New Program Request Form
CA1

General Information

Institution submitting proposal	Highland Community College
Name, title, phone, and email of person submitting the application (*contact person for the approval process*)	Lucas Hunziger 785-442-6201 lhunziger@highlandcc.edu
Identify the person responsible for oversight of the proposed program	Scott Kohl, 785-456-9463 skohl@highlandcc.edu
Title of proposed program	Viticulture and Enology
Proposed suggested Classification of Instructional Program (CIP) Code	01.1004
CIP code description	Viticulture and Enology
Standard Occupation Code (SOC) associated to the proposed program	51-9012 -Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
SOC description	Set up, operate, or tend continuous flow or vat-type equipment; filter presses; shaker screens; centrifuges; condenser tubes; precipitating, fermenting, or evaporating tanks; scrubbing towers; or batch stills. These machines extract, sort, or separate liquids, gases, or solids from other materials to recover a refined product. Includes dairy processing equipment operators.
Number of credits for the degree <u>and</u> all certificates requested	Viticulture and Enology Cert A = 16 crhr Viticulture and Enology Cert B = 30 crhr
Proposed Date of Initiation	Fall 2023
Specialty program accrediting agency	No nationally recognized authority
Industry certification	No nationally recognized authority

Signature of College Official _____ Date 4/20/23

Signature of KBOR Official _____ Date _____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA1-1a form).

Institutions requesting subordinate credentials need only submit the following sections:
1) General Information, 2) Program Rationale, 3) Complete catalog descriptions (including program objectives) for the proposed program, 4) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program, 5) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation), and 6) Program Approval at the Institution Level.

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include where the idea came from, who was involved, and why the program is needed.
  - According to Kansas Viticulture and Farm Winery Association (KVFWA) website, there were 23 wineries in Kansas in 2010. In 2022, Kansas Department of Revenue showed that number had grown to 58 wineries. The vineyard industry has grown at approximately the same rate. During this same period of time, 161 students took at least one course from the Viticulture and Enology Program at Highland Community College (HCC V&E). Approximately 46% of those students are currently employed in the Kansas grape and wine industry ("the industry"), many as business owners. Despite the program being "inactive" in recent years, the industry has requested that HCC V&E continue offering courses. Every spring, HCC V&E receives at least a half-dozen phone calls and emails from the industry asking if there are students looking for jobs. Just this week, Liquid Art Winery Estate in Manhattan and Trivedi Winery in Lawrence both inquired about potential job candidates.
  - Since the Pandemic, the industry has relayed to HCC V&E that they not only need technicians for the vineyard or winery, but they need workers cross-trained to do both. In fact, the current trend in hiring is that employees work in the vineyard during the summer, the winery during the winter months, and in the tasting room during holidays and special events. These employees need training to "wear all three hats." The proposed certificates (Cert A and Cert B) both offer courses in all three areas of work in the industry with courses in viticulture, enology, and business.
  - Highland currently has general business courses in the catalog, and we anticipate creating courses that are directed toward selling and marketing wine. Specifically, competencies will include instruction in tasting room hospitality, as a facility tour guide, wine and food pairing, and wine marketing.
  - HCC V&E has secured participation in an Advisory Board from members in both KVFWA and Kansas Grape Growers and Winemakers Association (KGGWA). The Board will be utilized to guide HCC V&E regarding curriculum changes and updates, training upgrades, training and workshop sites, and possible partnerships for Registered Apprenticeships.
  - Finally, the program needs to ascend from offering courses to offering credentials (Cert A and Cert B) to gain tiered funding support. To increase the pool of students, HCC V&E also seeks to entice high school students to participate in the program as part of the Excel in CTE.

Program Description

- Provide a complete catalog description (including program objectives) for the proposed program.
  - The Viticulture and Enology program is for students who want to work in the grape growing and winemaking industry. The program prepares individuals in all aspects including vineyard site selection, grape variety choices, grapevine cultivation, vineyard management, pest mitigation, harvest operation, grape processing technologies, yeast and nutrient choices, fermentation vessels, wine sensory, wine fining and blending, packaging technologies, and basic grape and wine marketing. Graduates are employable as vineyard and winery technicians. Fall semester is designed to teach basic level vineyard and winery production culminating in Cert A, and Spring semester allows students to gain a more in-depth understanding of vineyard and winery production.

- List and describe the admission <u>and</u> graduation requirements for the proposed program.
  - Highland Community College is an open admissions institution. Interested individuals meeting one of the following criteria would be eligible for admission: graduates of accredited and state recognized high school; general education development (GED) diploma recipients; transfer students from other colleges or universities; or adult students who have not earned a high school diploma or GED but otherwise demonstrate an ability to benefit from the program offerings. (*2021-2023 HCC Catalog, Page 6*)
  - The Cert A program requires successful completion of sixteen credit hours of specific course work in the Viticulture and Enology Department with an overall grade point average of 2.00 (C) or above. The Cert B program requires successful completion of thirty credit hours of specific course work in the Viticulture and Enology Department with an overall grade point average of 2.00 (C) or above. (*2021-2023 Catalog, Page 21*)

Demand for the Program

- Using the Kansas Department of Labor's Long Term Occupational Outlook, (https://klic.dol.ks.gov) identify employment trends and projections: occupational growth, occupational replacement rates, estimated annual median wages, and typical education level needed for entry.
    - o Initially, this program only covered grape growing and winemaking. However, after years of communicating with industry we have found the typical employee wears many hats. They work as vineyard technicians during the growing seasons of spring and summer. They work inside as winery technicians during the fall and winter, and they work in the tasting room during busy times, events, and holidays. Ultimately, this program aims to teach students about agriculture and growing grapes; fruit processing, fermenting, winemaking, and packaging; and basic sales skills for working in a winery sales and hospitality.
    - o Based on input from presidents of the two industry associations in Kansas, KVFWA and KGGWA the industry will see the need for at least 50-75 employees in the next 5 years and 200+ employees in ten years. (See attached letters of support)
    - o Currently, job vacancies for the industry don't hit the usual websites because businesses in the industry contact HCC V&E directly with their employment needs because they know we're the only entity training students.
    - o As HCC V&E program and mission have evolved, the program discovered that the greatest obstacle to opening a winery is financial. Therefore, the college chose to create a business incubator for wineries, called 456 Wineries. Highland Vineyards and Winery, LLC is the host winery inside the facility, and there are rental spaces for up to five business start-ups. Incubator staff assists with acquiring the proper licenses and mentors the client businesses as they scale up from making home-scale winemaking to commercial-scale. The facility also includes a shared tasting room for the new business owners to learn how to successfully market their wines to customers. Five new Kansas wineries have been created inside the incubator since opening in Fall 2019.

SOC	Name	Jobs Outlook 2020-2030	Median Annual Salary	Education required for entry	Work experience in related occupation
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	30	$35,100	High School Diploma / GED	None

- o From 2010-2022, the number of wineries in Kansas rose from 23 to 58. The vineyard industry has grown at approximately the same rate. Given that Missouri has 146 wineries (according to www.wineamerica.com/impact), the Kansas grape and wine industry has plenty of room to grow, thus employing the students passing through this program.
- o Attached Appendix C – Education Report Jobs EQ for Viticulture and Enology

- Show demand from the local community. Provide letters of support from <u>at least three</u> potential employers, <u>which state the specific type of support</u> they will provide to the proposed program.
  - o Attached in Appendix A
- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.
  - o Attached in Appendix B
- Describe how the Perkins Comprehensive Local Needs Assessment supports the program initiation.
  - o CA-1c see attached.
  - o Manhattan Area CLNA, Feb 2020, Page 11 and Page 6 respectively. CIP 01.1004 Viticulture: 114 annual openings, 0 concentrators.
  - o See Attached Appendix D

- Describe/explain any business/industry partnerships specific to the proposed program.
  If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CA1 materials for review purposes. The agreement will not be published or posted during the comment period.
  - o HCC V&E program staff are active participants in Kansas Grape Growers and Winemakers Association (KGGWA) and Kansas Viticulture and Farm Winery Association (KVFWA). HCC V&E staff have been engaged to assist with hosting the 2023 Heartland Grape and Wine Conference, hosted by KGGWA. HCC V&E staff are regularly contacted by Kansas Department of Agriculture for information on the grape and wine industry.
  - o HCC V&E often works in partnership with individual vineyard and winery businesses to order supplies to save on shipping costs. In 2020, HCC V&E partnered with Smoky Hill Winery in Salina to purchase empty wine bottles in bulk. In 2021, Hiatus Wines purchased bottles with HCC V&E. In 2022, Valley Trails Vineyard and Swoyer Vineyards partnered with HCC V&E to purchase pesticides.
  - o As HCC V&E program and mission have evolved, the program discovered that the greatest obstacle to opening a winery is financial. Therefore, the college chose to create a business incubator for wineries, called *456 Wineries* in Wamego, KS. Highland Vineyards and Winery, LLC is the host winery inside the facility, and there are rental spaces for up to five business start-ups. HCC V&E staff assists with acquiring the proper licenses and mentors the client businesses as they scale up from making home-scale winemaking to commercial-scale. The facility also includes a shared tasting room for the new business owners to learn how to successfully market their wines to customers. Five new Kansas wineries have been created inside the incubator since opening in Fall 2019.

Duplication of Existing Programs
- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.
  - o There are no similar programs in Kansas.

- Was collaboration with similar programs pursued:
  - o Please explain the collaboration attempt or rationale for why collaboration was not a viable option.

- When the curriculum was initially created in 2010, HCC collaborated with the Viticulture and Enology Science and Technology Alliance (VESTA, www.vesta-usa.org) comprised of 18 colleges and universities teaching viticulture and enology throughout the United States. The original curriculum was a carbon copy of what was used by the alliance programs. HCC was a member of VESTA from 2008 through 2022, and much of the curriculum continues to be similar. However, this program (re)creation deviates from the VESTA curriculum in ways that specifically address the education and employment needs of the Kansas grape and wine industry.

Program Information

- List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program.
  - ENO116 Introduction to Enology
    i. This introductory course is designed to provide students with an understanding of winemaking principles, including history, grape growing, chemistry, wine microorganisms, fermentation, and winery operations. It is intended for entrepreneurs to explore business opportunities and winery employees to gain career development. Coursework is expected to integrate lecture, discussion, guest presenters and field trips to operating vineyards and wineries. Students will make wine at home from a kit, track fermentation, make various chemical measurements, and provide one bottle of finished wine to the instructor at the conclusion of the course.

  - ENO130 Intermediate Enology
    i. This intermediate course is built on the fundamentals of science and technology in winemaking practices taught in Introduction to Enology. During this course, students will understand how the whole winemaking practice works and learn the scientific background for any decisions made during the process of winemaking. At the completion of the course students will understand winemaking calculations necessary for accurate, precise and safe additions to the wine. This class emphasizes the practical aspects to growing grapes and making wine.

  - ENO180 The Science of Winemaking
    i. This course will explore the interrelated chemical, biological, and physical mechanisms that are critical to wine production. This class will expand upon topics taught in Intermediate Enology, providing students with an understanding of the roles of microorganisms, the role of the physical and chemical treatments, and the various decisions that are presented to the winemaker throughout the lifetime of the wine. Laboratory analyses of a practical and useful nature are chosen to demonstrate various chemical, physical, and biochemical methods.

  - ENO266 Sensory Evaluation
    i. This course is intended for students who need to develop an understanding of the principles of sensory evaluation used in commercial winemaking. It will also be of benefit to the wine enthusiast who is interested in reaching advanced levels of appreciation as well as to the producer, the wine merchant, and ultimately the enologist, who by the nature of their profession need to discern flavors and

establish tasting benchmarks. Students will utilize sensory kits and workshops to further their sensory evaluation skills and techniques. Students do not need to be 21 years of age: those who are under 21 will be required to complete sensory exercises with non-alcoholic juice.

o   VIN111 Fundamentals of Variable Climate Viticulture
   i.   This course is designed to introduce students to current practices for establishing a commercial vineyard and maintaining its health and productivity. Topics include varietal selection, site selection, site preparation, equipment, first season establishment, vine growth development and training, trellis systems, and pest identification and control.

o   VIN135 Winter-Spring Viticulture
   i.   This course is designed to provide students initiated in the field of viticulture with practical experience in winter and spring vineyard operations. This course offers an understanding of the obstacles and promise of growing grapes in cold climates. Topics include physical limits of grapes, pruning practices, trellis maintenance, and early season pest and canopy management practices.

o   VIN211 Integrated Pest Management
   i.   The information in this course will address management issues related to common, expected pest problems as well as the occasional appearance of minor pest problems. Effective grape production depends on the grower developing a system of grape management that is appropriate for each vineyard. Decisions need to be made for how to manage all of the normal cultural practices such as planting, fertility, harvesting, and pruning as well as managing the insect, disease, and weed problems that occur either regularly or sporadically

o   VIN215 Summer-Fall Viticulture
   i.   This course is designed to provide practical experience in summer/fall vineyard operations. Coursework will focus on fundamental viticulture issues related to the grape maturation process. Students will be introduced to the knowledge and practical skills required to control and monitor grape berry growth and development as it relates to successful commercial production of grapes adapted to the continental climate of the Eastern United States

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

  - Cert A

1.	ENO116	Introduction to Enology	3 Credits
	Or		
	ENO180	Science of Winemaking	3 Credits
2.	ENO130	Intermediate Enology	3 Credits
	Or		
	ENO266	Sensory Evaluation	3 Credits
3.	VIN111	Fundamentals of Variable Climate Viticulture	3 Credits
	Or		
	VIN135	Winter-Spring Viticulture	3 Credits
4.	VIN215	Summer-Fall Viticulture	3 Credits
	Or		
	VIN211	Integrated Pest Management	3 Credits
5.	BUSxxx	Business Electives	4 Credits

    16 Total Credits

  - Cert B

1.	ENO116	Introduction to Enology	3 Credits
2.	ENO130	Intermediate Enology	3 Credits
3.	VIN111	Fundamentals of Variable Climate Viticulture	3 Credits
4.	VIN215	Summer-Fall Viticulture	3 Credits
5.	ENO180	Science of Winemaking	3 Credits
6.	ENO266	Sensory Evaluation	3 Credits
7.	VIN135	Winter-Spring Viticulture	3 Credits
8.	VIN211	Integrated Pest Management	3 Credits
9.	BUSxxx	Business Electives	6 Credits

    30 Total Credits

  - Suggested Business Electives:

1.	BUS103	Accounting I	3 Credits
2.	BUS105	Accounting II	3 Credits
3.	BUS117	Computerized Accounting	3 Credits
4.	BUS127	Principles of Entrepreneurship	3 Credits
5.	BUS130	Microcomputer Apps, MS Suite	3 Credits
6.	BUS181	Microcomputer Apps, MS Word	1 Credit
7.	BUS183	Microcomputer Apps, Excel	1 Credit
8.	BUS210	Marketing	3 Credits

9.	BUS216	Managerial Accounting	3 Credits
10.	BUS230	Principles of Entrepreneurship II	3 Credits
11.	AB202	Agriculture Economics	3 Credits
12.	LG101	Spanish I	5 Credits
13.	LG102	Spanish II	5 Credits

- **Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.**
  - CERT A
  - Fall or Spring semester:

1.	ENO116	Introduction to Enology	3 Credits
	Or		
	ENO180	Science of Winemaking	3 Credits
2.	ENO130	Intermediate Enology	3 Credits
	Or		
	ENO266	Sensory Evaluation	3 Credits
3.	VIN111	Fundamentals of Variable Climate Viticulture	3 Credits
	Or		
	VIN120	Winter-Spring Viticulture	3 Credits
4.	VIN212	Summer-Fall Viticulture	3 Credits
	Or		
	VIN211	Integrated Pest Management	3 Credits
5.	BUSxxx	Business Electives	4 Credits
			16 Total Credits

  - CERT B
  - Fall Semester

1.	ENO116	Introduction to Enology	3 Credits
2.	ENO130	Intermediate Enology	3 Credits
3.	VIN111	Fundamentals of Variable Climate Viticulture	3 Credits
4.	VIN212	Summer-Fall Viticulture	3 Credits
5.	BUSxxx	Business Electives	3-4 Credits

  - Spring Semester

1.	ENO180	Science of Winemaking	3 Credits
2.	ENO266	Sensory Evaluation	3 Credits
3.	VIN120	Winter-Spring Viticulture	3 Credits
4.	VIN211	Integrated Pest Management	3 Credits
5.	BUSxxx	Business Electives	2-3 Credits
			30 Total Credits

- List any pertinent program accreditation available:
  - Provide a rationale for seeking or not seeking said accreditation.
    - i. There is no state or national accreditation for this program of study.

  - If seeking accreditation, also describe the plan to achieve it.

Faculty
- Describe faculty qualifications and/or certifications required to teach in the proposed program.
  - There is no specific certification required to substantiate faculty competence. Experience in vineyard or winery management is the ultimate credential. Such an instructor with an educational background in enology, food science, horticulture, or viticulture would be optimal. Ideally, an instructor would have a bachelor's or master's degree in one of the above-mentioned fields of study alongside industry experience, but industry experience is the more important of the two qualifications.

Cost and Funding for Proposed Program
- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).
  - The facility already exists and salary and instructional supplies/equipment have been incurred since the course are currently being taught. We are seeking certificate approval to offer the program to high school students as well as throughout the State of Kansas.
  - From the previous program initiated in 2010, HCC V&E has acquired approximately $1.4 Million in grants to purchase the facility and equipment. Faculty were employed by the college under the previous program. Coursework continued after the initial certificate programs were deactivated to provide support for the industry. Therefore, the infrastructure of the program remains intact. The 2-year salary and instructional budgets come in at just over $250,000. The program also has support through local institutional funds, potential capital outlay grant funds, and potential Carl Perkins Grant funds.
  - Additional program income exists from wine sales through Highland Vineyards and Winery, LLC as well as rental income through the business incubator 456 Wineries. At the conclusion of construction loan payback, these revenues will be focused directly back into program enhancements and potential expansion. During 2021-2022 academic year, these business entities generated $52,000 of income.
  - Finally, HCC V&E is pursuing a grant through the Advanced Technological Education branch of National Science Foundation. The grant opportunity includes $350,000 spread over a 3-year period to enhance existing programs through development and improvement, curriculum and educational materials development, professional development for educators, and equipment acquisition to update to current industry standards in technology. Grant submission is due October 2023.

- Provide detail on **CA-1a form.**
  - See Attached CA-1a form
- Provide Excel in CTE fee details on the **CA-1b form.**

- o See Attached CA-1b form
- If the program is requesting Perkins funding, provide details on the **CA-1c form**.
  - o See Attached CA-1c form
  - o Topeka & Manhattan Area CLNA, Feb 2020, Page 11 and Page 6 respectively. CIP 01.1004 Viticulture: 114 annual openings, 0 concentrators. See attached 2020 CLNA report (Appendix D)
- If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.
  - o N/A
- Describe any grants or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.
  - o The program will not have initial startup costs. HCC V&E is pursuing a grant through the Advanced Technological Education branch of National Science Foundation. The grant opportunity includes $350,000 spread over a 3-year period to enhance existing programs. These funds will be used for continued program improvement including upgrading equipment.

Program Review and Assessment
- Describe the institution's program review cycle.
  - o Highland has program review by administration and faculty peers on a three-year rotation. In addition, the program will have an active advisory board made up of industry members across Kansas. The advisory council will meet formally once per year and informally 2-3 times per year at various conferences and industry association meetings.

Program Approval at the Institution Level
- Provide copies of the minutes at which the new program was approved from the following groups:
  - o Program Advisory Committee
    Maulik Trivedi, owner, Trivedi Winery, Lawrence, KS
    David Tegtmeier, owner, Liquid Art Wine Estate, Manhattan, KS
    Tom Holland, owner, Haven Pointe Winery, Baldwin City, KS
    Allen and Cindy Robertson, owners, Bobwhite Vineyards, Hartford, KS
    Brian and Gina Zesiger, owners, Z&M Twisted Vines, Lawrence, KS
    Curriculum Committee
    - Appendix E
  - o Governing Board
    - Appendix F

Submit the completed application and supporting documents to the following:
Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368

Appendix A

Four Letters of Support

Revised/Approved April 2022

GRACE HILL WINERY

316-799-2511

6310 S Grace Hill Road
Whitewater, KS 67154

info@gracehillwinery.com

April 18, 2023

Kansas Board of Regents & Kansas Technical Education Authority
1000 SW Jackson Street
Topeka, KS 66612

Re: Supporting Highland Community College Viticulture and Enology Program

To whom it may concern,

My name is Jeff Sollo, managing partner at Grace Hill Winery in Whitewater, KS and President of Kansas Grape Growers and Winemakers Association. I'm writing to express my support for the Viticulture and Enology program at Highland Community College. In 2018, Grace Hill Winery hosted HCC for a wine chemistry workshop, and HCC staff recently presented at the KGGWA annual conference in 2023. My employees and members of the association continue to use information supplied by HCC in classes, workshops, and the annual conference to make their businesses run more efficiently and be ultimately be more profitable.

Looking toward the future, it is my expectation that Grace Hill Winery will continue to grow, and I plan to hire up to 10 employees within the next five years. As a longtime member of the industry and KGGWA President, I have witnessed the growth of the industry from 23 wineries in 2010 to 58 in 2022. With continued growth across Kansas, I expect the industry to require an additional 100 employees statewide over the next five years and 250 over ten years.

HCC is well equipped with knowledgeable staff to educate the pool of new employees entering the industry, and wineries across Kansas will likely give preference to graduates of the Viticulture and Enology program at HCC for future hires.

Sincerely,

Jeff Sollo
Grace Hill Winery
President, Kansas Grape Growers and Winemakers Association

Kansas Board of Regents & Kansas Technical Education Authority
1000 SW Jackson Street
Topeka, KS 66612

Re: Supporting Highland Community College Viticulture and Enology Program

To whom it may concern,

My name is David Tegtmeier. I am the Owner along with my wife Dani of Liquid Art Winery and Estate in Manhattan, Kansas. We also own various other brands of wine including Dave and Dani Ciders. I also own HiberVine Vineyard Management which has built and manages over 120 acres of Kansas Vineyards, helping to diversify Kansas farms.

I'm writing to express my support for the Viticulture and Enology program at Highland Community College. In 2016, I taught classes for HCC V&E, and since that time I've hired four employees who have taken classes and workshops there. I continue to send my employees to classes and/or workshops hosted by HCC for additional learning opportunities which ultimately lead my business to be more efficient and more profitable.

It is my expectation that my businesses will continue to grow, and I plan to hire ten additional employees within the next five years. Since opening our business, I've kept tabs on the industry and have witnessed the number of wineries more than doubling since 2010 and reaching 58 wineries in 2022. With the amount of growth across the state, I expect the Kansas grape and wine industry to require a minimum of 75 additional employees over the next five years and at least 150 over the next ten years.

My businesses have used the program at HCC as a resource of information several times. They are well equipped to educate the pool of new employees entering the industry, and I will certainly give preference to graduates of the Viticulture and Enology program at HCC for future hires. I look forward to serving on the HCC's Advisory Board as the program continues to update curriculum and training priorities in the future.

Sincerely,
Dave Tegtmeier
Owner,
Liquid Art Winery and Estate
Dave and Dani Ciders
HiberVine Vineyard Management
Vision Amphitheatre
Vision Wine Brands

Z&M Twisted Vineyard – Tasting Room – Events
24350 Loring Rd. Lawrence, KS 66044
(531)600-8187
Z&M Twisted Winery – Events
620 Cherokee St. Leavenworth, KS 66048
(785)551-8182
zmtwistedwines.com

Kansas Board of Regents & Kansas Technical Education Authority
1000 SW Jackson Street
Topeka, KS 66612

Re: Supporting Highland Community College Viticulture and Enology Program

To whom it may concern,

We're writing to express our support for the Viticulture and Enology program at Highland Community College. In 2020, Bryan took classes at HCC, and we frequently utilize the information learned in our business. We regularly send employees to classes and workshops hosted by HCC for additional learning opportunities which ultimately lead our business to be more efficient and more profitable.

Our Kansas Farm Wineries and Vineyards need employees who are well-rounded in both areas of courses offered at HCC. Having the opportunity to send my staff to learn about all aspects from vine to wine is beneficial to our recruitment of employment for year-round full-time staff. Our staff needs to be able to do the seasonal vineyard work starting with pruning, mowing, pest and nutrient management and all the way to harvest time. But that isn't enough because as we transition into the Fall, in our cellars we need help with crushing, fermentation and later through the winter months, bottling our wines. At Z&M Twisted we need employees who are able to work in all areas of our farm business so that our brand can be expanded and we create better paying jobs for longevity in Kansas agriculture. As most of our Farm Wineries are also part of Kansas Agritourism, we regularly host events that draw in larger groups and opportunity to showcase our wines. The need for employees who are able to talk with customers and provide wine tastings is another facet of our vineyard roles. Developing staff that can talk about our wines and help market the sales of our products to customers is also key to building our team. HCC's program will allow Kansas to excel in producing high quality students who can get jobs right away in the industry and supports our local need in Kansas as viticulture and enology grow.

It is our expectation that Z&M Twisted will continue to grow, and we plan to hire up to 10-15 new employees within the next five years. As current President of Kansas Viticulture and Farm Winery Association, we have witnessed the growth of the industry from 23 wineries in 2010 to 58 in 2022. With this amount of growth of the industry across Kansas, we expect the industry to require an additional 50-75 employees statewide over the next five years and 200+ over ten years.

HCC is well equipped to educate the pool of new employees entering the industry. We plan to continue sending our current employees to their classes and workshops, and Z&M Twisted Vines Winery will certainly give preference to students and graduates of the Viticulture and Enology program at HCC for future hiring.

We look forward to serving on the HCC's Advisory Board as the program continues to update curriculum and training priorities in the future.

Sincerely,

Bryan Zesiger & Gina Montalbano
Owners

TRIVEDI
WINE

1826 E1150 Rd Lawrence KS 66049   www.trivediwine.com

To:

Kansas Board of Regents

Apr 19 2023

Re: In support of Highland Community College Viticulture and Enology Certificate program

Dear Board Members,

It is with great sincerity and optimism that I write this letter of support for the Certificate Programs in Viticulture and Enology being offered at Highland Community College. Please let me explain more.

Today, I own a vineyard and winery in Lawrence, KS called Trivedi Wine. We have been producing and selling wine for just over three years now. I, myself, received a certificate in Enology from Surry Community College (SCC) in Dobson, NC, which is a program similar to the one Highland offers. Attending the certificate program at SCC was instrumental in my obtaining employment at two different wineries in North Carolina, where I honed my grape-growing and winemaking skills. When I moved to Kansas with my family in 2016, I was able to start my own winery venture. My certificate in enology obtained at SCC has served me well in my new career in the wine industry.

As our winery grows, we find that one of the vital things holding back our growth is educated and trained staff. It is difficult for small business owners to spend time training staff from scratch. Grape growing and winemaking are both very technical fields so much so that it's almost like teaching someone a whole new language with a completely new script. If we were to have a pool of potential employees formally educated in these fields, it would make a huge difference in opening up the winery/vineyard owners' times to focusing on other bigger things. As a whole, the grape growing and winemaking industries will be able to elevate the quality of their product, further their reach to local customers and tourists, and increase their

contribution to the state's economy. In the next five years, we expect to add three full-time and three part-time employees to our winery business.

In my opinion, the formal education is so important that I 'went back to school' this spring. I took a viticulture class at HCC as a form of continuing education to help me learn about our local grape growing conditions better and improve the quality and quantity of my vineyard. The advantage of the new hybrid format of weekday evening classes is that now I can enroll my current and future employees in these classes to learn from the experts themselves. The previous weekend class format was not benefitting our employees since our winery is the busiest on weekends.

In my opinion, the Highland Viticulture and Enology program is now at a place where it is primed to boost our state wine industry tremendously. They have top quality educators in Candice and Nicole, a consistent leader in Scott Kohl, a high-quality winery and a well-established vineyard to train the next batches of vineyard and winery staff that will become vital cogs in our state's wine industry.
In conclusion, I reiterate my support of the certificate programs in Viticulture and Enology being offered by Highland Community College. I hope you will view these favorably.

I am available for additional discussion, if necessary.

Sincerely,

Maulik Trivedi
Trivedi Wine
Lawrence, KS

Appendix B

High School Letter of Support

ATCHISON PUBLIC SCHOOLS
Dr. Renee Nugent, Superintendent

March 20, 2023

To Whom it may concern,

   As a longtime partner and supporter of Highland Community College and the Technical Programming they offer, USD 409 would be in favor and in support of allowing High School Students to participate in the Viticulture and Enology Program that Highland is developing. The skills and knowledge and skills gained in technical programing are extremely beneficial to the students that successfully participate.

Sincerely,

Renee Nugent
Superintendent of Schools
USD 409

Appendix C

Education Report
Jobs EQ for
Viticulture and
Enology

Education Report

Viticulture and Enology

Kansas
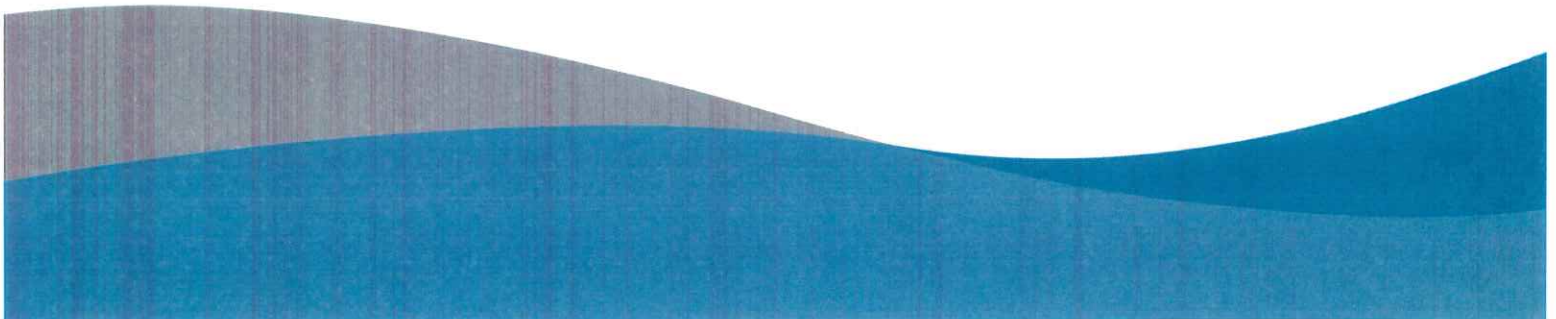
Definition of Viticulture and Enology, CIP 01.1004

A program that focuses on the application of scientific and agribusiness principles to the production of grapes, the making of wine, and the wine business. Includes instruction in grapes and wines of the world; grape production; winemaking technology; plant biology; chemistry; food science, safety, and packaging; soil science; pest management; and marketing and business management.

Occupation Crosswalk

The below table lists all occupations linked with the program, Viticulture and Enology, CIP 01.1004.

		Education and Training Requirements			Educational Attainment				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
11-9013	Farmers, Ranchers, and Other Agricultural Managers	High school diploma or equivalent	5 years or more	None	40%	17%	16%	24%	4%
19-1012	Food Scientists and Technologists	Bachelor's degree	None	None	0%	0%	0%	61%	39%
19-1013	Soil and Plant Scientists	Bachelor's degree	None	None	0%	0%	0%	61%	39%
19-4012	Agricultural Technicians	Associate's degree	None	Moderate-term on-the-job training	26%	17%	18%	31%	8%
19-4013	Food Science Technicians	Associate's degree	None	Moderate-term on-the-job training	28%	17%	19%	29%	7%
25-1041	Agricultural Sciences Teachers, Postsecondary	Doctoral or professional degree	None	None	1%	2%	2%	16%	80%
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	High school diploma or equivalent	Less than 5 years	None	58%	15%	8%	15%	4%
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	High school diploma or equivalent	None	Moderate-term on-the-job training	31%	21%	11%	30%	6%

Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2022Q4 along with source data from the BLS

Definition of Farmers, Ranchers, and Other Agricultural Managers (11-9013)

Plan, direct, or coordinate the management or operation of farms, ranches, greenhouses, aquacultural operations, nurseries, timber tracts, or other agricultural establishments. May hire, train, and supervise farm workers or contract for services to carry out the day-to-day activities of the managed operation. May engage in or supervise planting, cultivating, harvesting, and financial and marketing activities.

Definition of Food Scientists and Technologists (19-1012)

Use chemistry, microbiology, engineering, and other sciences to study the principles underlying the processing and deterioration of foods; analyze food content to determine levels of vitamins, fat, sugar, and protein; discover new food sources; research ways to make processed foods safe, palatable, and healthful; and apply food science knowledge to determine best ways to process, package, preserve, store, and distribute food.

Definition of Soil and Plant Scientists (19-1013)

Conduct research in breeding, physiology, production, yield, and management of crops and agricultural plants or trees, shrubs, and nursery stock, their growth in soils, and control of pests; or study the chemical, physical, biological, and mineralogical composition of soils as they relate to plant or crop growth. May classify and map soils and investigate effects of alternative practices on soil and crop productivity.

Definition of Agricultural Technicians (19-4012)

Work with agricultural scientists in plant, fiber, and animal research, or assist with animal breeding and nutrition. Set up or maintain laboratory equipment and collect samples from crops or animals. Prepare specimens or record data to assist scientists in biology or related life science experiments. Conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects.

Definition of Food Science Technicians (19-4013)

Work with food scientists or technologists to perform standardized qualitative and quantitative tests to determine physical or chemical properties of food or beverage products. Includes technicians who assist in research and development of production technology, quality control, packaging, processing, and use of foods.

Definition of Agricultural Sciences Teachers, Postsecondary (25-1041)

Teach courses in the agricultural sciences. Includes teachers of agronomy, dairy sciences, fisheries management, horticultural sciences, poultry sciences, range management, and agricultural soil conservation. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

Definition of First-Line Supervisors of Farming, Fishing, and Forestry Workers (45-1011)

Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers.

Definition of Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders (51-9012)

Set up, operate, or tend continuous flow or vat-type equipment; filter presses; shaker screens; centrifuges; condenser tubes; precipitating, fermenting, or evaporating tanks; scrubbing towers; or batch stills. These machines extract, sort, or separate liquids, gases, or solids from other materials to recover a refined product. Includes dairy processing equipment operators.

Occupation Details

As of 2022Q4, total employment for occupations linked to Viticulture and Enology in Kansas was 22,094. Over the past three years, linked occupations shed 536 jobs in the region and are expected to need in aggregate approximately 13,552 newly trained workers over the next seven years.

Snapshot of Occupations Linked to Viticulture and Enology in Kansas[1]

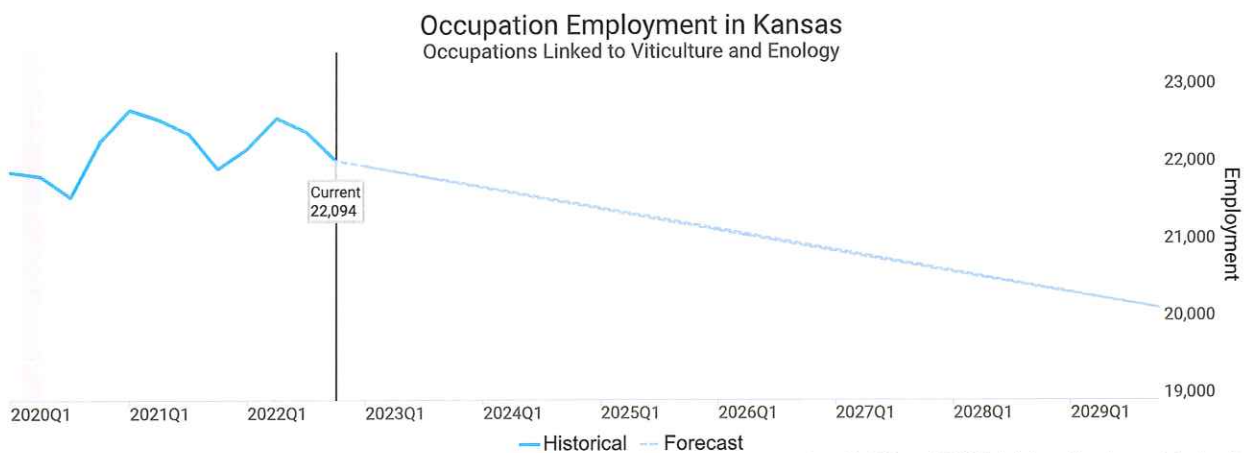| SOC	Occupation	Empl	Current Mean Ann Wages[2]	LQ	Unempl	Unempl Rate	Online Job Ads[3]	3-Year History Ann %	Total Demand	7-Year Forecast Exits	Transfers	Empl Growth	Avg Ann Growth %
11-9013	Farmers, Ranchers, and Other Agricultural Managers	19,708	$64,100	2.74	92	0.5%	23	-1.1%	11,658	9,025	4,513	-1,881	-1.4%
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	632	$51,600	1.25	8	1.3%	7	1.2%	591	198	417	-23	-0.5%
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	506	$41,300	1.01	3	0.6%	n/a	4.9%	347	104	257	-14	-0.4%
19-1012	Food Scientists and Technologists	373	$104,700	2.56	17	4.7%	11	2.0%	255	70	187	-2	-0.1%
19-1013	Soil and Plant Scientists	300	$72,600	1.64	15	4.9%	23	0.6%	210	57	151	2	0.1%
19-4012	Agricultural Technicians	236	$43,800	1.77	2	0.9%	20	2.6%	239	33	200	5	0.3%
25-1041	Agricultural Sciences Teachers, Postsecondary	189	$89,200	2.48	2	1.2%	5	-2.4%	109	59	50	0	0.0%
19-4013	Food Science Technicians	150	$49,100	1.29	1	0.8%	41	4.8%	143	21	124	-2	-0.2%
	Total - Linked Occupations	**22,094**	**$63,900**	**2.50**	**141**	**0.6%**	**130**	**-0.8%**	**13,552**	**9,568**	**5,900**	**-1,915**	**-1.3%**
	Total - All Occupations	**1,506,172**	**$54,200**	**1.00**	**39,686**	**2.7%**	**102,850**	**0.0%**	**1,208,193**	**508,199**	**705,380**	**-5,386**	**-0.1%**

Source: JobsEQ®
Data as of 2022Q4 unless noted otherwise
Note: Figures may not sum due to rounding.
1. Data based on a four-quarter moving average unless noted otherwise.
2. Wage data represent the average for all Covered Employment
3. Data represent found online ads active within the last thirty days in the selected region. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list). Ad counts for ZCTA-based regions are estimates.

Occupation Employment in Kansas
Occupations Linked to Viticulture and Enology

Source: JobsEQ®;Data as of 2022Q4;The shaded areas of the graph represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2022Q3, imputed where necessary with preliminary estimates updated to 2022Q4. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

Employment by Industry

The table illustrates the industries in Kansas which most employ occupations linked to Viticulture and Enology. The single industry most employing these occupations in the region is Animal Production (Proprietors), NAICS 1120. This industry employs 12,510 workers in the linked occupations—employment which is expected to decrease by 1,733 jobs over the next ten years; furthermore, 12,240 additional new workers in these linked occupations will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

Industry Distribution for Occupations Linked to Viticulture and Enology in Kansas

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
1120	Animal Production (Proprietors)	56.6%	12,510	8,158	4,083	-1,733	10,507
1110	Crop Production (Proprietors)	20.6%	4,558	2,942	1,553	-628	3,868
1121	Cattle Ranching and Farming	8.1%	1,780	1,145	617	-251	1,512
1111	Oilseed and Grain Farming	3.0%	668	439	286	-13	712
6113	Colleges, Universities, and Professional Schools	1.1%	241	91	145	6	242
3121	Beverage Manufacturing	0.7%	165	48	123	-8	163
1151	Support Activities for Crop Production	0.7%	158	71	145	-6	211
4245	Farm Product Raw Material Merchant Wholesalers	0.7%	152	54	120	-8	166
3116	Animal Slaughtering and Processing	0.7%	144	36	126	-12	151
1122	Hog and Pig Farming	0.6%	143	91	49	-23	117
3112	Grain and Oilseed Milling	0.6%	140	39	121	1	161
1114	Greenhouse, Nursery, and Floriculture Production	0.6%	125	84	54	1	139
3119	Other Food Manufacturing	0.6%	122	32	100	2	134
	All Others	5.4%	1,188	431	904	-7	1,329

Source: JobsEQ®
Data as of 2022Q4 except wages which are as of 2021. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.
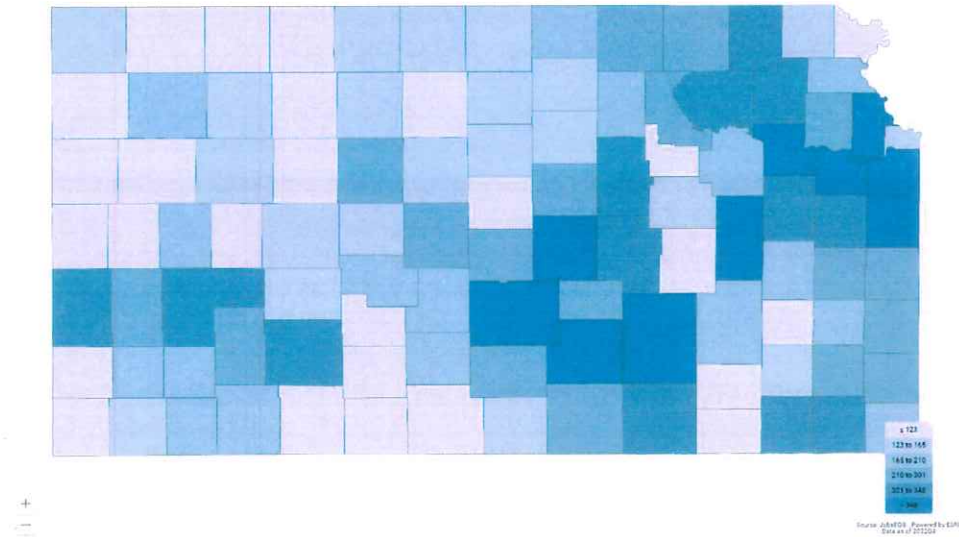Note: Figures may not sum due to rounding.
Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2022Q3, imputed where necessary with preliminary estimates updated to 2022Q4. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Geographic Distribution

The map below illustrates the county-level distribution of employed workers in Kansas in occupations linked to Viticulture and Enology. Employment is shown by place of work.

Kansas, Occupation Concentration by Place of Work for Occupations Linked to Viticulture and Enology

export

Top Counties with Employment Linked to Viticulture and Enology, 2022Q4

Region	Employment
Sedgwick County, Kansas	619
Johnson County, Kansas	579
Reno County, Kansas	517
Butler County, Kansas	454
Miami County, Kansas	416
Shawnee County, Kansas	386
Douglas County, Kansas	384
McPherson County, Kansas	372
Lyon County, Kansas	358
Leavenworth County, Kansas	349

Source: JobsEQ®
Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2022Q3, imputed where necessary with preliminary estimates updated to 2022Q4.

Demographic Profile

The population in Kansas was 2,912,619 per American Community Survey data for 2016-2020.

Of individuals 25 to 64 in Kansas, 35.3% have a bachelor's degree or higher which compares with 34.3% in the nation. Per American Community Survey 2016-2020 estimates, the region has about 37,929 students enrolled in grade 12.

Summary[1]

	Percent		Value	
	Kansas	USA	Kansas	USA
Demographics				
Population (ACS)	—	—	2,912,619	326,569,308
Male	49.8%	49.2%	1,451,919	160,818,530
Female	50.2%	50.8%	1,460,700	165,750,778
Median Age[2]	—	—	36.9	38.2
Under 18 Years	24.2%	22.4%	705,972	73,296,738
18 to 24 Years	10.1%	9.3%	294,657	30,435,736
25 to 34 Years	13.1%	13.9%	382,380	45,485,165
35 to 44 Years	12.3%	12.7%	357,316	41,346,677
45 to 54 Years	11.6%	12.7%	337,998	41,540,736
55 to 64 Years	12.8%	12.9%	373,379	42,101,439
65 to 74 Years	9.0%	9.4%	263,359	30,547,950
Population Growth				
Population (Pop Estimates)[4]	—	—	2,913,805	329,484,123
Population Annual Average Growth[4]	0.2%	0.6%	5,554	2,015,698
People per Square Mile	—	—	35.6	92.9
Educational Attainment, Age 25-64				
No High School Diploma	8.5%	10.5%	123,607	17,929,220
High School Graduate	23.6%	25.4%	342,949	43,289,555
Some College, No Degree	22.7%	20.5%	329,525	34,959,338
Associate's Degree	9.8%	9.3%	142,485	15,776,790
Bachelor's Degree	22.9%	21.6%	332,216	36,888,244
Postgraduate Degree	12.4%	12.7%	180,291	21,630,870
Social				
Poverty Level (of all people)	11.4%	12.8%	323,644	40,910,326
Households Receiving Food Stamps/SNAP	7.2%	11.4%	82,156	13,892,407
Enrolled in Grade 12 (% of total population)	1.3%	1.3%	37,929	4,358,865
Disconnected Youth[3]	2.4%	2.5%	3,852	433,164
Children in Single Parent Families (% of all children)	29.0%	34.0%	195,137	23,628,508
Uninsured	8.7%	8.7%	249,223	28,058,903
Speak English Less Than Very Well (population 5 yrs and over)	4.5%	8.2%	123,250	25,312,024

Source: JobsEQ®
1. American Community Survey 2016-2020, unless noted otherwise
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.
3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.
4. Census Population Estimate for 2020, annual average growth rate since 2010.

RTI (Job Postings)

Active Job Ads by Date

- Apr 25, 2022 to Apr 16, 2023
- Apr 26, 2021 to Apr 17, 2022
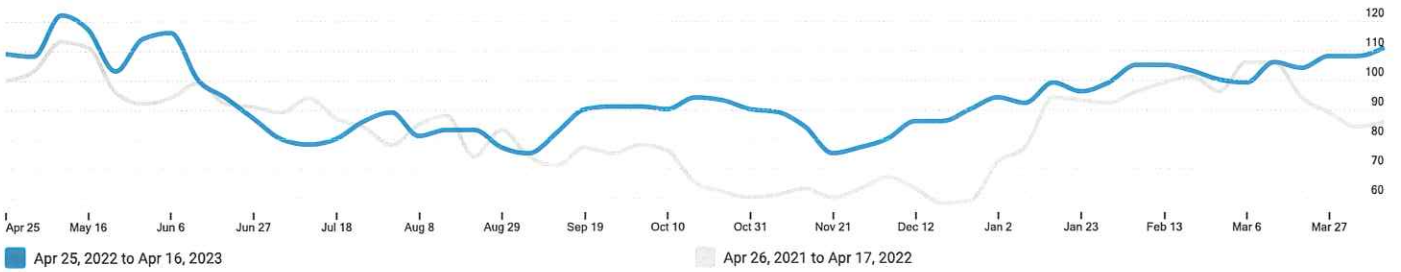
Occupations

SOC	Occupation	Active Job Ads	
19-4013.00	Food Science Technicians	183	
11-9013.00	Farmers, Ranchers, and Other Agricultural Managers	94	
19-1013.00	Soil and Plant Scientists	84	
19-1012.00	Food Scientists and Technologists	70	
19-4012.00	Agricultural Technicians	60	
45-1011.00	First-Line Supervisors of Farming, Fishing, and Forestry Workers	35	
25-1041.00	Agricultural Sciences Teachers, Postsecondary	26	
19-4012.01	Precision Agriculture Technicians	25	
51-9012.00	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	4	

Locations

Location	Active Job Ads	
Manhattan, Kansas	30	
Wichita, Kansas	29	
Topeka, KS, 66601, US	23	
Topeka, Kansas	20	
Kansas City, Kansas	19	
Lenexa, Kansas	14	
Garden City, Kansas	11	

Locations

Location	Active Job Ads	
Salina, Kansas	11	
Emporia, Kansas	8	
Hutchinson, Kansas	8	

Employers

Employer Name	Active Job Ads
Colgate-Palmolive Company	49
Colgate-Palmolive	39
Kansas State University	30
Actalent	21
Corteva	18
gpac	17
Family Tree Nursery	14
Kaw Valley Greenhouses	14
SCHWAN'S	12
Schwans Company	11

Certifications

Certificate Name	Active Job Ads
Commercial Driver's License (CDL)	16
Driver's License	9
Certified Crop Advisor (CCA)	8
Assistant Laboratory Animal Technician (ALAT)	2
Laboratory Animal Technician (LAT)	2
Secret Clearance	2
Certified Pesticide Applicator	1
Class B Commercial Driver's License (CDL-B)	1
Licensed Professional Engineer	1
The American Registry of Radiologic Technologists (ARRT) Certification	1

Hard Skills

Skill Name	Active Job Ads	
Microsoft Excel	95	
SAP	76	
Manufacturing	64	
Ability to Lift 41-50 lbs.	61	
Microsoft Office	61	
Microsoft PowerPoint	47	
Microsoft Word	46	
English	42	
FDA Regulations	38	
Auditing	26	

Soft Skills

Skill Name	Active Job Ads	
Communication (Verbal and written skills)	341	
Cooperative/Team Player	188	
Analytical	112	
Problem Solving	104	
Interpersonal Relationships/Maintain Relationships	89	
Supervision/Management	80	
Self-Motivated/Ability to Work Independently/Self Leadership	70	
Detail Oriented/Meticulous	58	
Adaptability/Flexibility/Tolerance of Change and Uncertainty	56	
Organization	56	

Job Titles

Job Title	Active Job Ads
FSQ Technician	19
Lab Technician	17
Farm Manager	14
Quality Assurance Technician	13
Quality Food Safety Technician	13
Precision Ag Specialist	12
Grower	10
QA Technician	10
Quality Technician - Chemist	10
Agronomist	8

Job Types

Type	Active Job Ads
Full-Time	298
Part-Time	76
Temporary (unspecified)	35
Permanent	18
Remote	18
Temporary (long-term)	4
Temporary (short-term)	2
Temp-to-Hire	1
Remote Not Indicated	563

Programs

Program Name	Active Job Ads
Food Science	81
Science	64
Agronomy	57
Agriculture	54
Biology	42
Technical	37
Chemistry	35
Animal Science	25
Nutrition	14
Business Management	13

Education Levels

Minimum Education Level	Active Job Ads
Bachelor's degree	230
High school diploma or equivalent	119
Associate's degree	27
Doctoral or professional degree	9
Master's degree	8
Unspecified/other	188

Kansas Regional Map
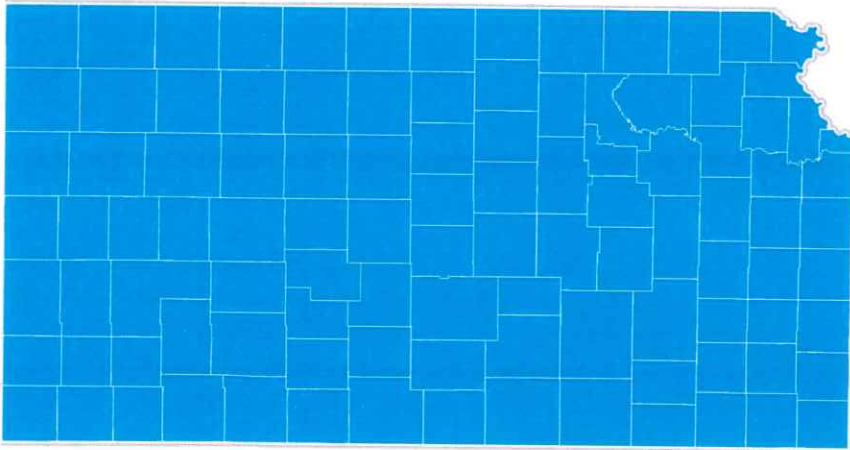
FAQ

What is CIP?

The 2010 Classification of Instructional Programs (CIP) is taxonomy of instructional program classifications and descriptions. It was developed and has been updated by the U.S. Department of Education's National Center for Education Statistics (NCES).

What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 804 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 22 major groups, 95 minor groups, and 452 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

What is the source of the job ads?

Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced wholly by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the last twelve month period ending 04/20/2023 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures.

What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The total projected demand for an occupation is the sum of the separation demand and the growth

demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the "all industry" level to the 6-digit level. The first two digits define the top level category, known as the "sector," which is the level examined in this report.

Appendix D

CLNA Report Feb 2020

(Manhattan)

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Phone	Email
USD(s)	Jamie Manhart	USD 609 Southeast Kansas Education Service Center (Greenbush)		jamie.manhart@greenbush.org
Postsecondary Institution(s)	Amanda Strait	Cloud County Community College		astrait@cloud.edu

Regional Team: Manhattan

Date _____

Regional Team: Manhattan

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

Purpose

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

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

By conducting regional needs assessment, the Regional Team will:

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

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

How often is a comprehensive regional needs assessment needed?

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

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals
   - Specialized instructional support specialists and paraprofessionals

2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth.

Process:

1. Establish a Regional Needs Assessment Team

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

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

Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

Part 1: Utilize the Labor Market Analysis Tool (Excel)

Part 2: Use additional approved sources of data and compare the data to Part 1 findings.

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

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

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

Part 2: Progress Toward Implementing Programs of Study

Part 3: Recruitment, Retention and Training of CTE Educators

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Postsecondary Perkins Grant Coordinator		Amanda Strait	Cloud County Community College, Director of outreach	Co-Coordinators
Co-Coordinators	Secondary Perkins Grant Coordinator	Jamie Manhart	USD 609 Southeast Kansas Education Service Center CTE Coordinator	Co-Coordinator
Teacher(s) - Secondary		Jeanne Bruna	USD 364 Marysville, CTE Instructor	Teacher Perspective
Faculty - Postsecondary		Kristy Nyp	Manhattan Technical College Adjunct faculty	Faculty Perspective
Postsecondary Administration		Sarah Phillips	Manhattan Area Technical College Vice President of Student Success	Postsecondary Administrative Perspective
Secondary Administration		Mike Gross	USD 475 Geary County CTE Coordinator	Administrative Perspective
Postsecondary Administration		Cara Baker	Highland Community College Director Western Center	Postsecondary Administrative Perspective
Secondary Administration		Chris Holborn	USD 383 Manhattan Ogden CTE Coordinator	Secondary Perspective
Specialized Instructional Support		Lisa Torres Wigton	USD 475 Geary County Literacy Coach	Secondary Perspective
Special Populations		Aaron Estabrook	Flint Hills Job Corps Business and Community Liason	Information and Data reviewer
Career guidance / Academic Counseling		Monte Poersch	Cloud County Community College Academic Couselor	Postsecondary data reviewer
Career guidance / Academic Counseling		Mistie Knox	USD 224 Clifton-Clyde CTE Coord / Counselor	Secondary Perspective
Student			Cloud County Community College Student	Student Perspective
Student			Cloud County Community College Student	Student Perspective

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Community	Chris Moddelmog	Smoky Hill Education Service	Reviewer of data and programs
Business and Industry	Philisha Stallbaumer	School-Business Educational Consortium	Information Reviewer and identifier of business and industry needs, wants and perspectives
Business and Industry	Paula Landoll-Smith	Landoll's Marysville, KS	Reviewer of data and information
Workforce Development	Jo Brunner	Worforce Services Supervisor	Data Presenter
Data support, admin	James Neff	USD 383 Manhattan/Ogden MTSS Coordinator	Data collection and formatting
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Nora Parker	Community Member	Native American Perspective

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include…

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

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

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data
Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2
Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

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

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

The committee commented that many secondary-level schools do not have the instructors/resources to offer multiple pathways in a single Cluster (example: Agriculture Cluster has 8 pathways, Information Technology Cluster has 4 pathways, etc.). Schools often offer the pathway that exposes students to the widest variety of careers/courses within that Cluster. Several committee members commented that comparing labor market annual openings and Concentrators at the Cluster level (rather than pathway) would provide a different picture.

The committee commented that Secondary Concentrator numbers are likely skewed, due to schools reporting students in non-traditional pathway areas (when able) to benefit Perkins IV Core Indicator Results for 6S1 Non-traditional Participation and 6S2 Non-traditional Completion.

The workforce data from region II will support justifications for programs and pathways with additional thought given to discussions and data from resources. One important aspect of Region II will be the growth expected and the impact of this on the workforce and education.

The Manhattan metro is expected to experience similar growth, increasing by 55 percent over the same period. Both the Lawrence and Manhattan metro areas are projected to exceed a population of 200,000 for the first time in 2064. Combined, the Lawrence and Manhattan metro areas comprised 8.7 percent of the Kansas population in 2014 and are projected to increase to 11.6 percent by 2064
CEDBR, Wichita State University

The projected growth will impact all industry and should play a role in the discussion of emphasis.

NBAF - Another factor which will play a major part in the area will be the opening of NBAF. The economic impact will be outreaching to all industries but impact BioScience and Animal Substantially. ▪ Direct economic impact, including revenue to development and construction firms: $422 million. That includes $169 million in pay for construction workers.

▪ Indirect impact, including sales, jobs and salaries at local businesses supplying equipment and supplies, plus "induced" impact — jobs at restaurants, grocery stores, banks and other businesses that serve construction workers and their families — $257 million
Read more here: https://www.kansascity.com/news/local/article227044744.html#storylink=cpy

Impact of NBAF

NBAF's impact on our regional workforce will be significant not only because it will bring almost 400 jobs to Manhattan, but also because it is unique. It will contain highly specialized laboratories with biosafety levels (BSL) specified, and will be overseen by the Centers for Disease Control and Prevention. NBAF will contain BSL 2, 3 and 4 laboratories. The BSL 3 and 4 labs will work with the pathogens that require high containment and specialized procedures to avoid contamination of workers and/or the public. NBAF will also house the only BSL-4 Ag laboratory in the country with live large animal containment.

The combination of the increase of such facilities with an aging workforce of technicians, often not trained in critical environment applications of HVAC and other routine facility systems, creates an opportunity for the Manhattan Area Technical College program to share with other organizations. For example, there are 75 registered BSL-3 facilities within a 200-mile radius of Manhattan. There are a few hundred BSL-2 and BSL-1 facilities in the same region. The NBAF facility with be the 9th BSL-4 lab in the US, but the first US BSL-4 large animal lab. Again, the focus of MATC has been on how to support the work of Kansas State University with food science and veterinary/animal science priorities in terms of providing technical support that is essential for the commercial and public facilities to operate effectively.

MATC addressed the future need for bio-technicians at NBAF by building an A.A.S. biotechnology program that is blended and shareable. Additionally, the build-out of Risk Reduction Training within a mock BSL-3 environment targeted workers that are peripheral to the build-out and maintenance of the NBAF; they may not work in the building, but may be first-responders, HVAC technicians, construction workers, and other personnel that need knowledge of biosafety in order to interact with any BSL-3&4 laboratories

Animal Science – Anticipated high area of growth. National Bio and Agro defense facility opening May 2021, subsidiary businesses and facilities planned on opening in area. Animal science corridor between Manhattan and Columbia Missouri. Between Columbia, Missouri, and Manhattan, Kansas, sits **the single largest concentration of animal health interests in the world.** More than **300 companies** supporting the Animal Health Industry call the KC Animal Health Corridor home. http://kcanimalhealth.thinkkc.com/industry-leadership

Information Technology / Programming / Digital Media –Another area to note will remain programming and software development. Secondary school in the area offer various pathways that lead to post secondary and entry level positions in IT / Technology related fields. The Kansas City Tech Job growth is expected to rise 10.7% (https://www.bizjournals.com/kansascity/news/2019/10/09/kc-tech-council-annual-report-technology-jobs.html). The Manhattan region also creates jobs in Information Technology with Fort Riley, Kansas State University, and CivicPlus (INC 5000 business). Many pathways including Programming and Software development, Digital Media, and Web and Digital support careers in Information Technology. MATC offers Information and Network Technology at the post secondary level.

Agriculture – According to the Dept of Agriculture, the contribution of Agriculture and related sectors have an output of $46.9 billion and support 134, 057 jobs. Schools In region offer secondary pathways that support agriculture.

Family and Consumer Science - The committee also discussed the Family and Consumer Science workforce need. Although some data suggests the jobs and growth in this area exist as low pay it should be noted that growth in Social workers, Human Services Assistants, and Social and Community Services Managers exist and offer high pay positions. The continue need for high quality childcare and the economic impact of

childcare on all other sectors. Restaurant and Event Management and Travel and Tourism also consists of low pay positions but contribute as a whole to the economy of Kansas and provide many entry level positions.

Strengths	Gaps
01 - Agriculture: (Concentrator #s exceed Labor Market Needs): • 01.0201 Power, Structural & Technical Systems (Secondary) 64 Annual Openings, 348 Concentrators. Pathway connects to Agriculture related positions. • 01.0304 Precision Agriculture Production (Postsecondary) 91 Annual Openings, 0 Concentrators. Relatively new program at Highland CC offer – new program	01 - Agriculture: • 01.9999 Comprehensive Agriculture Science (Secondary) No Data on Annual Openings, 46 Concentrators. (Concentrator #s not meeting Labor Market Needs): • 01.0101 Agribusiness Systems (Secondary) 80 Annual Openings, Less than 5 Concentrators. • 01.0401 Food Products & Processing Systems (Secondary) 45 Annual Openings, 0 Concentrators. • 01.0901 Animal Science (Secondary) 231 Annual Openings, 9 Concentrators. • 01.1101 Plant Systems (Secondary) 534 Annual Openings, 32 Concentrators. • 03.0101 Natural Resources & Environmental Services (Secondary) 103 Annual Openings, Less than 5 Concentrators. • 01.0102 Agribusiness Systems (Postsecondary) 79 Annual Openings, Less than 5 Concentrators. • 01.0301 Agriculture Production & Services (Postsecondary) 91 Annual Openings,11 Concentrators. • 01.0304 Precision Agriculture Production (Postsecondary) 91 Annual Openings, 0 Concentrators. Relatively new program at Highland CC offer – new program • 01.0308 Precision Agriculture (Postsecondary) 107 Annual Openings, 16 Concentrators. • 01.1004 Viticulture Certificate (Postsecondary) 114 Annual Openings, 0 Concentrators.
11 - Information Technology: • 11.0201 Programming & Software Development (Secondary) 240 Annual Openings, 34 Concentrators. • 11.1001 Information Network Technology (Postsecondary) 145 Annual Openings, 32 Concentrators.	11 - Information Technology: (Concentrator #s not meeting Labor Market Needs): • 11.0301 Information Support & Services (Secondary) 367 Annual Openings, Less than 5 Concentrators. • 11.0901 Network Systems (Secondary) 205 Annual Openings, 0 Concentrators. • 11.0201 Programming & Software Development (Secondary) 240 Annual Openings, 34 Concentrators.

Strengths	Gaps

• 12.0504 Restaurant & Event Management (Secondary)
 	
  4,681 Annual Openings, 330 Concentrators.
	• 11.0901 Information Systems Technology (Postsecondary)
	  84 Annual Openings, 0 Concentrators.
	• 11.1006 Computer Support Technology (Postsecondary)
	  120 Annual Openings, 0 Concentrators.
	• 11.1001 Information Network Technology (Postsecondary)
	  145 Annual Openings, 32 Concentrators.
	
	(Concentrator #s exceed Labor Market Needs):
	• 11.1004 Web & Digital Communications (Secondary)
	  20 Annual Openings, 628 Concentrators.
	
	12 – Culinary, Entertainment, and Personal Services:
	(Concentrator #s not meeting Labor Market Needs):
	• 12.0505 Culinary Arts (Postsecondary)
	  198 Annual Openings, 0 Concentrators.
	
	Data doesn't reflect correctly as Bellus Academy must not be included
	• 12.0401 Cosmetology (Postsecondary)
	  143 Annual Openings, 0 Concentrators.
	
	13 – Education:
	(Concentrator #s not meeting the Labor Market Needs):
	• 13.0101 Teaching/Training (Secondary)
	  1,946 Annual Openings, 16 Concentrators.
	  **Relatively new pathway at Manhattan High School
	• 13.1210 Early Childhood (Postsecondary)
	  87 Annual Openings, 0 Concentrators.

14 – Engineering; 15 – Engineering/Engineering-Related Technologies:
 	
• 14.1401 Biochemistry (Secondary)
  4 Annual Openings, 11 Concentrator.
• 14.0501 Biomedical (Secondary)
  6 Annual Openings, 15 Concentrators.
• 15.1302 Computer Drafting Design Technologies (Postsecondary)
  30 Annual Openings, 37.5 Concentrators.
	14 – Engineering; 15 – Engineering/Engineering-Related Technologies:
	(Concentrator #s not meeting the Labor Market Needs):
	• 14.0101 Engineering & Applied Mathematics (Secondary)
	  198 Annual Openings, 0 Concentrators.
	  **new pathway at Junction City High School
	• 15.0000 Aviation Production (Secondary)
	  11 Annual Openings, New Pathway but not adopted in area.
	• 17.2071 Energy (Secondary)
	  45 Annual Openings, 0 Concentrators.
	• 15.0505 Solar Energy Technology (Postsecondary)
	  31 Annual Openings, 0 Concentrators.
	• 15.0613 Certified Production Technician (Postsecondary)

Strengths	Gaps

	5 Annual Openings, 0 Concentrators.
	(Concentrator #s exceed Labor Market Needs):
	• 14.1401 Biochemistry (Secondary)
	  4 Annual Openings, 11 Concentrator.
	• 14.0501 Biomedical (Secondary)
	  6 Annual Openings, 15 Concentrators.
	• 15.1302 Computer Drafting Design Technologies (Postsecondary)
	  30 Annual Openings, 37.5 Concentrators.
	
	19 – Family & Consumer Sciences/Human Services:
	(Concentrator #s not meeting the Labor Market Needs):
	• 19.0709 Early Childhood Development & Services (Secondary)
	  250 Annual Openings, 15 Concentrators.
	• 19.0799 Family, Community & Consumer Services (Secondary)
	  961 Annual Openings, 40 Concentrators.
	• 19.0999 (Fashion, Apparel, Interior Design (FAID) (Secondary)
	  40 Annual Openings, New Pathway.
	• 19.0708 Early Childhood (Postsecondary)
	  56 Annual Openings, 13 Concentrators.
	• 19.0709 Early Childhood Professional (Postsecondary)
	  243 Annual Openings, 0 Concentrators.
	
	22 – Legal Professions and Studies:
	(Concentrator #s not meeting the Labor Market Needs):
	• 22.0301 Legal Office Professional (Postsecondary)
	  37 Annual Openings, 0 Concentrators.
	
	31 – Parks, Recreation, Leisure, Fitness, and Kinesiology:
	(Concentrator #s not meeting the Labor Market Needs):
	• 31.0507 Physical Fitness Technician (Postsecondary)
	  123 Annual Openings, 0 Concentrators.
	
	41 – Biology/Biotechnology Technology/Technician
	• Emerging Field – no/limited data available
	  Concentrator numbers do not currently exist
	  41.0101 – Biological Tech./Technician

Strengths	Gaps
• 46.0301 Electric Power & Distribution (Postsecondary) 188 Annual Openings, 67 Concentrators • 46.0000 Construction & Design (Secondary) 1,739 Annual Openings, 59 Concentrators. • 46.0201 Construction Technology (Postsecondary) 288 Annual Openings, 33.5 Concentrators.	43 – Homeland Security, Law Enforcement, Firefighting & Related Protective Services; 44 – Public Administration & Social Service Professions: (Concentrator #s not meeting the Labor Market Needs): • 43.0199 Corrections, Security, Law & Law Enforcement Services (Secondary) 709 Annual Openings, Less than 5 Concentrators. • 43.0299 Emergency & Fire Management Services (Secondary) 139 Annual Openings, 0 Concentrators. • 44.0401 Government & Public Administration (Secondary) 157 Annual Openings, 0 Concentrators. • 43.0107 Criminal Justice (Postsecondary) 110 Annual Openings, 0 Concentrators. • 43.0109 Risk Management (Postsecondary) No Data. • 43.9999 Dispatch Technology – Emergency Communications (Postsecondary) 21 Annual Openings, 0 Concentrators.
47 – Mechanic & Repair Technologies/Technicians: • 47.0608 Mobile Equipment Maintenance (Secondary) 29 Annual Openings, 169 Concentrators • 47.0302 Heavy Diesel Construction Technology (Postsecondary) 39 Annual Openings, 28.50 Concentrators • 47.0201 HVAC (Postsecondary) 53 Annual Openings, 15Concentrators • 47.0704 Wind Energy (Postsecondary) 23 Annual Openings, 118 Concentrators • 47.0603 Automotive Collision Repair (Postsecondary) 41 Annual Openings, 17 Concentrators • 47.0604 Automotive Technology (Postsecondary) 122 Annual Openings, 30 Concentrators	46 – Construction Trades: (Concentrator #s not meeting the Labor Market Needs): • 46.0302 Electrical Technology (Postsecondary) 234 annual Openings, 0 Concentrators • 46.0401 Building Technology (Postsecondary) 517 Annual Openings, 0 Concentrators 47 – Mechanic & Repair Technologies/Technicians: (Concentrator #s not meeting the Labor Market Needs): • 47.0000 Aviation Maintenance (Secondary) 7 Annual Openings, 0 Concentrators New Pathway • 47.0303 Industrial Machine Mechanic (Postsecondary) 118 Annual Openings, 0 Concentrators • 47.0605 Locomotive Diesel Technician (Postsecondary) 37 Annual Openings, 0 Concentrators • 47.0613 Diesel Technology (Postsecondary) 152 Annual Openings, 0 Concentrators

Strengths	Gaps
48 – Precision Production: • 48.0508 Welding Technology (Postsecondary) 178 Annual Openings, 57 Concentrators	**48 – Precision Production:** (Concentrator #s not meeting the Labor Market Needs): • 48.0000 Manufacturing (Secondary) 2,283 Annual Openings, Less than 5 Concentrators • 48.0501 Machine Technology (Postsecondary) 237 Annual Openings, 0 Concentrators • 48.0703 Cabinet/Millwork (Postsecondary) 49 Annual Openings, 0 Concentrators • 49.0199 Unmanned Aircraft Systems (Postsecondary) No Data • 49.0202 Commercial & Heavy Construction (Postsecondary) 277 Annual Openings, 0 Concentrators • 49.0205 Commercial Truck Driving (Postsecondary) 629 Annual Openings, 0 Concentrators
50 – Visual & Performing Arts: • 09.0702 Digital Media 107 Annual Openings, 55 Concentrators	(Concentrator #s not meeting the Labor Market Needs): • 50.0406 Commercial Photography (Postsecondary) 9 Annual Openings, 0 Concentrators (Concentrator #s exceed Labor Market Needs): • 50.0499 Graphic Design (Secondary) 42 Annual Openings, 71 Concentrators
51 – Health Professions & Related Programs: • 51.0602 Dental Hygiene (Postsecondary) 34 Annual Openings, 19 Concentrators. • 51.9999 Health Science (Secondary) 2,194 Annual Openings, 96 Concentrators. • 51.1004 Medical Laboratory Technology (Postsecondary) 17 Annual Openings, 16 Concentrators • 51.3801 Associate Degree Nursing (Postsecondary) 339 Annual Openings, 108 Concentrators • 51.3902 Nursing Aide (Postsecondary) 582 Annual Openings, 338 Concentrators • 51.1009 Phlebotomy (Postsecondary) 25 Annual Openings, 16 Concentrators. • 51.2603 Medication Aide (Postsecondary) 28 Annual Openings, 12 Concentrators. • 51.3901 Practical Nursing (Postsecondary) 110 Annual Openings, 28 Concentrators.	**51 – Health Professions & Related Programs:** (Concentrator #s not meeting the Labor Market Needs): • 51.0713 Medical Coding (Postsecondary) 115 Annual Openings, 0 Concentrators • 51.0716 Medical Office Specialist (Postsecondary) 158 Annual Openings, 0 Concentrators • 51.0710 – Medical Assistant/Specialist Not currently offered at MATC (suspended) • 51.0801 Medical Office Assistant (Postsecondary) 86 Annual Openings, 0 Concentrators • 51.2602 Home Health Aide (HHA) (Postsecondary) 756 Annual Openings • 51.0907 Radiation Therapy (Postsecondary) 27 Annual Openings, 0 Concentrators. • 51.0908 Respiratory Therapy (Postsecondary) 17 Annual Openings, 0 Concentrators. • 51.0909 Surgical Technology (Postsecondary) 15 Annual Openings, 0 Concentrators.

Strengths	Gaps
	- 51.0910 Diagnostic Medical Sonography (Postsecondary) 8 Annual Openings, 0 Concentrators. - 51.0911 Radiological Technology (Postsecondary) 25 Annual Openings, 0 Concentrators. - 51.0920 Magnetic Resonance (Postsecondary) 3 Annual Openings, 0 Concentrators. - 51.0904 Emergency Medical Technician (Postsecondary) 40 Annual Openings, 0 Concentrators
	(Concentrator #s exceed Labor Market Needs): - 51.0806 Physical Therapist Assistant 5 Annual Openings, 0 Concentrators - 51.0810 EMT: Basic (Postsecondary) 0 Annual Openings, 6 Concentrators
52 – Business, Management, Marketing & Related Support Services: - 52.0801 Business Finance (Secondary) 1,300 Annual Openings, 54 Concentrators - 52.0401 Business Administration (Postsecondary) 790 Annual Openings, 33 Concentrators	(Concentrator #s not meeting the Labor Market Needs): - 52.0799 Business Management & Entrepreneurship (Secondary) 1,460 Annual Openings, 6 Concentrators - 52.0901 Travel & Tourism (Secondary) 1,050 Annual Openings, 0 Concentrators - 52.1402 Marketing (Secondary) 4,150 Annual Openings, 0 Concentrators - 52.0203 Certified Logistics Technician (Postsecondary) 34 Annual Openings, 0 Concentrators (new pathway for MHS & JCHS) - 52.0302 Accounting (Postsecondary) 357 Annual Openings, 10 Concentrators

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

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
01.0401 Food Products & Processing Systems (Secondary)	45 Openings, 0 Concentrators	Note: Students in secondary pathways of power, structural, & technical systems and comprehensive agriculture science in the secondary level contain more concentrators than demand.
01.0304 Precision Agriculture Production (Postsecondary)	91 Openings, 0 Concentrators	
01.1004 Viticulture Certificate (Postsecondary)	114 Openings, 0 Concentrators	Relatively new program at Highland Community College (assumed Concentrators exist with new data)
11.0901 Network Systems (Secondary)	205 Openings, 0 Concentrators	
11.0901 Information Systems Technology (Postsecondary)	84 Annual Openings, 0 Concentrators	

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
11.1006 Computer Support Technology (Postsecondary)	120 Openings, 0 Concentrators	
12.0505 Culinary Arts (Postsecondary)	198 Openings, 0 Concentrators	
12.0401 Cosmetology (Postsecondary)	143 Openings, 0 Concentrators	Data doesn't reflect graduates from Bellus Academy
13.1210 Early Childhood (Postsecondary)	87 Openings, 0 Concentrators	
14.0101 Engineering & Applied Mathematics (Secondary)	198 Openings, 0 Concentrators	** New pathway at Junction City High School
15.0000 Aviation Production (Secondary)	11 Openings, 0 Concentrators	Postsecondary - Potential partnership with WSU & MATC in the future to expand aviation offerings in this region

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Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
17.2071 Energy (Secondary)	45 Openings, 0 Concentrators	
15.0505 Solar Energy Technology (Postsecondary)	31 Openings, 0 Concentrators	
19.0999 Fashion, Apparel, Interior Design (FAID) (Secondary)	40 Openings, 0 Concentrators (New Pathway)	Though this pathway is New and not currently offered in the Manhattan region, the average entry-level wage is $19,850. There may be little support for starting a new program that leads to a low-wage with only 40 openings annually. Schools may want to establish strong business partners and/or research local needs & wages further before implementing. The connection to a strong post-secondary program in the College of Human Ecology at K-State provides guaranteed admittance into the program.
22.0301 Legal Office Professional (Postsecondary)	37 Openings, 0 Concentrators	
31.0507 Physical Fitness Technician (Postsecondary)	123 Openings, 0 Concentrators	

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
43.0203 – Fire Science/Fire Fighting (Postsecondary)	28 Annual Openings, 0 Concentrators.	Potential partnership by request of, and with, the City of Manhattan, MATC is working to develop a Fire Science Pathway to meet the needs of the Manhattan region; potentially effective 2021.
43.0299 Emergency & Fire Management Services (Secondary) . .	139 Annual Openings, 0 Concentrators.	
44.0401 Government & Public Administration (Secondary)	157 Annual Openings, 0 Concentrators.	
43.0107 Criminal Justice (Postsecondary)	110 Annual Openings, 0 Concentrators	
43.0109 Risk Management (Postsecondary)	No Data.	
43.9999 Dispatch Technology – Emergency Communications (Postsecondary)	21 Annual Openings, 0 Concentrators	

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
46.0302 Electrical Technology (Postsecondary)	234 Openings, 0 Concentrators	
46.0401 Building Technology (Postsecondary)	517 Openings, 33.5 Concentrators	
47.0000 Aviation Maintenance (Secondary)	7 Openings, 0 Concentrators (New Pathway)	Though this pathway is not offered in the Manhattan region the openings are relatively low.
47.0605 Locomotive Diesel Technician (Postsecondary)	37 Openings, 0 Concentrators	
47.0613 Diesel Technology (Postsecondary)	152 Openings, 0 Concentrators	
48.0501 Machine Technology (Postsecondary)	237 Openings, 0 Concentrators	

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Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
48.0703 Cabinet/Millwork (Postsecondary)	49 Openings, 0 Concentrators	
49.0202 Commercial & Heavy Construction (Postsecondary)	277 Openings, 0 Concentrators	
49.0205 Commercial Truck Driving (Postsecondary)	629 Openings, 0 Concentrators	
50.0406 Commercial Photography (Postsecondary)	9 Openings, 0 Concentrators	Relatively low number of openings..
51.0806 Physical Therapist Assistant	5 Annual Openings, 0 Concentrators	Low number of openings to justify a program but continually evaluate the demand of all occupational and therapy technicians and assistants
51.0904 Emergency Medical Technician (Postsecondary)	40 Annual Openings, 0 Concentrators	MATC currently offers (51.0810?), however, a potential degree pathway for Para medicine/advanced EMT program is being explored.

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Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
51.1004 Medical Laboratory Technology (Postsecondary)	17 Openings, 0 Concentrators	

What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
01.0201 Power, Structural & Technical Systems (Secondary)	Pathway coursework leads to wide variety of careers. Many schools (especially small/rural) utilize this pathway to teach welding, construction, etc. in addition to agriculture. See Kansas Labor Market Data (next column) for details on Construction & Manufacturing needs.	Kansas Labor Market Data shows 64 Total Annual Openings, with 348 Secondary Concentrators. Courses included in pathway would feed into various pathways including agribusiness (80 openings), agriculture production and services (91 openings), and especially construction and design (1,739 openings). Trailer manufacturing provides many jobs in the region in welding.
01.9999 Comprehensive Agriculture Science	Pathway coursework touches on a wide variety of agriculture topics. Good option for small/rural schools without resources to offer multiple pathways. Horticulture and plant and soil sciences courses in the comprehensive pathway and it supports the plant systems pathway. Our region had 32 concentrators and 534 openings. Plant systems data could also support this pathway. Schools also offer horticulture and plant and plant and soil sciences courses which support the plant systems pathway.	Kansas Labor Market Data had no information for this pathway. This pathway again supports all careers in agriculture including agribusiness (80 openings), Food Products & Processing systems (45 openings), Animal Science (231 openings), natural resources & environmental science (103 openings).

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
11.1004 Web & Digital Communications	Pathway is the most logical sequence to offer students experience in various technology applications along with a little computer programming at the high school level. Most small schools do not have the resources to offer networking or various other programming pathways. web & digital communications support's marketing by using digital media. Courses in the Web and Digital Communication Pathway cover basic skills that are in demand in a variety of occupations outside of web and digital communications	Kansas Labor Market Data shows 20 Total Annual Openings, with 628 Secondary Concentrators. This pathway produces students that would continue in Information support & services (367 openings), network systems (205 openings), programming & Software Development (240 openings), and information network technology (145 openings). Total of 957 openings in just secondary pathways alone.
09.0702 Digital Media	Pathway does not meet labor needs but considered low wage. Noted that digital media feeds into various careers including marketing and business along with technical writing which indicated by advisory committee is high demand in the area.	Relatively low wage represents starting salary and does not reflect jobs in marketing and business.
12.0504 Restaurant & Events Management (Secondary) 12.0401 Cosmetology (Postsecondary) 12.0505 Culinary Arts (Postsecondary)	Labor Market Data shows a high-demand for all three areas that is not being met: • Restaurant & Event Management = 4,681 openings annually, 330 Concentrators • Cosmetology = 143 openings annually, Need more information. • Culinary Arts = 198 openings annually, 0 Concentrators The current population growth and expected growth is producing a large demand.	Though there is high-demand for these areas, it was noted that the Average Entry-Level wage is low: • Restaurant & Event Management = $17,332 • Cosmetology = $17,208 • Culinary Arts = $20,307 Manhattan area is growing and the area being a college and military hub increases the amount of food service and tourism. Schools may want to establish/maintain strong business partners and stay current on local needs & wages.
14.0501 Biomedical (Secondary) 14.1401 Biochemistry (Secondary)	Two pathways that show low openings however students pursuing these fields would follow through to high wage and high demand fields. Most students would pursue post – secondary education in all fields and levels of biology research and chemistry. Noted	Kansas Labor Market Data shows 10 Total Annual Openings for the two pathways with 26 concentrators. With the location of Manhattan in the Animal Science corridor and proximity to programs at Kansas State University and Manhattan Area Technical College

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	some schools cannot offer Health Science due to staffing.	which support the NBAF project and various subsidiary businesses that support research the field is expected to explode in the area.
15.0613 Certified Production Technician (Postsecondary)	Washburn Tech offers the CPT program at Ft. Riley to those transitioning out of the military. Program Concentrators are typically moving back home to various locations across the country where they will seek employment.	Kansas Labor Market Data shows 5 Total Annual Openings and 60.50 Concentrators for Certified Production Technicians.
	The program is also a precursor to Advanced Systems Technology (Industrial Machine Mechanic).	Committee members noted that many companies hire employees first, then send them to get the certifications they want. The annual demand may not be an accurate projection due to many students already having employment.
		The CPT program is a precursor to Advanced Systems Technology (Industrial Machine Mechanic). The Kansas Department of Labor projects there will be more than 5,000 AST jobs available in the state in the next decade.
15.1302 Computer Drafting Design Technologies (Postsecondary)	Drafting careers would support building trades and the concentrators is close to the annual openings. Students may continue education at Kansas State University in architecture and/or engineering field.	30 Annual Openings, 37.5 Concentrators show a close fit with openings which varies from year to year.
19.0708 Early Childhood (Postsecondary) 19.0709 Early Childhood Professional (Postsecondary)	Labor Market Data shows a high-demand for these areas that's not being met: Early Childhood: 56 openings annually, 13 Concentrators; Early Childhood Professional: 243 openings annually, 19.50 Concentrators. Students are the secondary level in early childhood and family, community, & consumer services would also support jobs in these fields.	Though there is high-demand for these areas, it was noted that the Average Entry-Level wage is low: • Early Childhood: $21,367 • Early Childhood Professional: $17,520

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
19.099 (Fashion, Apparel, Interior Design) FAID (secondary)	Note: New pathway that encompasses a wide assortment of career and skill sets that encompass design, technology skills, and high demand jobs in retail in entry positions. As pathway builds with completers expected concentrators will surpass openings.	Connection with Kansas State University for entry to into the school of human ecology if secondary course work in completed. Pathway will need to be revisited as concentrator data is acquired.
41.0101 – Biotechnology (Postsecondary) Ties to: 14.0501 Biomedical (Secondary) 14.1401 Biochemistry (Secondary)	Two pathways that show low openings however students pursuing these fields would follow through to high wage and high demand fields. Most students would pursue post – secondary education in all fields and levels of biology research and chemistry.	Kansas Labor Market Data shows 10 Total Annual Openings for the two pathways with 26 concentrators. This is an emerging field for postsecondary institutions, therefore no current labor data exists. With the location of Manhattan in the Animal Science corridor and proximity to programs at Kansas State University and Manhattan Area Technical College which support the NBAF project and various subsidiary businesses that support research the field is expected to explode in the area. Please also refer back to Impact of NBAF.
47.0608 Mobile Equipment Maintenance (Secondary)	Noted by advisory committee that annual openings doesn't reflect need for technicians in the area. Students in pathway would also fill gap for all mechanic & repair technologies and technicians of post secondary programs with high annual openings.	Data shows 29 annual openings with 169 concentrators. Recent agreements with Manhattan Area technical college will shift the concentrators to post secondary pathways all with high annual openings.
50.0499 Graphic Design (Secondary)	Skills within the pathway transcend multiple occupations. Students learn visual representation of ideas. Skills benefit Marketing careers. Kansas Labor Market Data shows 4,150 annual openings in Marketing with very low to no concentrators.	Kansas Labor Market data shows 42 annual openings in Graphic Design with 71 Concentrators. However, there are a large number of Marketing openings annually (4,150). Schools may want to establish/maintain strong business partners and ensure students understand labor market sectors & needs.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
51.0810 EMT Basic (Postsecondary)	Fire Departments require EMT certification.	Kansas Labor Market data had no data on openings, with 38.5 Concentrators. Committee questioned if this was an old CIP Code. Unable to make a determination w/o data on demand.
51.0904 Emergency Medical Technician (Postsecondary) - Basic	Fire Departments require EMT certification.	Kansas Labor Market data shows 0 annual openings with 6 concentrators but doesn't reflect requirement for jobs in law and public safety as a necessary component.

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include…

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

What Information Should Locals Collect: Student Performance Data

What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**	The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

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

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S2 – Program Quality – Attained Postsecondary Credits

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

5S1 – Nontraditional Program Concentration

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

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

STEP 3: Analysis of Programs
Part 1: Size, Scope and Quality

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

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

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

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

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Definitions Continued:

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	- Advisory Committee Feedback - Local Business/Industry Feedback, such as projected job openings. Some schools utilize Business Roundtables. - Completer Rates - Follow-Up Data - Limit on Class Size - Teacher/Pupil Ratio - Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical & Application-level (Secondary) - Sending secondary students to postsecondary for coursework - Compare CTE enrollment to overall school enrollment - Pathway Advisory meetings/feedback - Student Interest - Analysis of IPS activities - Available clinical/training site placements available in local area (healthcare program) - Demand and proper faculty/student ratios required for external healthcare program accreditation.	- Some schools don't have a specific measure or don't address/monitor program size - Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry) - Many comments relate "size" to school issues (i.e. class size, teacher/pupil ratio, student interest), rather than the Perkins definition of "size" as having an "appropriate number of students in order to be effective and meet local business and industry demand". Additional training on the meaning of "program size" may be beneficial as it relates to meeting business/industry needs. - Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult. - Limited capital funding to assist with necessary facility expansion.
Relate to real-world work environment (Scope)	- Advisory Committee feedback - Business/Industry feedback, including Business Roundtables - Collaboration with Community - Consult with Professionals and postsecondary students - Project-Based Learning Activities - Students complete work for others outside the classroom - CTE pathways follow Kansas State Standards - Skill sets taught in technical/application level courses align with real-world work environments - Utilize walk-through, evaluation data, teacher lesson plans - Curriculum mapping and meeting with Pathway Advisors - Internships, OJT, Certifications, Volunteer work outside of school day - Industry standards and Accreditation standards - Faculty current in field.	- Some schools are still offering traditional programs. - Adequate funding to stay current with technology and equipment advances in industry

Question	Answer	Areas for Improvement
Help students advance to future education (Scope)	• Completer/Follow-Up Questionnaire • Offer real-world skills necessary for students to advance to future education/career • Pathway Analysis • Students/employers report back readiness of the students • Certifications • College Enrollment, Students completing post-secondary • Communication with postsecondary schools curriculum • Conversations with graduates • Success/Effectiveness Rating from KSDE • Student meetings with Academic Advisors • Data from Student Services Transition Specialist and Institutional Research	• Some schools struggle with Follow-Up data (finding students & getting responses) to know if students advanced to future education.
Are of high quality	• Rubric is utilized • Students meeting/exceeding competencies • Students passing end of course and pathway assessments, obtaining credentials, certifications. • Student obtaining employment. • Feedback from Business/Industry, including Business Roundtables. Employer surveys. • Feedback from Advisory Committee, Pathway Committee • Feedback from students & teachers. Graduate surveys. • Instructors review pathways & KSDE updates annually • Comparing course outlines to state standards • Generating a list of soft skills taught in CTE programs • Supervision of instruction & programs. • ACT WorkKeys data • Students who are successful in postsecondary and/or career • Instructors attending workshops to stay relevant • Having teachers skills in their area of study • Providing students with tools & equipment similar to those used in the real world to ensure workplace standards are met. • Accreditation	
Should be offered in the region	• Advisory Committee Feedback. • Consultation with local Business/Industry. Business Roundtables. • Reviewing Job Ads and State Reports. Review of Labor Market Data.	• Some schools may not have determining factors in place. • Facility and equipment limitations inhibit additional and advanced educational offerings.

Question	Answer	Areas for Improvement
	 • Teacher Experience. Available Personnel. • Student Interest. Data from Career Cruising/Xello, IPS. • Student enrollment numbers. • Facility space available to support program. • Consultation with Administration. • Consultation with local community/technical college. • Consultation with other area districts to see if there are opportunities to share students/programs. • Small schools try to maximize resources by offering pathways that lead to multiple careers (example: teaching welding in the Power, Structural, Technical pathway). • Schools ability to offer the program.	

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STEP 3: Analysis of Programs
Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say?	What does the law mean?
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

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

(A) incorporates challenging state academic and technical knowledge and skills, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps

• Have students complete Career Interest Inventory.
 • Discuss internally, form committee and involve administration in process.
 • Conduct Needs Assessment.
 • Review enrollment needs.
 • Review required/approved courses for program. Develop Curriculum Framework.
 • Determine courses relevant to local industry & business needs. Review Employment Outlook.
 • Seek Advisory Committee input when setting goals for pathway.
 • Ensure teacher availability and/or hire teacher.
 • Review training & equipment needs to offer program. Send teachers to CTE workshops.
 • Create Articulation Agreements.
 • Create Program of Study.
 • Periodically review to ensure Program of Study is still relevant.
 • Ensure offerings fit into MATC's Mission.
 • Seek Advisory Committee input when setting goals for, and developing pathway.
 • Program Reviews and approval process
     a. Review market data & outreach from community
     b. Review upcoming community needs
     c. Program approval through internal governance committee structure, Board of Directors and KBOR
     d. Program Accreditation approval through HLC and any third party required accreditations, and Federal Government if seeing Financial Aid eligible status
	Collectively, the region has identified many worthwhile steps taken to implement a program of study. Few schools may be following all of the steps listed. Process could be shared amongst region as a Best Practice.	Some schools report creating a program of study based on courses already offered (i.e. out of simplicity).

STEP 3: Analysis of Programs
Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include…

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

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say?	**What does the law mean?**
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.	Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

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

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

Process	Strengths	Needs/Gaps
• Advertise, institutional webpages and other faculty job boards. • Utilize Kansasteachingjobs.com • Attend College & Career Fairs • Seek candidates from industry, provide them with avenues to pursue certifications. • Send emails to Advisory Board to announce the openings. • Interview • Provide Professional Development • Work with postsecondary schools	• Utilize multiple strategies to advertise positions. • Network with resources who may know of a candidate (postsecondary schools, Advisory Committee members, etc.) • Provide new hires training/PD necessary to meet any gaps. • Benefits (i.e. paid time off, insurance, retirement, etc.) • Strong partnerships with secondary institutions and business & industry	• Difficult to recruit new teachers to rural area. • Industry pays better than schools can offer. • Hard to provide a competitive salary. • Teacher shortage for all content areas. • Some schools do not have a process in place, aside from traditional application/hiring process. • Lack ability to offer incentives to teachers. • Additional staff could provide additional support to faculty

STEP 3: Analysis of Programs
Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

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

What Information Should Locals Collect: Progress Towards Improving Access & Equity	
What does the law say?	**What does the law mean?**
The needs assessment shall include a description of:	This requirement is focused on supports for special populations.
• Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;	States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.
• How they are providing programs that are designed to enable special populations to meet the local levels of performance; and	
• How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

Perkins V Sec. 2(48)

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

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

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

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

Strengths	Gaps	Strategies for Improvement
Individuals with Disabilities: • Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations. • Postsecondary provides accommodations. • Institutions have an ADA Coordinator position. • Accommodation Specialist coordinates necessary accommodations • Canvas LMS W3C compliant – built in accessibility checkers that flag issues	• Postsecondary – students have to self-report disabilities. School may not be aware of students to meet needs. • Videos – ensuring appropriately accessible with closed captions • PDFs – accessible with screen readers	• Attend training and focus on Non Traditional and Special Populations. • Track numbers and analyze areas where growth is needed. • In process of ensuring all content is accessible
Individuals from Economically Disadvantaged Families: • Continue to work to lower cost of concurrent course work and promote Excel in CTE courses. • Financial Assistance – VA, WIOA, Heartland Works, KPOP, scholarships offered • Professional closet to provide needed interview/business attire • Food Pantry available to aid those with limited access to sustenance	• No childcare provided • Minimal evening course offerings Nothing specific to single parents	

Strengths	Gaps	Strategies for Improvement
Individuals preparing for Non-traditional Fields: • Non-trad reps are included on advisory committees, speak with students • Actively encourage Non-Trad to work as representatives for recruiting fairs and enrollment. • Recruitment materials/strategies • Marketing targets non-traditional students • Sponsoring local schools		
Single parents, including single pregnant women: • Secondary exploring early childhood programs at new high school with in-house day care at Junction City High School	• Providing low cost child care onsite	
Out-of-work individuals: • Postsecondary offers variety of program lengths & times (1/2 day, full day, etc.). Out of work individuals can complete short term program and be ready to enter high-demand career field. • Partnerships with business & industry to provide training		

Strengths	Gaps	Strategies for Improvement
English Learners: • Assess new students for English Proficiency. • Qualify students for ELL Programs. • Interpret international transcripts to ensure students are provided the credits they are entitled to. • Employ bilingual staff to interpret/translate. • Adult Learning Center provides ESL courses • Canvas LMS allows students to change the default language		
Homeless Individuals: • Some schools have dedicated staff/programs to provide assistance to homeless students, including partnering with community organizations. • Food Pantry	• It can be difficult to identify these students. Committee commented that it's common for students & their families to co-habitat with extended families, which meets the definition for homeless, but may not be disclosed to school.	•
Youth who are in, or have aged out of, the foster system: • Many schools in the region have staff dedicated to working with students in foster care. • Tracking required • AO-K, proviso, and TANFF available for students Tuition assistance/waivers for those in foster care, and up to age 26 for those aged out of the foster care system		

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Strengths	Gaps	Strategies for Improvement
Youth with a parent who is a member of the armed forces and is on active duty: Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success). Student Veterans Association student organization available	Youth with a parent who is a member of the armed forces and is on active duty: • This special populations category is new for Perkins V. Committee did not have data/strategies to address this population.	Youth with a parent who is a member of the armed forces and is on active duty: • It appears that schools may need additional training on how to meet the needs of this special populations category.

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Appendix D

CLNA Report Feb 2020

(Topeka)

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Email
USD(s)	Jamie Manhart	USD 609 Southeast Kansas Education Service Center (Greenbush)	jamie.manhart@greenbush.org
Postsecondary Institution(s)	Marie Hall	Washburn Institute of Technology (Washburn Tech)	marie.hall@washburn.edu
Postsecondary Institution(s)	Lucas Hunziger	Highland Community College	lhunziger@highlandcc.edu

Regional Team: Topeka

Date: 1/31/2020

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

Purpose

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

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

By conducting regional needs assessment, the Regional Team will:

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

What is a comprehensive regional needs assessment?

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

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

Why complete a comprehensive regional needs assessment?

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

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

How often is a comprehensive regional needs assessment needed?

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

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals
   - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth.

Process:

1. Establish a Regional Needs Assessment Team
   Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. **All groups listed on page 4 must be a part of the Regional Needs Assessment Team.**
2. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
4. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
5. Complete the needs assessment Template
   i.   All steps and all parts are required
   ii.   Incomplete assessments will not be approved
   iii. Add rows to tables as needed
   iv.   Include the data analysis documents (required)

Template:

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

Part 1: Utilize the Labor Market Analysis Tool (Excel)
Part 2: Use additional approved sources of data and compare the data to Part 1 findings.
Part 3: Bring the Regional Team together to discuss the findings from Parts 1 & 2
Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality
Part 2: Progress Toward Implementing Programs of Study
Part 3: Recruitment, Retention and Training of CTE Educators
Part 4: Progress toward Improving Access and Equity

Career and Technical Education (CTE) Program Comprehensive Regional Needs Assessment Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.
The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.

Regional Team Name:	Topeka Region	**Date:**	1/31/2020
Needs Assessment Lead Co-Coordinators:		**Contact Information:**	
Secondary: Jamie Manhart		jamie.manhart@greenbush.org	
Postsecondary: Marie Hall Lucas Hunziger		marie.hall@washburn.edu lhunziger@highlandcc.edu	

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Comprehensive Regional Needs Assessment Team

Representative	Name	Institution and Position	Responsibility
Postsecondary Perkins Grant Coordinator	Marie Hall	Washburn Institute of Technology Grants Facilitator	Co-Coordinators
Co-Coordinators — Postsecondary Perkins Grant Coordinator	Lucas Hunziger	Highland Community College Director of Technical Education	Co-Coordinators
Secondary Perkins Grant Coordinator	Jamie Manhart	USD 609 Southeast Kansas Education Service Center CTE Coordinator	Co-Coordinator
Teacher(s) - Secondary	Andrew Lillie	USD 409 Atchison High School Science Teacher	Teacher Perspective
Faculty - Postsecondary	Michelle Shipley	Washburn University HIT Program Director, Chair Allied Health Department	Administrative/Faculty Perspective
Secondary Administration	Darrel Kohlman	USD 115 Nemaha Central Superintendent	Administrative Perspective
Secondary Administration	Dr. Jeff DeSota	USD 437 Auburn-Washburn Curriculum Coordinator	Administrative Perspective
Secondary Administration	Kyle Reed	USD 437 Auburn-Washburn Associate Principal Washburn Rural HS	Administrative Perspective
Secondary Administration	Dr. Tim Murrell	USD 501 TCALC Principal	Administrative Perspective
Secondary Administration	Dustin Dick	USD 501 Topeka West HS Lead Principal	Administrative Perspective
Secondary Administration	Jessica Johnston	USD 501 TCALC Associate Principal	Administrative Perspective
Secondary Administration	Patrick Kelly	USD 497 Lawrence Director of Innovative Learning	Administrative Perspective
Secondary Administration	Kate Welch	USD 345 Seaman Assistant Principal	Administrative Perspective
Secondary Administration	Matt Renk	USD 409 Atchison High School Principal	Administrative Perspective

Secondary Administration	Philisha Stallbaumer	School to Work Consortium Perkins Coordinator	Perkins Consortium Perspective
Secondary Administration	Eric Steele	USD 450 Shawnee Heights HS Perkins Coordinator	Administrative Perspective
Postsecondary Administration	Deb Mikulka	Washburn University Interim Director, Office of Sponsored Projects	Grants Management, Tech Ed Authority Perspective
Postsecondary Administration	Dr. Clayton Tatro	Washburn Institute of Technology Associate Dean of Instruction	Curriculum & Administrative Perspective
Postsecondary Administration	Dr. Pat Munzer	Washburn University Dean, School of Applied Studies	Curriculum & Administrative Perspective
Postsecondary Administration	Dr. Erin Shaw	Highland Community College VP of Academic Affairs	Curriculum & Administrative Perspective
Specialized instructional support and paraprofessional(s)	Rose Cantrell	USD 501 Topeka Liaison to Washburn Institute of Technology	Special Populations Perspective
Representative(s) of Special Populations	Nikki Heiman	USD 609 Southeast Kansas Education Service Center Instructional Support Specialist & Parent	Special Populations Perspective
Career Guidance and Academic Counselor(s)	Deb Kramer	USD 115 Nemeha Central Counselor	Counseling/Guidance Perspective
Student(s)		Highland Community College	Student Perspective
Community	Barbara Stapleton	Go Topeka VP, Business Retention & Talent Initiatives, Inclusion Officer	Community Relations, Labor Market Perspective
Business & Industry	Brian Bradfield	Lawrence Memorial Hospital Associate VP Ancillary Services	Industry Perspective
Business & Industry	Serena Laird	Stormont-Vail HealthCare Supervisor, Respiratory Therapy Department	Industry Perspective
Business & Industry	Bruce Cormier	ExtruTech Process Improvement / Safety Manager	Rural Industry Perspective
Business & Industry	Charlotte E. McElroy	Schenk Human Resources Manager	Rural Industry Perspective

Role	Name	Organization / Position	Perspective
Workforce Development	David Brennan	Heartland Works Executive Director	Workforce Trends
Workforce Development	Cheryl White	Kansas Department of Commerce Regional Operations Manager	Workforce Trends
Parent(s)	Nikki Heiman	USD 609 Southeast Kansas Education Service Center Instructional Support Specialist & Parent	Special Populations Perspective
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Mitch Higgs	Washburn University Assistant to the Dean & Academic Advisor	Counseling/Guidance Perspective
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Nora Parker	Community Member	Native American Perspective

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include...

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

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

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data

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

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

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

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

Note from the Topeka Regional Needs Assessment Team:
The Team has chosen to organize programs/pathways by CIP Code for reporting findings in the chart below.

Labor Market Data listed is based on the 2016-2018 Kansas Department of Labor Long-Term Occupational Projection Data.
Secondary Concentrator Data is based on the 2018 school year.
Postsecondary Concentrator Data is based on AY2017-2018 average.

The Team commented that many secondary-level schools do not have the instructors/resources to offer multiple pathways in a single Cluster (example: Agriculture Cluster has 8 pathways, Information Technology Cluster has 4 pathways, etc.). Schools often offer the pathway that exposes students to the widest variety of careers/courses within that Cluster. Several Team members commented that comparing labor market annual openings and Concentrators at the Cluster level (rather than pathway) may provide a different perspective.

The Team commented that Secondary Concentrator numbers are likely skewed, due to schools reporting students in non-traditional pathway areas (when able) to benefit Perkins IV Core Indicator Results for 6S1 Non-traditional Participation and 6S2 Non-traditional Completion.

Strengths	Gaps
<u>01 - Agriculture:</u> • 01.0201 Power, Structural & Technical Systems (Secondary) 64 Annual Openings, 273 Concentrators. Pathway leads to wide variety of careers. Many schools (especially small/rural) utilize this pathway to teach welding, production, manufacturing, construction, etc. • 01.9999 Comprehensive Agriculture Science (Secondary) No Data on Annual Openings, 64 Concentrators. Pathway includes variety of Agriculture coursework. A pathway utilized by small/rural schools with limited resources to offer multiple pathways.	<u>01 - Agriculture:</u> (Concentrator #s not meeting Labor Market Needs): • 01.0101 Agribusiness Systems (Secondary) 80 Annual Openings, 0 Concentrators. • 01.0401 Food Products & Processing Systems (Secondary) 45 Annual Openings, 0 Concentrators. • 01.0901 Animal Science (Secondary) 231 Annual Openings, 11 Concentrators. • 01.1101 Plant Systems (Secondary) 534 Annual Openings, 73 Concentrators. • 03.0101 Natural Resources & Environmental Services (Secondary) 103 Annual Openings, 19 Concentrators. • 01.0102 Agribusiness Systems (Postsecondary) 79 Annual Openings, 0 Concentrators. • 01.0301 Agriculture Production & Services (Postsecondary) 91 Annual Openings, 0 Concentrators. • 01.0304 Precision Agriculture Production (Postsecondary) 91 Annual Openings, 0 Concentrators. • 01.0308 Precision Agriculture (Postsecondary) 107 Annual Openings, 16 Concentrators. • 01.1004 Viticulture Certificate (Postsecondary) 114 Annual Openings, 0 Concentrators.

Strengths	Gaps
11 - Information Technology: • 11.0901 Information Systems Technology (Postsecondary) 84 Annual Openings, 106.50 Concentrators.	**11 - Information Technology:** (Concentrator #s not meeting Labor Market Needs): • 11.0301 Information Support & Services (Secondary) 367 Annual Openings, less than 5 Concentrators. • 11.0901 Network Systems (Secondary) 205 Annual Openings, 0 Concentrators. • 11.0201 Programming & Software Development (Secondary) 240 Annual Openings, 100 Concentrators. • 11.1001 Information Network Technology (Postsecondary) 145 Annual Openings, 0 Concentrators. • 11.1006 Computer Support Technology (Postsecondary) 120 Annual Openings, 0 Concentrators. (Concentrator #s exceed Labor Market Needs): • 11.1004 Web & Digital Communications (Secondary) 20 Annual Openings, 345 Concentrators.
	12 – Culinary, Entertainment, and Personal Services: (Concentrator #s not meeting Labor Market Needs): • 12.0504 Restaurant & Event Management (Secondary) 4,681 Annual Openings, 541 Concentrators. • 12.0401 Cosmetology (Postsecondary) 143 Annual Openings, 67 Concentrators. • 12.0505 Culinary Arts (Postsecondary) 198 Annual Openings, 27 Concentrators.
	13 – Education: (Concentrator #s not meeting the Labor Market Needs): • 13.0101 Teaching/Training (Secondary) 1,946 Annual Openings, 289 Concentrators. • 13.1210 Early Childhood (Postsecondary) 87 Annual Openings, 0 Concentrators.
14 – Engineering: 15 – Engineering/Engineering-Related Technologies: • 14.1401 Biochemistry (Secondary) 4 Annual Openings, less than 5 Concentrators. • 15.1302 Computer Aided Drafting (Postsecondary) 30 Annual Openings, 40.50 Concentrators.	**14 – Engineering: 15 – Engineering/Engineering-Related Technologies:** (Concentrator #s not meeting the Labor Market Needs): • 14.0101 Engineering & Applied Mathematics (Secondary) 198 Annual Openings, 5 Concentrators. • 15.0000 Aviation Production (Secondary) 11 Annual Openings, New Pathway. • 17.2071 Energy (Secondary) 45 Annual Openings, 0 Concentrators. • 15.0505 Solar Energy Technology (Postsecondary) 31 Annual Openings, 0 Concentrators.

Strengths	Gaps
	(Concentrator #s exceed Labor Market Needs): • 14.0501 Biomedical (Secondary) 6 Annual Openings, 106 Concentrators. • 15.0613 Certified Production Technician (Postsecondary) 5 Annual Openings, 60.50 Concentrators.
	19 – <u>Family & Consumer Sciences/Human Services:</u> (Concentrator #s not meeting the Labor Market Needs): • 19.0709 Early Childhood Development & Services (Secondary) 250 Annual Openings, less than 5 Concentrators. • 19.0799 Family, Community & Consumer Services (Secondary) 962 Annual Openings, 73 Concentrators. • 19.0999 (Fashion, Apparel, Interior Design (FAID) (Secondary) 40 Annual Openings, New Pathway. • 19.0708 Early Childhood (Postsecondary) 56 Annual Openings, 0 Concentrators. • 19.0709 Early Childhood Professional (Postsecondary) 243 Annual Openings, 10.50 Concentrators.
	22 – <u>Legal Professions and Studies:</u> (Concentrator #s not meeting the Labor Market Needs): • 22.0301 Legal Office Professional (Postsecondary) 37 Annual Openings, 12 Concentrators.
	31 – <u>Parks, Recreation, Leisure, Fitness, and Kinesiology:</u> (Concentrator #s not meeting the Labor Market Needs): • 31.0507 Physical Fitness Technician (Postsecondary) 123 Annual Openings, 0 Concentrators.
	43 – <u>Homeland Security, Law Enforcement, Firefighting & Related Protective Services; 44 – Public Administration & Social Service Professions:</u> (Concentrator #s not meeting the Labor Market Needs): • 43.0199 Corrections, Security, Law & Law Enforcement Services (Secondary) 709 Annual Openings, 0 Concentrators. • 43.0299 Emergency & Fire Management Services (Secondary) 139 Annual Openings, 0 Concentrators.

Strengths	Gaps
47 – Mechanic & Repair Technologies/Technicians: • 47.0603 Automotive Collision Repair (Postsecondary) 41 Annual Openings, 39.50 Concentrators. • 47.0604 Automotive Technology (Postsecondary) 122 Annual Openings, 132.50 Concentrators.	• 44.0401 Government & Public Administration (Secondary) 157 Annual Openings, 0 Concentrators. • 43.0107 Criminal Justice (Postsecondary) 110 Annual Openings, 0 Concentrators. • 43.0109 Risk Management (Postsecondary) No Data. • 43.9999 Dispatch Technology – Emergency Communications (Postsecondary) 21 Annual Openings, 9 Concentrators. 46 – Construction Trades: (Concentrator #s not meeting the Labor Market Needs): • 46.0000 Construction & Design (Secondary) 1,739 Annual Openings, 75 Concentrators. • 46.0201 Construction Technology (Postsecondary) 288 Annual Openings, 19 Concentrators. • 46.0301 Electric Power & Distribution (Postsecondary) 118 Annual Openings, No Concentrator Data. • 46.0302 Electrical Technology (Postsecondary) 234 Annual Openings, 73 Concentrators. • 46.0401 Building Technology (Postsecondary) 517 Annual Openings, 39 Concentrators. 47 – Mechanic & Repair Technologies/Technicians: (Concentrator #s not meeting the Labor Market Needs): • 47.0000 Aviation Maintenance (Secondary) 7 Annual Openings, New Pathway. • 47.0608 Mobile Equipment Maintenance (Secondary) 492 Annual Openings, 169 Concentrators. • 47.0201 HVAC (Postsecondary) 53 Annual Openings, 43.50 Concentrators. • 47.0302 Heavy Diesel Construction Technology (Postsecondary) 39 Annual Openings, 28.50 Concentrators. • 47.0303 Industrial Machine Mechanic (Postsecondary) 118 Annual Openings, 48.50 Concentrators. • 47.0605 Locomotive Diesel Technician (Postsecondary) 37 Annual Openings, 10.50 Concentrators. • 47.0613 Diesel Technology (Postsecondary) 152 Annual Openings, 122 Concentrators. • 47.0704 Wind Energy (Postsecondary) 23 Annual Openings, 0 Concentrators.

Strengths	Gaps
48 – Precision Production: • 48.0508 Welding Technology (Postsecondary) 178 Annual Openings, 163.50 Concentrators.	**48 – Precision Production:** (Concentrator #s not meeting the Labor Market Needs): • 48.0000 Manufacturing (Secondary) 2,283 Annual Openings, 44 Concentrators. • 48.0501 Machine Technology (Postsecondary) 237 Annual Openings, 37 Concentrators. • 48.0703 Cabinet/Millwork (Postsecondary) 49 Annual Openings, 17 Concentrators. • 49.0199 Unmanned Aircraft Systems (Postsecondary) No Data. • 49.0202 Commercial & Heavy Construction (Postsecondary) 277 Annual Openings, 12.5 Concentrators. • 49.0205 Commercial Truck Driving (Postsecondary) 629 Annual Openings, 13 Concentrators.
	50 – Visual & Performing Arts: (Concentrator #s not meeting the Labor Market Needs): • 50.0406 Commercial Photography (Postsecondary) 9 Annual Openings, 0 Concentrators. (Concentrator #s exceed Labor Market Needs): • 50.0499 Graphic Design (Secondary) 42 Annual Openings, 543 Concentrators.
51 – Health Professions & Related Programs: • 51.0907 Radiation Therapy (Postsecondary) 27 Annual Openings, 76.50 Concentrators. Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data includes out-of-state students who would seek employment outside of the Topeka region. • 51.0908 Respiratory Therapy (Postsecondary) 17 Annual Openings, 15 Concentrators. • 51.0909 Surgical Technology (Postsecondary) 15 Annual Openings, 14.50 Concentrators. • 51.0910 Diagnostic Medical Sonography (Postsecondary) 8 Annual Openings, 53 Concentrators. Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data includes out-of-state students who would seek employment outside of the Topeka region. • 51.0911 Radiological Technology (Postsecondary) 25 Annual Openings, 40.50 Concentrators. Program starts in summer, Concentrator data includes 2 years of students. • 51.0920 Magnetic Resonance (Postsecondary)	**51 – Health Professions & Related Programs:** (Concentrator #s not meeting the Labor Market Needs): • 51.9999 Health Science (Secondary) 2,194 Annual Openings, 75 Concentrators. Committee noted that many HS students participate in CNA, CMA, etc. programs at technical colleges. Some students with an interest in Health Science may participate in Biomedical pathway. • 51.0602 Dental Hygiene (Postsecondary) 34 Annual Openings, 0 Concentrators. Committee noted that there are a number of programs in the surrounding area (i.e. Kansas City) that are likely meeting the need. • 51.0713 Medical Coding (Postsecondary) 115 Annual Openings, 10.5 Concentrators. • 51.0716 Medical Office Specialist (Postsecondary) 158 Annual Openings, 7.5 Concentrators. • 51.0801 Medical Office Assistant (Postsecondary) 86 Annual Openings, 36 Concentrators. • 51.1004 Medical Laboratory Technology (Postsecondary) 17 Annual Openings, No Concentrator Data.

Strengths	Gaps
3 Annual Openings, 7 Concentrators. Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data includes out-of-state students who would seek employment outside of the Topeka region. • 51.1009 Phlebotomy (Postsecondary) 25 Annual Openings, 41 Concentrators. Committee noted that demand seems low. Washburn Tech started program specifically to meet requests from local hospitals. • 51.2603 Medication Aide (Postsecondary) 28 Annual Openings, 89 Concentrators. Committee noted that demand seems low. Long Term Care (LTC) positions require CMA certification to distribute meds. • 51.3901 Practical Nursing (Postsecondary) 110 Annual Openings, 133 Concentrators. Committee noted that demand seems low.	• 51.2602 Home Health Aide (HHA) (Postsecondary) 756 Annual Openings, 132 Concentrators. • 51.3801 Associate Degree Nursing (Postsecondary) 339 Annual Openings, 39 Concentrators. • 51.3902 Nursing Aide (Postsecondary) 582 Annual Openings, 499 Concentrators. (Concentrator #s exceed Labor Market Needs): • 51.0803 Occupational Therapy Assistant 19 Annual Openings, 49.5 Concentrators. • 51.0806 Physical Therapist Assistant 5 Annual Openings, 24 Concentrators. • 51.0810 EMT: Basic (Postsecondary) No Labor Market Data, 38.5 Concentrators. • 51.0904 Emergency Medical Technician (Postsecondary) 40 Annual Openings, 82.50 Concentrators. 52 – Business, Management, Marketing & Related Support Services: (Concentrator #s not meeting the Labor Market Needs): • 52.0799 Business Management & Entrepreneurship (Secondary) 1,460 Annual Openings, 22 Concentrators. • 52.0801 Business Finance (Secondary) 1,300 Annual Openings, 57 Concentrators. • 52.0901 Travel & Tourism (Secondary) 1,050 Annual Openings, 0 Concentrators. • 52.1402 Marketing (Secondary) 4,150 Annual Openings, 0 Concentrators. • 52.0203 Certified Logistics Technician (Postsecondary) 34 Annual Openings, 16.50 Concentrators. • 52.0302 Accounting (Postsecondary) 357 Annual Openings, 5.50 Concentrators. • 52.0401 Business Administration (Postsecondary) 790 Annual Openings, 19.50 Concentrators.

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

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Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
01.0401 Food Products & Processing Systems (Secondary)	45 Openings, 0 Concentrators	Topeka Capitol Journal & Greater Topeka Partnership have noted that Topeka is in the middle of the "Midwest Animal Health Corridor", a 350-mile stretch from Manhattan, KS to Columbia, MO. Area hosts 300+ companies in animal health diagnostics and pet food industry that generates global sales of over $50 billion.
01.0301 Agriculture Production & Services (Postsecondary)	91 Openings, 0 Concentrators	No additional sources noted by committee.
01.0304 Precision Agriculture Production (Postsecondary)	91 Openings, 0 Concentrators	No additional sources noted by committee.
01.1004 Viticulture Certificate (Postsecondary)	114 Openings, 0 Concentrators	No additional sources noted by committee.
11.1001 Information Network Technology (Postsecondary)	145 Openings, 0 Concentrators	No additional sources noted by committee.
11.1006 Computer Support Technology (Postsecondary)	120 Openings, 0 Concentrators	No additional sources noted by committee.

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
13.1210 Early Childhood (Postsecondary)	87 Openings, 0 Concentrators	Note: Highland CC offers 19.0708 Child Care and Support Services Management. Washburn Tech offers 19.0709 Child Care Provider/Assistant.
		The committee questioned the accuracy of the average entry-level wage of $23,439. It was commented that there may not be support for starting a new program that leads to a low-wage. Schools may want to establish strong business partners and/or research local needs & wages further before implementing.
15.0000 Aviation Production (Secondary)	11 Openings, 0 Concentrators	Though this pathway is not offered in the Topeka region, 11 openings annually is relatively low. The pathway is offered by USD 259 Wichita; the Labor Market Data for that region shows 122 openings annually.
19.0999 Fashion, Apparel, Interior Design (FAID) (Secondary)	40 Openings, 0 Concentrators (New Pathway)	Though this pathway is New and not currently offered in the Topeka region, the average entry-level wage is $19,850. There may be little support for starting a new program that leads to a low-wage with only 40 openings annually. Schools may want to establish strong business partners and/or research local needs & wages further before implementing.
31.0507 Physical Fitness Technician (Postsecondary)	123 Openings, 0 Concentrators	No additional sources noted by committee.
46.0301 Electric Power & Distribution (Postsecondary)	118 Openings, 0 Concentrators	Committee questioned if this was a new program?

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Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
47.0000 Aviation Maintenance (Secondary)	7 Openings, 0 Concentrators (New Pathway)	Though this pathway is not offered in the Topeka region, 7 openings annually is low. Schools may want to establish strong business partners and/or research local needs further before implementing.
47.0704 Wind Energy (Postsecondary)	23 Openings, 0 Concentrators	The committee commented that Cloud County Community College offers a Wind Energy program that serves labor market needs statewide. Cloud's regional data shows 118 Concentrators for 23 Annual Openings in their region. It is presumed that their Concentrators are moving to fill openings throughout the state.
50.0406 Commercial Photography (Postsecondary)	9 Openings, 0 Concentrators	Though this program is not offered in the Topeka region, 9 openings annually is low. The average entry-level way of $18,739 is also low. Colleges may want to establish strong business partners and/or research local needs & wages further before implementing.
51.0602 Dental Hygiene (Postsecondary)	34 Openings, 0 Concentrators	Committee commented that there are a number of Dental Hygiene programs within 60 miles of Topeka (Kansas City area & Manhattan Area Tech). Felt those programs were meeting the need for the Topeka region as well.
51.1004 Medical Laboratory Technology (Postsecondary)	17 Openings, 0 Concentrators	Washburn University offers a Bachelor of Health Science degree in Medical Laboratory Science.

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What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
01.0201 Power, Structural & Technical Systems (Secondary)	Pathway coursework leads to wide variety of careers. Many schools (especially small/rural) utilize this pathway to teach welding, construction, etc. in addition to agriculture. See Kansas Labor Market Data (next column) for details on Construction & Manufacturing needs.	Kansas Labor Market Data shows 64 Total Annual Openings, with 273 Secondary Concentrators. Courses included in pathway include some Construction skills (1739 openings annually, 75 concentrators) and Welding skills (2283 Manufacturing openings annually, 44 concentrators).
01.9999 Comprehensive Agriculture Science (Secondary)	Pathway coursework touches on a wide variety of agriculture topics. Option for small/rural schools without resources to offer multiple pathways. Provides students with exposure to breadth of Agriculture and Agriculture related industry jobs.	Kansa Labor Market Data had no information for this pathway. However, through reviewing the data for the entire AG Cluster, there are 1,057 Total Openings annually with 440 Concentrators. Many small/rural schools choose to offer this pathway to introduce students to all AG careers, due to lack of staff/resources to offer multiple AG pathways. According to IMPLAN data (2017), Agriculture and Agriculture related industries support 12.7% of the entire workforce in the state.
11.1004 Web & Digital Communications (Secondary)	Courses & competencies in this pathway also align with Marketing careers (digital marketing skills). Kansas Labor Market data shows 4,150 Annual Openings for Marketing careers and 0 Secondary Concentrators. Some courses in this Pathway (10152 Computer Programming, 10201 Web Page Design) also overlap with the 11.0201 Programming & Software Development pathway. Some small/rural schools without resources to offer multiple pathways may just offer one IT pathway that exposes students to multiple career areas. Kansas Labor Market data shows 240 Annual Openings for 11.0201 Programming &	Kansas Labor Market Data shows 20 Total Annual Openings, with 345 Secondary Concentrators.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
	Software Development, and 100 Secondary Concentrators.	
12.0504 Restaurant & Events Management (Secondary) 12.0401 Cosmetology (Postsecondary) 12.0505 Culinary Arts (Postsecondary)	Labor Market Data shows a high-demand for all three areas that is not being met: • Restaurant & Event Management = 4,681 openings annually, 541 Concentrators • Cosmetology = 143 openings annually, 67 Concentrators • Culinary Arts = 198 openings annually, 27 Concentrators In addition, the recent and ongoing revitalization of downtown Topeka has led to an increase in hospitality and culinary jobs.	Though there is high-demand for these areas, it was noted that the Average Entry-Level wage is low: • Restaurant & Event Management = $17,332 • Cosmetology = $17,208 • Culinary Arts = $20,307 The committee also questioned if the high demand listed is due to the "revolving door" nature of these career areas. Schools may want to establish/maintain strong business partners and stay current on local needs & wages.
14.0501 Biomedical (Secondary)	Biomedical engineers work in manufacturing, universities, hospitals, and research facilities. Typical entry-level education for this career is a Bachelor's degree. This pathway is exposing students to a high-wage career with average projected growth nationwide. Students pursuing this career area may relocate for jobs. There may be an increased need for biomedical engineers due to the needs of a growing/aging population and the increasing numbers of technologies and applications for medical equipment and devices. Many of the courses in this pathway overlap with the Health Science pathway. Kansas Labor Market Data shows 2,194 Annual Openings, 75 Concentrators in Health Science.	Kansas Labor Market Data shows 6 Total Annual Openings and 106 Concentrators. Committee commented that Douglas County currently has 6 openings at one plant. Stormont Vail, The University of Kansas Health System St. Francis Campus, and the Topeka Veterans Affairs Medical Center are all located in Topeka. The Hospital Hill area of Kansas City, MO is a short 70 mile drive from Topeka. All of these healthcare sites are possible employers for Biomedical Engineers and Technicians.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
15.0613 Certified Production Technician (Postsecondary)	Washburn Tech offers the CPT program at Ft. Riley to individuals transitioning out of the military. Program Concentrators are typically moving back home to various locations across the country where they will seek employment. The program is also a precursor to Advanced Systems Technology (Industrial Machine Mechanic).	Kansas Labor Market Data shows 5 Total Annual Openings and 60.50 Concentrators for Certified Production Technicians. Committee members noted that many companies hire employees first, then send them to get the certifications they want. The annual demand may not be an accurate projection due to many students already having employment. The CPT program is a precursor to Advanced Systems Technology (Industrial Machine Mechanic). The Kansas Department of Labor projects there will be more than 5,000 AST jobs available in the state in the next decade.
19.0708 Early Childhood (Postsecondary) 19.0709 Early Childhood Professional (Postsecondary)	Labor Market Data shows a high-demand for these areas that's not being met: • Early Childhood: 56 openings annually, 0 Concentrators • Early Childhood Professional: 243 openings annually, 19.50 Concentrators	Though there is high-demand for these areas, it was noted that the Average Entry-Level wage is low: • Early Childhood: $21,367 • Early Childhood Professional: $17,520 Colleges may want to establish/maintain strong business partners and stay current on local needs & wages.
50.0499 Graphic Design (Secondary)	Skills within the pathway transcend multiple occupations. Students learn visual representation of ideas. Skills benefit Marketing careers. Kansas Labor Market Data shows 4,150 annual openings in Marketing with 30 Concentrators in the Topeka region.	Kansas Labor Market data shows 42 annual openings in Graphic Design with 543 Concentrators. However, there are a large number of Marketing openings annually (4,150). Schools may want to establish/maintain strong business partners and ensure students understand labor market sectors & needs.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
51.0803 Occupational Therapy Assistant (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Each Cohort is 24-25 students, which does align with the annual openings.	Kansas Labor Market data shows 19 annual openings with 49.5 Concentrators. The program begins in the summer, Concentrator data reflects 2 cohorts of students. Median annual wage is $55,780.
51.0806 Physical Therapist Assistant (Postsecondary)	100% placement rate of graduates (last three years), average entry level salary of $43,000-$50,000/year with benefits.	No Concentrator data listed on "Topeka Workforce Center Region" spreadsheet. Program reports 24 Concentrators per year. Kansas Labor Market Data shows 5 annual openings. Program reports that recent graduate surveys show 100% employment within 1 year of graduation for the last 3 graduating classes. That includes full time, part time, and PRN work.
51.0810 EMT Basic (Postsecondary)	Fire Departments require EMT certification.	Kansas Labor Market data had no data on openings, with 38.5 Concentrators. Committee questioned if this was an old CIP Code. Unable to make a determination w/o data on demand.
51.0904 Emergency Medical Technician (Postsecondary)	Fire Departments require EMT certification.	Kansas Labor Market data shows 40 annual openings with 82.50 Concentrators.
51.0907 Radiation Therapy (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data reflects students out of state. Concentrations are meeting needs beyond Topeka regional area.	Kansas Labor Market data shows 27 annual openings with 76.50 Concentrators.
51.0910 Diagnostic Medical Sonography (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data reflects students out of state. Concentrations are meeting needs beyond Topeka regional area.	Kansas Labor Market data shows 8 annual openings with 53 Concentrators.

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
51.0911 Radiological Technology (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students.	Kansas Labor Market data shows 25 annual openings with 40.50 Concentrators.
51.0920 Magnetic Resonance (Postsecondary)	Program starts in summer, Concentrator data includes 2 years of students. Online program, Concentrator data reflects students out of state. Concentrations are meeting needs beyond Topeka regional area.	Kansas Labor Market data shows 3 annual openings with 7 Concentrators.
51.1009 Phlebotomy (Postsecondary)	Washburn Tech began this program at the request of local hospitals. Graduates are employed locally at: Stormont Vail Hospital, The University of Kansas St. Francis Campus, Biomat USA Plasma Center, GraceMed Health Clinic, Inc.	Kansas Labor Market data shows 25 annual openings with 41 Concentrators.
51.2603 Medication Aide (Postsecondary)	Committee noted that the Kansas Labor Market demand data seemed low. Those working in Long Term Care (LTC) facilities need this certification in order to distribute medications. This program provides a gateway to other Allied Health programs. Students earn stackable credentials that enable them to gain employment while furthering their education in Health Science.	Kansas Labor Market data shows 28 annual openings with 89 Concentrators.

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

What does the law say?	What does the law mean?
The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**	The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

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

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

Postsecondary Performance

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

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

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

Secondary Performance

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

2S1 – Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(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 section1111(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 section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement

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

4S2 – Program Quality – Attained Postsecondary Credits

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

5S1 – Nontraditional Program Concentration

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

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

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

Strengths	How are these strengths being sustained in the region?	Local Example
1S1 Graduation Rate (2018) – 99% • Exceeds the 2020 Proposed State Target of 85%	Research shows that CTE Concentrators have a higher graduation rate than students who do not participate in CTE. Offering strong CTE pathways benefits graduation rate.	Local Individual Plans of Study (IPS) help students see connections between coursework and graduation. Many schools utilize early warning systems to ensure students graduate on time.
2S1 Reading (2018) – 37% • Exceeds the 2020 Proposed State Target of 31%	Integrate academics in CTE, and CTE into academics. Lots of reading comprehension skills in technical manuals.	Schools that offer work based reading course as an option (rather than Shakespeare or Senior English).
2S2 Math (2018) – 31% • Exceeds the 2020 Proposed State Target of 24%	.	USD 437 is intentional in offering additional electives within core areas that align to CTE. For example, in Science they've added Comprehensive Forensic Science; Sports Medicine; and Wildlife Science and Resource Management in an effort to increase student interest in CTE while expanding core offerings. A similar offering is in place by connecting the local Film as Lit course to IB Film and AV Communication course.
2S3 Science (2018) – 35% • Exceeds the 2020 Proposed State Target of 27%		
3S1 Placement of Concentrators who Exited (2018) – 88% • Exceeds the 2020 Proposed State Target of 85%	Schools utilizing multiple methods to determine students' placement.	Postcards, surveys, phone calls, social media, etc.
4S2 Postsecondary Credits Attained by Concentrators who Exited (2018) – 64% • Exceeds the 2020 Proposed State Target of 52%	Strong partnerships with local technical colleges.	Over 50% of Washburn Tech's students are from secondary schools.

Strengths	How are these strengths being sustained in the region?	Local Example
5S1 Non-Traditional Program Concentration (2018) – 40% • Exceeds the 2020 Proposed State Target of 30%	Utilize role models. Students need to see others like themselves to believe they can do it. Reach out to parents.	Many schools invite non-traditional graduates back to talk to current students. Programs like "Girls who Code"
1P1 – Postsecondary Retention & Placement (2018) – 85% • Exceeds the 2020 Proposed State Target of 75%	Postsecondary institutions maintain exceptional relationships with their Business & Industry partners. Faculty connect students to businesses for job opportunities & placement. Local career fairs and job fairs help connect students/graduates and employers. Many programs have minimum standards for admission and students are well prepared through coordinated academic advising.	Washburn Tech commented that most students obtain employment through faculty – business partner connections. Career and Graduate Fairs Health Care Career Fair
2P1 – Earned Recognized Postsecondary Credential (2017) – 82% • Exceeds the 2020 Proposed State Target of 70%	Postsecondary institutions imbed credential obtainment in their programs. Postsecondary institutions partner with business/industry to offer training that leads directly to credentials & employment. Some programs have an external accreditation agency that have standards and thresholds a program must meet in order to stay accredited. In addition, some states require licensure in order to practice. One requirement to obtain licensure is obtaining a recognized national credential. Programs work to provide students with skills and knowledge needed to successfully pass postsecondary credentialing exams leading to licensure and employment. Many programs require mock board exams.	Allied Health Mock Board Exams Washburn Tech is a charter member of the National Coalition of Certification Centers (NC3). Washburn Tech programs include recognized National Training Centers (Midwest Training Center for Climate & Energy Control Technologies partnership with Trane & Snap-On Tools; Heavy Diesel Construction Technology Program partnership with CASE Construction & Victor L. Phillips Company; Locomotive Diesel Technology partnership with BNSF & NARS; Auto Service partnership with Fiat Chrysler Automobiles).

Strengths	How are these strengths being sustained in the region?	Local Example
3P1 – Nontraditional Participation (2018) – 9% • Exceeds the 2020 Proposed State Target of 7%	Variety of recruitment strategies implemented by institutions. Advisory Committee members represent nontraditional careers. Perkins Reserve Fund grants provided by KBOR support implementing campaigns that target nontraditional students.	https://vimeo.com/332689745 https://vimeo.com/332692601 Summer camps to expose students to non-traditional careers.

Optional Questions for Discussion:

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

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

Gap	Root Cause
Not Applicable, Region is exceeding all proposed State Targets for 2020.	

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

STEP 3: Analysis of Programs
Part 1: Size, Scope and Quality

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

The local needs assessment shall include

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

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

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?	**What does the law mean?**
The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

Size:

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

Scope:

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

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

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

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

Definitions Continued:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	• Advisory Committee Feedback • Local Business/Industry Feedback, such as projected job openings. Some schools utilize Business Roundtables. • Completer Rates • Follow-Up Data • Limit on Class Size • Teacher/Pupil Ratio • Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical & Application-level (Secondary) • Sending secondary students to postsecondary for coursework • Compare CTE enrollment to overall school enrollment • Student Interest • Analysis of IPS activities • Available clinical/training site placements available in local area (healthcare program) • Demand and proper faculty/student ratios required for external healthcare program accreditation.	• Some schools don't have a specific measure or don't address/monitor program size • Small, rural schools have enrollment limitations (i.e. not enough students to meet size demands of industry) • Many comments relate "size" to school issues (i.e. class size, teacher/pupil ratio, student interest), rather than the Perkins definition of "size" as having an "appropriate number of students in order to be effective and meet local business and industry demand". Additional training on the meaning of "program size" may be beneficial as it relates to meeting business/industry needs. • Postsecondary Health Programs: Clinical sites for student training dictates enrollment numbers, so expansion is difficult.
Relate to real-world work environment (Scope)	• Advisory Committee feedback • Business/Industry feedback, including Business Roundtables • Collaboration with Community • Consult with Professionals and postsecondary students • Project-Based Learning Activities • Students complete work for others outside the classroom • CTE pathways follow Kansas State Standards • Skill sets taught in technical/application level courses align with real-world work environments • Utilize walk-through, evaluation data, teacher lesson plans • Curriculum mapping and meeting with Pathway Advisors • Internships, OJT, Certifications, Volunteer work outside of school day • Industry standards and Accreditation standards • Faculty current in field	• Some schools are still offering traditional programs • Some secondary schools expressed a gap in internship & Professional Learning Experiences. Some schools may need to address work based learning as a way to improve the scope of their CTE programs.

Question	Answer	Areas for Improvement
Help students advance to future education (Scope)	• Completer/Follow-Up Questionnaire • Offer real-world skills necessary for students to advance to future education/career • Pathway Analysis • Students/employers report back readiness of the students • Certifications • College Enrollment, Students completing post-secondary curriculum • Communication with postsecondary schools • Conversations with graduates • Success/Effectiveness Rating from KSDE • Student meetings with Academic Advisors • Data from Student Services Transition Specialist and Institutional Research	• Some schools struggle with Follow-Up data (finding students & getting responses) to know if students advanced to future education.
Are of high quality	• Rubric is utilized • Students meeting/exceeding competencies • Students passing end of course and pathway assessments, obtaining credentials, certifications • Student obtaining employment • Feedback from Business/Industry, including Business Roundtables. Employer surveys • Feedback from Advisory Committee, Pathway Committee • Feedback from students & teachers. Graduate surveys. • Instructors review pathways & KSDE updates annually • Comparing course outlines to state standards • Generating a list of soft skills taught in CTE programs • Supervision of instruction & programs. • ACT WorkKeys data • Students who are successful in postsecondary and/or career • Instructors attending workshops to stay relevant • Having teachers skills in their area of study • Providing students with tools & equipment similar to those used in the real world to ensure workplace standards are met. • Accreditation	• Some schools don't have a specific measure
Should be offered in the region	• Advisory Committee Feedback • Consultation with local Business/Industry. Business Roundtables. • Reviewing Job Ads and State Reports. Review of Labor Market Data. • Teacher Experience. Available Personnel.	• Some schools may not have determining factors in place. • Some schools are simply offering the same courses they already have in place (i.e. "old vocational areas").

Question	Answer	Areas for Improvement
	- Student Interest. Data from Career Cruising/Xello, IPS. - Student enrollment numbers - Facility space available to support program - Consultation with Administration - Consultation with local community/technical college. - Consultation with other area districts to see if there are opportunities to share students/programs. - Small schools try to maximize resources by offering pathways that lead to multiple careers (example: teaching welding in the Power, Structural, Technical pathway). - Schools ability to offer the program	

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STEP 3: Analysis of Programs
Part 2: Progress toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)
The local needs assessment shall include
(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study

What does the law say?	**What does the law mean?**
The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	This evaluation should be both a backward and forward-looking review of the progress and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)
Program Of Study:
The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging state academic and technical standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps
• Have students complete Career Interest Inventory. • Discuss internally, form committee and involve administration in process. • Conduct Needs Assessment. • Review enrollment needs. • Review required/approved courses for program. Develop Curriculum Framework. • Determine courses relevant to local industry & business needs. Review Employment Outlook. • Seek Advisory Committee input when setting goals for pathway. • Ensure teacher availability and/or hire teacher. • Review training & equipment needs to offer program. Send teachers to CTE workshops. • Create Articulation Agreements. • Create Program of Study. • Periodically review to ensure Program of Study is still relevant.	Collectively, the region has identified many worthwhile steps taken to implement a program of study. Few schools may be following all of the steps listed. Process could be shared amongst region as a Best Practice.	Some schools report creating a program of study based on courses already offered (i.e. out of simplicity).

STEP 3: Analysis of Programs
Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say? The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	**What does the law mean?** Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

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

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

Process	Strengths	Needs/Gaps
• Advertise, institutional webpages and other faculty job boards. • Utilize Kansasteachingjobs.com • Attend College & Career Fairs • Seek candidates from industry, provide them with avenues to pursue certifications. • Send emails to Advisory Board to announce the openings. • Interview • Provide Professional Development • Work with postsecondary schools	• Utilize multiple strategies to advertise positions. • Network with resources who may know of a candidate (postsecondary schools, Advisory Committee members, etc.) • Provide new hires training/PD necessary to meet any gaps.	• Difficult to recruit new teachers to rural area. • Industry pays better than schools can offer. • Hard to provide a competitive salary. • Teacher shortage for all content areas. • Some schools do not have a process in place, aside from traditional application/hiring process. • Lack ability to offer incentives to teachers.

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STEP 3: Analysis of Programs
Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include…

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

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

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

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

What Information Should Locals Collect: Progress Towards Improving Access & Equity	
What does the law say?	**What does the law mean?**
The needs assessment shall include a description of:	This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.
• Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;	
• How they are providing programs that are designed to enable special populations to meet the local levels of performance; and	
• How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	

Perkins V Sec. 2(48)

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

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

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

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

Strengths	Gaps	Strategies for Improvement
Individuals with Disabilities: • Secondary CTE teachers participate in IEP & Section 504 meetings and implement accommodations. • Postsecondary provides accommodations. • Institutions have an ADA Coordinator position. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Transportation is provided, if needed. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	Individuals with Disabilities: • Postsecondary – students have to self-report disabilities. School may not be aware of students to meet needs. • Lack of training/professional development for school personnel Individuals from Economically Disadvantaged Families: • Lack of training/professional development for school personnel	Individuals with Disabilities: • Special Populations representative noted that an Alternative Program may need to be developed/implemented if students have a severe disability (such as severe intellectual disability). • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of students with disabilities. Provide professional development to ensure all staff understand how to comply with policy and implement strategies. • Provide role models. • Consider needs of special populations when undergoing facilities construction and determining room arrangements.
Individuals from Economically Disadvantaged Families: • Institutions provide resources to meet needs (example: Care Closet). • Postsecondary has implemented programs in disadvantaged areas (example: Washburn Tech East). • Students meet individually with counselors to identify and support academic & personal needs. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.		Individuals from Economically Disadvantaged Families: • Some schools offer/participate in College Fairs that specifically target First Generation College students. Follow up includes regular, individual meeting with students designed to connect them to college experiences; research, testing, application, financial aid, etc. • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of individuals from economically disadvantaged families. Provide

Strengths	Gaps	Strategies for Improvement
• Some institutions waive fees if necessary so economically disadvantaged students can participate in CTE programs. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		• professional development to ensure all staff understand how to comply with policy and implement strategies. • Provide role models.
<u>Individuals preparing for Non-traditional Fields:</u> • Non-trad reps are included on advisory committees, speak with students • Recruitment materials/strategies • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University)..	<u>Individuals preparing for Non-traditional Fields:</u> • Lack of training/professional development for school personnel	<u>Individuals preparing for Non-traditional Fields:</u> • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of students pursing non-traditional fields. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
<u>Single parents, including single pregnant women:</u> • Postsecondary provides low-cost child care onsite. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations.	<u>Single parents, including single pregnant women:</u> • Lack of training/professional development for school personnel	<u>Single parents, including single pregnant women:</u> • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of students who are single parents or single pregnant women. Provide

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Strengths	Gaps	Strategies for Improvement
• Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		professional development to ensure all staff understand how to comply with policy and implement strategies. • Provide alternative ways to complete assignments (ex: online).
Out-of-work individuals: • Postsecondary offers variety of program lengths & times (1/2 day, full day, etc.). Out of work individuals can complete short term program and be ready to enter high-demand career field. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	Out-of-work individuals: • Lack of training/professional development for school personnel	Out-of-work individuals: • One committee member commented that all schools could benefit from training in specific approaches to reach out to special populations students in ways that are supportive, positive, and don't devalue students. It's a fine line between targeting students for benefit and making students feel less than. All schools could benefit from positive ways to reach these groups. • Create and/or review local policies related to meeting the needs of out-of-work individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
English Learners: • Assess new students for English Proficiency. • Qualify students for ELL Programs. • Interpret international transcripts to ensure students are provided the credits they are entitled to. • Employ bilingual staff to interpret/translate. • All students participate in advisory activities that build employability	English Learners: • Lack of training/professional development for school personnel	English Learners: • CTE staff and administrators who collaborate with EL staff to provide resources to EL students in regards to career exposure and postsecondary training. • Create and/or review local policies related to meeting the needs of English Learners. Provide professional development to ensure all staff understand how to comply with policy and implement strategies. • Educate staff on cultural factors.

Strengths	Gaps	Strategies for Improvement
skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		
Homeless Individuals: • Some schools have dedicated staff/programs to provide assistance to homeless students, including partnering with community organizations. • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Some institutions waive fees if necessary so economically disadvantaged students (including homeless) can participate in CTE programs. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	**Homeless Individuals:** • It can be difficult to identify these students. Committee commented that it's common for students & their families to co-habitat with extended families, which meets the definition for homeless, but may not be disclosed to school. • Lack of training/professional development for school personnel	**Homeless Individuals:** • Topeka Public Schools have implemented "Impact Avenues", based on a successful program in Wyandotte County that reduced homelessness by 50%. Detailed information available at https://www.topeka.org/impact-avenues/ • Washburn Tech has a "Care Closet" for those in financial need, which many include homeless students. • Create and/or review local policies related to meeting the needs of homeless individuals. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
Youth who are in, or have aged out of, the foster system: • Many schools in the region have staff dedicated to working with students in foster care. • All students participate in advisory activities that build employability	**Youth who are in, or have aged out of, the foster system:** • Lack of training/professional development for school personnel	**Youth who are in, or have aged out of, the foster system:** • Participation in and persistence to a postsecondary credential can enhance well-being, help students make a more successful transition to adulthood, and increase chances for personal fulfillment and economic self-sufficiency. For example: USD 501 Topeka assists students in participating in Washburn Tech programs, funded through the Excel in CTE Initiative.

Strengths	Gaps	Strategies for Improvement
skills and positive work habits aligned to workforce expectations. • Some institutions waive fees if necessary so economically disadvantaged students (including foster system youth) can participate in CTE programs. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).		• Create and/or review local policies related to meeting the needs of youth who are in, or have aged out of, the foster system. Provide professional development to ensure all staff understand how to comply with policy and implement strategies.
<u>Youth with a parent who is a member of the armed forces and is on active duty:</u> • Postsecondary institutions have staff dedicated to meeting the needs of military students (example: Washburn Center for Student Success Office of Military Student Success). • All students participate in advisory activities that build employability skills and positive work habits aligned to workforce expectations. • Staff/programs dedicated to meeting the needs of Special Populations students (i.e. Campus Advocate at Washburn Tech, First Generation College Program at Washburn University, Success Institute at Washburn University).	<u>Youth with a parent who is a member of the armed forces and is on active duty:</u> • This special populations category is new for Perkins V. Committee did not have data/strategies to address this population. • Lack of training/professional development for school personnel	<u>Youth with a parent who is a member of the armed forces and is on active duty:</u> • It appears that schools may need additional training on how to meet the needs of this special populations category. • Create and/or review local policies related to meeting the needs of youth with a parent who is a member of the armed forces and is on active duty. Provide professional development to ensure all staff understand how to comply with policy and implement strategies. • Establish/implement policies regarding transfer and ensure all staff understand those policies so students experience smooth transition to new school to continue on their chosen pathway.

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Appendix E

Curriculum Committee Approval Minutes

Highland Community College
Curriculum and Instruction Committee
2022-2023 Academic Year

Meeting Minutes
Friday, December 9, 2022
2:00 p.m., LSU-A/Zoom

Call to Order
Chair called the meeting to order on Friday, December 9, 2022 at 2:02 p.m.

Attendance

Members in Attendance
Rebekah Allen, Cara Baker, Rayne Berkhalter, Tammy Biswell, Cindy Davis, Hannah Davis, Pamela Fulbright, Alice Hamilton, Sharon Kibbe, Carrie Miller, Denise Peters, Kristy Sumpter, Jean Swillum, Carol White, Kristin Woodruff

Guests in Attendance
Scott Kohl and Adam Graham

Members Not in Attendance
Anna Fowler, Lucas Hunziger, Melissa Illingworth, Shayna Leahy

Quorum
Chair announced a quorum

Approval of Minutes

November 2022 Minutes
- Pamela Fulbright motioned to approve
- Denise Peters seconded the motion
- Vote taken
- Minutes approved

Consent Agenda (requires one vote to approve everything)
- None

Pending Business

SOC105 Inactive to Active
- Discussion
- Motion to approve Carol White
- Cara Baker seconded
- Motion approved

New Cert A and Cert B programs for Viticulture and Enology
- Discussion
  - o Update to credit hours
    - ▪ 1 credit hour course in business added to reach 16 credit hours
  - o Did you research the market?
    - ▪ Not any farther than what was completed at the last meeting
- Motion to approve Denise Peters
- Kristin Woodruff seconded
- Motion approved

ENO266 Course Description/Content change
- No Discussion
- Motion to approve Carol white
- Rebekah Allen seconded
- Motion approved

VIN111 Course Description/Content and Title change
- No Discussion
- Motion to approve Kristin Woodruff
- Denise Peters seconded
- Motion approved

VIN211 Course Description/Content change and Credit Hour change
- Discussion
  - o Confirmed it is moving from 2 credit hours to 3 credit hours
- Motion to approve Cara Baker
- Rebekah Allen seconded
- Motion approved

VIN215 Course Description/Content change and Credit Hour change
- Discussion
  - o Confirmed it is moving from 2 2-credit hour courses to a single 3 credit hour course
- Motion to approve Kristin Woodruff
- Jean Swillum seconded
- Motion approved

ENO180 New Course Proposal
- No Discussion
- Motion to approve Denise Peters
- Cara Baker seconded
- Motion approved

VIN135 New Course Proposal
- No Discussion

- Motion to approve Denis Peters
- Carol White seconded
- Motion approved

New Business

Notifications (does not require a vote)

Textbook Edition Updates

- BS104
    - eBook: Tortora, G. J. & Derrickson, B. H. (2020). *Principles of Anatomy and Physiology* (16 ed.). John Wiley & Sons. ISBN: 978-1-119-66268-6
- BS105
    - eBook: Tortora, G. J. & Derrickson, B. H. (2020). *Principles of Anatomy and Physiology* (16 ed.). John Wiley & Sons. ISBN: 978-1-119-66268-6
- CRT190
    - Prowse, D. L. (2016). *CompTIA A+ 220-1101 and 220-1102 Exam Cram*, (1st ed.). Pearson IT Certification. ISBN 978-0137637546
- CST124
    - Meyers, M. (2023). *Managing and Troubleshooting PCs: Exams 220-1101 & 220-1102*, (7th ed.). McGraw-Hill Education. ISBN 978-1264712748
- CST154
    - Meyers, M. (2023). *Managing and Troubleshooting PCs: Exams 220-1101 & 220-1102*, (7th ed.). McGraw-Hill Education. ISBN 978-1264712748
- CST 158
    - Meyers, M. (2023). *Managing and Troubleshooting PCs: Exams 220-1101 & 220-1102*, (7th ed.). McGraw-Hill Education. ISBN 978-1264712748

KCOG Competency Changes

- BS104
- PS111
- PS112

One Presentation & Vote
- None

Two Presentations & Vote
- Physical Science: Course Title and Course Number Changes
    - PS107: General Chemistry
        - CHM107: Introductory Chemistry with Lab
    - PS111: College Chemistry I

- CHM111: General Chemistry I with Lab
- PS112: College Chemistry II
  - CHM112: General Chemistry II with Lab
- PS210: Organic Chemistry I
  - CHM211: Organic Chemistry I with Lab
- PS212: Organic Chemistry II
  - CHM212: Organic Chemistry II with Lab
- Adam presented and shared the Kansas SystemWide Transfer Course Matrix to demonstrate the use of CHEM or CHM to make it clear that these are chemistry courses.
- Carol White
  - KRSN General Chemistry with Lab
  - Make the names consistent with the KCOG/KSRN titles
    - Introductory changed to General
- Hannah Davis
  - Asked Alice Hamilton about impact on records
  - History will remain fine – it will be treated as a new course
- Jean Swillum
  - Not possible to start changes in Spring 2023
  - Sharon – starting in the Fall, so everything is fresh
- Sharon Kibbe
  - KBOR wants items to be as consistent as possible
- Cindy Davis
  - Adam knows that these changes will not be effective until fall
  - Hannah will make these changes to the C&I forms
- Jean Swillum
  - Agree with change in prefix
- Carol White
  - Update the prereqs to new name with that decision
- Cindy Davis
  - Is it more appropriate to be General?
  - Sharon -> be consistent with other campuses
    - Look at where our largest transfer population is going and try to align with them
    - Carol White
      - We want to look at our 4-year transfer institutions
      - Sharon Kibbe
        - Due diligence and transparency for students that we align with our transfer locations.
- Rebekah Allen
  - What ever we do with the title, students signing up without an advisor they need to know in the title if it is for non-majors

- Sharon Kibbe -> put it in the course description not the title because we don't have majors, we have degrees.
  - "recommended for non-majors"
- Denise Peters
  - Make sure PS212 is an active course
- Sharon Kibbe
  - Hasn't made in recent years so we need to see if it has been made inactive.
- Items moved to Pending Business for second reading and vote on February 10, 2023.

Further Action

- Sharon Kibbe thanked Scott Kohl and wished him luck with the program next year
- Scott Kohl thanked us for the help in getting these documents put together and shares her hope that this process will help students.
- Next Meeting: February 10, 2023
- Motion to adjourn – Carol White at 2:40
- Jean Swillum seconded
- Motion approved
- Meeting adjourned at 2:42

Appendix F

Governing Board
Approval Minutes

HIGHLAND COMMUNITY COLLEGE
BOARD OF TRUSTEES' MEETING MINUTES
January 25, 2023

Trustees Present: Vernie Coy, Thomas Smith, Jason Taylor, Carl Tharman, Russell Karn, Kenneth Huss (via conference phone).

Call to Order: Chairperson Thomas Smith called the meeting to order at 6:30 p.m. in the Conference Room of the David Reist Administration Building on the Highland Campus.

Election of 2023-2024 Board Officers: Chairperson Smith conducted the annual election of Board officers. It was moved by Mr. Coy, seconded by Mr. Karn, to continue with the current slate of officers. Motion passed.

Approval of the Agenda: President Deborah Fox requested that Election of the 2023-2024 Board Officers, Executive Session- Attorney Client privilege, and Item IX. C, Approval of Viticulture and Enology Curriculum Changes, be added to the agenda. President Fox provided the Trustees with an updated copy of the agenda. It was moved by Mr. Karn, seconded by Mr. Coy, that the agenda be approved as amended. Motion passed.

Approval of the Minutes: Chairperson Smith requested that a change be made to the minutes from the January 5, 2023 Special Meeting, stating that Vice Chairperson Taylor adjourned the meeting. It was moved by Mr. Taylor, seconded by Mr. Tharman, that the minutes of the December 7, 2022, Regular Meeting and the January 18, 2023 special meeting be approved as presented and the minutes of the January 5, 2023 special meeting be approved as amended. Motion passed.

Approval of the Warrants: It was moved by Mr. Coy, seconded by Mr. Taylor, that warrants numbered 472229 through 472372 be approved as presented. Discussion. Motion passed.

Public Comment: None.

Presentation: Keith Jaloma, Executive Director of the HCC Foundation, gave a brief update on topics that were discussed at the Foundation meeting that was held on January 23rd. Mr. Jaloma shared with the Board all of the projects that the Foundation has financially contributed to over the years. He also gave an update on the current Foundation members including the two newest members, Mark Twombly and Kathy Holthaus.

Executive Session: It was moved by Mr. Karn, seconded by Mr. Taylor, that the Board go into Executive Session at 6:52 p.m. for no more than 10 minutes to discuss non-elected personnel. Motion passed. President Fox was asked to remain in the session.

The Board reconvened to Regular Session at 7:02 p.m.

Approvals of Klinefelter Barn Event, Alcohol Use: President Fox requested approval from the Board to allow alcohol at three upcoming events at the Klinefelter Barn. The events are Chalk & Cocktails, Suzy & Reckless Concert and Elexa's "Music is Medicine" Show during the months of February, March and April. It was moved by Mr. Tharman, seconded by Mr. Taylor, that alcohol be allowed at the three mentioned events. Motion passed.

<u>Final Action on the Termination of a Teacher's Contract</u>: President Fox presented the Board with a Resolution on the Termination of a Teacher's Contract. The Administration requested that the Board make a final decision on the teaching contract of Mr. Evan Volker. It was moved by Mr. Taylor, seconded by Mr. Karn, that the presented Resolution be adopted and Mr. Volker's teaching contract be terminated immediately. Motion passed.

<u>Approval of Viticulture and Enology Curriculum Changes</u>: Mrs. Sharon Kibbe, Vice President for Academic Affairs, explained to the Board that State funding is not provided when a program doesn't have enough graduates over a certain amount of time. She stated that funding could be compromised due to students only taking a few courses and not fully completing the program. The program is currently deactivated with the Kansas Board of Regents due to a lack of graduates. The Administration would like to submit curriculum modifications to the Kansas Board of Regents for approval to reactivate the program. It was moved by Mr. Tharman, seconded by Mr. Coy, that the Curriculum modifications for the Viticulture and Enology Program be submitted to KBOR for approval of reactivation. Motion passed.

<u>Student Services</u>: Dr. Eric Ingmire, Vice President for Student Services, discussed enrollment numbers and confirmed that there are 226 students currently in housing. January 18th was registration and move-in day for students. Dr. Ingmire also reported that the student food pantry was awarded a $40,000 grant which can be used to purchase many pantry items such as meat, milk, hygiene items and dry goods for students that are in need. Some of the funds were also used to purchase winter coats for students that didn't have one.

<u>Finance and Operations</u>: Mr. Randy Willy, Vice President for Finance/Operations, provided cash balance reports through December 2022 and reviewed income and expense reports. He discussed water damage that effected a few dorm apartments on campus as well as the basement in the Blue house due to frozen water lines bursting from the cold temperatures. Mr. Willy also discussed the water leak at the Wamego location and stated that is has been turned in to insurance and Lamunyon Dry Out & Foundation Repair was hired to clean the water from the building.

<u>Academic Affairs</u>: Mrs. Sharon Kibbe, Vice President for Academic Affairs, stated that the Perry Center will offer one course this Spring to be taught out of the Perry Lecompton High School. Jolene McConnell has been hired as the new Wamego Center Director. She discussed the recent flooding and water damage at the Wamego Center due to a broken pipe from below freezing temperatures. Mrs. Kibbe confirmed that the Spring semester has been off to a good start. She provided additional updates on projects being worked on in the Academic Affairs department.

<u>Technical Education</u>: Mr. Lucas Hunziger, Vice President for Technical Education, gave a brief update on the events happening at the Western Center campus including a job fair being held on March 2nd. Stacey Jones has been hired as the new Student Services Representative at the Western Center. He expressed his gratitude towards Cara Baker, Western Center Director, for her hard work and stepping in to help when needed. The Atchison Technical Center will be hosting a job fair on February 24th at the Atchison High School. He gave updates about the progress being made on the Building Trades house. Fall and spring enrollment for the Western Center and Technical center were strong. Updates on the Wamego Center were also given.

<u>Trustee's Report</u>: Chairperson Smith gave an update on topics that were discussed at the Foundation Meeting that he attended on January 23rd. He confirmed that he will be attending the KBOR dinner in Topeka with President Fox on February 15th.

<u>President's Report</u>: None.

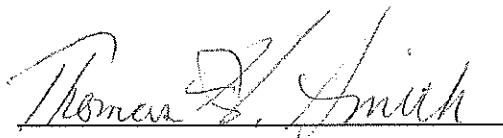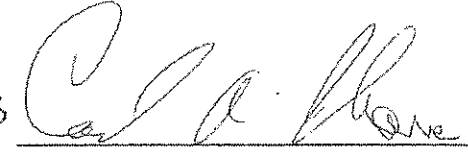<u>Announcements</u>: None.

A recess was held from 8:08 p.m.—8:18 p.m.

<u>Executive Session</u>: It was moved by Mr. Taylor, seconded by Mr. Karn, that the Board go into Executive Session at 8:18 p.m. for no more than 45 minutes to discuss Acquisition of Property. Motion passed. President Fox was asked to remain in the session.

It was motioned by Mr. Coy, seconded by Mr. Karn, that the Executive Session at 9:03 p.m. be extended for no more than 1 hour. Motion passed. President Fox was asked to remain in the session.

The Board reconvened to Regular Session at 10:03 p.m.

<u>Adjournment</u>: Chairperson Smith declared the meeting adjourned at 10:03 p.m.

Thomas Smith   2-22-23   Carl Tharman
Chairperson   Date   Secretary/Treasurer

CA1a

Fiscal Summary

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2016)

Institution: _Highland Community College_

Proposed Program: _Viticulture and Enology_

IMPLEMENTATION COSTS

Part I. Anticipated Enrollment		Implementation Year	
Please state how many students/credit hours are expected during the initial year of the program?			
		Full-Time	Part-Time
A. Headcount:		5--75	5--30
Part II. Initial Budget		Implementation Year	
A. Faculty		Existing:	New:	Funding Source:
Full-time	#2	$125,000	$	Existing Budget
Part-time/Adjunct	#	$	$	
		Amount	Funding Source	
B. Equipment required for program		$0	Already Existing	
C. Tools and/or supplies required for the program		$300	Existing Program Budget	
D. Instructional Supplies and Materials		$100	Existing Program Budget	
E. Facility requirements, including facility modifications and/or classroom renovations		$0	Facilities Existing	
F. Technology and/or Software		$0	Existing	
G. Other *(Please identify; add lines as required)*				
Total For Implementation Year		$125,400		

PROGRAM SUSTAINABILITY COSTS (First Two Years)

Part I. Program Enrollment		First Two Years	
Please state how many students/credit hours are expected during the first two years of the program?			
		Full-Time	Part-Time
A. Headcount:		10--150	10--60
Part II. Ongoing Program Costs		First Two Years	
A. Faculty		Existing:	New:	Funding Source:
Full-time	#2	$250,000	$	Existing Budget
Part-time	#	$	$	
		Amount	Funding Source	
B. Equipment required for program		$0	Already Existing	
C. Tools and/or supplies required for the program		$600	Existing Program Budget	
D. Instructional Supplies and Materials		$200	Existing Program Budget	
E. Facility requirements, including facility modifications and/or classroom renovations		$0	Facilities Existing	
F. Technology and/or Software		$0	Existing	
G. Other *(Please identify; add lines as required)*				
Total For Implementation Year		$250,800		

Please indicate any additional support and/or funding for the proposed program:

Since the program first began in 2010, HCC has achieved moderate success in acquiring grants from Kansas Department of Agriculture, US Department of Agriculture, and National Science Foundation having received over $1.4 Million in those 12 years. It is anticipated that the Viticulture and Enology Program will continue to submit grant applications to enhance funding for industry-driven research projects and educational programming enhancement.

Currently, HCC V&E is on track to submit a proposal to National Science Foundation's Advanced Technical Education (NSF-ATE) for their "small project" grant. The grant award is up to $350,000 spanning three years to enhance existing programs through development and improvement, curriculum and educational materials development, professional development for educators, and equipment acquisition to update to current industry standards in technology. Grant submission is due October 2023.

Additionally, the HCC V&E program owns and operates Highland Vineyards and Winery, LLC which is the host business at the winery business incubator 456 Wineries in Wamego, KS. Currently, revenue from these entities is applied toward startup costs for the two businesses. However, at the conclusion of construction loan payback, these revenues will be focused directly back into program enhancements and potential expansion. During 2021-2022 academic year, these business entities generated $52,000 of revenue.

Submit the completed document to the following:
           Director of Technical Programs & Curriculum
           Kansas Board of Regents
           1000 SW Jackson, Ste. 520
           Topeka, KS 66612-1368

CA1b

Excel CTE Fees

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.
*Please include all costs charged to **high school students** for the proposed new program.*

Institution Name:	Highland Community College
Program Title:	Viticulture and Enology
Program CIP Code:	1.1004

*Please list all fees associated with this **program**:*
*Only list costs the institution **is** charging students.*

Fee	Short Description	Amount
	(no fees associated with program for high school students)	$ -

*Please list all courses within the program and any fees associated to those **courses**:*
*Only list costs the institution **is** charging students. Do not duplicate expenses.*

Course ID	Short Description	Amount
	(no fees associated with program for high school students)	$ -

Please list items the student will need to purchase on their own for this program:
*Institution **is not** charging students these costs, rather students are expected to have these items for the program.*

Item	Short Description	Estimated Amount
	(no fees associated with program for high school students)	$ -

CA1c

Perkins Eligibility

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21ˢᵗ Century Act

CA-1c Form (2022)

Name of Institution	Highland Community College
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Lucas Hunziger, Dean of Technical Education, 785-442-6201, lhunziger@highlandcc.edu
Name, title, phone, and email of the Perkins Coordinator	Lucas Hunziger, Dean of Technical Education, 785-442-6201, lhunziger@highlandcc.edu
Program Name	Viticulture and Enology
Program CIP Code	01.1004
Educational award levels and credit hours for the proposed request(s)	Viticulture and Enology Cert A = 16 crhr Viticulture and Enology Cert B = 30 crhr
Number of concentrators for the educational level	6
Does the program meet program alignment?	Not an aligned program
How does the needs assessment address the occupation and the program *(provide page number/section number from the CLNA and describe the need for the program)*	Topeka and Manhattan Area CLNA, Feb 2020, Page 11 and Page 6 respectively. CIP 01.1004 Viticulture: 114 annual openings, 0 concentrators.
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	Clearly there's demand in this industry. Initial (conditional) support for the effort to fill this need is appropriate.
Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws? *(Contact Board staff for technical assistance if there are questions regarding accessibility)*	Yes

Signature of College Official _____ Date 4/20/23

Signature of KBOR Official _____ Date _____