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COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Date: February 1, 2024

Regional Needs Assessment Stakeholder Team

Regional Team Co-chairs:

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

Date:__January 15, 2024_____Regional Team:___El Dorado/Butler Area_____

Regional Needs Assessment Stakeholder Team

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

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

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

Students	James Carroll	Butler Community College Students
	Talissa Madrigal	
	Logan Montanye	
	Cally Miller	
Community Members	Ronnie Price	Mayor of Andover, Kansas
	Julie Jensen	Retired Curriculum Director, El Dorado USD, KS Small Business Owner
Business & Industry Representatives	Keith Lawing	Workforce CEO
	Clelia McCrory	ESSDACK ESC

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

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sufficient per state requirement)		
Representatives of Indian Tribes and Tribal organizations (where applicable)	Niomi Thompson I (Native American students not enrolled at Butler CC, Fall 23)	Director - Level Up Kansas
Representatives from CTE programs at correctional institutions (where applicable)	Sherry Watkins Joani Purdy	CTE-Adult Education Butler Community College, KS Director of Distance Learning Orion
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Haylee Dass Esam Mohammad	Director- Instructional Technology Butler Community College, KS Associate VP of Institutional Research and Effectiveness Butler Community College, KS

MAPS
Map of Butler Region in <mark>South Central IV, Kansas</mark> for the CLNA Report, Perkins V 2024-2026

Postsecondary and Secondary Schools:

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

Region IV Butler Service Area (High Schools)
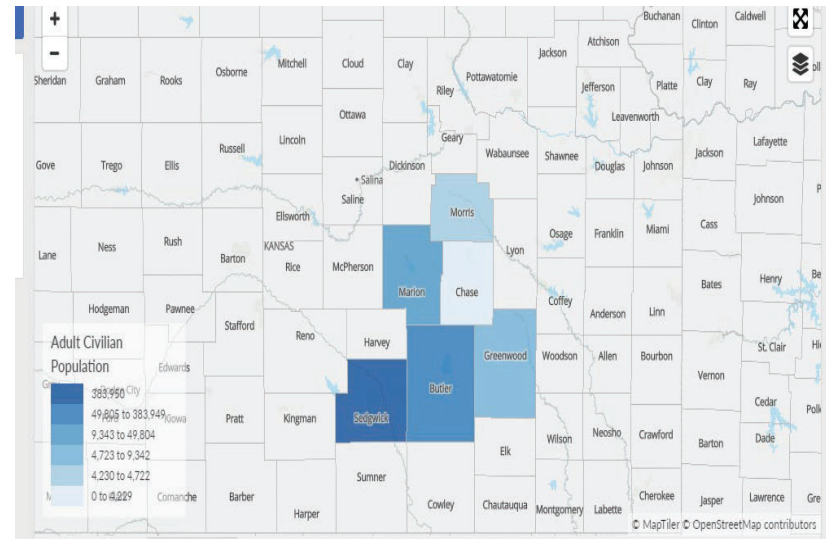
Butler Community College Service Area
Source: Lightcast.org, https://analyst.lightcast.io/analyst/?t=4Y1Gg#h=tzRzR&page=community_indicators&vertical=standard&nation=us

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):
The local needs assessment shall include...
>*(B) A description of how career and technical education programs offered by the eligible recipient are—*
>>*(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or*
>>*(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.*

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

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

Comprehensive Job and Concentrator Excel Report

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
- Biochemistry - Biomedical - Digital Media Pathway - Family, Community & Consumer Services - Fashion, Apparel, Interior Design Pathway - Health Science - Mobile Equipment Maintenance - Plant Systems - Power, Structural, & Technical Systems - Programming & Software Development - Restaurant and Event Management - Web & Digital Communications	Secondary High Schools: - Aviation Production Pathway - Early Childhood Development & Services - Food Products & Processing Systems - Government and Public Administration - Network Systems - Social Workers (Marion County) - By comment of the committee - Healthcare - Teacher's Aids Postsecondary CTE at BCC: - Agriculture/ Livestock - Business Management and Entrepreneurship - Construction and electricians - Engineering & Applied Mathematics - Finance - Graphic Design - Teaching / Training Both Secondary and Postsecondary: - Marketing - Manufacturing - Machinist (Rural need, Marion Co.)	At this time, the committee does not acknowledge any pathway that has too many concentrators related to job openings. The pathways and programs offered are encouraged to increase school curriculums and for pathways to continue their focus. This information is provided in Q2.

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

<u>Data Report on High Demand Jobs Compared to Bulter CC Concentrators.</u>
South Central Kansas. Data from the Kansas Department of Labor, (https://klic.dol.ks.gov/vosnet/gsipub/documentView)

NARRATIVE

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources: CLNA Committee comments:
STEM / Natural Resources & Environmental Systems Aviation Production 19-0000 45-0000 47-0000 51-0000	22% Growth in labor 631 job openings - Careers with positive job growth: - Life, Physical, and Social Science Occupations - Healthcare Support Occupations - Agriculture - Manufacturing - Aviation Production	"Projects at Spirit are up with increased hiring. Integra Semiconductors manufacturing: What skills are needed for them? We must see the 'through lines' from high school to college and the workforce needs." - Analysis from the regional news concerning current manufacturers and incoming interest necessitates a focus on STEM education. - Kansas is outpacing the US in STEM Workforce: People Working in STEM Occupations without bachelors' degrees (according to the National Science Foundation) - One of the high schools in Region IV offers the pathway.
Law and criminal justice careers and first responders	4.2% growth in labor 691 job openings	In the South-Central area, those with a higher increase of jobs to fill and have an increase in salaries are Policing and First Responders

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources: CLNA Committee comments:
NOTE: BCC has an excellent Fire Science program. 23-0000 33-0000		
Pathways to Increase in Schools (According to the CLNA committee)		
Engineering 17-0000	• 22% - Highest percent growth according to South Central Region - 2020-2030 - Occupation Projections	Committee members commented on jobs in the area that aren't filled because of our engineering students moving to other areas of the country or not enough employees at different engineering levels.
Education 25-0000	• 5.2% growth • 5th, 8th and 9th top high demand / high wage careers in Region IV (according to Kansas Career Navigator) • There are currently 630 teaching job openings (KSDOL)	• All of the school districts in the Region IV area are concerned with the lack of certified educators applying for positions. • Several committee members questioned why more occupational data didn't show the lack of employed teachers and paraeducators in districts. • There are 10 school districts that have Teaching / Training pathways... but not all.
Information Technology 15-0000	• 10.8% growth • 6th top high demand / high wage careers in Region IV (according to Kansas Career Navigator)	• Growing opportunities across the state according to the Kansas Commissioner of Education. • "Silicon Prairie" • Cybersecurity firms in the Wichita area.
Project Managers 11-0000	• 2nd and 3rd top high demand / high wage careers in Region IV (according to Kansas Career Navigator) • 1,339 job openings	• The committee commented on the lack of managers and students not being trained in leadership, organization, and communication skills.

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources: CLNA Committee comments:
		• In the South-Central area, those with high numbers of higher salary jobs to fill are found in all levels of management for any corporate or industrial group.
Health Care 29-0000 31-0000	• 7.6% growth • 4th top high demand / high wage careers in Region IV (according to Kansas Career Navigator)	• The committee commented on the increase in high school pathway opportunities in health fields. • 11 high schools have programs and there are several degree options through BCC. • In the South-Central area, those with a higher increase of jobs to fill and have an increase in salaries are health care, especially nurses and health support services.

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

- **At this time, the committee is not acknowledging any pathway that has too many concentrators related to job openings.**

- **There are many pathways and programs that are offered, but they are encouraged to increase in schools and pathways to meet the needs and continue the focus. This information is provided in Q2. From the comments of the group, "We do offer pathways needed for the region. We just need to continue to look at how to bridge programs and provide students the opportunities for the training they will need."**

- **There are often categories that have other important variables. For instance, firefighters are not listed as a high demand job. However, "in rural areas and small communities, volunteer firefighters play a vital role for their communities. Mostly cities have paying firefighter jobs, but not always elsewhere in rural areas." Volunteer firefighters need proper training to serve their areas, and Butler Community College offers this.**

<u>**SEE APPENDIX D**</u>:
<u>**CLNA Committee Meeting Minutes with member comments.**</u>

Other comments from the committee:

Do you feel your local school and/or BCC offer the pathways needed for this region? Why or why not?
Yes & no, I notice the Biochemistry had the highest Associate degree programs for nursing, but if there were more than 3 pathways offered in the schools, would this number increase? Law and Web Development looks like it is of interest to students, so more could be offered in this interest of study.
Yes, but we need to offer some additional pathways for the future- transportation, legal, funeral director (nothing in south central area), maintenance & repair,
Like I answered above, we need more in our school. I think we would have better attendance and graduation rates if we pushed more towards career readiness, not just college.
Absolutely, students need a low-cost option. We need to continue to strive to meet the needs of Perkins eligible students.

The local schools and BCC do offer several pathways needed for the region, however, there exist opportunities to meet demands in other areas as stated above.
We are looking at adding a Law/Public Safety Pathway, as well as an articulation agreement with our local BCC programs, in the coming year. Outside of this need and our challenges with Architecture, I do believe our school and BCC provide necessary opportunities for our students and community.
I believe more pathways are needed for our region to accommodate needs. However, it is very difficult to add various programs due to the resource demands along with instructor availability.
Yes, I do believe that El Dorado Public Schools offers extension opportunities to meet not only this region, but other regional needs. This stems from more students looking for jobs in the Wichita Metro areas. Businesses in the areas are openly attracting/advertising to get students into their programs as soon as possible.
I think BCC offers the needed pathways for this region. From what I could tell, every pathway offered would provide a need in the job demand.
I think my local school in combination with BCC ECA (Early College Academy for high school students) offers our students many opportunities and it seems like the ECA is used well. A lot of students are really able to concentrate on the classes that directly apply to an occupation they're interested in pursuing after High School. If BCC was not an option, El Dorado High School would need to have more, but the combo of HS and BCC fits the students' needs.
Yes, they keep up with the ever-changing demand of the market very well.
Yes, I think the agriculture program is offering pathways that are in line with the demands of local employers.
We do offer pathways needed for the region. We just need to continue to look at how to bridge programs and provide students the opportunities for the training they will need.
I do, I feel if Circle doesn't offer it, they can attend BCC.
Rural areas have a great need for many of the pathways: Mental health, health services, machinists, firefighters, EMTs. *There should be hybrid deliveries set up to train rural students.*

STEP 2: Analyze Student Performance

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

The local needs assessment shall include...

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

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

Definitions:

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Concentration
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

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

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

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

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

Secondary and Postsecondary Core Indicators:

	Identify Strength(s) **How are these strengths being sustained in the region?**	**Identify Gap(s)** **What are the root causes of the gaps?**
Secondary Overall Student Performance in the Region _____ **Postsecondary Overall** Student Performance in the Region	• All % of performance categories were met. _____ • All % of performance categories were met. • From the core indicators, all populations placed well in each category, except nontraditional studies. Scores were over 95% for gender, ethnicity, special populations, and career clusters. What is exceptional is that our students placed 93.54% as	

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	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	being employed, and some of those continued their higher education or higher training efforts *at the same time.*	
Performance of Special Populations		
Individuals with disabilities	**Secondary:** ● Graduation target was met! ● Growth from 2021 in all categories of performance including 90% in graduation rate. **Postsecondary:** Butler CC provides accommodations and modifications for students with IEPs and/or 504s. This population has smaller overall enrollment numbers, but higher placement statistics at 100%. They also met the postsecondary *state determined levels of performance* indicator percentages in the categories of earned postsecondary credentials and enrollment in nontraditional fields.	**Secondary:** Approx. 15% of students participating in pathways have an IEP. Schools have identified lack of marketing or feelings of inclusion as possible root causes. **Postsecondary:** Gap: Low enrollment of disabled. We consider needs for marketing, recruitment for enrollment, and to check accommodations for students with all types of disabilities.
Individuals from economically disadvantaged families, including low-income youth and adults	**Secondary:** ● Graduation target was met!	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
	• Graduation, Reading, Total Placement and Non-Traditional categories improved from 2021 _____ **Postsecondary:** BCC: Care Team assists students as well as with financial aid and scholarship opportunities.	_____ **Postsecondary:** At the post-secondary level, students must self-identify their needs, but several do not. Advisor training is needed in communication with students, so they know how to identify this information.
Individuals preparing for non-traditional fields.	**Secondary:** Mixed performance on growth and reaching 2023 targets. _____ **Postsecondary:** This population at Butler CC met the level of performance of the State determinations. However, overall percentages remain low, and advising is key to maintaining or increasing numbers for nontraditional fields of study.	**Secondary:** Districts continue to provide information regarding non-traditional career pathways to students. Districts can choose which data subgroups to place students into. _____ **Postsecondary:** Increased marketing efforts related to education for this option.
	Secondary:	

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Single parents, including single pregnant women	**Postsecondary:** This category shows a clear mark with 3rd highest enrollment in the subcategory for the special populations, and100% performance in placement. State standards were met in earned credentials, and nontraditional enrollments.	**Postsecondary:** The need for Childcare can create gaps. BCC should investigate more avenues.
Out-of-workforce individuals	No students were identified.	
English learners English learners (Continued)	**Secondary:** Significant growth in graduation rates since 2021. **Postsecondary:** ESL and Adult Basic Education Courses Offered for ESL student placements and earned credentials were at were 100%. The enrollment numbers were not high, so focus should continue for this group.	**Secondary:** Overall, students are not reaching targets. Districts should look at data and develop strategies to ensure academic support for students of ELL challenges. **Postsecondary:** <u>Marketing and partnerships to increase enrollment.</u>
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)	**Secondary:** _____	**Secondary:** Overall, students are not reaching targets and scores dropped from 2021. Districts should look at data and develop strategies to ensure academic support for students

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

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

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

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

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality

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

The local needs assessment shall include

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	**Secondary** schools evaluate program size locally based on criteria such as past student enrollment, current student interest, cost of program and teacher availability. Schools have been encouraged to also consider trend results from career interest inventories such as Kansas Career Pipeline. Conversations centered around the needs assessment process have opened new conversations of needed pathways based on regional data. Change is slow in coming but the data is making it's way into the conversations. **Postsecondary** schools use a standard directive for determining if a course should be held. Course offerings/course reference numbers (CRN) with 6 or more students are used to indicate adequate enrollment in each course being offered. This speaks specifically to each individual course and not the program as a whole. Pertaining to the number of	**Secondary** schools' areas of improvement are: • Schools should develop a system for evaluating appropriate sizes. This evaluation should include the cost of programs and involvement of students in the past and trends towards the future. **Postsecondary** school considers if the student enrollment number per course (CRN) is appropriate and efficient.

Question	Answer	Areas for Improvement
	declared majors for each pathway, we do not limit the size of the program pathway.	
Relate to real-world work environment (Scope)	**Secondary** schools have been challenged by KSDE to include more work-based learning opportunities such as job shadowing, internships and work-study. New documents to assist in this work have been developed. Schools are measuring the success of their real-world work initiatives by looking at their post-secondary success data. This data can help districts understand if students are deemed "successful" (earned certificate / degree or in-progress) two years after high school. CTE course competencies are written to reflect real-world application and are taught by districts. Schools can track how many students participate in work-based opportunities in order to evaluate and expand the program. Districts also have been encouraged in this region to incorporate certificates / credentials as a part of their pathways. Data is collected each year as districts submit their KCAN reports. **Postsecondary** schools consult workforce and advisory committees, which direct our course work and credentials. This ensures alignment with the "real-world work environment" of our region.	**Secondary** schools' areas of improvement are: ● Continue to evaluate the post-secondary success data. ● Collect data related to work-based programs for evaluation and expansion. ● Rural schools consider online job shadowing programs such as Nepris. ● Continue to add / enhance credential / certification programs into CTE pathways. **Postsecondary** schools currently meet with their advisory boards once in the spring and once in the fall. Faculty could look for other ways to interact with work force and advisory members to ensure they are keeping up with industry changes in a timely manner.

Question	Answer	Areas for Improvement
Help students advance to future education (Scope)	**Secondary** schools, again, are evaluating this data rigorously through the post-secondary schools data. Schools can drill down and determine how many students went to college, technical programs and have earned certificates / credentials / degrees. The data is limited on how many students went into the military or straight into employment. The goal of the state is to see 70-75% of our students deemed "successful" (earned certificate / degree or in-progress) two years after graduation. Schools receive this data annually along with a goal for improvement. CTE programs work with post-secondary institutions to establish articulation agreements. Through this process, secondary schools offer dual credit opportunities for students. Schools should evaluate their partnerships and make sure they are offering the best opportunities for their students in order to move on to future education opportunities. **Postsecondary** schools work to establish articulation agreements with both secondary and other post-secondary institutions to ensure transferability of earned credit hours. Butler is also working on new ways to retain students using software, which indicates student success and retention parameters so that faculty can contact students to better discuss future education needs. The Career Services group at Butler is also working very hard to present the students with opportunity for discussion with university and workforce professionals. A new internship program is in the works.	**Secondary** schools' areas of improvement are: • Continue to review the post-secondary success data. • Incorporate certifications / credentials into CTE pathways. • Evaluate existing and possible programs that offer dual credit. • Determine if apprenticeship programs are aligned to CTE pathways and available in the area. **Postsecondary** areas of improvement are: • Ensure all programs have an articulation agreement that is shared with secondary schools and 4-year universities. • Host multiple career/education fairs so that students are aware of opportunities which exist for them to advance in their future education. • Increase the internship program

Question	Answer	Areas for Improvement
Are of high quality	**Secondary** schools have the opportunity to use the Quality Pathway Rubric. Schools should evaluate pathways each year and discuss results with their Advisory Teams. Recommendations as a result of this analysis should be implemented and changes recorded in the goals section of their pathway applications. **Postsecondary** consistently consults workforce and advisory board feedback as well as economic data to ensure the quality of the course offerings. The faculty development team is also constantly reviewing course offerings to ensure the appropriate rigor of the curriculum meets the workforce needs and transferability.	**Secondary** schools' areas of improvement are: • Make sure that all pathways are using the rubric and implementing needed changes. **Postsecondary** area of improvement: The continued contact with university and workforce to ensure transferability of credits earned at Butler. Ensure Butler CC course offerings for industry credentials are viable.

STEP 3: Analyze CTE Programs
Part 2: Progress toward Implementing Programs of Study

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

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

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

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	Both Secondary and Postsecondary schools are implementing tiered systems of support. The pathways from high schools are reviewed to match pathway options for higher education. Perkins V needs assessment informs our educational institutions of job skills needed in the workforce.	Implementation of programs are varied.
(B) addresses both academic and technical knowledge and skills, including employability skills	Curriculum Review Team to review all new curriculum and changes to existing curriculum in matching workforce needs.	Continued communication with industry partners for understanding of industry credentials and needs.

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

Implementation Process	Strengths	Needs/Gaps
	degree or certificate, or students can take specific courses of interest, either in the college classroom, online, or at the High School. Offering shorter, credential specific courses which do not require prerequisites in order to learn certain skills (example: OSHA 10, CDL, etc). Academies offered at high school level can translate to job placement or to continue educational advancement. High Schools are encouraged to look into credentialing instead of focusing on completion.	Continue to closely work with the community, jobs, and industrial workforce stakeholders.
(F) culminates in the attainment of a recognized postsecondary credential.	Based on accreditation and industry certification requirements. Testing for credentials is offered through various resources at BCC (campus locations, BETA, etc). Local high schools develop multiple partnerships.	Always a need for testing locations, materials, and instructors. High schools struggle with certifying staff and helping students to afford needed tests and programs.

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

Perkins V Section 134(c)(2)(D)
The local needs assessment shall include...

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

<div>

What does the law mean?

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

</div>

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

Process	Strengths	Needs/Gaps
Recruitment		
Advertise openings across multiple hiring platforms	Advertise the need to retirees and unions that teaching for CTE might not need to be a full-time job.	Need alternative certification offerings; night school, online, etc.
Reach out to area schools and universities.	Hire teachers directly from the field or military.	Potential teachers can get a higher paying job in the field. Difficult to find college level instructors based on accreditation requirements. Concern for classroom management for teachers directly hired from the field.

Process	Strengths	Needs/Gaps
Recruitment		
Retain		
Offer professional development through both Carl Perkins funded and departmentally funded conference opportunities.	By attending conferences, instructors can stay up to date on the latest industry standards and offerings.	It is increasingly difficult for instructors to plan for conferences
BCC: Professional Development for Faculty offered throughout the year High Schools offer mentor training for CTE teachers as well as required mentoring for new teachers.	**Professional Development Days held at the beginning of each semester with key topics to enhance student interactions, technology training, etc.** **Second Saturdays are faculty guided discussions the second Saturday of each month as a way to continue learning strategies.**	Funding for conferences can be difficult if not a Carl Perkins approved program due to location and length of conference (funding to pay for conference in full). Last-minute cancellations present challenges for refunds and for time to see alternate opportunities. Cost and availability of substitute teachers.
Training		
Strive to be an employer of choice through varied scheduling, benefit and pay options.	Teachers in districts are offered CTE-specific mentors throughout the state.	Pay will always be a gap when trying to retain talent
Multiple training opportunities offered through the local service center and KSDE. Pittsburgh State offers several CTE training courses as well.	BCC: Offers a variety of programs to retain institutional staff. These programs include: • Mentoring programs • New Adjunct Faculty orientation (twice each semester) • New Full-Time Faculty Institute in August • Second Saturdays	

Process	Strengths	Needs/Gaps
	- Summer Jam - Digital Badges (Canvas Training) - EdTech online training - Personalized Professional Development Plans - Request for Educational Advancement (REAP) - Master Teacher Award - Excellence in Teaching – (League) - Years of Service awards - Board of Trustees recognitions	
Pay improvement and opportunities for re-licensure through the K-12 PDC program.	All teachers can participate in PDC. Salary movement based on years as well as college hours. K-12 schools can alternately license CTE teachers through several unique opportunities which has provided an increase in teachers across the state.	Teachers do not see enough benefit in some districts to stay, especially in rural areas.

STEP 3: Analyze CTE Programs
Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

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

What does the law mean?

This requirement is focused on supports for special populations. The needs assessment shall include a description of:
- Existing and proposed strategies to overcome barriers to success of students in special populations;
- Programs that are designed to enable special populations to meet the local levels of performance; and
- Activities which prepare special populations for high-skill, high-wage, or in-demand industry occupations that will lead to self-sufficiency.

Checklist

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

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

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

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

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

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

Strength	Which special population(s)	Strategies for Sustaining
Gap	**Which special population(s)**	**Strategies for Improvement**
At the post-secondary level, students must self-identify their needs. Several do not.	Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces on active duty.	Encourage students to self-advocate. Teach them how to feel comfortable asking for help or declaring membership in a special population, SES strata, or previous IEP or 504. Continue to provide mentoring to every student with special accommodations for each special population. Treat them as individuals who can succeed with the correct resources. Continue to be mindful of HIPPA and FERPA requirements.
Rural schools are not as diverse as other areas of the state.	Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; Individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals youth who are in, or have aged out of, the foster care system;	Schools must analyze the data to find what rural students qualify for and whether there are barriers to their learning, due to lower SES, identity, language, disability, and family situations. For special populations, seek to find barriers in our education programs. Communicate with students through mentorships or counseling on what they need. Difficulties can stem from SES status, identity, language, disability, and family situations can

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

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

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

a.

Strength	Which special population(s)	Strategies for Sustaining
Instructors are required to provide contact information for disability services within all course syllabi. This information is part of the syllabus template set up in Salsa and faculty is unable to delete this section.	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	Postsecondary students should self-identify based on their individual needs. The Office of Disability Services acts as a liaison between college personnel and students to ensure our accommodations are in compliance with Section 504 of the Rehabilitation Act, the Disabilities Act of 1990 and the ADA Amendments Act of 2008. Representatives of Disability Services are available to meet with students at all our campuses. An Accessibility Task Force was set up in the Fall 2017 Semester that has developed an accessibility action plan that encompasses action items across the entire college. There are several plans in the works to fund special population organizations, increase apprenticeships for students. New demographics from IR are constantly being charted and published. This information is vital to funding

Strength	Which special population(s)	Strategies for Sustaining
		programs and organizational development by the administration.
Secondary Special population students can enroll in courses, which aid in the transition to postsecondary education.	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	This includes online courses/accommodations, blended courses and providing modifications/accommodations when needed. Post secondary CTE teachers and other school staff must work together to provide smooth HS transition for appropriate courses and accommodations.

Strength	Which special population(s)	Strategies for Sustaining
Gap	**Which special population(s)**	**Strategies for Improvement**
Communication with secondary education partners to help in student identification for special populations.	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	Increase communications between secondary and post-secondary partners pertaining to all students, especially for special population students.

Secondary education staff can communicate with post-secondary students with student/guardian consent.

Educate students through advising and mentoring about barriers to their situations they may not know are impactful, such as: low-income, first generation, ELL, and homeless, along with parents who are incarcerated or in active-duty military. Find important student expectations from ethnic differences in the culture of the education institution and their home culture. Look for gender equity in majors and pathways, non-traditional choices, and single mothers and fathers. |
| Active monitoring of achievement for all students. | *Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) | Improve high school one on one advisory time to meet the needs of individual students.

Create new cultural and special population organizations. Educate faculty, staff, and administration on equity through attending |

Strength	Which special population(s)	Strategies for Sustaining
	Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	conferences, and keeping data reports current and readily available. In postsecondary, use Institutional Research to monitor concentrators, progression, retention, and success for each category of all students, including male and female results in nontraditional programs.

Describe existing gaps or disparities in performance for each subpopulation. (Sec. 134(b)(9)) – **Required for the FY25 Update. Use AY22 student performance data disaggregated by special population and protected group.**

   a. **In the table below:**
      i. List all existing gaps discovered in the most current CLNA and shown in the KHEDS AY22 Perkins V Special Populations Performance report.
      ii. Describe activities that will address the gaps

Core Indicator	Special Population/ Group Name	Institutional Target	Special Population's Actual Performance	Root Causes and Activities Addressing the Gap
1P1				**This gages the number of CTE Concentrators that went on after completion to Postsecondary Education, the Military, Volunteer, or are Employed.**
1P1	Male	92%	91.24%	Males are within 1% of target

	Female	92%	97.88%	A high number of female students accomplished post-Butler success. Above target
1P1	American Indian	92%	80%	The cell #s was not used for PPI purposes
	Asian:	92%	87.50%	**Gaps:** Asian students were at the lowest or 4.5% lower for ethnicities for 1P1. **Root Cause**s may be lack of ethnic identity at enrollment, less networking with the workforce organizations, less cultural norms to join the military or volunteer, or receive post-graduate degrees. Possibility of untrained faculty or staff for Equal opportunity, and often secondary education does not provide career testing tracking or on individual ethnic educational needs to excel for low performing students. Filling the gaps: Butler CC is applying for the TRIO/SSS grant that will address low-income, first generation, and disabled students with specific tutors, mentors, education tracking software, and academic guidance. Faculty and staff will participate in Access and Equity training and implement strategies to address better learning modalities per ethnicity. At entrance to the post-secondary level, students must self-identify their needs. Encourage students to self-advocate. Teach them how to feel comfortable asking for help or declaring a special identity, economic need, or previous IEP or 504.
1P1	African American	92%	95.24%	A high number of African American students had post-Butler success. Above target
1P1	Hispanic	92%	91.94%	Hispanic within 1% of target
1P1	White	92%	97.62%	A high number of White students had post-Butler success. Above target
1P1	Two or more ethnicities	92%	100%	All 12 students met the criterion. Above target
1P1	Unknown ethnicity	92%	96.36%	A high number of these students had post-Butler success. Above target

1P1	Disabled	92%	100%	The cell #s was not used for PPI purposes
1P1	Economically Disadvantaged	92%	96.41%	A high number of low-income students had post-Butler success. Above target
1`P1	Students Preparing for Non-Traditional Fields	92%	96.88%	A high number of these students had post-Butler success. Above target
1P1	Single Parents	92%	100%	A high number of these students had post-Butler success. Above target
1P1	English Learners	92%	100%	The cell #s was not used for PPI purposes
1P1	Youth with Parent in Active Military	92.%	100%	The cell #s was not used for PPI purposes
2P1	**Percentage of CTE Concentrators who received a Bulter CC credential within 1 year of program completion.**			
2P1	<mark>Males</mark>	74.5%	58.39%	Gap: No gender has reached the standard of 74.5%. which is common for this academic year, **Root cause:** this was one year after the onset of COVID in March of 2021, which impacted the economy of AY22. Gap: The impact for males was higher at **(-16.11%)** Filling the gap: Statistics on future AY cycles will give a better analysis. Yet this is a -16.11% with low success. Recommend focus on retention, early warning, and completion with males.
2P1	<mark>Females</mark>	74.5%	71.92%	Gap: No gender has reached the standard of 74.5%. which is common for this academic year, **Root cause:** this was one year after the onset of COVID in March of 2021, which impacted the economy of AY22. Gap: The impact for females was at **(-2.58%)** Filling the gap: Statistics on future AY cycles will give a better analysis.
2P1	American Indian	74.5%	80%	The cell #s was not used for PPI purposes
2P1	<mark>Asian</mark>	74.5%	68.42%	Gap: No ethnicity has reached the standard of 74.5%. which is common for this academic year. **Root cause:** this was one

2P1				year after the onset of COVID in March of 2021, which impacted the economy of AY22. Gap: Asians are (-6.1**%)** below the target. Filling the Gap: Statistics on future AY cycles will give a better analysis.
2P1	African American	**74.5%**	62.50%	Gap: No ethnicity has reached the standard of 74.5%. which is common for this academic year. **Root cause:** this was one year after the onset of COVID in March of 2021, which impacted the economy of AY22. Gap: African Americas are (-**12%)** below the target. Filling the gap: Statistics on future AY cycles will give a better analysis. Yet this is a low % of low success. Recommend focus on retention, early warning, and completion with this population.
2P1	Hispanic or Latino	**74.5%**	68.63%	Gap: No ethnicity has reached the standard of 74.5%. which is common for this academic year. **Root cause:** this was one year after the onset of COVID.in March of 2021, which impacted the economy of AY22. Gap: Hispanics or Latinos are (-**5.87%)** below the target. Filling the Gap We need better tracking for grades and attendance to apply intervention, tutoring, and advising measures. Recommend focus on retention, early warning, and completion with this population.
2P1	White	**74.5%**	67.40%	Gap: No ethnicity has reached the standard of 74.5%. which is common for this academic year. Whites are (- **7.1**%) below the target. **Root cause:** one year after the onset of COVID.in March of 2021, which impacted the economy of AY22. Filling the Gap: We need better tracking for grades and attendance to apply intervention, tutoring, and advising measures.
2P1	Two or more Ethnicities	**74.5%**	100%	The cell #s was not used for PPI purposes

2P1	Unknown Ethnicity	**74.5%**	52.17%	Gap: No ethnicity has reached the standard of 74.5%. which is common for this academic year. **Root cause:** one year after the onset of COVID in March of 2021, which impacted the economy of AY22.
				Gap: Unknown Ethnicity are (-**12%)** below the target.
				Filling the gap: Statistics on future AY cycles will give a better analysis. Yet this is a low % of success. Recommend focus on retention, early warning, and completion with this population.
2P1	Disabled	**74.5%**	60%	Gap: No population has reached the standard of 74.5%. which is common for this academic year. **Root cause:** one year after the onset of COVID in March of 2021, which impacted the economy of AY22.
				Gap: Disabled are (-**14.5%)** below the target.
				Filling the Gap= We need better tracking for grades and attendance to apply intervention, tutoring, and advising measures. Yet this is a low % of success.
2P1	Economically Disadvantaged	**74.5%**	64.49%	Gap: No population has reached the standard of 74.5%. which is common for this academic year. **Root cause:** one year after the onset of COVID in March of 2021, which impacted the economy of AY22.
				Gap: Economically Disadvantaged are (-**10.1%)** below the target.
				Filling the Gap= We need better tracking for grades and attendance to apply intervention, tutoring, and advising measures. Yet this is a low % of success.
2P1	Individuals Preparing for Non-Traditional Fields	**74.5%**	53.85%	Gap: No population has reached the standard of 74.5%. which is common for this academic year. **Root cause:** one year after the onset of COVID in March of 2021, which impacted the economy of AY22.
				Gap: Economically Disadvantaged are (-**20.65 %)** below the target.
				Filling the Gap= We need better tracking for grades and attendance to apply intervention, tutoring, and advising measures. Yet this is a very low % of success.

2P1	Single Parents	**74.5%**	61.76%	Gap: No population has reached the standard of 74.5%. which is common for this academic year. **Root cause:** one year after the onset of COVID in March of 2021, the economy of AY22. was impacted.
				Gap: Single Parents are (-**12.74%)** below the target.
				Filling the Gap= We need better tracking for grades and attendance to apply intervention, tutoring, and advising measures. Yet this is a low % of success. Childcare availability should be investigated to help clear situations that block education attainment.
2P1	English Learners	74.5%	100%	There was a very low population in this section.
2P1	Homeless Individuals	74.5%	0	There was a very low population in this section.
2P1	Youth with Parent in Active Military	74.5%	71.43	There was a low population in this section.
3P1		Target	Performance	**For Non-Traditional gender career choices.**
3P1	Males	15%	21.47%	Above target
3P1	Females	15%	14.64%	Within 1% of target
3P1	American Indian	15%	20%	Above target
3P1	Asian	15%	23.8%	Above target
3P1	African American	15%	12.24%	Gap: Root Cause: Advisors may have not given them opportunities in other fields.
				Gap: African Americans had **(-2.76%)** below target.
				Filling the Gap: For Non-Traditional gender career choices, advising should focus on career options and other career opportunities. New career plans and pathways should be open to discussion.
3P1	Hispanic	15%	18.63%	Above target
3P1	Native Hawaiian or Pacific	15%	0%	The cell #s was not used for PPI purposes

3P1	White	15%	16.8%	Above target
3P1	Two or More Ethnicities	15%	14.29	Within 1% of target
3P1	Unknown Ethnicity	15%	20.69%	Above target
3P1	Disabled	15%	7.69%	Gap: **Root Cause**s: Advisors may have not given them opportunities in other fields. Physical and mental disabilities may have discouraged advisors. Gap: Disabled are **(-7.60%)** below target Filling the Gap: For Non-Traditional gender career choices, advising should focus on career options and other career opportunities. New career plans and pathways should be open to discussion.
3P1	Economically Disadvantaged	15%	17.86%	Above target
3P1	Individuals Preparing for Non-Traditional Fields	15%	17.31%	Above target
3P1	Single Parents	15%	14.74%	Within 1% of target
3P1	English Learners	15%	16.67%	Above target
3P1	Homeless	15%	0	The cell #s was not used for PPI purposes
3P1	Youth in Foster Care	15%	0	The cell #s was not used for PPI purposes
3P1	Youth with Parent in Active Military	15%	60%	The cell #s was not used for PPI purposes

b. If the gaps have existed for three years, describe additional actions which will be taken to eliminate those gaps and disparities? (Refer to the past FY23-24 CLNAs and the current FY25-26 CLNA along with KHEDS Perkins V Special Populations Performance reports for AY22, AY21, and AY20 to establish which student groups must be addressed in this section.)

CORE INDICATOR	Performance and Negotiated Targets									
	Actual AY 2020	Target AY 2020	Actual AY 2021	Target AY 2021	Actual AY 2022	Target AY 2022	Actual AY 2023	Target AY 2023	Target AY 2024	Target AY 2025
1P1 Placement	94%	91%	96%	91%	93.03%	92%		93%	92.5 %	92.6 %
2P1 Credential	71%	74%	72%	74%	82.38%	74.5%		75%	75.5 %	75.6%
3P1 Non-Trad Concentration	18%	15%	11%	15%	10.95%	15%		12.5%	11.00 %	11.1%

Conclusion: African Americans did not meet the target for 2P1 Three years in a row.

Year:	Local Applications: 3-year Gaps		
FY20	1P1	2P1	3P1
	n/a	**74% Target**	**15% Target**
		Female -6.23	Female -8.64%
		African American -12.89	Hispanic -4.39
		Hispanic -9%	White -5.68%
		White -1.03%	Low-Income -6.63%
		Unknown -7.33%	Single Parent -5.68%
		Low-Income -4.43%	
		Non-Trad -8.21%	
		Single Parents -11.93%	
FY21	n/a	**74% Target** Males -3.91%	**15% Target** Asian − 1.11%
			African American -3.1

			African American -4.77%	Two or More -5%
			Hispanic -7.33%	
FY22	n/a	**74.5% Target**	Male -16.11%	**15% Target**
			Female -3.58%	African American -2.76%
			Asian -6.8%	
			African American -12%	
			Hispanic -5.87%	
			White -7.1%	
			Unknown -12%	
			Disabled -14.5%	
			Econ Disadvantaged -10.01%	
			Non-trad fields -20.65%	
			Single Parents -12.74%	

KHEDS Spec Pops Report	**1P1**	**2P1**		**3P1**
AY 20 (Targets: _91% /_74_% / _15_%)	91% Target 92.83%	**74% Target**	60.08 % Average	**15% Target** 22.64%
AY 21 (Targets: _91_% / 74__% /_15_%)	**91% Target** 94.55%	**74% Target**	81.76 % Average	**15% Target** 17.17%
		74.5% Target	66.28% Special Pop Average	**15% Target** 17.29% Spec Pop Average
AY 22 (Targets: 92% /74.5% / 15%)	**92% Target** 97.28%		66.02% Ethnicities Average	17.31% Ethnicities Average

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

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

Strength	Which special population(s)	Strategies for Sustaining
Work Based learning opportunities offered for many pathways.	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10,	Enhance new internships and further develop the apprenticeship program. Funding is needed for these programs, and we are writing new grant proposals specifically to meet these needs. The effort involves faculty, staff, and administration, as well as advocating for student requests and needs.

Strength	Which special population(s)	Strategies for Sustaining
	United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	
Career services professionals are available to all students including active monitoring of student IPS.	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	Continue working with workforce partners to offer career fair and other internship opportunities. Improve and refine IPS programs in schools. Post Secondary: Internships and apprenticeships are increasing greatly. We started in 2023 and created new programs and partnerships for internships and apprenticeships.
Real world experiences in core curriculum	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White	Train teachers to offer authentic experiences to connect students and the real world to improve academic engagement.

Strength	Which special population(s)	Strategies for Sustaining
	Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D)) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	Field trips, career fairs, and exhibits are attended as part of the school curriculum.
Gap	**Which special population(s)**	**Strategies for Improvement**
Need to build or strengthen partnerships with workforce centers in the region.	*Perkins V – special populations Sec. 2(48)* American Indian or Alaskan Native Asian Black or African American Hispanic/Latino Native Hawaiian or Other Pacific Islander White Two or More Ethnicities Unknown Ethnicity Individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C)) Individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A)) individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))	Utilize workforce centers in the region to place students in jobs or internships. Make stakeholders and students aware of educational opportunities, which can fill job needs and enhance skills in high wage/high demand jobs. Internship and Apprenticeship numbers are increasing every year. New workforce, business, and governmental partnerships are established to meet Butler CC goals and mission.

Strength	Which special population(s)	Strategies for Sustaining
	homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.C. S 11434a); (H) youth who are in, or have aged out of, the foster care system; youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.	A new Fitness Court is being built across from the college in partnership with the City of El Dorado, KS., so the community and students can use it. The 2023 CLNA committee was populated with workforce and career representatives, city officials, parents, social organizations that help special populations, educational representatives, and students.

Additional Comments from Committee:

How do the pathways and programs already offered in the region compare to regional job demand?
I would hope to see more students interested in architecture and construction, there are so many pathways offered in this region that supports the educational side of things, and according to the annual openings, there are a lot of spots to fill, and the annual salary is #1 on the list!
Mostly aligned
I think they compare well, I am surprised there is not more need for teachers?
Pathways are offered in the areas of agriculture, computer technology, restaurant management, welding.
Although there are gaps that should be explored, several programs in the region do reflect the career clusters determined to be in demand in the region, such as Fire Science, Healthcare, Construction, and Culinary.

Many of the high demand jobs are already represented in our pathways/programs. Despite shifts in projected demand, it appears we have these opportunities already available to students in our region.

I am impressed with the area educational institutions' commitment to the various pathways. The ever changing job market is a difficult chase. Welding for example.

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

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

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

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

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

Definitely align with regional job demand

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

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

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

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

legal occupations, installation/maintenance, transportation, funeral director

Again maybe more in teaching?

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

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

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

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

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

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

Corrections, Security, Law & Law Enforcement Services

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

Machining/Robotics

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

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

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

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

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

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

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

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

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

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

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

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

I do think it is reflective of the region.

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

Decrease in technical, increase in technology

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

Yes I feel the data is reflective of the region.

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

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

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

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

Not really, seems like the national trend.

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

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

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

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

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

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

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

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

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

OPEN COMMENTS: What additional comments or questions do you have about the data?
Architecture & Construction looks like it is decreasing, and according to the percent growth projections, hopefully that will increase.
Most of my comments are under the data question.
It is very interesting to see, I wish we offered more areas in our school. Most students got to Wichita Tech to get hands-on training and I think we need more to offer our students. We push too much for college readiness not career readiness.
Again, cautionary tale about how towns/cities in our region are heavily influenced by local industry trends and needs that may not show out in the regional data.
This data and exercise has really made me aware of potential improvements our school district can make to do our part to contribute to the area.
As we know, COVID has changed expectations for current career job demands. This should be kept in mind as I believe changes and adjustments to the future occupation projections expectations will occur as the business world finds a "new normal".
I tried really hard to give my best opinions but honestly, comparing and assessing data isn't my strong suit if I haven't been a part of it from the beginning.
Mostly just what I said in regard to the labor market data being reflective of the region. There are some finer points I am still confused on. Take the farm and nursery workers category at the bottom of the South-Central KS job growth and decline PDF. It says 32 additional jobs will be created in 2021, representing a 23% increase over the previous year. Then in 2023 we added even more jobs with 35 and that this represented less than a 1% increase? It doesn't seem to add up here.
I am not a data person, but I found this information helpful for my job when talking to students about their career path.

Comparison CLNA Report, 2021/2023, CIP, SOC, Pathways, Concentrators, Annual Open Jobs, and Salaries, with citations at end. The data are for Butler Community College (BCC) and 15 Butler Regional High Schools. Created for 2024-25 CLNA Perkins V.													
Pathways													
	CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
Agriculture Pathways (All Agri Job Data		11-0000 19-0000 25-0000 45-0000											
SOC Titles =	Agribusiness	45.1011	1.0105	1.0101				***	***	***	***	$48,446	

CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
Farm & Ranch Management	11.9013	1.0104	1.0101	6	26	6	21	69 Jobs +2.8%	28 Jobs +1.4%	***	***	
Agricultural Production Operations	11.9013	1.0401	1.0401	***	***	***	***	17 Jobs +.9%	15 Jobs +.7%	$37,792	$40,537	
Crop Production	45.2092	1.1105	1.0401	***	***	***	***	32 Jobs +2.1%	35 Jobs	$26,606	$29,367	
Agroecology & Environment	19.4091 19.4042	1.1102	1.0401	***	***	***	***	13 Jobs +.6%	15 Jobs +1.9%	***	$54,770	
Livestock Management	45-2093	1.0302	1.0901	***	***	***	10	62Jobs +1.8%	***	$24,624	$34,662	
Business / Finance (All Data Totals)	13.0000 25.0000							1621 Jobs +.3%	1809 Jobs +1.1%	$70,427	$72,436	

Management (All Data Totals)		11.0 000 13.0 000							1362 Jobs +.4%	1339 Jobs +.7%	$104, 329	$109, 077	
Office and Admin Support (All Job Totals)		43.0 000							5470 Jobs -.5%	4737 Jobs +.4%	$37,8 89	$40,2 61	
	Accountin g/ Assistant/ Clerks	43.3 031	52.030 2	52.0 801	6	42	24	79	406 Jobs -.6%	415 Jobs -.1%	$36,9 63	$40,1 56	
	Accounta nt	13.2 011	30.160 1	52.0 801	***	***	***	***	313 Jobs +.4%	319 Jobs +1.3%	$65,8 71	$74,2 73	
	Business Teachers, Postsecon dary	25- 1011	13.121 4	13.0 101	***	***	***	***	6 Jobs +1.5%	5 Jobs +1.7%	$63,9 12	$55,4 48	
	Financial Managem ent	11.3 031	30.710 4	52.0 801	***	***	***	***	92 Jobs +1.4%	106 Jobs +2.%	$129, 780	$143, 024	
	Human Resources	13.1 071	52.020 1	52.0 799	***	***	***	***	115 Jobs +.3%	134 Jobs +1.%	$60,6 98	$65,5 67	

	CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
Government and Public Admin	Legislators	11.1031	45.1001	44.0401	***	***	***	6	***	364 Jobs 1.1%	***	$99,973	
	Business Management	13.1111	52.0401	52.0799	9	***	***	30	94 Jobs +.7%	139 Jobs +1.9%	$73,039	$78,139	
	Marketing	13.1161	52.0201	52.0799	***	***	23	11	139 Jobs +1.4%	186 Jobs +2%	$59,800	$61,735	
	Business Operations and Project Management	13.1082 13.1199	52.0101	52.0799	***	***	***	***	205 Jobs +.4%	267 Jobs +1.%	***	$79,833	
Computers (All Job Totals)	CIP Titles	15-0000					72	10	501 Jobs +.6%	600 Jobs +1.0%	$65,657	$83,583	
	Digital Media, Web	15-1257	10.04030	11.0201	57	64	38	114	24 Jobs +6.5%	26 Jobs +1.4%	***	$59,554	

	Developm ent												
	Software Developer	**15-1132 15-1256**	**11.020 1**	**11.0 201**	**27**	**28**	*******	**20**	**93 Jobs +18.9**	**171 Jobs +8%**	*******	**$83,1 51**	
	Software Administr ator	**15-1151 15-1232**	**11.100 1**	**11.1 004**	*******	*******	**20**	*******	**165 Jobs +.8%**	**168 Jobs +.19%**	*******	**$91,7 05**	
	Internet	**15-1244**	**11.100 2**	**11.1 004**	**20**	**33**	**25**	**27**	*******	**49 Jobs +1.1%**	*******	**$77,8 93**	
	Cyber Security	**15-1212 15-1122**	**11.100 3**	**11.1 004**	**48**	**66**	**48**	*******	**9 Jobs +1.7%**	**14 Jobs +.9%**	*******	**$96,1 23**	

	CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
Construction and Extraction Occupations (All Job Totals)		47.0000							2047 Jobs +.3%	1766 Jobs +.5%	$44,015	$50,777	
	Construction	47.2061	46.0415	46.0000	***	11	41	98	387 Jobs +.4%	303 Jobs +.5%	$33,537	$37,727	
Culinary Food Prep (All Job Totals)		35.0000							5157 Jobs +.5%	5530 Jobs +1.3%	$22,397	$27,408	
	Culinary Cooks Restaurants	35.2014	12.0500	12.0504	47	36	47	10	408 Jobs +.99%	385 Jobs +2.5%	$26,151	$28,453	

	CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
	Restaurant Managers	35.1012	52.0905	12.0504	***	***	8	60	400 Jobs 0.0%	***	$32,313	$35,153	
Design, Arts, Entertainment Sports, and Media (All Job Totals)		27.0000							584 Jobs +.2%	524 Jobs +.9%	$44,097	$51,820	
	Fashion, Apparel, Interior Design	27.1022	50.0407	19.0999	***	***	***	13	***	***	$51,046	***	
	Graphic Design	27.1024	50.0490	50.0499	***	***	42	27	64 Jobs .0%	49 +.5%	$45,968	$49,998	
Education (All Job Totals)		25.0000							1929 Jobs +.4%	1806 Jobs +.5%	$46,921	$48,857	
	Early Childhood	25.2011	19.0708	19.0709	43	41	***	***	71 Jobs +1.1%	52 Jobs -.2%	$33,943	$41,184	

	Developm ent										
	Education , Teaching Assistants	**25.9 041 25.9 045**	**13.150 1**	**13.0 101**	*******	*******	*******	**24**	**511 Jobs +.4%**	**467 Jobs +.5%**	*******	**$29,5 86**
Engineeri ng and Architect ure Occupati ons (All Job Totals)		**17.0 000**							**630 Jobs +.2%**	**613 Jobs +2%**	**$85,3 39**	**$89,0 15**
	Engineeri ng Technolog y	**17.3 029 17.3 980**	**15.060 7**	**15.1 102**	**17**	**9**	**12**	**47**	**7 Jobs +.9%**	*******	**$51,2 05**	**$64,3 08**
Family, Communi ty, and Social Services (All Job Totals)		**21.0 000**							**494 Jobs +.8%**	**483 Jobs +.5%**	**$43,9 25**	**$46,5 81**
	Family, Communi ty,	**21.1 099**	**30.170 1**	**19.0 799**	*******	*******	**11**	**71**	**69 Jobs +.8%**	**40 Jobs +.4%**	**$34,5 56**	**$39,4 53**

	and Social Servies											
Healthcare Practitioners (All Job Totals)		29.0000							1082 Jobs -.1%	1333 Jobs +.7%	$72,771	$83,159
Healthcare Support Pathways(All Job Totals)		31.0000							1086 Jobs +.1%	1973 Jobs +.6%	$27,988	$30,645
	Business Medical Specialist	43.6013	51.0710	51.9990	9	***	***	***	104 Jobs +.3%	136 Jobs +.7%	$36,596	$36,837
	Health Science	19.1042	26.0102	51.9999	***	***	52	196				
	Emergency (EMT)	29.2041 29.2040	51.0810	43.0299	23	46	***	***	29 Jobs -.3%	37 Jobs +.4%	***	$36,615
	Medication Aide	31.9095	51.2603	51.9999	20	11	***	***	20 Jobs -2.1%	25 Jobs -1.1%	$26,031	$26,298
	Bio-Chemical	17.2041	14.4301	14.1401	***	***		48				
	Bio-Medical	19.1029	26.0102	14.5010	***	***	***	86				

CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
Nursing	29.1141	51.3801	51.9999	363	398	***	***	317 Jobs -.3%	428 Jobs +.7%	$59,440	$68,476	
Nursing Aide	31.1014 31.1131	51.3902	51.9999	143	139	***	***	564 Jobs -.2%	612 Jobs +.4%	***	$32,388	
Physician Coding	31.9094	51.0713	51.9999	20	36	***	***	10 Jobs -3.2%	11 Jobs -2.08%	$37,791	$37,088	
Maintenance, Installation, and Repair (All Job Totals)	49.0000							1507 Jobs .1%	1647 Jobs +.9%	$50,046	$54,896	
Automotive Technology	49.3023	47.0604	47.9999	12	18	12	***	122 Jobs -.6%	144 Jobs -.1%	$38,310	$44,935	

	CIP Titles (+ ID Numbers)	SOC #s	Post-Secondary CIP #s	HS CIP #s	BCC Concentrator-2021	BCC Concentrator-2023	Secondary Concentrators-2021	Secondary Concentrators-2023	Annual Open Jobs Workforce 2021	Annual Open Jobs Workforce 2023	Salaries 2021 (Mean)	Salaries 2023 (Mean)	Note: three *** indicate no data available
	Mobile Equip Maintenance	49.3042	47	47.9999	***	***	***	28	35 Jobs +.2%	53 Jobs +.6%	$53,924	$55,611	
Protective Services (All Job Totals)		33.0000							756 Jobs +.1%	691 Jobs +.4%	$43,513	$46,061	
	Fire Science	33.2011	43.0203	43.0299	38	83	38	***	***	46 Jobs +.5%	$35,890	$38,175	
Production Occupations (All Job Totals)		51.0000							3378 Jobs -.1%	3929 Jobs +.6%	$46,669	$49,553	
	Welders	51.4121	48.0508	47.9990	22	28	22	15	225 Jobs +.2%	200 Jobs +1.5%	$47,027	$50,069	

	51.4122	48.0508	47.9999	***	***	***	***	***	11 Jobs +.1%	$57,200	$57,168	
Welding												
Manufacturing/ 96 Levels of Manufacturing	51.2098	15.0613	48.0000	***	***	6	53	***	***	***	**	

Notes and Definitions:
Pathways: Subjects of interest may branch into many possibilities for future careers of students.
. Data totals in the header category of the above chart include all possible jobs in that category and not just the pathways.
· High school pathways are general, and so titles of their courses may be vague. For instance, an interest in Health Science can branch into hundreds of choices in medical careers. In College the pathways are more specific to instill skilled knowledge for our student's future occupations. A single chemistry class will provide skills for medical, science, public works, and manufacturing careers.
· Concepts of pathway courses are different <u>between high school (Secondary) and college (Postsecondary)</u>, which are evident in the titles used.
· The specific occupations listed represent the *Career and Technical Education* (CTE) coursework pathways for Butler Community College (BCC) *and* Butler Regional High Schools.

- A category and its data are the first listing in the chart sections. A Category Grouping is one *topic that can* cover many different pathway occupations,
and then have specific occupational courses. An example is the category Health, and the subsequent occupation of Nurse's Aide. The occupational titles
listed are matched to current _active_ high school and college courses.

- Concentrators are those students, who have chosen a pathway either broad or specific, and have accomplished 3 courses in the topic.

- These data are relevant only within the Butler Area Region.

- The specific occupations listed represent the *Career and Technical Education* (CTE) coursework pathways for Butler Community College (BCC) *and* Butler Regional High Schools .

- SOC and CIP identity codes may be different from one year to the next, and there may be more than one listed for the same title in this two-year comparison.

						Citations							
College CIP Codes to High School CIP Codes	KSDE Pathway CIPs cross walked to College CIPs												
Post Secondary BCC CIP Codes 2023	ALL OCCUPATIONS CIP2020 to SOC2018 Crosswalk Official Kansas Postsecondary Program CIPs to SOCs.												

Secondary CIP South Central Codes 2023	**2022 El Dorado Region Concentrators Count by Pathways KBOR SharePoint; Articulation Agreements**					
SOC Codes	**Occupational Projections SC Kansas 2021 and 2023 (KBOR); Official Post-Secondary Program, CIP to SOC**					
BCC Post-Secondary Concentrators 2021	**Bulter CC AY 2020-21 Perkins Concentrator Report - Kansas Needs Assessment AY 2023-24**					
BCC Post-Secondary Concentrators 2023	**Butler Postsecondary Concentrator Counts for AY 2022 (KBOR)**					
Secondary Concentrators 2021	**El Dorado Region Concentrator Analysis Tool Secondary (HS) for Report CLNA 2023**					

Secondary Concentrators 2023	**2022 El Dorado Region Concentrators Count by Pathways KBOR SharePoint;** **Kansas State Department of Education Workgroup/ CTE**						
Annual Open Jobs in Workforce 2021	**Occupational Projections SC Kansas 2021 (KBOR);** **Kansas Department of Labor**						
Annual Open Jobs in Workforce 2023	**Occupational Projections SC Kansas 2021 (KBOR);** **KS Department of Labor** **Lightcast Occupations, High Demand Jobs** **Kansas Career Navigator**						
High Demand Jobs, South Central KS. BCC - Concentrators Compared	**KS Department of Labor/ High Demand Jobs Report, 2023** **Butler Postsecondary Concentrator Counts for AY 2022 (KBOR)** **Lightcast Report of High Demand Jobs (2023)**						

Salaries 2021 (Mean)	**Occupational Projections SC Kansas 2021 (KBOR); KSDOL: Kansas Wage Survey 2021 Edition Projection Regions Kansas Career Navigator**										
Salaries 2023 (Mean)	**Occupational Projections SC Kansas 2023 (KBOR); KSDOL: Kansas Wage Survey 2023 Edition Projection Regions; Kansas Career Navigator**										
			High Schools in Butler Area Region IV								
	Bluestem, USD 205		**Rose Hill, USD 394**		**Augusta, USD 402**		**El Dorado, USD 490**				
	Remington, USD 206		**Douglas, USD 396**		**Marion-Florance, USD 408**		**Flinthills, USD 492**				
	Circle, USD 375		**Centre, USD 397**		**Durham, USD 410**						
	Andover, USD 385		**Peabody Burns, USD 398**		**Goessel, USD 411**						

APPENDIX B
High Demand Jobs by Category and BCC CTE Concentrators #s Compared, South Central KS, Region IV, Kansas Department of Labor 2023 Report

The High Demand Jobs Ranking is on a scale of 1-10, with 1 at the lowest and 10 at the highest. Occupations are in <u>alphabetical descending order with a split screen on the right</u>.

Category And Number of BCC Student Concentrators	Occupation	Rank Scale: 1-10	Annual Ave Median Wage	Category And Number of BCC Student Concentrators	Occupation	Rank Scale: 1-10	Annual Ave Median Wage
Agriculture	Grounds-keeper	Rank 8.3	$30,815.	Hospitality (Culinary)			
BCC # CTE Agriculture Concentrators: Butler CC =26	Animal Care	Rank 7	$23,723.	BCC # CTE Culinary Concentrators: Butler CC =36	First-Line Supervisors	Rank 10	$34,613
					Janitors and Cleaners	Rank 10	$28,101
Business	General Managers	Rank 9.6	$82,750.		Waiters and Waitresses	Rank 10	$27,848
Butler # CTE Business Concentrators: Butler CC =0	Supervisors	Rank 9.3	$56,511.		Fast Food and Counter	Rank 10	$22,272
	Management Analyst	Rank 7	$75,276.		Cooks, Restaurant	Rank 9.7	$28,482
	Project Management	Rank 7	$74,907.				
	HR	Rank 7	$60,403.				

Construction & Architecture	Laborers	Rank 8	$36,608.		IT/ Computers	Software Developer	Rank 7.3	$83,151
BCC # CTE Construction Concentrators Butler CC =11	Carpenters	Rank 7.7	$47,266.		BCC #CTE Computers Concentrators: Butler CC =191	Computer Support Service	Rank 7.3	$48,137.
	Civil Engineers	Rank 7.7	$46,578.					.
	Electricians	Rank 7	$58,850.					
					Law	Security Jobs	Rank 8.3	$29,041.
					BCC # CTE Law Concentrators: Butler CC =0	Police/ Sheriff	Rank 6.7	$51,990.
						Lawyer	Rank 6	$93,925.
Education	Teaching Assistant	Rank 9.6	$28,456.					
BCC Education # CTE Concentrators:	Elementary Teacher	Rank 8.3	$51,095.		Marketing	Customer Service	Rank 10	$34,443.
Butler CC =41 Early Childhood Education	Coach	Rank 8	$32,607.		BCC # CTE Marketing Concentrators Butler CC =0	Retail Sales	Rank 10	$28,525.
	Secondary Teacher	Rank 7.7	$59,185.			Cashiers	Rank 9.6	$24,939.
						Retail Supervisor	Rank 9.3	$44,290.
Engineering	Program Management	Rank-8.3	$71,637			Drivers	Rank 8	$26,973.
BCC Engineering # CTE	Aircraft Assembly	Rank 8.3	$61,462			Advertisers	Rank 8	$55,448.

Concentrators:								
Butler CC =9 Engineering Tech	Aircraft Engineer	Rank 7	$103,401					.
	Industrial Engineer	Rank 7.7	$90,609.					
	Mechanical Engineer	Rank 6.7	$79,421.		**Manufacturing**	Inspectors	Rank 9.7	$59,431.
					BCC # CTE Manufacturing Concentrators= 0	Supervisor	Rank 8.6	$63,631
					Butler CC =28 Welding	Welders	Rank 8.3	$48,802.
Finance	Accounting	Rank 9.7	$67,756.			**Machinists**	Rank 8.3	$46,687.
BCC Finance # CTE Concentrators:	Bookkeeping & Auditing	Rank 9.3	$38,656.			Expediting Clerks	Rank 8	$51,283.
Butler CC =42 Accounting Assistant	Buyers	Rank 7.7	$69,281.			Assembly	Rank 8	$36,019.
					Transportation Concentrators Butler CC	Aircraft Mechanic	Rank 8	$70,304. .
Graphics **BCC # CTE Graphics Concentrators:** **Butler CC =0 in CTE**. Found in other programs	Graphics	Rank 4.3	$45,989.		**BCC # CTE = 18 Auto Mech**	Auto Mechanic	Rank 8	$45,902

					Other	Stockers	Rank 10	$30,697.
Health	Nurse Assistant	Rank 10	$31,201.			Heavy Truck Driver	Rank 9.7	$47,334.
BCC # CTE Health Total Concentrators: Butler CC =584 Total	Registered Nurse	Rank - 9.7	$62,887.			Hand Material Movers	Rank 9.7	$34,840
Nurse= 398 Nurse Aid = 139	Home Health Care	Rank - 9.7	$23,883.			Administration Assistant	Rank 8.3	$51,742.
Pharmacy Aid = Butler CC =11 Physician Coding = Butler CC =36	Med Assistant	Rank - 8.7	$35,421.			Light truck Driver	Rank 8.3	$37,418.
	LPN	Rank = 8	$48,611.		BCC # CTE 1st Responders Concentrators Butler CC =EMT = 46	1st Responders EMT	Rank 5	$33,486
					Butler CC =Fire = 83	Fire Science	Rank 3.4	$39,567.
Human Services	Childcare	Rank 8.3	$24,027.					
BCC Human Services # CTE Concentrators: Butler CC =0	Social Services	Rank 6.7	$35,256.					
NEXT is top right								

APPENDIX C-1
Core Indicators 1S1, 2S1, 2S2, 2S3, 3S1, 4S1

High School Student Performance, 2022, Page #1

Secondary Core Indicators Area IV, Butler Regional Area

	Overall	Male	Female	Hispanic or Latino	White	Native Hawaiian or Other Pacific Islander	Black or African American	Asian	American Indian or Alaska Native	Two or More Races	Individual with Disability	Economically Disadvantaged	Single Parent	English Learners	Non-traditional Enrollees	Migrant Worker Parent	Homeless (Including Migrant)	Active Military	Foster Youth Care
1S1 Grad Rate (Target 81.1%)	97	97	95	81	97	10	52	48	24	61	90	98	—	26	73	0	19	57	—
2S1 Reading (Target 29.7%)	38	34	49	16	39	0	13	19	0	14	—	28	0	0	40	0	0	17	—
2S2 Math (Target 23%)	34	35	28	12	35	0	—	16	0	—	—	14	0	—	22	0	0	8	0
2S3 Science (Target 25.9%)	40	43	38	17	42	—	26	24	—	19	10	26	0	—	37	0	—	22	—
3S1 Placement (Target 81.7%)	96	78	91	38	97	0	9	32	16	52	53	75	0	12	66	0	8	24	0
4S1 Non Trad (Target 29%)	43	18	78	27	44	0	—	21	—	24	30	36	0	23	95	0	—	22	0

APPENDIX C-2
Core Indicators 1P1, Page #2
Student Performance, 2022
Butler Community College (BCC): Number of CTE Concentrators after completion that went on to
Postsecondary Education, the Military, Volunteer, or are Employed.

KBOR Consolidated Annual Report - Perkins V - Core Indicator 1P1 - Cohort Year=2022
Run Date: 01NOV23

1P1 Postsecondary Placement	Data Results	Population	Performance of 1P1 CTE Concentrators	Total CTE Concentrators Enrolled	Percentage
Percent of CTE Concentrators, who were enrolled, employed, or placed after completion of BCC program.	96.12%				
State Determined Level of Performance	63.70%	Male	127	139	91.37%
(= or -) % actual Performance	(+)29.33%	Female	368	376	97.87%
State Determined Level of Performance Met?	Met		**495**	**515**	**96.12%**

		Ethnicity*			
* According to the discipline of anthropology, ethnic categories are based on the variables of physical, cultural, and traditional concepts. The concept of Race is a misnomer as it does not physically exist. Citations supplied upon request.					
		American Indian or Alaskan Native	---	---	80.00%
		Asian	21	24	87.50%
		Black or African American	20	21	95.24%
		Hispanic or Latino	57	62	91.94%
		White	328	336	97.62%
		Two or More Ethnicities	12	12	100.00%
		Unknown Ethnicity	53	55	96.36%
Strengths: All ethnicities are placing at a higher rate than the State Determined Level		**Totals**	**495**	**515**	**96.12%**
		Special Populations			
		Individuals with Disabilities	---	---	100.00%
		Individuals from Economically Disadvantaged Families	161	167	96.41%

			Performance of 1P1 CTE Concentrators	Total CTE Concentrators Enrolled	Percentage
Gaps: A gap is found with the Individuals Preparing for Nontraditional Fields at 13.03%. According to these figures, there are large numbers enrolled (476) with only (62) or 13.3% placed after completion of the program.		Individuals Preparing for Nontraditional Fields	62	476	13.03%
		Single Parents	46	46	100.00%
		English Learners	---	---	100.00%
		Youth with Parent in Active Military	---	---	100.00%
Strengths: Strengths are within the rest of the groups of Special Populations for State Level of Performance without the criteria of Individuals Preparing for Nontraditional Fields. The remaining fields have smaller numbers but higher placement statistics.		**Totals**	**286**	**706**	**40.51%**

		Career Clusters	**Performance of 1P1 CTE Concentrators**	**Total CTE Concentrators Enrolled**	**Percentage**
		Agriculture, Food & Natural Resources	---	---	50.00%

		Business Management & Administration	---	---	100.00%
		Finance	0	0	0.00%
		Health Science	399	409	97.56%
		Hospitality & Tourism	11	11	100.00%
		Human Services	10	14	71.43%
		Information Technology	29	32	90.63%
		Law, Public Safety, Corrections & Security	9	9	100.00%
		Manufacturing	21	21	100.00%
		Transportation, Distribution, Logistics	9	10	90.00%
Strengths: All career clusters are at a higher rate than the State Determined Level		**Totals**	**495**	**515**	**96.12%**
		Placement			
		Advanced Training	22	495	4.44%
		Employment	463	495	93.54%
		Postsecondary Education	213	495	43.03%
		Certificate	39	495	7.88%
		Associate	174	495	35.15%

		Baccalaureate	40	495	8.08%
		Totals	**951**	**3960**	**24.02%**
Strengths **are in the number of CTE concentrators that receive employment a year after completion of their program. At 93.54%, this exceeds State Determined Level of Performance.** **We must consider the CTE concentrator's goal of viable employment as primary.**					

This overall group percentage may be perceived as low, but it compares choices students make after their program completion. These choices can be singular, combined, or none of the listed. For instance, the percentage of Advanced Training for higher levels of expertise in the CTE student's chosen field may seem low. However, the job market looks heavily for workforce placements of CTE completers, which is at 93.54% of BCC CTE students. The advanced training would be for just those going into the field's management. **The CTE student must decide to go to work, continue education or both. Then they must decide what level of education they will go for, or Advanced Training, certification, more Postsecondary education, an associate, or Baccalaureate. <u>One fourth of the students do more than just go to work. It is a positive that the 24.02% number is so high with 93.54% choosing to go to work or to work _and_ continue education too.</u>** **<u>I see no gaps here.</u>**					

APPENDIX C-3
Core Indicators 2P1, <u>Page # 3</u>
Student Performance, 2022
Butler Community College: Percentage of CTE Concentrators who received a Bulter CC credential within 1 year of program completion.

KBOR Consolidated Annual Report - Perkins V - Core Indicator 2P1 - Cohort Year=2022
Run Date: 01NOV23

2P1 Earned Recognized Postsecondary Credentials	Data Results	Population	Completion Performance of 2P1 CTE Concentrators	Total CTE Concentrators Enrolled	Percentage
Percent of CTE Concentrators who received a credential completion after 1 year of BCC program.	66.02%	Male	96	163	58.90%
State Determined Level of Performance	59.50%	Female	176	249	70.68%
(+ or -) % actual Performance	(+)6.52%	Totals	**272**	**412**	**66.02%**
State Determined Level of Performance Met?	Met				
* According to the discipline of anthropology, ethnic categories are based on the variables of physical, cultural, and traditional concepts. The concept of Race is a misnomer as it does not physically exist.		**Ethnicity***			

Citations supplied upon request.				
Summary: All ethnicity percentages are at a higher rate than the State Determined Level for the acquisition of a credential within a year, except Unknown Ethnicity has a percentage of -7.33%. The category of Two or More ethnicities has only 1 student, and this 100% is not a good indicator.		American Indian or Alaskan Native	---	---	83.33%
Strengths: The highest ethnic rate of completion is Native American with 83.33%, and Hispanic at 68.63%. Next is Asian with 68.42%. White has 67.4% and Black has 62.5%.		Asian	13	19	68.42%
Gap: Unknown Ethnicity has a percentage of -7.33%.		Black or African American	10	16	62.50%
		Hispanic or Latino	35	51	68.63%
		White	184	273	67.40%
		Two or More Ethnicities	---	---	100.00%
		Unknown Ethnicity	24	46	52.17%

		Totals	272	412	66.02%
		Special Populations			
Strengths: Disabled students are above State Standards with a 60% Performance rate.		Individuals with Disabilities	---	---	60.00%
Strengths: Economic Disadvantaged students do best with a 64.49% credential completion rate. Homeless students category has just one listed, and therefore, data are not an indicator.		Individuals from Economically Disadvantaged Families	89	138	64.49%
		Individuals Preparing for Nontraditional Fields	28	342	8.19%
Single Parents have a 61.76% credential rate, and ESL has a 100%, but there are only 3 students listed in that category.		Single Parents	21	34	61.76%
		English Learners	---	---	100.00%
		Homeless Individuals	0	0	0.00%
		Youth with Parent in Active Military	---	---	71.43%

No Gaps: Individuals within nontraditional coursework has a 8.19% rate, yet on the state statistics, it not expected they do more than 6.3% due to the rarity.		**Totals**	**149**	**530**	**28.11%**
		Career Clusters			
		Agriculture, Food & Natural Resources	---	15	13.33%
		Business Management & Administration	8	21	38.10%
		Finance	---	13	23.08%
Strengths: Within Career Clusters, Health Science is top with 93.05%, Transportation, distribution, and Logistics at 80%, and Manufacturing is 76.19%.		Health Science	174	187	93.05%
Hospitality and Tourism (Culinary Arts) is 64.71%. The State baseline is at 59.5%.		Hospitality & Tourism	11	17	64.71%
.		Human Services	11	20	55.00%
		Information Technology	29	75	38.67%

		Law, Public Safety, Corrections & Security	11	46	23.91%
		Manufacturing	16	21	76.19%
		Transportation, Distribution & Logistics	8	10	80.00%
Gaps: The rest of the career clusters are below the State Determined Level with Agriculture, Business and Finance, Human Services, IT, and Law lacking in achieved level of Credential Performance. Yet the others do so well, overall, the career clusters are above the minimum as an aggregate.		**Totals**	**273**	**425**	**64.24%**

KBOR Consolidated Annual Report - Perkins V - Core Indicator 3P1 - Cohort Year=2023 Run Date: 01NOV23

3P1 Percentage of CTE Concentrators in Non-traditional Fields	Data Results	Population	Numbers of 3P1 CTE Concentrators in Non-traditional Fields	Numbers of 3P1 CTE Concentrators in Programs	Percentage
Percent of CTE Concentrators who are in programs leading to nontraditional fields.	**17.31%**	Male	67	312	21.47%
State Determined Level of Performance	**6.30%**	Female	71	485	14.64%
(= or -) % actual Performance	**(+) 11.01%**	**Totals**	**138**	**797**	**17.31%**
State Determined Level of Performance Met?	**MET**				

94

* According to the discipline of anthropology, ethnic categories are based on the variables of physical, cultural, and traditional concepts. The concept of Race is a misnomer as it does not physically exist. Citations supplied upon request.		**Ethnicities***			
		American Indian or Alaskan Native	---	---	20.00%
		Asian	---	26	23.08%
		Black or African American	---	49	12.24%
		Hispanic or Latino	19	102	18.63%
		Native Hawaiian or Other Pacific Islander	---	---	0.00%
		White	85	506	16.80%
		Two or More Races	---	21	14.29%
		Unknown Race	18	87	20.69%
Strengths: Ethnicities place at a higher rate than the State Determined Level, with the exception of Native Americans. The low level of 1 Native student is not a clear indicator.		**Totals**	**138**	**797**	**17.31%**
		Special Populations			
		Individuals with Disabilities	---	13	7.69%
		Individuals from Economically	55	308	17.86%

		Disadvantaged Families			
		Individuals Preparing for Nontraditional Fields	138	797	17.31%
		Single Parents	14	95	14.74%
		English Learners	---	12	16.67%
		Homeless Individuals	0	0	0.00%
		Youth in Foster Care	0	0	0.00%
		Youth with Parent in Active Military	---	---	60.00%
Strengths: Special Populations place at a higher rate than the State Determined Level, with the exceptions of Homeless Individuals and Youth in Foster Care. The low level of 1 student in each category is not a clear indicator.		**Totals**	**213**	**1232**	**17.29%**
		Career Clusters			
Strengths: Career Cluster coursework places at a higher rate than the State Determined Level.		Agriculture, Food & Natural Resources	11	23	47.83%
		Architecture & Construction	---	24	16.67%
		Business Management & Administration	---	54	9.26%
		Health Science	62	399	15.54%

Gaps: An exception is Human Services has not crossed over to nontraditional fields for student demographics. This is considered social work within CTE, which is a traditionally female occupation.		Human Services	0	31	0.00%
		Information Technology	26	138	18.84%
		Law, Public Safety, Corrections & Security	20	73	27.40%
		Manufacturing	---	36	16.67%
		Transportation, Distribution & Logistics	---	19	21.05%
		Totals	**138**	**797**	**17.31%**

Zoom Meeting Agenda and Minutes with Chat Notes
1ˢᵗ Meeting of the Butler Region Stakeholders, 2:00 pm, <u>December 4, 2023</u>
CLNA, South Central, Kansas Region IV, Perkins V
CLNA Team Meeting #1

Facilitators:
Lori Jensen Wilson
Director of Special Initiatives
Orion Education and Training
K-12 Co-Leader

Dr. Kay Kautz
Director of Resource Development
Butler County Community College
Postsecondary Co-Leader

AGENDA Meeting #1

1. Welcome!

2. Introductions of Members Present

3. Clarification of Group Purpose

4. Questions from Team Members

5. Initial reactions and thoughts to the data or purpose

6. Group work timeline:
    a. Survey completion; December 4th
    b. Co-Leaders will condense the data and write the draft of the report.
    c. The draft will be shared with the group for feedback by Christmas Break.

    d.   Submission of the report is due February 1.

7. Next meeting - December 4th, 3:00 - 4:00

8. Adjournment with our thanks!

1. **Introduction of Members Present:**
   Co-Chairs: Lori Wilson, K-12 Co-Chair and Kay Kautz, Postsecondary Co-Chair (Facilitators)
   Attending participants in alphabetical order:
   Aletra Chaney-Profit, Haylee Daas, Teresa Eastman, Derek Faust, Julie Jensen, Keith Lawing, Esam Mohammad, Tom Nevill, Don Porter, Jessica Reyes

2. **Clarification of Group Purpose:**
   Lori explained the purpose of the group to discover current cross reported and compiled CLNA data, analysis, and recommendations. She noted that many do not have Google Drive to access the survey, so she is sending it via email. There is still time to do the survey and turn it in. The results link is in the chat, which will be attached to the minutes.

3. **Questions from Team Members:**
   Julie: There are some gaps, but overall, we seem to be doing well in education pathways meeting workforce needs.
   Keith: What about manufacturing? Projections at Spirit are up with increased hiring. Integra Semi-Conductors manufacturing: What skills are needed for them? We must see through lines from high school to college and the workforce for needs.
   Lori: Liked the term 'through lines.'
   Julie: She attended Astra Tech Summit, and things are changing, but what about childcare? We can see a big need here.
   Derek: Concerned about so many different reports and category matching.
   Kay: That is the reason for the SOC and CIP identification numbers between reports to cross sort the data. It does the best we can. The concentrator #s are to connect the concept of High School and College pathways.
4. **Initial reactions and thoughts to the data or purpose**
   Esam: It is a work in progress. It is better than in the past but will be better going forward. The Marketplace changes quickly. The Automation Index is up.
   Lori: We should not over respond to what we can do.
   Tom: All students need digital literacy and employability.
   Don: Focus is on technology, science, engineering, which offers many pathways.

5. **Do you feel that our area K-12 schools are offering what is needed for students? Any suggestions for improvements?**

   Tom: High school needs health care classes. There is a growth in agriculture, and CTE at High School is the movement that is needed.
   Don: The requirements for graduation in 2028 are out. Basically, with some variation, they will need 4 English, 3 Social Studies, 7 STEM (3 math, 3 sciences, and one elective), 1 Fine Art, 1 PE, and 1 Health. There are 12 electives with 6 individual studies with at least 2 from other programs like CTE or language.
   Lori: Only 5% of funding is for special populations. That is not enough.

6. **Do you feel that BCCC is offering what is needed for students? Any suggestions for improvements?**
   Aletra: In career services, most of the students do not know what is available. They do not know what they want. She sees lots of students enroll in Health and IT.
   Tom: We had a pre-Law course in the past, but there was no interest. But maybe in the future under criminal justice courses.
   Keith: Internships or applied learning.
   Tom: We are working on apprenticeships programs.

7. **What is missing?**
   Teresa: There is no place for students who want to take Pre-law to transfer. Only KU and Washburn.
   Julie: Wichita Data
   Esam: The Board of Regents is the reason for this work. Our goals must match theirs.
   Keith: General Marketing knowledge and growth in CTE.
   Aletra: Work Partners for middle school and high school to expose them to possible careers. Need communications for special populations for CTE offerings at college.
   Lori: There is a web site for Higher Paths for parents. The link will be in the chat. It helps K-12 parents connect with their students to talk about what is out there for them.
   Jessica: Need personal communications.
   Tom: Are we serving the student in post-secondary? 50% of the funding is required to be spent on travel and faculty and admin training. That is not right. (several agreed with Tom)

8. **Lori: Everyone write in the chat what we should focus on and teach to improve student experience and meet workforce needs.**
   See answers in Appendix A attached to this document.

9. **Group work timeline:**
   a. Survey completion; December 4th
   b. Co-Leaders will condense the data and write the draft of the report.

c. The draft will be shared with the group for feedback by Christmas Break.

d. Submission of the report is due February 1.

10. Adjournment with our thanks!

CLNA Stakeholders Meeting Minutes
December 4th, 2023
Ther CLNA committee meeting was held via Zoom on Monday, December 4th, 2023.

14:53:32 From Lori Jensen Wilson to Everyone:
     Agenda: https://docs.google.com/document/d/14Y7rkdyE8UGRLttIiDvrXTSbN7_PDB3jEGcuFoyTJxw/edit?usp=sharing
14:54:48 From Lori Jensen Wilson to Everyone:
     Agenda:
     https://docs.google.com/document/d/14Y7rkdyE8UGRLttIiDvrXTSbN7_PDB3jEGcuFoyTJxw/edit?usp=sharing
          Group Summary:
     https://docs.google.com/document/d/192Ppb8mKdF739LGcHfxZIM4mTkz9cmMJXrpZAoxPcJM/edit?usp=sharing
14:58:18 From Lori Jensen Wilson to Everyone:
     Agenda:
     https://docs.google.com/document/d/14Y7rkdyE8UGRLttIiDvrXTSbN7_PDB3jEGcuFoyTJxw/edit?usp=sharing

_____

     Group Summary:
     https://docs.google.com/document/d/192Ppb8mKdF739LGcHfxZIM4mTkz9cmMJXrpZAoxPcJM/edit?usp=sharing
15:07:33 From Lori Jensen Wilson to Everyone:
     I will be emailing an opportunity to respond to the survey if you weren't able to use the Google survey!
15:23:17 From Jessica Reyes to Everyone:
     I'm glad to see there is a Law pathway in development, seems like there were a quite of students interested in Law.
15:23:25 From Lori Jensen Wilson to Everyone:
     Reacted to "I'm glad to see ther..." with 👍
15:26:32 From Jessica Reyes to Everyone:
     I'm a computer science major, and high-level math is extremely important; I'm looking into Linear Algebra in Data Science at CSU next year!
15:26:41 From Lori Jensen Wilson to Everyone:
     Agenda:
     https://docs.google.com/document/d/14Y7rkdyE8UGRLttIiDvrXTSbN7_PDB3jEGcuFoyTJxw/edit?usp=sharing

     Group Summary:

https://docs.google.com/document/d/192Ppb8mKdF739LGcHfxZIM4mTkz9cmMJXrpZAoxPcJM/edit?usp=sharing

15:27:50 From Lori Jensen Wilson to Everyone:

Reacted to "I'm a computer scien..." with 👍

15:28:12 From Jessica Reyes to Everyone:

Reacted to "Agenda:

https://docs..." with 👍

15:30:36 From K Lawing to Everyone:

communication

15:30:38 From Julie Jensen to Everyone:

Communication, Creativity, Technology, Math, Science

15:30:57 From Tom Nevill to Everyone:

Digital resiliency, Critical Thinking, Creativity, Communication

15:30:57 From Doc Esam to Everyone:

It is important to use the entire mapping of a CIP code at the four-digit level to all the SOCs available.

15:31:03 From Aletra Chaney-Profit to Everyone:

career and technical (practical jobs)

15:31:08 From K Lawing to Everyone:

problem solving

15:31:14 From Teressa Eastman (she, her, hers) to Everyone:

Communication, Critical Thinking

15:31:25 From Don Potter to Everyone:

Communication, Math Skills, Technical Skills, Problem Solving, Critical Thinking

15:31:32 From Lori Jensen Wilson to Everyone:

Great! Keep 'em comin'! Don't be afraid to duplicate!

15:31:34 From kkautz@butlercc.edu to Everyone:

Problem based lessons, organization, planning and production.

15:32:03 From Jessica Reyes to Everyone:

understanding logic

15:32:05 From K Lawing to Everyone:

critical thinking, not sure how that translates into a class or curriculum.

15:32:17 From K Lawing to Everyone:

language skills

15:32:41 From Jessica Reyes to Everyone:

Boolean expressions is really important for programmers

15:34:36 From Tom Nevill to Everyone:

Creative thinking, analytical thinking, technology literacy, curiosity and lifelong learning, resilience, flexibility, and agility, systems thinning, AI and big data, motivation and self-awareness, talent management, service orientation and customer service - skills judged to be increasing in importance most rapidly between 2023 and 2027 - World Economic Forum

15:35:23 From Don Potter to Everyone:

     https://hirepaths.com/

15:35:28 From Lori Jensen Wilson to Everyone:

     Reacted to "https://hirepaths.co..." with 👍

15:35:28 From Teressa Eastman (she, her, hers) to Everyone:

     Actual communication with people!

15:39:55 From Doc Esam to Everyone:

     Reacted to "Boolean expressions ..." with 👍

15:51:53 From K Lawing to Everyone:

     I need to jump off, good conversation, let me know next steps and how I can help.

16:02:46 From Julie Jensen to Everyone:

     Thank you. Have a great week people!

16:02:54 From Jessica Reyes to Everyone:

     Thank you!

16:03:02 From Don Potter to Everyone:

     Thank you everyone!

16:03:02 From Aletra Chaney-Profit to Everyone:

     Thank you!

CLNA Team Meeting #2 Agenda and Minutes
El Dorado/ Butler Area Region
Southcentral Region IV
January 8, 2024, 3:00 pm

Facilitators:
Lori Jensen Wilson
Director of Special Initiatives
Orion Education and Training
K-12 Co-Leader

Dr. Kay Kautz
Director of Resource Development
Butler County Community College
Postsecondary Co-Leader

AGENDA Meeting #2

1. Welcome!

2. Members Present - please add your name to the chat!

3. Do you feel that BCCC is offering what is needed for students? Any suggestions for improvements?
   a. Refined data from BCCC
   b. Kay's points of interest and discussion

4. If you'd like to read the DRAFT Report - CLICK HERE
   a. No feedback is required… but if you'd like to add some comments or notes, please email Lori at ljensen@orioneducation.org by Wednesday. Thanks!

5. Group work timeline:
   a. Based on responses, Kay and Lori will amend the draft report this week.
   b. Submission of the report is due February 1.

6. Adjournment with our thanks!

Meeting Minutes:

3:00 pm Zoom Meeting:
Attending: Lori Jensen Wilson, Haylee Daas, Sherry Watkins, Dr. Esam Mohammad, Dr. Jenna Gannon (in place of Tom Nevill) Julie Jensen, Clelia McCrory, Dr. Kay Kautz.

Introduction by Lori Wilson
Question: Any comments about the documents sent to you?
- We sent the draft of the CLNA report, plus Appendix A, which is the Comparison of 2021-2023 Concentrators of High Schools and Butler Community College, the CIP and SOC identification numbers for both categories of High School and Postsecondary, the open jobs report, and their salaries, and increasing or decreasing percentages of job trends.

- Next is Appendix B, the High Demands for Jobs with Concentrator numbers for Butler Community College, and Appendix C: the Placements and graduation reports for students in both High School and Butler CC.

Dr. Kay Kautz shared the documents and reviewed the highlights and outcomes of Appendix B and Appendix C at this 2nd meeting, as they were created after the first CLNA committee meeting in December. There were several questions along the way concerning the availability of some of the higher demand jobs. At the end, she asked for further comments, but there were none.

Comments:
Clelia McCrory: (paraphrased) I represent several counties for K-12, and one is Marion County, which is in the Butler area region. In looking at the reports, I see that there are several needs not represented. These needs would not be in the reports, because Marion is a rural county that has specific rural needs. For instance, we desperately need to train machinists. When the large farm equipment breaks down and there are no parts available, the only people who are machinists in our area to build new parts in the area are over 69 years old. *This is critical for the agriculture industry in rural areas that we train new machinists. Can we do Hybrid classes on machinists in Marion? The first classes of the courses are online.*
Other needed occupations in rural areas are mental health workers. I see perhaps the job demands in cities are not high for Social Services according to the report from the Kansas Department of Labor 2023, or only 6.7 on the scale of 1-10. But all rural areas I represent need mental health workers. We also need many health care workers. You can read the McLaren site for distribution of healthcare workers in Kansas.
Clelia McCrory: Can we do Hybrid classes in the High School too from Butler in Marion, KS?.
Kay Kautz: Butler holds classes at Marion, so it may be something to look into.

Jenna Gannon: Also, it is important to understand that in rural areas and smaller cities and towns, the firefighters are volunteers. The number of firefighters we train looks too high as compared to job demands, but as volunteers they will serve as volunteers and not as employees. Their work and knowledge as volunteers are critical for the wellbeing of our State and rural Kansas.

Julie Jensen: I appreciate the fact that you reported our comments and results of the survey in the draft CLNA document.

Esam Mohammad: I liked the clarity between Secondary and Postsecondary categories in the final document. Is there anyone who has more comments or objections to submitting this document and appendices to KBOR? (the members of the meeting were quiet).

Lori Wilson: I wish there was a way to condense the details. The document is so long.

Kay Kautz: I can try to do what we did in the military or create a BLUF (bottom line up front). I am not sure how that would turn out, but I will try to see if it is doable for each one of the Steps and Questions for the CLNA.

Lori Wilson: We want to thank you all for your hard work. If you have any further questions, thoughts, or comments, please email me. The meeting is adjourned.