deaf, Hard of Hearing and Deaf Blind community members using ASL and culturally appropriate behaviors. All JCCC Deaf, Hard of Hearing, Deaf Blind students are encouraged to attend. All JCCC students enrolled in any ASL classes are also encouraged to attend. All JCCC created the Student Basic Needs Center to provide information and resources to combat the hardships which adversely affect the ability of JCCC students to complete their academic, professional, and personal development objectives. The center is a safe, friendly place to meet basic needs. Mental and physical well-being is paramount, and if students are experiencing food or housing insecurity, or other hardships, JCCC staff is available to provide support.</li> <li>The Counseling Department offers a hardship grant for any student in need—\$450.</li> <li>JCCC and school districts partner with Johnson County Mental Health, Vocational Rehabilitation, United Way, Harvesters, Johnson County "My Resource" Connection, Mobile Health Resources, and have a Cooperative Agreement with Children's Mercy to provide social workers.</li> <li>The JCCC Foundation offers over 200 scholarships that include need-based criteria.</li> </ul>
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		<ul> <li>Secondary: <ul> <li>Overall, most of our targeted areas have met or exceeded the State average. Each district in our region takes time to meet with each other to discuss supports in place.</li> <li>However, when our overall data is spread thin to highlight the special populations and subgroups, we notice gaps which we have addressed in each section below along with the plans for improvement.</li> </ul> </li> </ul>
Gap	Which special population(s)	Strategies for Improvement
Postsecondary: The following Racial Subgroup is the only subgroup that did not meet 1P1: American Indian or Alaskan Native The following Racial Subgroups did not meet 2P1: Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander Two or More Races Unknown	<ul> <li>Postsecondary:</li> <li>The following special populations did not meet 1P1: Individuals preparing for non-traditional fields.</li> <li>The following special populations did not meet 2P1: Individuals from economically disadvantaged families, including low-income youth and adults.</li> <li>Individuals preparing for nontraditional fields.</li> <li>Single parents, including single pregnant women.</li> <li>English learners (small population) 1-3 students.</li> </ul>	Postsecondary: Students have access to a myriad of resources and services, but they often lack a clearly defined pathway to success. To help students outline a pathway that will fulfill their specific goals and aspirations while ensuring an inclusive environment, JCCC has undertaken the following student-centered initiatives: JCCC recently created an Office of Inclusion and Belonging that will focus on maximizing inclusion and belonging efforts on campus by offering:
The following subgroup is the only subgroup that did not meet 3P1: Native Hawaiian or Other Pacific Islander Secondary:	The following special populations did not meet 3P1: English Learners Secondary: The following special populations did not meet the	<ul> <li>Programming and support for students and employees.</li> <li>Events servicing the Johnson County community.</li> <li>Training and development centered on best programmed.</li> </ul>
The following Racial Subgroup is the only subgroup that did not meet all 7 indicators: Black or African American did not meet 5S2: Postsecondary Credits	following indicators: Individuals with disabilities (2S1 & 5S2) Economically disadvantaged (5S2) English learners (2S3 & 5S2)	practices. JCCC is currently in the process of hiring a Coordinator of Intercultural Development to assist the newly hired Executive Director, Inclusion & Belonging. The coordinator position will serve as an internal champion and facilitator for intercultural learning across campus. This role will serve a key function within the institution on behalf of the Office of Inclusion & Belonging to promote awareness and knowledge on intercultural competence and development. This will be achieved

through the facilitation of workshops, presentations,
and specialized programming for the JCCC community
at- large.
JCCC's vision of equitable student access, learning, and
transformative success imbues the JCCC community
with purpose and extends well beyond the newly
created Office of Inclusion and Belonging. JCCC is
currently embarking on a "Guided Pathways" Initiative,
which is a national effort to reform service and
academic practices to better serve students'
educational and career aspirations.
Guided Pathways will be the central model for how
JCCC will serve students and prepare them for success.
The intention is to help students explore, plan, choose,
engage, and complete programs aligned with their
educational and career aspirations efficiently and
affordably. Specifically, the aim is to:
Clarify paths to student goals by organizing
programs into broad fields (or meta-
majors) to facilitate student exploration and by
"backward mapping" program pathways to
ensure that they prepare students to secure a
good job in fields of economic importance to
their communities or to transfer with no excess
credits to a four-year college in a particular
major.
Help students get on a path by redesigning
the onboarding experience to help all students
explore interests and options, connect with an
academic and career counselor, and develop a
full-program plan.
Help students stay on the path by
reorganizing advising to enable case
management by field and by using students'
plans to schedule classes and monitor
progress.
Ensure students are learning across
• Ensure students are learning across programs by enriching teaching in college-level
programs by enficining teaching in college-level

introductory program courses (not just math and English) to build students' confidence as college learners and by ensuring that students have opportunities for active and experiential learning throughout.

Achieving these outcomes will involve planning, designing, refocusing, and aligning new and existing services, processes, and programs. JCCC will focus on six sub-projects: mandatory advising, mandatory orientation, implementing an academic planning tool (Plan My Class), integrating Transfer Guides into the curriculum and cataloging system, establishing metamajors, and designing "Light the Fire" courses that will more aptly engage students as they begin coursework in their chosen field of study.

#### Secondary:

One root cause for goal attainment with some special populations is the lack of consistency in living in the same attendance area. Students that must move a lot due to economic hardship (due to a variety of reasons) struggle more with being identified and supported through programs offered by schools. In addition, having to adjust to the practices at each new place does not allow for a deeper understanding and knowledge of programs available. If the parents are overwhelmed with trying to provide basic needs for their children, they are not as likely to advocate in the same way a parent would if those basic needs were not a concern. Even if the move was not due to economic hardship, the introductory level classes may not meet the prerequisites in a new high school program making it very challenging to complete a pathway and/or be a concentrator when relocating.

A lack of early identification of these students contributes to some gaps. Some districts provide little initial screening opportunities for students when they transfer from other districts. In doing so, it takes some

	time for the staff to identify gaps in learning and other issues that impact student learning (financial, social/emotional, home life).
	Having more staff to assist with transiency and early detection with the identified special populations will help to address these gaps.

# **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
Postsecondary/Secondary:	Postsecondary/Secondary:	Postsecondary/Secondary:
Postsecondary and Secondary ensure that all programs	All students regardless of status who enroll in secondary	This is a standard process/expectation that will
are developed and implemented based on a uniform set	and postsecondary CTE programs.	continue.
of institutional and state regulated guidelines, policies,		
and procedures that meet the Carl D. Perkins definition		
of a program of study—a coordinated, nonduplicative		
sequence of academic and technical content at the		
secondary and postsecondary level that meets the		
following:		
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.		
Gap	Which special population(s)	Strategies for Improvement
Postsecondary:	Postsecondary:	Postsecondary:
Special populations are not meeting performance core	Individuals from economically disadvantaged families;	This strategy is applicable across all populations and
indicator targets for 2P1.	including low-income youth and adults, Individuals	racial subgroups:
	preparing for nontraditional fields, Single parents,	
	including single pregnant women, and English learners	At JCCC, students have access to a myriad of resources
	(small population) 1-3 students.	and services, but they often lack a clearly defined

#### Secondary:

Some special populations did not meet the following indicators: 2S1, 2S3 & 5S2.

#### Secondary:

The following special populations did not meet the following indicators: Individuals with disabilities (2S1 & 5S2) Economically disadvantaged (5S2) English learners (2S3 & 5S2) pathway to success. To help students outline a pathway that will fulfill their specific goals and aspirations while ensuring an inclusive environment, JCCC has undertaken the following student-centered initiatives:

JCCC recently created an Office of Inclusion and Belonging that will focus on maximizing inclusion and belonging efforts on campus by offering:

- Programming and support for students and employees
- Events servicing the Johnson County community
- Training and development centered on best practices

JCCC's vision of equitable student access, learning, and transformative success imbues the JCCC community with purpose and extends well beyond the newly created Office of Inclusion and Belonging. JCCC is currently embarking on a "Guided Pathways" Initiative, which is a national effort to reform service and academic practices to better serve students' education and career aspirations.

Guided Pathways will be the central model for how JCCC will serve students and prepare them for success. The intention is to help students explore, plan, choose, engage, and complete programs aligned with their educational and career aspirations efficiently and affordably. Specifically, the aim is to:

 Clarify paths to student goals by organizing programs into broad fields (or meta-majors) to facilitate student exploration and by "backward mapping" program pathways to ensure that they prepare students to secure a good job in fields of economic importance to their communities or to transfer with no excess credits to a four-year college in a particular major.

<ul> <li>Help students get on a path by redesigning the onboarding experience to help all students explore interests and options, connect with an academic and career counselor and develop a full-program plan.</li> <li>Help students stay on the path by reorganizing advising to enable case management by field and by using students' plans to schedule classes and monitor progress.</li> <li>Ensure students are learning across programs by enriching teaching in college-leve introductory program courses (not just math and English) to build students' confidence as college learners and by ensuring that students have opportunities for active and experiential learning throughout.</li> </ul>
Achieving these outcomes will involve planning, designing, refocusing, and aligning new and existing services, processes, and programs. JCCC will focus on si sub-projects: mandatory advising, mandatory orientation, implementing an academic planning tool (Plan My Class), integrating Transfer Guides into the curriculum and cataloging system, establishing meta- majors, and designing "Light the Fire" courses that will more aptly engage students as they begin coursework in their chosen field of study.
Secondary: There are a variety of job placements for CBI (Community Based Instructions). Students with special needs benefit from more real-world experiences which could help when striving to improve target goals. Job placements that have enough tasks for students to
build their on-the-job stamina. Secondary districts provide opportunities for advocacy skills to be demonstrated by the student. This helps the student request accommodations and share information about

	themselves to staff at the accessibility center and professors.
	Each district has supports in place, however, we are still lacking para support with all special populations, which is a nation-wide workforce issue.

# 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
<b>Postsecondary/Secondary:</b> Non-Trad Event—JCCC and regional secondary school districts partner to offer programming to raise awareness about and enable students to participate in an activity that is considered non-traditional. For example—young women participate in activities related to STEM fields.	Postsecondary/Secondary: Individuals preparing for non-traditional fields including students with diverse ethnic backgrounds.	<b>Postsecondary/Secondary:</b> Continued collaboration between secondary districts and post-secondary to provide events and extra opportunities for special populations and students from diverse racial and ethnic groups.
<b>Postsecondary/Secondary:</b> JCCC Admissions staff work with the Olathe School District to provide a series of admissions and orientation workshops for "at risk" students. The "at risk" designation is determined by the school district. Students may be homeless, in foster care, from battered homes, or have been incarcerated, etc.	Postsecondary/Secondary: Youth who are in, or have aged out of, the foster care system.Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).Single parents, including single pregnant women.Individuals from economically disadvantaged families, including low-income youth and adults.	<b>Postsecondary/Secondary:</b> Additional secondary districts can consider having the same partnership to assist their at-risk students with admission to JCCC.
<b>Postsecondary:</b> The JCCC Career Development Center offers a Job Shadowing program that offers students an opportunity to gain first-hand, real-world knowledge of a possible career path by engaging in career exploration.	<b>Postsecondary:</b> Open to all students (includes all special populations).	<b>Postsecondary:</b> Continuation of the program.

Participating in the program provides an opportunity to learn from JCCC faculty in their chosen area of interest, participate in a job shadowing visit at a local employer, and create an action plan with a career counselor. <b>Postsecondary:</b> Access Services: JCCC has an accessibility center that assists college students who have an IEP and/or a 504 plan. In addition, JCCC offers the TIPS (Transition into Post- secondary) Program to assist high school students with special learning needs, an Individualized Education Program (IEP) and/or a 504 plan, to begin to navigate college in the second semester of their senior year.	<b>Postsecondary:</b> Individuals with disabilities.	Postsecondary: Continuation of the program.
<b>Postsecondary:</b> JCCC's Veteran & Military Student Resource Center (VMSRC) assists active duty, veterans, and their dependents. JCCC Veteran Services are based on a peer- to-peer concept of "veterans serving veterans." The mission is to empower veterans and military-affiliated students to succeed in their educational and vocational goals by assisting them through the transition from military to civilian and college life.	<b>Postsecondary:</b> 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).	Postsecondary: Continuation of this service/resource.
Gap	Which special population(s)	Strategies for Improvement
Postsecondary/Secondary: Lack of understanding of implicit bias, stereotype threats, disability awareness, etc.	Postsecondary/Secondary: All Special Populations	Postsecondary/Secondary: Professional development for secondary/post- secondary faculty and staff.
<b>Postsecondary/Secondary:</b> Lack of mentors with similar experiences, abilities, employment aspirations, etc.	Postsecondary/Secondary: All Special Populations	<b>Postsecondary/Secondary:</b> Focus resources on mentoring programs that specialize in creating meaningful work-based and social experiences for students of all abilities.

<b>Postsecondary:</b> Lack of data/strategies focused on creating inclusive, welcoming environments for underrepresented populations.	Postsecondary: All Special Populations	<b>Postsecondary:</b> For post-secondary, partner with JCCC Office of Inclusion & Belonging to conduct focus groups/surveys.
<b>Postsecondary:</b> Confusion/lack of knowledge around appropriate language that attracts students to programs.	Postsecondary: All Special Populations	<b>Postsecondary:</b> Seek professional development from National Alliance of Equitable Partnerships and other organizations that focus on evidence-based strategies.
<b>Postsecondary/Secondary:</b> Disconnect between secondary and post-secondary on utilizing/implementing Individualized Programs of Study (IPS).	Postsecondary/Secondary: All Special Populations	<b>Postsecondary/Secondary:</b> Create alignment between KSDE & KBOR regarding the focus and expectations of utilizing the IPS.
<b>Postsecondary/Secondary:</b> Lack of faculty internships/externships.	Postsecondary/Secondary: All Special Populations	<b>Postsecondary/Secondary:</b> Create additional internships/externships (KSDE, KBOR, locally funded) and provide greater financial incentives for participation.
<b>Postsecondary/Secondary:</b> Lack of work-based learning experiences and connection to business/industry.	Postsecondary/Secondary: All Special Populations	<b>Postsecondary/Secondary:</b> Prioritize and incentivize industry experiences that prepare all students, regardless of population and ability, for the workplace.