



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Phone	Email
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Postsecondary Institution(s)	Chuck Pfeifer	Garden City Comm Coll		chuck.pfeifer@gcccks.edu

Date January 31, 2020 Regional Team GARDEN CITY

Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.

Purpose

The purpose of this document is to provide a template to prepare the content of the regional needs assessment by:

- Explaining the purpose of the regional needs assessment
- Outlining the required components of the assessment
- Providing tools for identifying regional needs

By conducting regional needs assessment, the Regional Team will:

- Use evidence-based strategies to recognize needs of the regional industry
- Identify strengths and weaknesses of secondary and postsecondary CTE programs in the region
- Perform a root-cause analysis of gaps
- Make progress toward student success and employment

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the Regional Needs Assessment Team (stakeholders)
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity (what is not working)

Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins application. There are six components of the comprehensive regional needs assessment:

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

How often is a comprehensive regional needs assessment needed?

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and 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
 6. Representatives from agencies serving at-risk, homeless and out-of-school youth.
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Process:

1. Establish a Regional Needs Assessment Team

Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. **All groups listed on page 4 must be a part of the Regional Needs Assessment Team.**

2. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
 3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
 4. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
 5. Complete the needs assessment Template
 - i. All steps and all parts are required
 - ii. Incomplete assessments will not be approved
 - iii. Add rows to tables as needed
 - iv. Include the data analysis documents (required)
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Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
C o - C o o r d i n a t o r s	Postsecondary Perkins Grant Coordinator	Jenny Hands	Garden City Public Schools Career & Technical Education Coordinator	Core Team
	Secondary Perkins Grant Coordinator	Chuck Pfeifer	Garden City Community College Dean of Technical Education & Workforce Development	Core Team
Teacher(s) - Secondary		Yuriy Drubinskiy	Garden City USD 457 Teacher	Engineering & Applied Mathematics
		Josh Greenberg	Garden City USD 457 Teacher	Graphic Design
		Whitney Linenberger	Dighton USD 482 Teacher	Family, Community & Consumer Services
		Mike Waters	Cimarron USD 102 Teacher	Teaching/Training
		Kasa Sullivan	Holcomb USD 363 Teacher	Computer Science
		Natasha Sobata	Syracuse USD 494	BioChemistry
Faculty - Postsecondary		Christian Winger	Garden City Community College Instructor	Agriculture Equipment
Secondary Administration		Glenda LaBarbera	Garden City USD 457 Assistant Superintendent	Communication
Postsecondary Administration		Marc Malone	Garden City Community College Vice President for Instruction	Communication

Specialized instructional support and paraprofessional(s)	Tyson Eslinger	Southwest Plains Regional Service Center	Communication
Representative(s) of Special Populations	Katrina Pollett	Finney County Department of Corrections	Corrections/Criminal Justice
Career Guidance and Academic Counselor(s)	Jenna Johnson	Holcomb USD 363	CTE Counseling
Student(s)	Student Body	GCCC and GCHS	Survey
Community	Nicole Hahn	Vice President Fi. Co. Economic Dev. Corp.	Core Team
Business & Industry	Mark Busch	Self Employed Farmer	Agriculture (Farming Focus)
	Melody Oliver	International Paper Human Resources	Business
	Josh Thieme	Lincoln Electric	Manufacturing
Workforce Development	Justin Sanchez	Tatro Plumbing	Construction
	Jack Sizemore	International Paper	Manufacturing
	Tina Kinney	Kansas WorkForce One	Workforce Center
Parent(s)	Julie Farr	Garden City USD 457	Core Team
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Allie Medina	City of Garden City Human Resources	Government & Public Administration

STEP 1: Analysis of Labor Market Information

Perkins V 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—

(i) (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 Information Should Locals Collect: Labor Market Alignment

What does the law say?	What does the law mean?
<p>The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.</p>	<p>The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.</p>

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel Spreadsheet contains data for:

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

1. Kansas Department of Labor data and program data provided by the state must be used in the assessment.
2. Regional Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of regional needs.
3. As each Team populates the fields in the spreadsheet, Excel will create a bubble chart which visually represents each one of the institution’s programs or industry demand for programs. *Please do not delete, rename or add columns in the spreadsheets, as all the data is necessary for the creation of the chart.*

Part 2: Use additional approved sources of data

Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2

Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

Based on the information determined in the abovementioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

What programs and pathways in the region align with the labor market needs?

Strengths	Gaps
<p>Postsecondary:</p> <p>Cosmetology, Welding Technology, Licensed Practical Nurse</p>	<p>Agriculture, Production Agriculture, Agriculture Equipment Technology, Agronomy, Food Science, Workforce Industrial Maintenance, Early Childhood Education, Criminal Justice/Police Science, Fire Science, EMT: Basic, Emergency Medical Services Technology, Automotive Technology, Home Health Aide, Medication Aide, Registered Nurse, Certified Nurse Aide</p>
<p>Secondary:</p> <p>Biochemistry, Graphic Design, Fashion-Apparel-Interior Design (FAID), Web & Digital Communications, Engineering and Applied Mathematics,</p>	<p>Agribusiness Systems, Comprehensive Agriculture Science, Power-Structural & Technical Systems, Animal Science, Plant Systems, Food products & Processing Systems, Teaching and Training, Corrections-Security-Law & Law Enforcement, Emergency & Fire Management Services, Mobile Equipment Maintenance, Manufacturing, Health Science, Construction Design, Digital Media, Business Finance, Marketing, Restaurant & Event Management, Business Management & Entrepreneurship, Family-Community & Consumer Services</p>

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Postsecondary: Culinary and Food Management Secondary: Food Products & Processing Systems	Postsecondary: 116 Annual Openings Secondary: 55 Annual Openings	The largest employer in our region, Tyson, is a meat processing plant that hires hundreds each year. A new business in the food production and processing industry, Empirical Foods, will be building a facility in our area and will be looking to hire 300 skilled employees when they open.
Postsecondary: Building Construction Secondary: Construction and Design	Postsecondary: 50 Annual Openings Secondary: 524 Annual Openings	The region has been experiencing a severe housing shortage for the past several years. Our local builders, due to lack of experienced workforce, are unable to keep up with the current housing demands.
Postsecondary: Medical Assistant	Postsecondary: 23 Annual Openings	Healthcare providers in our area have moved towards hiring CMA's in order to fulfill various insurance requirements for reimbursement. Due to the lack of programming in our area, the region has experienced a shortage of medical assistants.
Secondary: Travel and Tourism	Secondary: 449 Annual Openings	Hospitality jobs are in high demand in our area, but the data does not support the addition of a formal training program for these careers. Most job descriptions are requiring a HS diploma or equivalent.
Postsecondary: Dental Assistant	Post Secondary: 32 Annual Openings	GCCC has support from the regional dentists to incorporate a dental assistant training program in the near future. With a growing population in need of dental care, the need for dental assistants is on the rise.

Postsecondary: Commercial Drivers	Postsecondary: 225 Annual Openings	GCCC has researched the possibility of offering a CDL course, but due to the cost of the class and other various needs associated with offering the program, GCCC does not see it as a viable option at this point. While the need for experienced CDL drivers exists, GCCC feels that this need may be filled by the private sector.
Postsecondary: Business Administrative Technology	Postsecondary: 198 Annual Openings	Currently, the need exists for individuals with formal financial and business technology knowledge. This goes beyond the typical clerical and administrative duties that currently exist in our labor force.
Postsecondary: Early Childhood Education	Postsecondary: 11 Annual Openings	Our region has a severe lack of childcare options available. GCHS currently offers an ECE program and consistently sees a full program. It is imperative that those students have a local option to continue their education. The education of our children today, from birth on, will directly impact the quality of our workforce in coming years.
Postsecondary: Accounting Technology	Postsecondary: 153 Annual Openings	Currently, the need exists for individuals with formal financial and business technology knowledge. This goes beyond the typical clerical and administrative duties that currently exist in our labor force.
Secondary: Government and Public Administration	Secondary: 65 Annual Openings	As in any growing community, the need for public administration and government jobs will continue to rise. However, many of the jobs outlined in our labor data do not require post-secondary education and can be done with on the job training opportunities.

Secondary: Information Support and Services	Secondary: 59 Annual Openings	The need for Tech Support jobs in our area continue to rise as technology and the need for added security is ever-changing. Many banks in our area have expressed a need for this type of education as both continuing education and tech career training.
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What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Welding Technology	While official Kansas Labor Market data reports may not show a large demand for new welders in the SW Kansas region, local businesses and industries - as well as multiple partners across the country - continue to reach out to secondary and post-secondary institutions to request the continuation of welding programs at several local high schools and Garden City Community College. Also, many students who complete welding courses and/or programs at the high school level or college level are eventually employed on local and family farms.	Graduates/completers of this program are filling a regional and national need for workers in this area. Many students are hired for jobs in surrounding states before they are completed with their certifications/education.
Cosmetology	The College has offered a cosmetology program for over 50 years and the demand for this career field continues to thrive - as evidenced by the sustained enrollment in the program. It continues to be a strong career field for women who may be searching for supplemental income or job flexibility. There also continues to be more and more specialty areas within cosmetology that arise each year	The need for personal care careers will continue to exist. Completers in the program are filling needs in surrounding communities and states. This is a quick way for students to enter the workforce without a lengthy education time and allows for them to make a good wage upon completion.

	(nails, eyelashes, massage, etc). This career field also offers women a chance to advance into the role of business owner by opening their own salon. Finally, the level of interest at the high school level is high, according to reports from local area high school counselors and advisors.	
Licensed Practical Nurse	The labor market data may not show a large demand for LPNs in this region, but the Nursing program at GCCC continues to offer a dual-level program where students can choose to leave after earning LPN licensure and gain employment at local hospitals and clinics. Some students choose to utilize LPN licensure as a means to earn money while continuing their education. This program is an excellent gateway program into Nursing and other medical-related careers.	Our regional hospital continues to hire LPNs to serve various needs in healthcare. Many healthcare employers view this certification as a gateway into additional healthcare degrees and certifications. Also allows for the student to earn a good wage while continuing their schooling, if they so choose.
Graphic Design	The skills that are taught in this career field are highly transferable and utilized in other disciplines. The interest of local high school students is high - especially in students who want to use these skills to freelance in the career field. Also, many students learn these skills and then leave the area to enter employment.	Many careers are now incorporating graphic design into already existing positions. Employers are recognizing the need for graphic design as part of their current marketing plans. Knowledge of graphic design is imperative in our workforce, especially those entering into marketing or administrative positions.
Fashion, Apparel, Interior Design (FAID)	The data from Kansas Dept of Labor are not necessarily conclusive as to the exact demand for jobs in this field. However, both secondary and post-secondary schools recognize that demand is low. These students can learn many of these same skills through participation in school plays and other theatre activities.	Students that have completed this pathway have gone on to have successful careers in other parts of the country, not just SW Kansas. It also has proven to be a launching pad for those interested in starting their own clothing business, etc.

<p>Web & Digital Communications</p>	<p>As with graphic design skills, the competencies and skills learned in web and digital communications are highly transferable to many other career fields. This data is also inconclusive as to the exact level of demand in this area and includes jobs in a wide variety of fields, including coding, traffic control, web developer, internet researcher, and others.</p>	<p>Many careers are now incorporating web and digital communications into already existing positions. Employers are recognizing the need for this skill set as part of their current marketing plans. Knowledge of web and digital communications is imperative in our workforce, especially those entering into marketing or administrative positions.</p>
<p>Biochemistry</p>	<p>This particular field garnered significant discussion among the regional stakeholders because of the high level of overlap with health sciences. This pathway is much easier to offer at smaller secondary schools.</p>	<p>In the smaller schools, the biochemistry pathway is being utilized as an alternative to the health sciences pathway. The demand for healthcare workers does not seem to be decreasing so the more health pathways that can be supported the better.</p>

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Student Performance Data

What does the law say?

The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**

What does the law mean?

The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

** Because the disaggregated data on special population subgroups is not available at this time, the needs assessment's student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Regional Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region.**

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.

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.

4S2 – 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.

5S1 – Nontraditional Program Concentration

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

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

Based on the secondary and postsecondary performance data, what are the region's strengths in student performance?

Strengths	How are these strengths being sustained in the region?	Local Example
4-year graduation rates in the Garden City region are better than the state average. In fact, the rate for concentrators is 100% for 2017 and 2018.	GCHS and other high schools in the region offer credit recovery, night school, virtual academy, and other alternative educational opportunities to meet the graduation requirements.	Garden City Alternative Education Center, Garden City Virtual Academy
The placement rates of CTE concentrators who exited secondary education (3S1) have consistently exceeded the state core indicator goal of 90%.	Local high schools have strong relationships with both community colleges and universities within the state to form partnerships that allow CTE graduates to enter post-secondary education in a seamless fashion. GCHS and other high schools also hold regular “job fairs”, guest speakers from industry, career fairs, and job shadowing experiences.	Garden City Community College, Ft Hays St Univ, Kansas State Univ, and many other universities and colleges; Tatro Plumbing, Tyson Foods, City of Garden City, Sunflower Electric, Dairy Farmers of America and many, many other local companies and industries.
The number of non-traditional concentrators in CTE programs at high schools in the Garden City region were above or very near the state average over the past three years. In one of these years (2018), the rate was also above the state core indicator goal.	The local high schools partnered with Garden City Comm Coll in their efforts to promote non-traditional gender participation in CTE programs.	“Women in Tech” event. Panel discussion and guest speakers that focused on the opportunities that exist for women in male-dominant careers.
CIP 01.0205 (Ag Mechanics and Equipment Machine Technology), CIP 51.0810 (Emergency Care Attendant – EMT Ambulance); CIP 51.3801 (Registered Nursing); These programs all demonstrated very high performance in Indicator 1P1 above the state average for post-secondary retention and placement.	The John Deere program at GCCC has a long-standing relationship with a variety of local John Deere dealerships that leads to the placement of every single graduate. These students enter the program with a dealership sponsorship agreement that provides them with employment during and following completion of the program. For the EMT program, partnerships with local and regional EMS agencies lead to involvement of personnel in those agencies as preceptors for the program and as employers for graduates from the Paramedic and/or EMT	John Deere program – American Implement, Western Equipment, Bucklin Tractor and Implement, and several other dealerships; EMT program – Finney County EMS, Kearney Co EMS, Hamilton County EMS, St. Catherine Hospital; RN program – St. Catherine Hospital, Bob

	<p>programs. Local agencies provide opportunities for clinical rotations, ride-alongs, and job shadowing throughout the student’s experience. In the RN program at GCCC, partnerships with St. Catherine’s Hospital have led to opportunities for students to conduct clinical rotations, job shadowing, and employment (following graduation). The RN program at GCCC has also established a very favorable reputation across the state of Kansas that has led to the formation of several articulation agreements with four-year universities.</p>	<p>Wilson Memorial Hospital, Siena Medical Clinic; RN articulation agreements – Ft Hays St Univ,</p>
<p>CIP 01.0301 Ag Production Operations; CIP 01.0401 Ag and Food Products Processing; CIP 43.0107 Criminal Justice; CIP 43.0203 Fire Science; CIP 47.0604 Automotive Technology; CIP 48.0508 Welding Technology; CIP 51.0904 Emergency Medical Technology (Paramedic); CIP 51.3901 Licensed Practical Nurse; CIP 52.1401 Management/Marketing; These programs at GCCC all performed at 100% on Performance Indicator 1P1. This is well above the state average of 91%.</p>	<p>Within most of these programs, the primary source of the high performance level is the establishment of partnerships with local agencies, businesses, and industries. Fire Science, Criminal Justice, and the Paramedic programs all have meaningful partnerships with local and regional agencies that include the opportunity for students to experience job shadowing, ride-alongs, internships, clinical rotations, and other real-life experiences. In Welding, Automotive and Agriculture, faculty and staff from the college have also established partnerships with local businesses to provide students the opportunity for employment following completion of the program. In Ag, Animal Science, and LPN, students have multiple opportunities to continue their post-secondary education through articulation agreements and other “non-formal” agreements.</p>	<p>Fire Science – Garden City Fire Department, Holcomb Fire Department, Greeley County Fire Department; Criminal Justice – Finney Co Sheriff’s Office, Kansas Highway Patrol, Garden City Police Department; Agriculture – Kansas Farm Bureau, Finney Co Extension Office, Seaboard Foods, Brookover Corporation; Welding – Palmer Manufacturing, Tex-Ok-Kan, Epic Piping; Automotive Technology – Burtis Motor Co, Western Motor Co, Legacy Auto Group, Lewis Motors;</p>
<p>At Garden City Community College, many of the programs performed well above the state average in indicator 2P1, including John Deere, CIP 15.0613 Manufacturing Engineering Technology, Criminal Justice, Welding, EMT, RN, LPN, and Marketing/Management.</p>	<p>The attainment of industry-recognized credentials is important within all CTE programs at GCCC and is emphasized by faculty and staff on a regular basis in the classroom, lab, and shop. Students are regularly exposed to the possible credentials available to them and the importance of attaining those credentials. Guest speakers and presenters frequently come to campus to inform students about the employment opportunities that exist once they earn these credentials.</p>	<p>Welding students earn a multitude of credentials through AWS; Automotive students earn student credentials through ASE; EMT students earn their certification through the National Registry; Nursing students earn credentials after passing the NCLEX; John Deere students earn certifications through John Deere corporation.</p>

<p>Regarding performance indicator 3P1, students in CTE at GCCC performed at or above the state average in the following programs: Ag Production, Ag Food Products, and Criminal Justice. These programs produced students who entered non-traditional fields, based upon gender.</p>	<p>GCCC twice applied for and was awarded a grant for Non-Traditional Students by Carl D Perkins (KBOR). These funds were used to support the promotion and marketing (outreach) of the Fire Science program and the Automotive Technology program and the recruitment of female students into these programs. These funds were used to increase the number of female students in these programs, as neither program met the state average in this performance indicator. However, in the Ag Production and the Ag Food Products programs, non-traditional student participation exceeded state averages due to the influence of female instructors (GCCC) and female agency partners (Kansas Farm Bureau). In Criminal Justice, partnerships with GCPD have brought female professionals onto campus in guest speaker roles.</p>	<p>Garden City Police Dept – female guest speakers; Kansas Farm Bureau – female guest speaker/advisory council member; Ag Food Products – female guest speaker/advisory council member; Ag Production – multiple female guest speakers/advisory council members/high school instructors.</p>
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Optional Questions for Discussion:

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

Based on available data, what are the student performance gaps in the region?

Gap	Root Cause
<p>High schools in the Garden City region did not perform at or above the state average in the areas of Reading/Language Arts, Math, and Science. The data provided suggests students did not perform well on state assessment tests in these academic areas.</p>	<p>The root causes for the low performance rates on state assessment tests are numerous. For example, students at GCHS speak over 30 different languages and represent over 75 different countries of origin. Language acquisition, reading comprehension and many other “basic” academic skills must be explicitly taught to these students who are already working to master a challenging rigorous on-grade level of curriculum. Furthermore, the shortage of highly qualified teachers at several high schools in this region has negatively impacted the level of delivery due to the teachers’ inexperience in the classroom.</p>
<p>Schools in the Garden City region did not perform well in the area of dual credit or concurrent enrollment attainment for CTE concentrators.</p>	<p>One of the major contributing factors to this poor performance was the overall lack of focus and attention on the outreach and dual credit program at local high schools. During the time period reported for this data, GCCC did not have a dedicated outreach position. Additionally, the largest high school in the region did not allow students to travel to the GCCC campus to take dual credit classes. This significantly limited the number of CTE course offerings that could be provided as dual credit. Plans are underway to reverse these findings.</p>
<p>CIP 12.0401 Cosmetology at GCCC did not meet the state average regarding retention and placement. Not many students from this particular program continued with post-secondary education following completion of the program at GCCC and not enough students entered the workforce in this field.</p>	<p>The performance of this program (88.24%) was just slightly below the state average of 91%. The causes of this gap likely include the fact that many students do not pass the state cosmetology exam within the reporting period, some students take part of the overall exam (written vs practical), and many students do not enter this specific workforce field due to a variety of reasons. Also, the percentage of students who continue with their education at another post-secondary institution is very low. In this area of Kansas, there appears to be a saturation of cosmetologists and the opportunities for jobs affects the number of students who remain in the industry for extended periods.</p>

<p>In regards to earning credentials (Performance Indicator 2P1), the programs at GCCC that performed below the state average included Ag Production, Ag Food Products, and Fire Science. The performance levels were significantly below state averages.</p>	<p>In the Ag Production and Ag Food Products programs, the list of industry-recognized credentials is very small and the number of students who actually take national exams is also very low. Nationally recognized credentials are not necessary for students to enter the workforce in our region of Kansas. Also, many, many of the students at GCCC in the Ag Production and the Ag Food Products programs continue to four-year universities and do not earn credentials. In the Fire Science program, students at GCCC were not always identified correctly as being associated with the Fire Science program as concentrators. Also, students who complete the program do not always sit for the national exam.</p>
<p>Programs at GCCC that performed below the state average on Performance Indicator 3P1 (Non-Trad participation) include Cosmetology, Fire Science, John Deere, Automotive, Welding, and Nursing (RN and LPN). All these programs had very low numbers of non-traditional students, based upon gender, participate in classes as concentrators.</p>	<p>The number of non-traditional students in several programs is low most likely due to traditional stereotypes that exist in this area of the state and create a barrier for non-traditional students interested in entering a work field that is typically dominated by persons of the opposite gender. In some instances, such as Welding and Nursing, the program leaders have not done an adequate job of marketing and promoting their programs and the work opportunities within their field to students of the opposite gender.</p>

Optional Questions for Discussion:

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

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

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

The local needs assessment shall include

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

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

What does the law mean?

The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

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

Definitions Continued:

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.

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.

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

Question	Answer	Areas for Improvement
Are of sufficient size	According to labor data, the high schools and college are not meeting the needs of industry in many programs due to lower numbers of completers, but virtually every school is operating at full capacity in several programs, too. The limitations for all schools in this area include facilities, safety measures, teacher:student ratios, and budgetary limitations.	We need to find creative solutions to meet industry needs by acquiring grant funds or by developing industry partnerships to help provide facilities, space, personnel, and equipment in those programs in which we are not meeting local demand.
Relate to real-world work environment (Scope)	<ul style="list-style-type: none"> ● All CTE programs at the high schools and on campus have an active Advisory Council. These advisory councils consist of local and regional professionals from the respective fields that come together at least twice per year to provide guidance and feedback regarding the school’s educational program and pathway. ● Both high schools and the college utilize federal Perkins funds to acquire the latest and most up-to-date equipment that mimics what students will see in real-world work environments. ● Programs develop partnerships with local and regional industries in which faculty and students can take field trips, participate in internships, work part-time jobs, and complete job shadowing experiences. ● The Paramedic program at GCCC has constructed a “simulation house” on campus that allows students from Criminal Justice, Fire Science, and EMT/Paramedic to experience a real-world situation when responding to an emergency call. ● Members of local governing boards (school board and/or board of trustees) regularly visit and communicate with faculty and staff within each respective program to provide feedback and give 	<ul style="list-style-type: none"> ● Garden City High School needs to develop a work-based learning program that includes a wide variety of pathways available to students. ● Local high schools want to find creative ways to generate funds to support transportation costs for off-campus field trips and visits to local industries. ● Both GCCC and GCHS want to create a job board (electronic) that could be useful for students in a variety of pathways.

	<p>ideas on the latest trends and practices within the field.</p>	
<p>Help students advance to future education (Scope)</p>	<ul style="list-style-type: none"> ● Program alignment between secondary and post-secondary institutions. ● Providing opportunities for secondary students to take college-level courses from local community college at a reduced rate compared to state universities. ● Secondary and post-secondary institutions have established articulation agreements so that dual credit classes and other college-level coursework flow appropriately into college degree plans. ● The college collaborates with several local and regional high schools to participate in college fairs on a regular basis. ● High schools and community colleges work together to offer assistance to students on completing and submitting college applications, scholarship applications, FAFSA, and other needed paperwork. ● The college offers “technical” courses in mathematics and writing that apply to CTE students and count towards degree requirements. 	<ul style="list-style-type: none"> ● Both secondary and post-secondary institutions need to develop more concrete and specific pathways and curriculum plans with multiple entry and exit points for students from a variety of backgrounds and levels.
<p>Are of high quality</p>	<ul style="list-style-type: none"> ● At Garden City Community College, all state performance levels were met or exceeded. ● The college dedicates considerable budget funding for professional development for CTE faculty, including Perkins funding, so that faculty perform at the highest level possible. ● All CTE programs have an advisory council that assists with guiding program faculty and staff on maintaining the most relevant and critical curriculum. ● Articulation agreements have been developed between the college and four-year institutions to 	<ul style="list-style-type: none"> ● Several advisory councils could be improved both in their membership and influence on programs. ● More co-advisory council meetings with local high school groups. No need to duplicate efforts. Share in quality experience in the community. ● Local labor data should be utilized in a greater way at both the secondary and post-secondary level. ● Professional development funding at the secondary level is inadequate and needs to be addressed with creative solutions.

	<p>ensure students can transfer with ease to earn a bachelor's degree.</p> <ul style="list-style-type: none"> ● All CTE program faculty are required to have credentials and experience in the field in which they teach. ● All wrap-around services on the college's campus are open to CTE students just as they are to students who are focused on a transfer curriculum (advising, counseling, supplemental instruction, tutoring, etc.) 	
<p>Should be offered in the region</p>	<ul style="list-style-type: none"> ● Both high schools and the college meet with business and industry leaders on a regular basis to gauge the local community's needs (e.g. the college is starting a Construction Technology program in 2020 as a direct result of local industry input) ● Local high schools utilize Xello to gauge student interest as part of the process of determining programming and curriculum needs. ● Both the high schools and college work closely with the Finney Co Economic Development Corporation and the local workforce development offices (Kansas Works, Workforce One) 	<ul style="list-style-type: none"> ● Neither the college nor the high schools are utilizing market data enough to assist with determining future program additions or deletions ● At the secondary level, the schools are beginning to listen more to parents and their ideas prior to adding new programs and new courses. This could be expanded and enhanced at the high school level.

STEP 3: Analysis of 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 Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.

What does the law mean?

This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

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

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

How do schools and colleges in the region implement programs of study?

Implementation Process	Strengths	Needs/Gaps
The College and local high schools work together on a variety of projects to implement new programs of study, including gauging interest from students, local industry, and current workforce.	Exploration Day – high school event on GCCC campus involving CTE programs and dozens of local/regional high schools. Usually has over 500 students in attendance. Each student chooses a program to visit.	This event needs to include every program on campus and needs to include a wider range of high schools across the region. This event could also expand to include a career fair with local/regional employers.
Local high schools collaborate with the college to develop and teach classes that qualify for Excel in CTE/SB 155.	The college has greatly expanded its offerings in Excel in CTE to include welding, animal science, agriculture, management/marketing, and allied health. The number of students served by this program increased by more than 50% in the past year.	This particular project needs greater emphasis on the GCCC campus and needs greater resources to help it succeed. More high schools need to be involved with the Excel in CTE classes.
GCCC works collaboratively with local high schools to offer dual-credit classes in disciplines that are not tier funded and not eligible for Excel in CTE funding.	There are a large number of classes being offered to local high school students, including math, writing, communications, history, social science, and others.	Identifying potential faculty members that have the needed credentials in this area of Kansas is very difficult. The college needs to find qualified teachers and encourage them to teach dual-credit. The college also needs to find creative ways of encouraging unqualified instructors to take additional college classes in order to become qualified to teach dual-credit.
The college and local high schools develop multiple articulation agreements that allow high school students to transition smoothly into academic programs at the college.	Written and signed agreements currently exist in the areas of welding and production agriculture. These agreements clearly designate which classes at the high school level apply towards courses at the college.	There is a small number of articulation agreements right now, but that number could be expanded into additional programs on campus. The number of high schools involved also needs to be expanded. Finally, the college needs to have more of its articulations listed on the KSDE website.
The college assists local and regional high schools in offering non-tiered courses that are CTE as dual credit courses. These classes are not general education courses, but they do not	The college offers classes for dual credit in local high schools. These classes include Intro to Criminal Justice, Ag in our Society, Intro to Computers, and other similar classes	The number of classes in this category is relatively low. The college needs to increase the number of classes it offers for dual credit, in general, including those classes in this category.

<p>qualify for Excel in CTE because they are not tier funded. However, these classes are important for high school students who are interested in pursuing a CTE program at the college.</p>	<p>that are not tier funded but are required for CTE programs at the college.</p>	
<p>Early college program; This program would allow high school students to take the necessary courses to complete an associate's degree while still in high school. Courses could be offered at the high school and also on the college campus.</p>	<p>This is being done at other college institutions. The college has great relationships with local and regional high schools and could develop this program at multiple locations. The college continues to strengthen its online course offerings, as this would be very helpful with this program.</p>	<p>The number of courses offered at a particular high school is limited right now. The college needs to identify one or two high schools that are truly interested in developing this type of program.</p>

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff

What does the law say?

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.

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.

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

How do schools and colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps
<p>At local districts, including USD 457, administrators must travel to career fairs nationwide to recruit new high school teachers, including those teaching CTE courses.</p> <p>At the college and high school level, administrators reach out to local industry to recruit instructors. This process is easier for colleges since potential teachers are not required to have a bachelor's degree for CTE. The college utilizes its website and other professional job placement websites (Indeed.com; Glassdoor; etc) to post open instructor positions to try to draw interest from a wide region.</p> <p>The college also reaches out to local industry partners to identify potential instructors.</p>	<p>The local high schools have increased teacher pay in an attempt to compete with surrounding school districts. Whenever possible, the school districts attempt to compete with local industry pay rates. In many situations, new instructors are given a signing bonus when they begin their new contract. Local school districts offer extensive trainings and orientation for new instructors who may be new to the area or new to teaching.</p> <p>At the post-secondary level, the college focuses efforts on retention of faculty by offering long breaks, including Thanksgiving, Christmas, Spring Break, and summers. When possible, the college also tries to offer an annual salary increase to all employees, including faculty. The college has also adjusted work hours to offer more flexibility for its instructors.</p> <p>USD 457 has a dedicated person who travels to recruit new faculty members. This person may travel many states away to attend career fairs and employment events.</p>	<p>The pay rate at both secondary and post-secondary schools needs increase to better compete with local industry and business demands. This is very tough. There is a strong lack of potential faculty members in this region. Administrators must travel long distances to recruit new faculty members.</p> <p>Additionally, there is currently no budget at the college that is dedicated to recruitment of new faculty members. This is expensive and the current budgets do not allow for extensive travel. There is also no one person that is dedicated to recruiting new CTE faculty. These duties fall onto a variety of administrators.</p> <p>The local districts tend to recruit very young and new instructors due to the limitations with budget. These young potential instructors are typically looking for a more urban living environment and do not typically stay in this area for extended periods of time.</p>
<p>At the college level, GCCC is able to dedicate a significant amount of funding for professional development for training current instructors in CTE. This funding can be used for travel, as well.</p>	<p>Over 50% of all Perkins funding at the college is dedicated to professional development for faculty. This is a huge commitment by the college towards assisting faculty with their training and continuing education</p>	<p>The college currently does not have a requirement for faculty to attend professional development activities or re-training. GCCC needs to consider adding this to the negotiated agreement.</p>

	<p>requirements. The funding for professional development is spread across a large number of faculty members from a wide variety of programs. There are also annual pay increases for faculty who conduct professional development trainings and workshops. The college utilizes workshops and trainings offered by KCCTE and KCWE for new faculty and also veteran faculty. Both GCCC and local high schools utilize these workshop opportunities. Local and regional high schools also use training sessions with the SW Kansas Regional Service Center for professional development.</p>	<p>The college and the local school districts struggle to retain younger people who oftentimes want to live and work in a more urban area.</p> <p>Faculty at both secondary and post-secondary level need to take advantage of externship opportunities in the region for professional development and industry re-training.</p>
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STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

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

What Information Should Locals Collect: Progress Towards Improving Access & Equity

What does the law say?

The needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are 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. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

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.

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

How do schools and colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement
<p>At the post-secondary level, GCCC offers citizenship classes through the Garden City Career Connection Academy (GCCCA), as well as one off-campus location at Tyson Foods, Inc plant in Holcomb, KS. The College also offers ESL classes through the GCCCA and Tyson Foods, Inc.</p>	<p>The College struggles to identify all students who may qualify for assistance with many of the services it offers. Currently, students self-identify their gender, race, culture, college status, and many other qualifiers that would identify them for services.</p> <p>Local industry leaders do not always recognize the benefit and advantage to offering their employees the opportunity to earn citizenship or to learn to speak the English language or to earn a GED. Thus, these classes at the GCCCA could be serving more students.</p>	<p>The College may want to consider a different reporting process when students apply for admission to the college. If students can be identified as needing or qualified for student services, the number of students served would increase.</p> <p>Local industry leaders need to be better educated on the benefits of having employees earn U.S. citizenship or learn to speak the English language fluently or earn a GED. The college needs to partner with local community organizations (Lions or Kiwanis or Chamber of Commerce) to offer workshops and information sessions to address these issues.</p>
<p>The College has applied and been awarded two Perkins Non-Traditional grants that were specifically aimed at increasing the access to academic programs for non-traditional students (based on gender) in CTE programs on campus.</p> <p>The College also works hard to implement its placement testing</p>	<p>The College lacks specific funds in the CTE division that can be dedicated to supporting non-traditional students as they work through the process of entering a CTE academic program.</p> <p>The placement process is not as accurate for students entering the</p>	<p>The College will strive to introduce a “universal design” for all classes using the College’s learning management system (CANVAS) that will be more student-focused and consistent.</p>

<p>procedures for all incoming students. This places students at class level in the areas of math, writing, and reading.</p> <p>There is a current process in place to transfer any student's Individual Educational Plan (IEP) from high school to the College.</p>	<p>CTE division as it is for students who desire to take courses for transfer to four-year universities.</p> <p>While processes exist to transfer any student's IEP from the high school level to the college, it is not perfect. The process needs improvement and more students need to be identified for inclusion in this process.</p>	<p>In order to address some of the issues associated with transferring an IEP from the high school level to the college level, GCCC has introduced the idea of having Kari Adams (Accommodations Coordinator) visit local high schools on recruiting trips to better educate students and counselors on the process for transferring an IEP to the college level.</p>
<p>The College offers events, assistance, and financial support for identified first generation students, including the current Student Support Services (SSS) grant project on campus.</p>	<p>While there is a presence on campus that supports and promotes the TRiO programs – specifically SSS – their presence in the CTE programs is very low. Very, very few students in CTE are aware of the SSS program on campus.</p>	<p>The College is applying for another TRiO grant on campus that would serve a variety of students, including those with certain challenges and barriers to being successful. The CTE programs and students on campus need to become more involved with these grant programs.</p>
<p>The College offers one-on-one guidance and advisory sessions for students with accommodations or challenges with academic success. These sessions include guidance on color coordination along with other organization skills, and building time course schedules. The sessions also include tips for successful time management.</p> <p>Local high schools also offer advising sessions to focus on study skills, time management, enrollment, and many other needs.</p>	<p>Not many students take advantage of the opportunities that exist for one-on-one sessions.</p> <p>There is poor communication with college faculty on the processes for implementing student accommodations.</p> <p>Local high schools have a significant need for more counselors. The number of students assigned to each counselor is very, very high which makes regular meetings more difficult.</p>	<p>The College will strive to improve communication with faculty through information sessions with Director of Accommodations on a more regular basis.</p> <p>Local high schools need to find creative solutions for adding staff to deal with students with academic challenges, including those with accommodations needs.</p>

<p>Our secondary students have access to one consistent enrollment guide for all students, CTE or transfer.</p>	<p>CTE faculty and staff need to be more involved with Special Ed staff and students when discussing future plans and transition plans in IEP meetings.</p>	<p>CTE staff will promote CTE opportunities for professional development for special ed staff.</p> <p>All stakeholders will continue to look for unique funding opportunities to support the hiring of additional counselors and advisors.</p> <p>“Weed out” classes should be reviewed for their efficacy and impact on special needs students.</p> <p>Not all CTE staff and faculty are aware of the multitude of funding streams for student opportunities, including industry recognized credential testing.</p> <p>There is a need for more mentors and role models for students with special needs. We need to consider more guest speakers and presenters that have special needs. “Students don’t see many role models in the schools that look like them.”</p> <p>Make buildings access on campus better (Great Plains ADA Center to evaluate?)</p>
<p>Special Ed students are given opportunities for job shadowing and work-based learning experiences. For example, Broncbuster Coffee (special ed students from GCHS on GCCC campus)</p>	<p>Very few of these opportunities exist for these students.</p> <p>Only a very limited number of employers in Garden City are willing to participate in this type of activity/program.</p> <p>Not all students at local high schools have an opportunity to take job shadowing courses. If students are not in a defined CTE pathway, there is likely no job shadowing experience available.</p>	<p>Reach out to more local businesses and industries to promote the work-based learning experiences and job shadowing experiences that could exist in the community.</p> <p>Develop a career exploration course for any student, not just students completing a CTE pathway.</p>

<p>All classes at local high schools are available to all students, including special populations. There are no restrictions on enrollment (as long as students are capable of being successful in the course).</p>	<p>With limited paraprofessional staffing, some students who could be successful in a CTE course with paraprofessional support, are unable to enroll in the course due to a lack of paraprofessionals to help provide the necessary accommodations in the course.</p>	<p>Continue to promote open paraprofessional positions within our schools and communities.</p> <p>Seek out creative scheduling options to maximize the use of our existing paraprofessionals.</p>
<p>There are no course fees for any course offered at GCHS.</p>	<p>Some dual-credit CTE courses do still have course fees.</p>	<p>GCHS and GCCC are working together to eliminate or reduce all fees for high school students taking dual-credit courses.</p>
<p>School districts in the region have systems in place to support students who are homeless, English Language Learners, or are in foster care.</p>	<p>Some schools in our region have more experience working with students in these situations and therefore may have developed more resources than other districts who don't have as much experience.</p>	<p>Encourage schools who may have questions about students in these situations to contact KSDE or local districts with more experience to help answer any questions or to share effective resources.</p>