



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Date: February 1, 2024

Regional Needs Assessment Stakeholder Team

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)	Dr. Kay Kautz	Butler Community College	316-322-3188	kkautz@butlercc.edu

Date: January 15, 2024 Regional Team: El Dorado/Butler Area

Regional Needs Assessment Stakeholder Team

Representative	Name	Institution and Position
Secondary Co-chair(s)	Lori Jensen Wilson (ljensen@orioneducation.org) 620-243-2586	Orion Education & Training Director of Special Initiatives
Postsecondary Co-chair(s)	Kay Kautz Ed.D (kkautz@butlercc.edu) 316-322-3188	Butler Community College, KS Director of Resource Development
Teachers - Secondary	Ryan Hill <u>Mackenzi Moloney</u>	Technical Instructor USD 394 High School, Rose Hill KS CTE Teacher High School, El Dorado KS
Faculty - Postsecondary	Mark Jaye Derek Foust	Associate Professor – Automotive Butler Community College, KS CTE-Faculty Agriculture Butler Community College, KS

Secondary Administration	<p>Jenifer Davis</p> <p>Don Porter</p>	<p>Superintendent–USD 490 El Dorado, KS</p> <p>Superintendent–USD 375 Circle Public Schools, KS</p>
Postsecondary Administration	<p>Tom Nevill</p> <p>Dr. Esam Mohammad</p>	<p>Vice President of Academics Butler Community College, KS</p> <p>Associate VP of Institutional Research and Effectiveness Butler Community College, KS</p>
Specialized instructional support and paraprofessionals	<p>Donna Nickel</p> <p>Steve Reichardt</p>	<p>USD 402 Paraprofessional High School, Augusta, KS</p> <p>Special Education Teacher High School, Augusta, KS</p>

Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	<p>Joani Purdy</p> <p>Di Kohls</p>	<p>Director of Virtual Education and Program Design Orion K-12</p> <p>Program Director - Orion Diploma Completion Program Orion K-12</p>
Representatives of Special Populations	<p>Teresa Eastman</p> <p>Jessica Reyes</p>	<p>Director - Disability Service Butler Community College, KS</p> <p>BCC Student</p>
Career Guidance and Academic Counselors	<p>Breahna Crawford</p> <p>Aletra Chaney-Profit</p>	<p>Circle HS, Career Counselor</p> <p>Director of Career Services Butler Community College, KS</p>

Students	James Carroll Talissa Madrigal Logan Montanye Cally Miller	Butler Community College Students
Community Members	Ronnie Price <hr style="width: 20%; margin-left: 0;"/> Julie Jensen	Mayor of Andover, Kansas Retired Curriculum Director, El Dorado USD, KS Small Business Owner
Business & Industry Representatives	Keith Lawing Clelia McCrory	Workforce CEO ESSDACK ESC

Workforce Development Representatives	<p>Niomi Thompson</p> <hr/> <p>Jamie Manning</p>	<p>Director - Level Up Kansas</p> <p>Greenbush ESC</p>
Parents	<p>Debbie Stevens</p> <p>Sara Potter</p>	<p>Grandparent and Admin Assistant Circle Public School, KS</p> <p>Parent / USD 375 Circle Public School, KS</p>
Representative of Adult Education Programs (one representative is sufficient per state requirement)	<p>Sherry Watkins</p>	<p>CTE-Adult Education Butler Community College, KS</p>
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is	<p>Teresa Eastman</p>	<p>Director - Disability Service Butler Community College, KS</p>

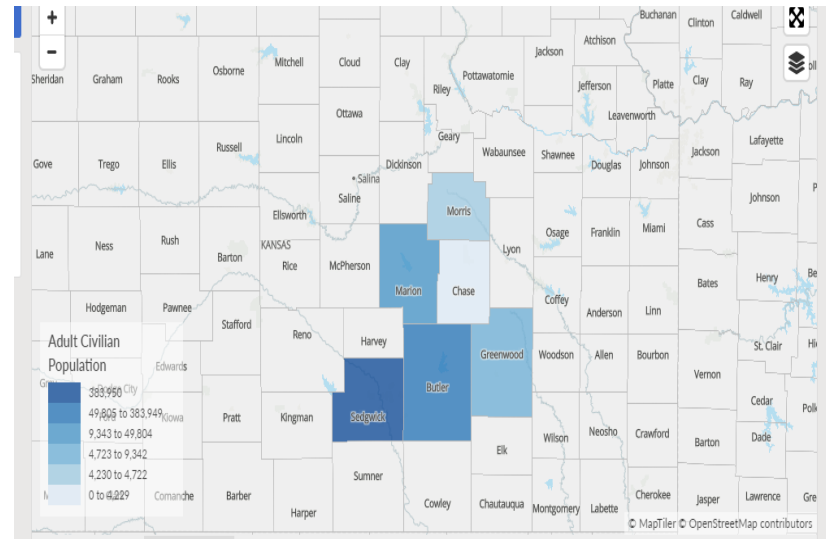
MAPS

Map of Butler Region in South Central IV, Kansas for the CLNA Report, Perkins V 2024-2026

Postsecondary and Secondary Schools:

Butler Community College El Dorado, KS	El Dorado, USD 490	Rose Hill, USD 394
Augusta, USD 402	Bluestem USD 205	Flinthills, USD 492
Marion-Florance, USD 408	Remington, USD 206	Douglas, USD 396
Circle, USD 375	Centre, USD 397	Durham, USD 410
Andover, USD 385	Peabody Burns, USD 398	Goessel, USD 411

Region IV Butler Service Area (High Schools)



Butler Community College Service Area

Source: Lightcast.org, https://analyst.lightcast.io/analyst/?t=4Y1Gg#h=tzRzR&page=community_indicators&vertical=standard&nation=us

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):

The local needs assessment shall include...

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

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What does the law mean?

Each region will analyze how local CTE programs are meeting workforce needs. Eligible recipients evaluate labor market demand based on state and local data sources.

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

SEE APPENDIX A:

Comprehensive Job and Concentrator Excel Report

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
<ul style="list-style-type: none"> ● Biochemistry ● Biomedical ● Digital Media Pathway ● Family, Community & Consumer Services ● Fashion, Apparel, Interior Design Pathway ● Health Science ● Mobile Equipment Maintenance ● Plant Systems ● Power, Structural, & Technical Systems ● Programming & Software Development ● Restaurant and Event Management ● Web & Digital Communications 	<p>Secondary High Schools:</p> <ul style="list-style-type: none"> ● Aviation Production Pathway ● Early Childhood Development & Services ● Food Products & Processing Systems ● Government and Public Administration ● Network Systems ● Social Workers (Marion County) ● By comment of the committee - Healthcare ● Teacher’s Aids <p>Postsecondary CTE at BCC:</p> <ul style="list-style-type: none"> ● Agriculture/ Livestock ● Business Management and Entrepreneurship ● Construction and electricians ● Engineering & Applied Mathematics ● Finance ● Graphic Design ● Teaching / Training <p>Both Secondary and Postsecondary:</p> <ul style="list-style-type: none"> ● Marketing ● Manufacturing ● Machinist (Rural need, Marion Co.) 	<p>At this time, the committee does not acknowledge any pathway that has too many concentrators related to job openings.</p> <p>The pathways and programs offered are encouraged to increase school curriculums and for pathways to continue their focus. This information is provided in Q2.</p>

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

SEE APPENDIX B:

Data Report on High Demand Jobs Compared to Bulter CC Concentrators.

South Central Kansas. Data from the Kansas Department of Labor, (<https://klic.dol.ks.gov/vosnet/gsipub/documentView>)

NARRATIVE

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources: CLNA Committee comments:
STEM / Natural Resources & Environmental Systems Aviation Production 19-0000 45-0000 47-0000 51-0000	<ul style="list-style-type: none"> ● 22% Growth in labor ● 631 job openings ● Careers with positive job growth: <ul style="list-style-type: none"> ○ Life, Physical, and Social Science Occupations ○ Healthcare Support Occupations ○ Agriculture ○ Manufacturing ○ Aviation Production 	<ul style="list-style-type: none"> ● “Projects at Spirit are up with increased hiring. Integra Semiconductors manufacturing: What skills are needed for them? We must see the ‘through lines’ from high school to college and the workforce needs.” ● Analysis from the regional news concerning current manufacturers and incoming interest necessitates a focus on STEM education. ● Kansas is outpacing the US in STEM Workforce: People Working in STEM Occupations without bachelors’ degrees (according to the National Science Foundation) ● One of the high schools in Region IV offers the pathway.
Law and criminal justice careers and first responders	<ul style="list-style-type: none"> ● 4.2% growth in labor ● 691 job openings 	<ul style="list-style-type: none"> ● In the South-Central area, those with a higher increase of jobs to fill and have an increase in salaries are Policing and First Responders

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources: CLNA Committee comments:
<p><u>NOTE:</u> BCC has an excellent Fire Science program. 23-0000 33-0000</p>		
<p>Pathways to Increase in Schools (According to the CLNA committee)</p>		
<p>Engineering 17-0000</p>	<ul style="list-style-type: none"> ● 22% - Highest percent growth according to South Central Region - 2020-2030 - Occupation Projections 	<p>Committee members commented on jobs in the area that aren't filled because of our engineering students moving to other areas of the country or not enough employees at different engineering levels.</p>
<p>Education 25-0000</p>	<ul style="list-style-type: none"> ● 5.2% growth ● 5th, 8th and 9th top high demand / high wage careers in Region IV (according to Kansas Career Navigator) ● There are currently 630 teaching job openings (KSDOL) 	<ul style="list-style-type: none"> ● All of the school districts in the Region IV area are concerned with the lack of certified educators applying for positions. ● Several committee members questioned why more occupational data didn't show the lack of employed teachers and paraeducators in districts. ● There are 10 school districts that have Teaching / Training pathways... but not all.
<p>Information Technology 15-0000</p>	<ul style="list-style-type: none"> ● 10.8% growth ● 6th top high demand / high wage careers in Region IV (according to Kansas Career Navigator) 	<ul style="list-style-type: none"> ● Growing opportunities across the state according to the Kansas Commissioner of Education. ● "Silicon Prairie" ● Cybersecurity firms in the Wichita area.
<p>Project Managers 11-0000</p>	<ul style="list-style-type: none"> ● 2nd and 3rd top high demand / high wage careers in Region IV (according to Kansas Career Navigator) ● 1,339 job openings 	<ul style="list-style-type: none"> ● The committee commented on the lack of managers and students not being trained in leadership, organization, and communication skills.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources: CLNA Committee comments:
		<ul style="list-style-type: none"> • In the South-Central area, those with high numbers of higher salary jobs to fill are found in all levels of management for any corporate or industrial group.
Health Care 29-0000 31-0000	<ul style="list-style-type: none"> • 7.6% growth • 4th top high demand / high wage careers in Region IV (according to Kansas Career Navigator) 	<ul style="list-style-type: none"> • The committee commented on the increase in high school pathway opportunities in health fields. • 11 high schools have programs and there are several degree options through BCC. • In the South-Central area, those with a higher increase of jobs to fill and have an increase in salaries are health care, especially nurses and health support services.

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

- At this time, the committee is not acknowledging any pathway that has too many concentrators related to job openings.
- There are many pathways and programs that are offered, but they are encouraged to increase in schools and pathways to meet the needs and continue the focus. This information is provided in Q2. From the comments of the group, "We do offer pathways needed for the region. We just need to continue to look at how to bridge programs and provide students the opportunities for the training they will need."
- There are often categories that have other important variables. For instance, firefighters are not listed as a high demand job. However, "in rural areas and small communities, volunteer firefighters play a vital role for their communities. Mostly cities have paying firefighter jobs, but not always elsewhere in rural areas." Volunteer firefighters need proper training to serve their areas, and Butler Community College offers this.

SEE APPENDIX D:

CLNA Committee Meeting Minutes with member comments.

Other comments from the committee:

Do you feel your local school and/or BCC offer the pathways needed for this region? Why or why not?

Yes & no, I notice the Biochemistry had the highest Associate degree programs for nursing, but if there were more than 3 pathways offered in the schools, would this number increase? Law and Web Development looks like it is of interest to students, so more could be offered in this interest of study.

Yes, but we need to offer some additional pathways for the future- transportation, legal, funeral director (nothing in south central area), maintenance & repair,

Like I answered above, we need more in our school. I think we would have better attendance and graduation rates if we pushed more towards career readiness, not just college.

Absolutely, students need a low-cost option. We need to continue to strive to meet the needs of Perkins eligible students.

The local schools and BCC do offer several pathways needed for the region, however, there exist opportunities to meet demands in other areas as stated above.

We are looking at adding a Law/Public Safety Pathway, as well as an articulation agreement with our local BCC programs, in the coming year. Outside of this need and our challenges with Architecture, I do believe our school and BCC provide necessary opportunities for our students and community.

I believe more pathways are needed for our region to accommodate needs. However, it is very difficult to add various programs due to the resource demands along with instructor availability.

Yes, I do believe that El Dorado Public Schools offers extension opportunities to meet not only this region, but other regional needs. This stems from more students looking for jobs in the Wichita Metro areas. Businesses in the areas are openly attracting/advertising to get students into their programs as soon as possible.

I think BCC offers the needed pathways for this region. From what I could tell, every pathway offered would provide a need in the job demand.

I think my local school in combination with BCC ECA (Early College Academy for high school students) offers our students many opportunities and it seems like the ECA is used well. A lot of students are really able to concentrate on the classes that directly apply to an occupation they're interested in pursuing after High School. If BCC was not an option, El Dorado High School would need to have more, but the combo of HS and BCC fits the students' needs.

Yes, they keep up with the ever-changing demand of the market very well.

Yes, I think the agriculture program is offering pathways that are in line with the demands of local employers.

We do offer pathways needed for the region. We just need to continue to look at how to bridge programs and provide students the opportunities for the training they will need.

I do, I feel if Circle doesn't offer it, they can attend BCC.

Rural areas have a great need for many of the pathways: Mental health, health services, machinists, firefighters, EMTs. *There should be hybrid deliveries set up to train rural students.*

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

What does the law mean?

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

Definitions:

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S1 – Nontraditional Program Concentration

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

5S2 – Program Quality – Attained Postsecondary Credits

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

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

SEE APPENDIX C, Tab #1:

Secondary Chart for CTE Concentrator Performance Report, which includes special populations, subgroups, and career pathways.

SEE APPENDIX C, Tabs #2-4.

Postsecondary Charts for CTE Concentrator Performance Report, which include special populations, subgroups, and career pathways.

Secondary and Postsecondary Core Indicators:

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Secondary Overall Student Performance in the Region	<ul style="list-style-type: none"> All % of performance categories were met. 	
Postsecondary Overall Student Performance in the Region	<ul style="list-style-type: none"> All % of performance categories were met. From the core indicators, all populations placed well in each category, except nontraditional studies. Scores were over 95% for gender, ethnicity, special populations, and career clusters. What is exceptional is that our students placed 93.54% as 	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	being employed, and some of those continued their higher education or higher training efforts <i>at the same time</i> .	
<i>Performance of Special Populations</i>		
Individuals with disabilities	<p>Secondary:</p> <ul style="list-style-type: none"> • Graduation target was met! • Growth from 2021 in all categories of performance including 90% in graduation rate. <p>Postsecondary:</p> <p>Butler CC provides accommodations and modifications for students with IEPs and/or 504s.</p> <p>This population has smaller overall enrollment numbers, but higher placement statistics at 100%. They also met the postsecondary <i>state determined levels of performance</i> indicator percentages in the categories of earned postsecondary credentials and enrollment in nontraditional fields.</p>	<p>Secondary:</p> <p>Approx. 15% of students participating in pathways have an IEP. Schools have identified lack of marketing or feelings of inclusion as possible root causes.</p> <p>Postsecondary:</p> <p>Gap: Low enrollment of disabled. We consider needs for marketing, recruitment for enrollment, and to check accommodations for students with all types of disabilities.</p>
Individuals from economically disadvantaged families, including low-income youth and adults	<p>Secondary:</p> <ul style="list-style-type: none"> • Graduation target was met! 	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<ul style="list-style-type: none"> Graduation, Reading, Total Placement and Non-Traditional categories improved from 2021 <hr/> <p>Postsecondary: BCC: Care Team assists students as well as with financial aid and scholarship opportunities.</p>	<hr/> <p>Postsecondary: At the post-secondary level, students must self-identify their needs, but several do not. Advisor training is needed in communication with students, so they know how to identify this information.</p>
<p>Individuals preparing for non-traditional fields.</p>	<p>Secondary: Mixed performance on growth and reaching 2023 targets.</p> <hr/> <p>Postsecondary: This population at Butler CC met the level of performance of the State determinations. However, overall percentages remain low, and advising is key to maintaining or increasing numbers for nontraditional fields of study.</p>	<p>Secondary: Districts continue to provide information regarding non-traditional career pathways to students. Districts can choose which data subgroups to place students into.</p> <hr/> <p>Postsecondary: Increased marketing efforts related to education for this option.</p>
	<p>Secondary:</p>	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Single parents, including single pregnant women	Postsecondary: This category shows a clear mark with 3 rd highest enrollment in the subcategory for the special populations, and 100% performance in placement. State standards were met in earned credentials, and nontraditional enrollments.	Postsecondary: The need for Childcare can create gaps. BCC should investigate more avenues.
Out-of-workforce individuals	No students were identified.	
English learners English learners (Continued)	Secondary: Significant growth in graduation rates since 2021. Postsecondary: ESL and Adult Basic Education Courses Offered for ESL student placements and earned credentials were at were 100%. The enrollment numbers were not high, so focus should continue for this group.	Secondary: Overall, students are not reaching targets. Districts should look at data and develop strategies to ensure academic support for students of ELL challenges. Postsecondary: <u>Marketing and partnerships to increase enrollment.</u>
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	Secondary: <hr/>	Secondary: Overall, students are not reaching targets and scores dropped from 2021. Districts should look at data and develop strategies to ensure academic support for students

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	Postsecondary: BCC: Care Team assists students as well as financial aid and scholarship opportunities.	categorized as Homeless. <hr/> Postsecondary: Train advisors to help identify students fitting this category.
Youth who are in, or have aged out of, the foster care system		Postsecondary: <u>Marketing and social services partnerships to identify students fitting this category.</u> Much more can be done with these efforts.
Performance of Students from Major Racial and Ethnic Groups		
Special Populations/Overall Ethnicities	Secondary Strengths: High School Districts continue to communicate about pathways and programs to all students and use specific strategies to reach Hispanic students. Postsecondary: <u>Student completion rates are a good indicator of academic success. Hispanics (68.63%) and Asians (68.42%) are completing slightly higher than Whites (67.4%) or Blacks (62.5%).</u>	Postsecondary: Hispanic and Asian students are completing at a higher rate than White and Black students. A key for analysis is found in the placement scores, which are lower for <u>Asians (87.5%)</u> and Hispanics (<u>91.94</u>). From the percentages, it is often assumed that White (97.62% placement) and Black (95.24% placement) students have performed better than Asians or Hispanics in school. However, these statistics demonstrate cultural biases in placement options because <i>Hispanics and Asians have higher graduation and completion rates than Whites or Blacks.</i> <u>Therefore, two</u>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
		<u>actions should occur. We need to focus on advising Hispanics and Asians on planning for after-completion, and we must focus on increasing White and Black student completions.</u>
American Indian or Alaskan Native	<p>Postsecondary Strengths: Native Americans have a high rate of completion. .</p>	<p>Secondary: Graduation rates for Native Americans are at 24%. Placement in education, military or employment is 16%.</p> <hr/> <p>Postsecondary: Native American rate of completion was high, but placement to go on to categories of military, transfer, employment, or volunteer was 15% lower than other ethnic categories. <u>Advisors should focus on plans for after-completion paths.</u> Marketing and partnership efforts should increase enrollment. There is a definite disconnect in this area for this ethnic group.</p>
Asian	<p>Secondary:</p> <hr/>	<p>Secondary: Asians have lower enrollment and are in the middle of scoring for target rates in High School. Special focus is needed for their success.</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	<p>Postsecondary: Asians have the highest rate for Non-traditional programs at 23.08%. The rate of completion for Asian is 68.42% or one of the top rates, and the high rate after completion to other categories of military, transfer, employment, or volunteer is 87.5%.</p>	<hr/> <p>Postsecondary: Asians have lower rates of enrollment. Special marketing could increase enrollment. <u>Focus on post completion planning.</u></p>
Black or African American	<p>Secondary: Students reached the targets for graduation and science.</p> <hr/> <p>Postsecondary: Rate of completion is at 62.5% for African American. 95.24% go on after completion to place in other categories of military, transfer, employment, or volunteer.</p>	<p>Secondary:</p> <hr/> <p>Postsecondary: African Americans had the lowest rate in non-traditional academia at 12.24%. <u>Advisors should focus on alternatives for student choices and retention. Discover reasons for lower rate of completion.</u></p>
Hispanic/Latino	<p>Secondary: Ethnic rate of completion for Hispanics is 81%. High Schools use specific strategies to reach Hispanic students. Specific programs for Hispanics may be coming to fruition.</p> <hr/> <p>Postsecondary: Hispanics completed at a rate of 68.63% which is the second highest ethnic</p>	<hr/> <p>Postsecondary: The initial percentages of enrollment of Hispanics are not as high as</p>

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	rate, but a lower enrollment rate of concentrators. Their placement numbers were at 91.94%.	they should be. <u>Special marketing is needed to attract more Hispanic students. Focus on post-completion planning.</u>
Native Hawaiian or Other Pacific Islander	No students were identified.	
Two or more categories	Postsecondary: Lower enrollments, but they placed high after completion to other categories of military, transfer, employment, or volunteer.	Postsecondary: The non-traditional enrollment was low at 14.29%. <u>Training for advisors is needed to identify students fitting this category.</u>
White or European American	Secondary: Rate of graduation for Whites is 97%. <hr/> Postsecondary: Ethnic rate of completion for Whites is 67.4%. 97.62 % go on after completion to other categories of military, transfer, employment, or volunteer. 16.87% choose Non-traditional majors.	Postsecondary: <u>Focus on reasons for lower rate of completion.</u>

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

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

What does the law mean?

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

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

Question	Answer	Areas for Improvement
<p>Are of sufficient size</p>	<p>Secondary 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 Kansas Career Pipeline. Conversations centered around the needs assessment process have 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>Postsecondary 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</p>	<p>Secondary schools' areas of improvement are:</p> <ul style="list-style-type: none"> Schools should develop a system for evaluating appropriate sizes. This evaluation should include the cost of programs and involvement of students in the past and trends towards the future. <p>Postsecondary school considers if the student enrollment number per course (CRN) is appropriate and efficient.</p>

Question	Answer	Areas for Improvement
	<p>declared majors for each pathway, we do not limit the size of the program pathway.</p>	
<p>Relate to real-world work environment (Scope)</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 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>Postsecondary 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’ 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>Postsecondary 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>

Question	Answer	Areas for Improvement
<p>Help students advance to future education (Scope)</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 limited 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>Postsecondary 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. A new internship program is in the works.</p>	<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>Postsecondary areas of improvement are:</p> <ul style="list-style-type: none"> ● Ensure all programs have an articulation agreement that is shared with secondary schools and 4-year universities. ● Host multiple career/education fairs so that students are aware of opportunities which exist for them to advance in their future education. ● Increase the internship program

Question	Answer	Areas for Improvement
<p>Are of high quality</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> <p>Postsecondary 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 meets the workforce needs and transferability.</p>	<p>Secondary schools' areas of improvement are:</p> <ul style="list-style-type: none"> • Make sure that all pathways are using the rubric and implementing needed changes. <p>Postsecondary area of improvement: The continued contact with university and workforce to ensure transferability of credits earned at Butler. Ensure Butler CC course offerings for industry credentials are viable.</p>

STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What does the law mean?

The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study. The program of study starts at the secondary education level (Pathway) and continues through postsecondary education. This requirement addresses current and future plans to support the implementation of programs and programs of study.

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	Both Secondary and Postsecondary schools are implementing tiered systems of support. The pathways from high schools are reviewed to match pathway options for higher education. Perkins V needs assessment informs our educational institutions of job skills needed in the workforce.	Implementation of programs are varied.
(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 in matching workforce needs.	Continued communication with industry partners for understanding of industry credentials and needs.

Implementation Process	Strengths	Needs/Gaps
	High Schools implementing active IPS programs are addressing employability skills and other executive functioning needs.	Varied programs produce varied results. Schools are not reacting to the postsecondary success data with all curriculum levels.
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	<p>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.</p> <p>Butler partners with the Workforce alliance, data gathering companies, and we track our own data for all student and industry needs. Our curriculum is set up in pathways to lead to success.</p>	<p>Industry partners serve on advisory boards but need to increase interactions with these members to stay in tune with continuously changing industry standards.</p> <p>Schools must continually react to local economies and workforce data that change due to new technology, demographics, and national needs.</p>
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	<p>Innovative pathway model developed by BCC to ensure student success in their chosen pathway.</p> <p>Students working on IPS programs in high school have guidance on decisions and appropriate postsecondary programs.</p>	<p>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.</p> <p>Students unaware of all options for additional training. Education is needed for job possibilities nationally and locally.</p>
(E) has multiple entry and exit points that incorporate credentialing	Butler CC continues to offer High School students' opportunities to take college courses concurrent with their High School coursework. The Early College Academy allows High School students to obtain a	High school and post-secondary should know the varying skill levels associated with each profession to truly understand the multiple entry and exit points related to credentials.

Implementation Process	Strengths	Needs/Gaps
	<p>degree or certificate, or students can take specific courses of interest, either in the college classroom, online, or at the High School.</p> <p>Offering shorter, credential specific courses which do not require prerequisites in order to learn certain skills (example: OSHA 10, CDL, etc).</p> <p>Academies offered at high school level can translate to job placement or to continue educational advancement.</p> <p>High Schools are encouraged to look into credentialing instead of focusing on completion.</p>	<p>Continue to closely work with the community, jobs, and industrial workforce stakeholders.</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p>Based on accreditation and industry certification requirements. Testing for credentials is 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

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

The local needs assessment shall include...

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

What does the law mean?

Eligible recipients must evaluate their current and future recruitment, retention, and professional development needs. This may require analysis of teacher or other professional shortage. The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

Process	Strengths	Needs/Gaps
Recruitment		
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 or military.	Potential teachers can get a higher paying job in the field. Difficult to find college level instructors based on accreditation requirements. Concern for classroom management for teachers directly hired from the field.

Process	Strengths	Needs/Gaps
Recruitment		
Retain		
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 plan for conferences
<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 training, 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 challenges for refunds and for time to see alternate opportunities.</p> <p>Cost and availability of substitute teachers.</p>
Training		
Strive to be an employer of choice through varied scheduling, benefit and pay options.	Teachers in districts are offered CTE-specific mentors throughout the state.	Pay will always be a gap when trying to retain talent
Multiple training opportunities offered through the local service center and KSDE. Pittsburgh State offers several CTE training courses as well.	<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 	

Process	Strengths	Needs/Gaps
<i>Recruitment</i>		
	<ul style="list-style-type: none"> ● 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 	
<p>Pay improvement and opportunities for re-licensure through the K-12 PDC program.</p>	<p>All teachers can participate in PDC. Salary movement based on years as well as college hours.</p> <p>K-12 schools can alternately license CTE teachers through several unique opportunities which has provided an increase in teachers across the state.</p>	<p>Teachers do not see enough benefit in some districts to stay, especially in rural areas.</p>

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

What does the law mean?

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

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

Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	<i>Perkins V – special populations Sec. 2(48)</i>
x	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
x	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
x	(C) individuals preparing for non-traditional fields;
x	(D) single parents, including single pregnant women;
x	(E) out-of-workforce individuals;
x	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
x	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
x	(H) youth who are in, or have aged out of, the foster care system; and
x	(I) youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.
x	<i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i> (B) students from major racial and ethnic groups; (Addressed in Question 6)
x	American Indian or Alaskan Native
x	Asian
x	Black or African American
x	Hispanic/Latino
x	Native Hawaiian or Other Pacific Islander
x	White
x	Two or More Races
x	Unknown

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Include ALL students in introductory CTE courses.</p>	<p>Perkins V – special populations Sec. 2(48) American Indian or Alaskan Native Asian Black or African American Hispanic/Latino White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals; youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces on active duty.</p>	<p>Increase the course offerings and new pathways.</p> <p>Participate in Access and Equity training and implement selected strategies.</p> <p>Examine data from state reports to analyze how many students participate in pathways from different special populations.</p> <p>Determine if numbers are “significant” either way.</p>
<p>Providing accommodation and modifications for students</p>	<p>Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; English learners; youth with a</p>	<p>Identify specific needs for specific categories. Continue training on how to provide accommodation and modifications to the classroom setting to meet the needs of every student.</p>

Strength	Which special population(s)	Strategies for Sustaining
	<p>parent who is a member of the armed forces on active duty.</p>	<p>Participate in Access and Equity training and implement selected strategies.</p> <p>Organize Student Intervention Teams for students in need.</p> <p>First Generation students have a new student organization, which has applied for grants to provide support because of lagging statistics.</p> <p>Students with IEPs, 504s or other specific plans must be provided with appropriate accommodation.</p>
<p>Butler Community College works to gain involvement by parents, students, and educators for CTE programs through Advisory Boards, high school academics and high schools recruiting and admissions.</p>	<p>Perkins V – special populations Sec. 2(48) American Indian or Alaskan Native Asian Black or African American Hispanic/Latino White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces on active duty.</p>	<p>Our institution strives to develop solid articulation agreements and partnerships with the area high schools.</p> <p>Butler also offers programs and hosts events such as Manufacturing Day, Journeys & Destinations.</p> <p>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> <p>Work with workforce stakeholders to encourage more internships and apprenticeships.</p>

Strength	Which special population(s)	Strategies for Sustaining
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>Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces on active duty.</p>	<p>Encourage students to self-advocate. Teach them how to feel comfortable asking for help or declaring a special identity, economic need, or previous IEP or 504.</p> <p>Continue to provide mentoring to every student with special accommodation for each special population student.</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>Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals youth who are in, or have aged out of, the foster care system;</p>	<p>Schools must analyze the data to find what rural students qualify for and whether there are barriers to their learning.</p> <p>Due to economic, identity, language, disability, and family situations.</p> <p>For special populations seek to find barriers in education programs. Communicate by mentorships or counseling.</p> <p>Difficulties can stem from economic, identity, language, disability, and family situations that are</p>

Strength	Which special population(s)	Strategies for Sustaining
	youth with a parent who is a member of the armed forces on active duty.	innate barriers we must overcome with active research and applications.

Q9: How do schools and colleges ensure that programs are designed for the 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.</p> <p>This information is part of the syllabus template set up in Salsa and faculty is unable to delete this section.</p>	<p><i>Perkins V – special populations Sec. 2(48)</i> American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; 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.</p>	<p>Postsecondary students should 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.</p> <p>Representatives of Disability Services are available to meet with students 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>There are several plans in the works to fund special population organizations, increase apprenticeships for Corrections and ABE students, and new demographics from IR are constantly being charted and published. This information is</p>

Strength	Which special population(s)	Strategies for Sustaining
		vital to funding programs and organizational development by the administration.
<p>Secondary Special population students can enroll in courses, which aid in the transition to postsecondary education.</p>	<p><i>Perkins V – special populations Sec. 2(48)</i> American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; 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.</p>	<p>This includes online courses/accommodations, blended courses and providing modifications/accommodations when needed.</p> <p>Post secondary CTE teachers and other school staff must work together to provide transitions for appropriate courses and accommodations.</p>

Strength	Which special population(s)	Strategies for Sustaining
Gap	Which special population(s)	Strategies for Improvement
<p>Communication with secondary education partners to help in student identification for special populations.</p>	<p><i>Perkins V – special populations Sec. 2(48)</i> American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; 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.</p>	<p>Increase communications between secondary and post-secondary partners pertaining to all students, especially for special population students.</p> <p>Secondary education staff can communicate post-secondary with student/guardian consent.</p> <p>Educate students through advising and mentoring about barriers to their situations they may not know are impactful, such as: low-income, first generation, ELL, homeless, ethnic differences in the culture of the education institution and their home culture, plus parents who are incarcerated or in active-duty military, gender equity in majors and pathways for non-traditional choices, and single mothers and fathers.</p>
<p>Active monitoring of achievement for all students.</p>	<p><i>Perkins V – special populations Sec. 2(48)</i> American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p>	<p>Improve high school advisory time to meet the needs of individual students.</p> <p>Create new cultural and special population organizations and education of faculty, staff, and administration through conferences, and data reports.</p>

Strength	Which special population(s)	Strategies for Sustaining
	<p>Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; 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.</p>	<p>In postsecondary use Institutional Research to monitor concentrators, progression, retention, and success for each category of all students, including male and female results and nontraditional academic inclusion.</p>

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

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

Strength	Which special population(s)	Strategies for Sustaining
<p>Work Based learning opportunities offered for many pathways.</p>	<p>Perkins V – special populations Sec. 2(48) American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; 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.</p>	<p>Enhance new internships and further develop the apprenticeship program.</p> <p>Funding is needed for these programs and new grant proposals are written specifically to meet these needs. The effort involves faculty, staff, and administration, as well as advocating for student requests.</p>

Strength	Which special population(s)	Strategies for Sustaining
<p>Career services professionals are available to all students including active monitoring of student IPS.</p>	<p><i>Perkins V – special populations Sec. 2(48)</i> American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; 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.</p>	<p>Continue working with workforce partners to offer career fair and other internship opportunities.</p> <p>Improve and refine IPS programs in schools.</p> <p>Post Secondary: Internships and apprenticeships are increasing greatly, starting in 2023 when new programs and partnerships were created.</p>
<p>Real world experiences in core curriculum</p>	<p><i>Perkins V – special populations Sec. 2(48)</i> American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p>	<p>Train teachers to offer authentic experiences to connect students and the real world and improve academic engagement.</p> <p>Many field trips, concerts, career fairs, and exhibits are attended as part of the school curriculum.</p>

Strength	Which special population(s)	Strategies for Sustaining
	<p>Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))</p> <p>individuals preparing for non-traditional fields;</p> <p>single parents, including single pregnant women;</p> <p>out-of-workforce individuals;</p> <p>English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))</p> <p>homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a);</p> <p>(H) youth who are in, or have aged out of, the foster care system;</p> <p>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.</p>	<p>Partnership with the city of El Dorado in art, music, and theater efforts in the community.</p>
Gap	Which special population(s)	Strategies for Improvement
<p>Need to build or strengthen partnerships with workforce centers in the region.</p>	<p><i>Perkins V – special populations Sec. 2(48)</i></p> <p>American Indian or Alaskan Native</p> <p>Asian</p> <p>Black or African American</p> <p>Hispanic/Latino</p> <p>Native Hawaiian or Other Pacific Islander</p> <p>White</p> <p>Two or More Ethnicities</p> <p>Unknown Ethnicity</p> <p>Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))</p> <p>Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))</p> <p>individuals preparing for non-traditional fields;</p> <p>single parents, including single pregnant women;</p> <p>out-of-workforce individuals;</p> <p>English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))</p> <p>homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a);</p> <p>(H) youth who are in, or have aged out of, the foster care system;</p>	<p>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.</p> <p>New workforce, business, and governmental partnerships are established to meet Butler CC goals and mission.</p> <p>A new Fitness Court is being built across from the college so all community and students can use it in partnership with the City of El Dorado, KS.</p> <p>Internships and Apprenticeships numbers are increasing.</p>

Strength	Which special population(s)	Strategies for Sustaining
	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.	The CLNA committee was populated with workforce and career representatives, city officials, parents, social organizations that help special populations, educational representatives, and students.

Additional Comments from Committee:

<p>How do the pathways and programs already offered in the region compare to regional job demand?</p>
<p>I would hope to see more students interested in architecture and construction, there are so many pathways offered in this region that supports the educational side of things, and according to the annual openings, there are a lot of spots to fill, and the annual salary is #1 on the list!</p>
<p>Mostly aligned</p>
<p>I think they compare well, I am surprised there is not more need for teachers?</p>
<p>Pathways are offered in the areas of agriculture, computer technology, restaurant management, welding.</p>
<p>Although there are gaps that should be explored, several programs in the region do reflect the career clusters determined to be in demand in the region, such as Fire Science, Healthcare, Construction, and Culinary.</p>
<p>Many of the high demand jobs are already represented in our pathways/programs. Despite shifts in projected demand, it appears we have these opportunities already available to students in our region.</p>
<p>I am impressed with the area educational institutions' commitment to the various pathways. The ever changing job market is a difficult chase. Welding for example.</p>

The regional pathways that are offered meet many of the demands in the regional job area. Some of the pathways such as Accounting, Computers, and Nursing are increasing concentrators which will move towards meeting the regional job demand. The lack of data creates a challenge to determine if this region is meeting the regional job demand for areas such as Office and Admin Support/Management.

I feel the pathways and programs of study already offered match pretty well with the job demand.

I think pretty well. Legal occupations seem like it's growing faster than the pathways we have relating to it but the rest seem to line up pretty well.

Offer more than enough training in the regional job market for the area.

I think overall the college is doing a good job of offering pathways that generally fit into

Definitely align with regional job demand

BCCC pathways/programs do a pretty good job matching regional job demand.

I feel the pathways/programs we already offer in the region are the ones in the regional job demand for the most.

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

It looks like Law was something that was not offered on the list. But students were interested in law enforcement services and web development.

legal occupations, installation/maintenance, transportation, funeral director

Again maybe more in teaching?

Pathways should be offered in business management, accounting (other than BCC assistant), social service and legal programs.

According to the data, the region could benefit from additional Architecture & Engineering, Personal Care and Service, Legal, Life, Physical, and Social Science, and Computer and Mathematical programs.

Law/Public Safety is a pathway/program that is not already offered, but shows an increase in projections (Legal Occupations) in the coming years.

I see a need for additional installation, maintenance and repair opportunities for students. HVAC, Plumbing, Electrical, etc. The demand shows almost a 10% increase. There are some opportunities in the area but I feel there is a need for more concentration.

I do not believe that pathways/programs are being offered in the areas of Sales Managers and Inspectors, Testers, Sorters, Samplers, and Weighers. They may be a subset of another pathway, or this may be an oversight on my part.

I didn't see any that weren't offered.

Corrections, Security, Law & Law Enforcement Services

There didn't really seem to be any huge omissions - it seems Butler is at least offering programs in all of the areas that are highly needed. There could be discussion about how to promote these but we seem to be doing pretty well at offering programs that meet local workforce needs

Machining/Robotics

This is dependent on what adaptation the training industry might need. That is why it is important to have industry partners on advisory committees.

Circle specifically doesn't have Information Technology but our students have the opportunity to attend Butler CC or WSU Tech - so I feel we have that pathway covered with our partners.

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?

Bio Chemistry has a dramatic increase which is nice because we will always need people in the medical field such as nurses and medication aid.

Law and web development do not appear on the list, but are of interest for study.

Yes, teaching seems to be one we are missing, also more push towards health care.

I think the data is accurate, I see problems in filling some of the demand positions in business and legal professions. Particularly with legal, there are few programs to transfer to.

Yes, I do believe the data is reflective of the region in its current state.

I struggle to answer this because pockets of our region are very different, depending on local occupations and large industries. For example, our Refinery, Prison, and Hospital drive much of our local data, but do not show out as well in regional data.

As mentioned in the previous response....I believe there is a need for specialized training occupations such as HVAC, electrical, plumbing, etc. There are several small communities in our area in dire need of expertise.

I believe that the labor market data is skewed for this region as the Wichita Metro area is not included. The near proximity of additional jobs for students, and the high demand for these jobs, have a major effect on the students attending our region's post-secondary school. We must remember that students have options to go to other colleges and tech schools, based on their needs and desires.

I think our region offers what is currently slated to be a need. I didn't notice any areas not on the list.

I do think it is reflective of the region.

Just reading through some of this data, there are some confusing points. I am in agriculture so I will use that as an example. In the job growth and decline agriculture is listed in two areas. It is listed as a high growth area when it is lumped in with life and physical sciences towards the top (19-0000) and it is listed as a low growth area towards the bottom when combined with forestry and fisheries (45-0000). There isn't really any clarification here. Also I would be curious about overall employment in some of these areas rather than just trends. For example, it may be possible that agriculture has low growth, but we are very aware that there is a huge labor shortage in our agricultural economy. Even if job openings are growing at a slow rate - many jobs are not being filled!

Decrease in technical, increase in technology

I believe the labor market data accurately reflects the region. There is going to be a continuous need for skilled workers in the construction trades to keep up with infrastructure needs of future manufacturing development.

Yes I feel the data is reflective of the region.

I am a little shocked that early childhood is not on the increasing list due to the high demand for daycare in Butler.

Is there any part of the data that alarms you somewhat?

The Health Science for students completing 3+ courses/in pathway, decreased when pursuing education past K-12.

Electrical Engineering slow increase- I can't get an electrician to come to my house! Takes a week before someone can come. I am concerned that BCC offerings in Manufacturing are not gaining jobs, as Manufacturing in the region is. RN jobs slow increase- does that mean we need to offer LPN again?

Not really, seems like the national trend.

I would have expected to see a larger growth projection for Protective Service and Education fields.

We cannot fill our Architecture pathway with enough interested students or with a certified teacher, yet the occupation projects list this career as the highest growth area. This is certainly a concern for our district moving forward.

Having experience in education knowing the difficulty finding quality qualified staff members I am concerned for the growth in the other occupations as well that could potentially go unfilled.

I am surprised that the early childhood development pathway has not increased as much as the most recent needs in the local communities. This may stem from the closing of many of these job opportunities, including the one at BCC and the First Baptist Church in the last few years.

The lack of nurses is alarming. However, I feel like the pandemic put those positions in a bad light with students. I'm hoping the need in this area balances out as we are now out of the public health emergency status.

The number of concentrators is pretty low in some pathways that are offered more in the Region. For example, Teaching and Training and Web and Digital Communications. I think taking a look at some of the Pathways with a higher number of concentrators to offer those more could be useful.

I am a little surprised by the growth in engineering overall. It seems there is a huge demand in our local region for various different types of engineers

Some alarming parting of data might be the math/science/reading scores. There is going to be an increased need for upper level math and sciences to keep up with the skills demand of future industries.

Welders - negative changes - Is this true? I thought it was in high demand from current welders being at retirement age.

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

Architecture & Construction looks like it is decreasing, and according to the percent growth projections, hopefully that will increase.

Most of my comments are under the data question.

It is very interesting to see, I wish we offered more areas in our school. Most students got to Wichita Tech to get hands-on training and I think we need more to offer our students. We push too much for college readiness not career readiness.

Again, cautionary tale about how towns/cities in our region are heavily influenced by local industry trends and needs that may not show out in the regional data.

This data and exercise has really made me aware of potential improvements our school district can make to do our part to contribute to the area.

As we know, COVID has changed expectations for current career job demands. This should be kept in mind as I believe changes and adjustments to the future occupation projections expectations will occur as the business world finds a "new normal".

I tried really hard to give my best opinions but honestly, comparing and assessing data isn't my strong suit if I haven't been a part of it from the beginning.

Mostly just what I said in regard to the labor market data being reflective of the region. There are some finer points I am still confused on. Take the farm and nursery workers category at the bottom of the South-Central KS job growth and decline PDF. It says 32 additional jobs will be created in 2021, representing a 23% increase over the previous year. Then in 2023 we added even more jobs with 35 and that this represented less than a 1% increase? It doesn't seem to add up here.

I am not a data person, but I found this information helpful for my job when talking to students about their career path.