



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Lori Jensen Wilson	Orion Education & Training	(620) 584-3300	ljensen@orioneducation.org
Postsecondary Institution(s)	Jaime Goering	Butler Community College	(316) 322-3188	jgoering1@butlercc.edu

Date February 1, 2022 Regional Team El Dorado Regional Team

Regional Team Name: <u>El Dorado Regional Team</u> Date: <u>February 1, 2022</u>		
Regional Needs Assessment Team Co-chairs:	Email:	Phone number:
Secondary: Lori Jensen Wilson	<u>ljensen@orioneducation.org</u>	(620) 584-3300
Postsecondary: Jaime Goering	jgoering1@butlercc.edu	(316) 322-3188

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative		Name	Institution and Position	Responsibility
C o - c o o r d i n a t o r s	Postsecondary Perkins Grant Coordinator	Jaime Goering	Butler CCC	Co-Chair
	Secondary Perkins Grant Coordinator	Lori Jensen Wilson	Orion Education & Training, Director of Special Initiatives	Co-Chair
Teacher(s) - Secondary		Nathan Hiebert	USD 410 Hillsboro/Durham/Lehigh, Teacher	K-12 Faculty
Faculty - Postsecondary		Teresa Thompson	Early Childhood Lead Instructor	IHE Faculty
Secondary Administration		Aaron Homburg	Superintendent – Marion USD 408	K-12 Admin
		Max Heinrichs	Superintendent – USD 410	K-12 Admin
Postsecondary Administration		Tom Nevill	Vice President of Academics	IHE Admin
Specialized instructional support and paraprofessional(s)		Haylee Dass	Director - Institutional Technology	IHE Instructional Support
Representative(s) of Special Populations		Teressa Eastman	Director - Disability Services	IHE Director
Career Guidance and Academic Counselor(s)		Breahna Crawford	Circle High School, Career Counselor - 9-12	K-12 Counselor
		Aletra Chaney-Profit	Director of Career Services	IHE Career Services
Student(s)		BCC Students Enrolled in Engaging in Science, Eng. & Math Course	Student	Student

Community	Anthony Roy	Director of Economic Development, City of Hillsboro	Community Stakeholder
Business & Industry	Butler CC Advisory Board Members	Advisory Board Member	Industry Partners
Workforce Development	Keith Lawing	Area IV Workforce Rep	Workforce Rep
Parent(s)	Shelly Gutierrez	Lead for Education Program/Parent	IHE Instructor/Student Parent
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Esam Mohammad	Associate VP of Institutional Research and Effectiveness	IR Data Rep

STEP 1: Analyze Labor Market Information

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>Secondary:</p> <ul style="list-style-type: none"> • Graphic Design • Power, Structural & Technical Systems • Engineering and Applied Math • Early Childhood Development <p>Post-Secondary:</p> <ul style="list-style-type: none"> • Engineering Technology • Physician Coding 	<p>Secondary:</p> <ul style="list-style-type: none"> • Comprehensive Ag. Science • Animal Science • Construction and Design • Digital Media • Business Management/Entrepreneurship • Teaching/Training • Business Finance • Biomedical • Health Science • Restaurant & Event Management • Family, Community & Consumer Services • Programming/Software Development • Web & Digital • Manufacturing • Marketing • Mobile Equipment Maintenance <p>Post-Secondary:</p> <ul style="list-style-type: none"> • Agriculture (All fields/programs) • Digital Media • Software Development • Culinary Arts • Manufacturing Technology • Early Childhood • Criminal Justice • Fire Science • Construction Technology • Automotive Technology • Welding • Nursing • Business Technology • Hotel Management • Entrepreneurship 	<p>No programs meet this category for Secondary or Post-Secondary.</p>

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
		<p>A quantitative assessment based on data provided by the Registrar's office and the Institutional Research and Effectiveness (IR/E) Department the following criterion; enrollment, student success, student experience and opportunity and institutional impact.</p> <p>Click here for access to the data.</p>
Agriculture 45-0000	Traditional pathways for several rural schools.	<p>Labor market needs show over 500 job openings in the region with consideration that this is actually a lower number than actual openings. Most farmers probably don't advertise the jobs they need to fill.</p> <p>Consideration for funding for agriculture and related fields due to region. Agriculture fields could include grain/feed companies, insecticide/pesticide companies, transportation of ag products, Cargill internships, precision agriculture, etc.</p>
Biomedical 29-0000	Over 1,000 job openings noted with very few concentrators	Group assumes this is because biomedical is new in the Midwest – expect to see growing interest as biomedical jobs become more common in the midwestern region
Teaching/Training 25-0000	1,825 available jobs	<p>High Schools: 1 pathway in the region, although this data is outdated.</p> <p>BCC offers education pathway however it is not Perkins funded - Funding for this program should be made a priority. Butler does partner with Emporia State through BEST Program so may have some impact on concentrator count</p>

Restaurant and Event Management / Culinary Arts 35-0000	Over 1,000 available jobs when combining Culinary Arts and Hospitality	High Schools: 10 Restaurant and Event Management pathways offered in high schools. 17 FACS Pathways. BCC: Restaurant Management, Culinary Arts and Hotel Management offered.
Manufacturing / Tooling / Aviation 51-0000	Over 3,000 available jobs	High Schools: 8 manufacturing pathways, but is an area growing in high schools. 0 Aviation pathways – still new to Kansas academically due to many of these jobs providing on the job training in lieu of a traditional degree pathway.
Cosmetology 39-5012	Over 1,000 available jobs.	BCC has not considered this as a program of study. Several schools in the area offer the certification. No HS programs in alignment.

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
No programs meet this category for Secondary or Post-Secondary.		

STEP 2: Analyze Student Performance

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

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	<p>High School graduation rate for concentrators is well above the state target of 90% in this region.</p> <p>Sustained through continued work of faculty and administration to provide resources as able to meet demands of changing educational environment</p> <p>Many programs meet or exceed state performance indicators for both secondary and post-secondary.</p> <p>Area high schools are participating in ongoing Access and Equity training opportunities to research appropriate strategies for special populations to enroll in programs and be successful.</p> <p>All 7-12 students participate in IPS activities that address current needs and prepare for their future.</p>	<p>Butler County performance compared to the overall state performance is below the state average in placement, percent earning credentials, etc., and non-traditional concentrator percentages.</p> <p>Strain on education due to COVID – students are experiencing a bit of a lag due to learning gap from being shut down and remote in 2020/2021.</p>
<i>Performance of Special Populations</i>		
Individuals with disabilities	Provide accommodations and modifications for students with IEPs and/or 504s.	Consider a para hired just for CTE courses as well as several other strategies; marketing for programs, enrollment, accommodations for students, co-teaching.
Individuals from economically disadvantaged families, including low-income youth and adults	BCC: Care Team to assist students as well as financial aid and scholarship opportunities.	At the post-secondary level, students must self-identify their needs. Several do not.

	High Schools: Needs are addressed through Student Improvement Teams.	
Individuals preparing for non-traditional fields	BCC: Increased marketing efforts related to this special population High Schools have reviewed appropriate non-traditional strategies.	Hard to identify industry professionals that are non-traditional which have the time to mentor our students. Finding non-traditional representatives in some careers can be difficult in rural Kansas. Again, strategies are addressed in Access and Equity trainings.
Single parents, including single pregnant women	BCC: Partnered with Head Start for the early childhood needs. Working on partnerships with other local childcare facilities for reducing child care cost to parents enrolled at BCC. High Schools: Needs are addressed through Student Improvement Teams.	Childcare can be a struggle – with the closing of Educare on El Dorado’s campus there are fewer childcare opportunities
Out-of-workforce individuals	Courses offered over multiple time frames to fit all schedules.	Need to strengthen relationships with workforce partners to assist out of work individuals with the possibility of learning a new skill
English learners	ESL and Adult Basic Education Courses Offered. High Schools: Needs are addressed through Student Improvement Teams.	Difficult to find instructors for the many diverse offerings that are required in the El Dorado region
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	High Schools: Needs are addressed through Student Improvement Teams.	Difficult to determine the best way to reach out to these individuals since location and availability of resources is constantly changing
Youth who are in, or have aged out of, the foster care system	High Schools: Needs are addressed through Student Improvement Teams.	Students may have a high mobility rate that prevents long term solutions.
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)	High Schools: Needs are addressed through Student Improvement Teams.	Students may have emotional trauma or high mobility rates that prevents long term solutions.

STEP 3: Analyze CTE Programs

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

Question	Answer	Areas for Improvement
<p>Are of sufficient size</p>	<p>Post-secondary schools use a standard directive for determining if a course should be held. Course offerings/course reference numbers (CRN) with 6 or more students are used to indicate adequate enrollment in each course being offered. This speaks specifically to each individual course and not the program as a whole. Pertaining to the number of declared majors for each pathway, we do not limit the size of the program pathway.</p> <p>Secondary schools evaluate program size locally based on criteria such as past student enrollment, current student interest, cost of program and teacher availability. Schools have been encouraged to also consider trend results from career interest inventories such as Xello or Kansas Career Pipeline. Conversations centered around the needs assessment process has opened new conversations of needed pathways based on regional data. Change is slow in coming but the data is making it's way into the conversations.</p>	<p>Post-secondary schools should consider if the student enrollment number per course (CRN) is appropriate and efficient.</p> <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> • Schools should develop a system for evaluating appropriate size. This evaluation should include cost of programs and involvement of students in the past and trends towards the future.
<p>Relate to real-world work environment (Scope)</p>	<p>Post-secondary schools consult workforce and advisory committees which direct our course work and credentials. This ensures alignment with the "real-world work environment" of our region.</p> <p>Secondary schools have been challenged by KSDE to include more work based learning opportunities such as job shadowing, internships and work-study. New documents to assist in this work have been developed. Schools are measuring the success of their real-world work initiatives by looking at their post-secondary success data. This data can help districts understand if students are deemed "successful" (earned certificate / degree or in-progress) two years after high school. CTE course competencies are written to reflect real-world application and are taught by districts. Schools</p>	<p>Post-secondary schools currently meet with their advisory boards once in the spring and once in the fall. Faculty could look for other ways to interact with work force and advisory members to ensure they are keeping up with industry changes in a timely manner.</p> <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> • Continue to evaluate the post-secondary success data. • Collect data related to work based programs for evaluation and expansion. • Rural schools consider online job shadowing programs such as Nepris. • Continue to add / enhance credential / certification programs into CTE pathways.

	<p>can track how many students participate in work based opportunities in order to evaluate and expand the program. Districts also have been encouraged in this region to incorporate certificates / credentials as a part of their pathways. Data is collected each year as districts submit their KCAN reports.</p>	
<p>Help students advance to future education (Scope)</p>	<p>Post-secondary schools work to establish articulation agreements with both secondary and other post-secondary institutions to ensure transferability of earned credit hours. Butler is also working on new ways to retain students using software which indicates student success and retention parameters so that faculty can contact students to better discuss future education needs. The Career Services group at Butler is also working very hard to present the students with opportunity for discussion with University and workforce professionals</p> <p>Secondary schools, again, are evaluating this data rigorously through the post-secondary schools data. Schools can drill down and determine how many students went to college, technical programs and have earned certificates / credentials / degrees. The data is limiting on how many students went into the military or straight into employment. The goal of the state is to see 70-75% of our students deemed “successful” (earned certificate / degree or in-progress) two years after graduation. Schools receive this data annually along with a goal for improvement. CTE programs work with post-secondary institutions to establish articulation agreements. Through this process, secondary schools offer dual credit opportunities for students. Schools should evaluate their partnerships and make sure they are offering the best opportunities for their students in order to move on to future education opportunities.</p>	<p>Post-secondary areas of improvement are:</p> <ul style="list-style-type: none"> ● Ensure all programs have an articulation agreement that is shared with secondary schools. ● Host multiple career/education fairs so that students are aware of opportunities which exist for them to advance in their future education. <p>Secondary schools areas of improvement are:</p> <ul style="list-style-type: none"> ● Continue to review the post-secondary success data. ● Incorporate certifications / credentials into CTE pathways. ● Evaluate existing and possible programs that offer dual credit. ● Determine if apprenticeship programs are aligned to CTE pathways and available in the area.
<p>Are of high quality</p>	<p>Post-secondary consistently consults workforce and advisory board feedback as well as economic data to ensure the quality of the course offerings. The faculty development team is also constantly reviewing course offerings to ensure the appropriate rigor of the curriculum is meeting the need to work force and transferability.</p>	<p>Post-secondary area of improvement is in continued contact with university and workforce to ensure transferability of credits earned while at Butler as well as ensure course offerings needed to obtain industry credentials are viable.</p> <p>Secondary school areas of improvement are:</p>

	<p>Secondary schools have the opportunity to use the Quality Pathway Rubric. Schools should evaluate pathways each year and discuss results with their Advisory Teams. Recommendations as a result of this analysis should be implemented and changes recorded in the goals section of their pathway applications.</p>	<ul style="list-style-type: none">• Make sure that all pathways are using the rubric and implementing needed changes.
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STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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	Schools are implementing tiered systems of support and focusing on learning loss caused by the pandemic.	Implementation of programs are varied and not aggressively monitored. Teacher shortages will also be more and more of a challenge.
(B) addresses both academic and technical knowledge and skills, including employability skills	Curriculum Review Team to review all new curriculum and changes to existing curriculum. High Schools implementing active IPS programs are addressing employability skills and other executive functioning needs.	Continued communication with industry partners for understanding of industry credentials and needs. Varied programs produce varied results. Schools are not reacting to the post secondary success data at all levels.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Based on accreditation and industry certification requirements. High Schools work with Advisory Teams, BOEs and local District Leadership Teams to review programs being offered. These teams provide guidance from industry and local needs.	Industry partners serve on advisory boards but need to increase interactions with these members to stay in tune with continuously changing industry standards. Are schools reacting to local economy and workforce data?
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	Innovative pathway model developed by BCC to ensure student success in their chosen pathway. Students working on IPS programs in high school have guidance on decisions and appropriate post secondary programs.	Seek internship opportunities at all levels of education. Job skill based through work with industry partners – at times hard to hire due to labor requirements for secondary students. Students unaware of all options for additional training.

<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p>Academies offered at high school level can translate to job placement or to continued educational advancement.</p> <p>Offer shorter, credential specific courses which do not require prerequisites in order to learn certain skills (example: OSHA 10, CDL, etc).</p> <p>High Schools encouraged to look more into credentialing instead of focusing on completion. Schools forming great partnerships with area schools for dual credits, transitions, etc.</p>	<p>High school and post-secondary administration need to be informed of the varying skill levels associated with each profession to truly understand the multiple entry and exit points related to credentials</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p>Based on accreditation and industry certification requirements. Testing for credentials are offered through various resources at BCC (campus locations, BETA, etc).</p> <p>Local high schools develop multiple partnerships.</p>	<p>Always a need for testing locations, materials, and instructors.</p> <p>High schools struggle with certifying staff and helping students to afford needed tests and programs.</p>

STEP 3: Analyze CTE Programs

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

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

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
Advertise openings across multiple hiring platforms	Advertise the need to retirees and unions that teaching for CTE might not need to be a full-time job.	Need alternative certification offerings; night school, online, etc.
Reach out to area schools and universities.	Hire teachers directly from the field.	<p>Potential teachers can get a higher paying job in the field.</p> <p>Difficult to find college level instructors based on accreditation requirements</p> <p>Concern for classroom management for teachers directly hired from the field.</p>
<i>Training</i>		
Offer professional development through both Carl Perkins funded and departmentally funded conference opportunities.	By attending conferences, instructors can stay up to date on the latest industry standards and offerings.	It is increasingly difficult for instructors to be able to plan for conferences. Due to the pandemic, many conferences have been cancelled or have moved to a remote setting which is not as impactful
<p>BCC: Professional Development for Faculty offered throughout the year</p> <p>High Schools offer mentor training for CTE teachers as well as required mentoring for new teachers.</p>	<p>Professional Development Days held at the beginning of each semester with key topics to enhance student interactions, technology trainings, etc.</p> <p>Second Saturdays are faculty guided discussions the second Saturday of each month as a way to continue learning strategies</p>	<p>Funding for conferences can be difficult if not a Carl Perkins approved program due to location and length of conference (funding to pay for conference in full).</p> <p>Last minute cancellations present challenge for refunds and for time to see alternate opportunities.</p> <p>Cost and availability of substitute teachers.</p>

	Multiple training opportunities offered through the local service center and KSDE. Pittsburgh State offers several CTE trainings as well.	
Retention		
Strive to be an employer of choice through varied scheduling, benefit and pay options.	The ability to have a remote work environment has led toward higher retention of staffing. This seems to be due to the flexibility of the work schedule.	Pay will always be a gap when trying to retain talent
	<p>BCC: Offers a variety of programs to retain institutional staff. These programs include:</p> <ul style="list-style-type: none"> ● Mentoring programs ● New Adjunct Faculty orientation (twice each semester) ● New Full-Time Faculty Institute in August ● Second Saturdays ● Summer Jam ● Digital Badges (Canvas Training) ● EdTech online training ● Personalized Professional Development Plans ● Request for Educational Advancement (REAP) ● Master Teacher Award ● Excellence in Teaching - (League) ● Years of Service awards ● Board of Trustees recognitions 	
Pay improvement and opportunities for relicensure through the K-12 PDC program.	All teachers can participate in PDC. Salary movement based on years as well as college hours.	Teachers do not see enough benefit in some districts to stay, especially in rural areas.

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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
Include ALL students in introductory CTE courses.	All	<p>Continue the same course offerings each semester.</p> <p>Participate in Access and Equity trainings and implement selected strategies.</p> <p>Examine data from state reports to analyze how many students participate in pathways from different special populations. Determine if numbers are “significant” either way.</p>
Providing accommodation and modifications for students	All	<p>Continued trainings on how to provide accommodations and modifications to the classroom setting to meet the needs of every student.</p> <p>Participate in Access and Equity trainings and implement selected strategies.</p> <p>Organize Student Intervention Teams for some students in need.</p> <p>Students with IEPs, 504s or other specific plans must be provided appropriate accommodations.</p>
Butler Community College works to gain involvement by parents, students, and educators for CTE programs through Advisory Boards, high school academies and high schools recruiting and admissions.	All	<p>Our institution strives to develop solid articulation agreements and partnerships with the area high schools. Butler also offers programs and hosts events such as Manufacturing Day, Journeys & Destinations. Partnerships with other postsecondary institutions include various 2+2 agreements, Paramedic Program and KU Nursing Partnership as well as having faculty which instruct concurrently with Butler and other institutions.</p>
Gap	Which special population(s)	Strategies for Improvement

<p>At the post-secondary level, students must self-identify their needs. Several do not.</p>	<p>All</p>	<p>Encourage students to self-advocate. Know how to feel comfortable asking for help or declaring a previous IEP or 504.</p> <p>Continue to provide mentoring to every student regardless of if they are a special population student or not.</p> <p>Continue to be mindful of HIPPA and FERPA requirements.</p>
<p>Rural schools are not as diverse as other areas of the state.</p>	<p>All</p>	<p>Schools must dig into the data to find what students qualify in the different populations and whether or not their are barriers to their learning.</p>

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Instructors are required to provide contact information for disability services within all course syllabi. This information is part of the syllabus template set up in Salsa and faculty is unable to delete this section.</p>	<p>All</p>	<p>Students then self-identify based on their individual needs. The Office of Disability Services acts as a liaison between college personnel and students to ensure our accommodations are in compliance with Section 504 of the Rehabilitation Act, the Disabilities Act of 1990 and the ADA Amendments Act of 2008. Representatives of Disability Services are available to meet with you at all our campuses. An Accessibility Task Force was set up in the Fall 2017 Semester that has developed an accessibility action plan that encompasses action items across the entire college</p>
<p>Special population students are able to enroll in courses which aid in the transition to postsecondary education.</p>	<p>All</p>	<p>This includes online courses/accommodations, blended courses and providing modifications/accommodations when needed.</p>

		CTE teachers and other school staff must work together to provide appropriate courses and accommodations.
Gap	Which special population(s)	Strategies for Improvement
Communication with secondary education partners to help in student identification for special populations	All	<p>Increase communications between secondary and post-secondary partners pertaining to all students, not only special population students.</p> <p>Secondary education staff can communicate with post-secondary with student/guardian consent.</p>
Active monitoring of achievement for all students.	All	Improve high school advisory time to meet the needs of individual students.

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
Work Based learning opportunities offered for many pathways	All	Continue partnerships with workforce offering these internships. Collaborate with local resources.
Career services professionals available to all students including active monitoring of student IPS.	All	Continue working with workforce partners to offer career fair and other internship opportunities. Improve and refine IPS programs in schools.
Real world experiences in core curriculum	All	Train teachers to offer authentic experiences to connect students and the real world and improve academic engagement.
Gap	Which special population(s)	Strategies for Improvement
Need to build or strengthen partnerships with workforce centers in the region.	All	Utilize workforce centers in the region to place students in jobs or internships as well as to make people aware of educational opportunities which can enhance their skills in high wage/high demand jobs.
Improve communication of available assistance and post secondary programs.	All	Develop teams to examine data and current practices and research appropriate solutions.

Additional comments from team.

Team members were asked to comment about needs of post secondary and K-12 trainings in relation to local labor data.

Do you think the labor market data is reflective of this region? Are there any INCREASING or DECREASING career areas that are not on the list?

RNs are highly in demand as are CNAs / Patient Care Technicians; there is some interest in LPNs joining the workforce as we seek more RNs

No- Early Childhood Education does not seem to be accurately reflected. The openings may be accurately reflected but I do not think the wage is reflected accurately. If you are including Early Childhood teachers within a District that is not the same as an Early Childhood Educator for daycare. It does not reflect that of a home daycare provider. Wage is not accurately reflected.

There is no labor market data for early childhood. This is crucial to include as this profession has taken a huge hit with COVID. Families are needing care, staff are leaving the field so there are job openings that must be filled. The annual wage was also not included. Unfortunately this wage is quite low which does not draw folks into the field but again, it is essential that we have qualified people working in ECE environments with children.

I don't see anything on there about automotive. The automotive industry needs technicians.

It was probably accurate when it was gathered. However in this environment everything changes very quickly.

I do not think the labor market data is reflective of the region. I believe the pandemic has caused the number of job openings to soar. In fact, for the past two years, the private school that I work at has tried to add teachers and assistant teachers so that classes could operate in cohort models (a group of up to 16 children with one full time teacher and a full time assistant). That means that our school needed 12-16 additional staff members so that we could keep our school staffed and keep our doors open. This is SO CRITICAL because without child care, people cannot go to work! Essential workers, who are stretched thin right now, really need reliable child care. Our program has taken the extreme measure asking parents to get certified as subs. Our school is also offering \$500 bonuses to teachers that recruit for our open child care positions.

The labor market shown in the tool is very inaccurate. There are hundreds of jobs available right now in the Early Childhood field, not 15. This is the biggest staff shortage I have seen in the last 23 years of being in the ECE field.

From the data and based on our location to the air capital of the world, why don't we offer more aviation production. We should be alarmed by the teaching and training pathway with only 4 in the pathway pipeline. Manufacturing and welding seems to always be in demand, but student interest levels are low.

Is there any part of the data that alarms you somewhat? For example, are you surprised that there aren't more jobs available in a certain pathway?

The data doesn't alarm me, healthcare isn't a field that a lot of high schoolers would be able to enter (apart from CNA I suppose) so I understand why that data isn't there. I think the information we have is a bit too generalized to really reflect what students in each degree/path will encounter in the workforce (there is a big difference between the availability of general medical administrative positions vs. coding positions) and does not reference the fact that many people in healthcare work remotely for large, national companies based in different states-- so it's unclear if that is reflected here.

I also know there is no way only 4 people have completed at least 3 course in early childhood. I can also speak from experience that the salary listed (over 41,000) seems high for a teaching job in Early Childhood. The average annual salary for a Center Director is approx. \$32,000, around \$23,000 for a Lead Teacher and around \$20,000 for a Family Child Care Owner/Operator. Sadly it is much lower than the data reflects.

Early Childhood - it seems like it's a problem in every rural community. I thought there would be more need. Engineering seems like a low need, but we hear that we need more engineers. Business finance data is alarming too. Mobile equipment maintenance - more partnerships with tech schools would help, the teacher and equipment are so expensive to begin program at secondary schools. Why are there so few going into animal science

Not surprised about the how many jobs are opened but more students are not enrolled in some of those better careers. (higher paying jobs)

Information Support & Services, Network Systems, Programming & Software Development and Web & Digital - this would include Cyber Security

Does this data help you to know if your course / pathway / program offerings are appropriate for this region? If not, what else might you need?

This should support our needs

I believe that it does. This is information that is given in by this data can help you make intelligent decisions on whether you should drop some programs and add others.

ECE is essential. The program that Butler CC continues to offer is high quality. Since the data does not provide the job openings, it is not reflective of the need in Butler & surrounding counties.

Good data to review, it gives a good picture about what type of workers we need and the programming available to support them. It maybe good at some point that we break this down more and begin giving it in smaller chunks for people to better understand what's available as our young people begin to process their "why" in our work force.

I think the information is very helpful.

Cyber Security. The need for IT Security is rising especially in global companies, however all companies need to be aware. Most small organizations would have difficulty staffing a dedicated head but not global companies.

OPEN COMMENTS: What additional comments or questions do you have about the data?

I think there's an overlap of needs in many areas. For instance, someone going into business on their own or into any type of support position should have a general understanding of business technology - basic computer applications and trouble shooting.

Surprising to me that Business Management does have more students for the opening and pay. This would be a good place to look at.

I would like to see manufacturing and design engineering , composite, NDI, etc. pathways be offered at BCC. As Wichita aerospace continues to grow, we lack local resources (even with NIAR and WSU Tech, and WTI) to meet the demand especially engineering.