



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Phone	Email
USD(s)	Clelia McCrory	ESSDACK		cleliam@essdack.org
Postsecondary Institution(s)	Kent Adams*	Pratt Community College		kenta@prattcc.edu

Date January 27, 2020 Regional Team Hutchinson Workforce Center

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

*With assistance from Jana McCarron, Hutchinson Community College, due to the resignation of Michael Fitzpatrick, Pratt Community College

Purpose

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

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

By conducting regional needs assessment, the Regional Team will:

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

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

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

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

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

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

Who should participate in the comprehensive regional needs assessment process?

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

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

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

The needs assessment Template outlines all of the required steps:

STEP 1: Analysis of Labor Market Information

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

STEP 2: Analysis of Student Performance

STEP 3: Analysis of Programs

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

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

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.

The needs assessment must be completed every two years with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.

Regional Team Name: <u>Hutchinson Workforce Center</u> Date: <u>January 27, 2020</u>	
Needs Assessment Lead Co-Coordinator:	
Contact Information:	
Secondary: <u>Clelia McCrory</u>	<u>cleliamccrory@essdack.org</u>
Postsecondary: <u>Kent Adams*</u>	<u>kenta@prattcc.edu</u>

*With assistance from Jana McCarron, Hutchinson Community College, due to the resignation of Michael Fitzpatrick, Pratt Community College

Comprehensive Regional Needs Assessment Team*

Representative		Name	Institution and Position	Responsibility	
Co- Coordinators	Postsecondary Perkins Grant Coordinator	Kent Adams	PrattCC, VP of Finance & Operations	Postsecondary Coordination / Facilitator	
	Secondary Perkins Grant Coordinator	Clelia McCrory	ESSDACK, Career Education/KS EbD State Dir	Secondary Coordination / Facilitator	
Teacher(s) - Secondary		Jeremiah Harmon	HCTEA, Welding Instructor	Stakeholders	
		Brennan Torgerson	USD 313 (Buhler), Bus & Computer Instructor		
Faculty - Postsecondary		Carol Ricke	PrattCC, Instructor	Stakeholders	
		Todd Sazama	HutchCC Instructor/Dept 1 Co-Chair		
		Darrell Lucas	PrattCC, Instructor		
		Carol Ricke	PrattCC, Instructor		
		Angie Tatro	PrattCC, Instructor		
		Chris Nelson	PrattCC, Instructor		
		Monette DePew	PrattCC, Instructor/VP of Instruction		
		Ralph Williams	PrattCC, Instructor		
		Cathy Blasi	PrattCC, Instructor		
		Jenny Egging	PrattCC, Instructor		
Secondary Administration		Greg Bacon	PrattCC, Instructor	Stakeholders	
		Travis Riebel	HCTEA, Director of Career & Tech Ed		Secondary Coordination / Facilitator
		Blake Smith	Brooks Trade Center (Newton), Principal		Facilitator
		Mike Sanders	USD 511 (Attica), Principal		Stakeholders
		Steve Blankenship	USD 382 (Pratt), Superintendent		
		Tyson Kendrick	USD 418 (McPherson), Assistant Principal		
Jessica Mathes	USD 310 (Fairfield), Principal	Stakeholders			
Postsecondary Administration			Dr. Carter File	HutchCC, President	
			Dr. Cindy Hoss	HutchCC, VP of Academic Affairs	
			Ryan Diehl	HutchCC, Curriculum/Program Imp Coordinator	
			Dr. Michael Calvert	PrattCC, President	
			Monette DePew	PrattCC, VP of Instruction	
			Jillene Cunningham	HutchCC, Dept 2 Co-Chair	
			Patty Huffman	PrattCC, Dir of Allied Health	
		Ben Williams	HutchCC, Dept 2 Co-Chair		
Cliff Moore	HutchCC, Dept 5 Chair				

Comprehensive Regional Needs Assessment Team* (continued)

Representative	Name	Institution and Position	Responsibility
Specialized instructional support and paraprofessional(s)	Lisa Jolliff	HutchCC, Coordinator of Accessibility Services	Stakeholder
Representative(s) of Special Populations	Tammy Clark	USD#331 (Kingman-Norwich), Learning Ctr Dir	Stakeholder Facilitator
	Skip Wilson	Boys & Girls Club of America, CPO	Stakeholders
	Nancy Bether	Boys & Girls Club of America	
Career Guidance and Academic Counselor(s)	Britt Hedlund	USD 511 (Attica), T2C Project Lead and Career Development Coordinator	Stakeholder Facilitator
	Kent Blessing	Hutchinson USD 308 Career Develop Coord	Stakeholders
	Angela Glascock	USD 310(Fairfield), Business/Academic Advisor	
Student(s)		Student Participated	Stakeholders
Community	Lorna Moore	Interfaith Housing, President & CEO	Stakeholders
	Michele Hamm	PrattCC, Trustee	
Business & Industry	Scott Warren	Excel Industries, Human Resource Recruiter	Stakeholders
	Michelle Neufeld	Pleasant View Home (Inman), Asst. Dir Nursing	
	Shonda Fast	The Bradbury Group, Recruitment & Employee Development Coordinator	
	Carey Craig	Hutchinson Regional Medical Center, HR Dir	
	Dan Whisler	Trane Energy, Industry Educator in Residence	
	Gary Trimpe	K.I.T.S Manufacturing, President	
	Susan Page	Pratt Regional Medical Center, President	
	Ken Brown	Pratt Regional Medical Center, Vice-President	
	Mike Romme	Stanion Wholesale Electric, VP Marketing & Vendor Relations	
	Josh Thieme	Lincoln Electric	
	Don Yoder	Quality Body Shop, Owner	
	Brad Yoder	Hutch AutoBody	
	Jalene White	Pleasant View Home, Administrator	
Workforce Development	Dave Mullins	HutchCC, Director of Business & Industry	Stakeholder
	Kendra McAlister	Kansas Workforce One, Spec Proj Mgr	Stakeholder
Parent(s)	Marcie Carr	USD 440 (Halstead), Dir of Student Learning	Stakeholder Facilitator

Comprehensive Regional Needs Assessment Team* (continued)

Representative	Name	Institution and Position	Responsibility
Other (Data Support, Admin Assistant, HR, Business Office, etc.)	Rex Cheever	HutchCC, Institutional Research Coordinator	Stakeholder
	Pam Kraus	Smoky Hill Education Service Center, CTE Coordinator & STEM Consultant	Stakeholder Facilitator
	Jana McCarron	HutchCC, Coordinator-Grant Development	Postsecondary Coordination / Facilitator
	Frank Stahl	PrattCC, Director of Learning Resources	Stakeholders
	Jerry Sanleo	PrattCC, IT Director	
	Rita Pinkall	PrattCC, Director of Personnel	
	Dan Petz	PrattCC, Director of Facilities	
	Tim Swartzendruber	PrattCC, Athletic Director	
	Christy Wright	PrattCC, Controller	

STEP 1: Analysis of Labor Market Information

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

The local needs assessment shall include...

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

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

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

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

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

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

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

Part 2: Use additional approved sources of data

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

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

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

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

Strengths	Gaps
<p>10.0202, Media Communication and Production (Program)</p> <p><u>Assessment:</u> Demand (6) and program size (18) are closely aligned for this program. While no wage data was listed, ONET has an entry level pay of \$17,920 for film and video editors. This career field includes filming, videography, film editing & production, all of which have grown since the KSDOL estimates were made and were not included in KBOR data. Stakeholders (Hutchinson) commented that many advisory committee members are in the Wichita region, where there is more demand. Some graduates are self-employed and do contract work with businesses. The industry uses job boards so employment data may be not be fully represented.</p> <p><u>Classification:</u> Low wage (\$17,920, ONET) <u>Secondary Pathway(s):</u> Digital Media (Pg 9)</p>	<p>01.0104, Farm and Ranch Management (Program)</p> <p><u>Assessment:</u> Annual vacancies in the region are 66, with graduates averaging around 12 and a program size of 31, leaving a gap. These figures may actually be underreported, as family farms may not be included in KSDOL data. Stakeholders indicated there is a 9% growth expected in this career field through 2027. Other careers that should be considered are: Precision Ag Workers & Applicator Operator.</p> <p><u>Classification:</u> High wage (\$43,077) <u>Secondary Pathway(s):</u> Agribusiness Systems (Pg 15); Animal Science (Pg 15); Plant Systems (Pg 15); Comprehensive Agriculture (Pg 9)</p>
<p>10.0301, Visual Media Design (Program)</p> <p><u>Assessment:</u> Demand (2), program size (20) and annual graduates (5) are aligned for this program. In addition, there is labor demand from outside of the region, as Hutchinson has the only program in the state. The program has two emphases: 1) animation and gaming and 2) graphic/web design. The latter includes persons employed as graphic designers and the former include multimedia artists and animators. These career fields were not included in KBOR data. Stakeholders also commented that graphic design should be included as a career field.</p> <p><u>Classification:</u> Low wage (\$17,701) <u>Secondary Pathway(s):</u> Graphic Design (Pg 23)</p>	<p>01.0104, Agricultural Diesel Mechanics (Program)</p> <p><u>Assessment:</u> Annual vacancies in the region are 29, with graduates averaging 12 and a program size of 44. These figures may actually be underreported, as graduates who work on family farms and maintain their own equipment are likely not reported in KSDOL data. KTIP wage data has the starting pay at \$37,454, which is higher than the KSDOL wage of \$31,826. Stakeholders indicated the wage should be between \$17 & \$22 / hour at a minimum.</p> <p><u>Classification:</u> High wage (\$37,454, KTIP) <u>Secondary Pathway(s):</u> Power, Structural & Technical Systems (Pg 9)</p>
<p>15.0303, Industrial Electronic Technology (Program)</p> <p><u>Assessment:</u> Program size (< 5) is aligned with demand (3). Beginning pay for Electrical & Electronics Repairers in the Wichita area is \$34,570 (ONET), making this a high wage program. Stakeholders (Pratt) felt that this was not a huge need in our area. Stakeholders (Hutchinson) indicated that demand (3) is too low for our region and the career fields should include HVAC, robotics technicians and building automation.</p> <p><u>Classification:</u> High wage (\$34,570, ONET) <u>Secondary Pathway(s):</u> Energy (Pg 17) ; Manufacturing (Pg 19)</p>	<p>11.0801, Web Development (Program)</p> <p><u>Assessment:</u> Annual vacancies in the region are 17, with and a program size of 6. KSDOL labor data has a starting wage of \$24,302. Although this is high for our region, the actual wage is likely higher (PAYSACLE.COM estimates \$40,000 & ONET has \$37,930). ONET predicts a 14% growth in this career field, which makes it in-demand. Stakeholders indicated the career fields listed by KBOR for this field don't match, with animators and graphic designers earning substantially less than web developers in our area.</p> <p><u>Classification:</u> High wage (\$37,930, ONET) <u>Secondary Pathway(s):</u> Programming & Software Development (Pg 11); Web & Digital Communications (Pg 23)</p>

Strengths	Gaps
<p>22.0302, Paralegal (Program)</p> <p><u>Assessment:</u> Program size (16) and annual graduates (10) are aligned with demand (14) for this high-wage field. This program is fully online.</p> <p><u>Classification:</u> High wage (\$27,997)</p> <p><u>Secondary Pathway(s):</u> Corrections, Security & Law Enforcement (Pg 22)</p>	<p>11.0901, Computer Support Technologies (Program)</p> <p><u>Assessment:</u> Annual vacancies in the region are 12, with and a program size of 17. KTIP graduates are small. Cybersecurity is a growing component of this job field. Stakeholders (Pratt) felt the starting wage was closer to \$53,000 for our region, rather than the \$40,594 listed by KSDOL. Stakeholders (Hutchinson) said that the demand listed by KBOR is low compared with actual demand in our area.</p> <p><u>Classification:</u> High wage (\$53,000, Stakeholders-Pratt)</p> <p><u>Secondary Pathway(s):</u> Network Systems (Pg 11)</p>
<p>43.0203, Fire Science (Program)</p> <p><u>Assessment:</u> Although program size (129) exceeds annual demand (14) for our region, the KSDOL demand data is not accurate. The Hutchinson Fire Department cannot keep vacancies filled. HutchCC has the largest fire science program in the state and trains students from across Kansas. According to ONET, this career is anticipated to grow by 7% statewide. Wage data (\$28,882) seems low; Hutchinson FD starting pay is \$29,099, not including shift and OT pay. Stakeholders indicate there are continuous vacancies throughout the region.</p> <p><u>Classification:</u> High wage (\$29,099, Hutchinson FD)</p> <p><u>Secondary Pathway(s):</u> Emergency & Fire Management Services (Pg 19)</p>	<p>11.1006, Computer Support Specialist (Program)</p> <p><u>Assessment:</u> Annual vacancies in the region are 30, with a program size of 15 and 8 graduates annually. ONET indicates statewide growth of 12% for this career field, which exceeds the national average. Stakeholders (Pratt) felt the starting wage was low (KSDOL \$30,611) with starting wages averaging \$43,000 for graduates in our region. Stakeholders (Pratt) also felt the data should include the Wichita area, which has higher wages and demand and many of our graduates work there.</p> <p><u>Classification:</u> High wage (\$43,000, Stakeholders-Pratt)</p> <p><u>Secondary Pathway(s):</u> Network Systems (Pg 11)</p>
<p>51.0707, Health Information Management (Program)</p> <p><u>Assessment:</u> This online education program is high wage and has strong enrollment (139) at HutchCC. The program recently went through reaccreditation and received favorable reviews. The KSDOL wage data (\$26,949) is lower than that provided in the KTIP. Stakeholders indicated this is an in-demand field and KSDOL demand (15) data is low compared with actual demand.</p> <p><u>Classification:</u> High wage (\$48,955, KTIP)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>12.0401, Cosmetology (Program)</p> <p><u>Assessment:</u> Program graduates do not meet demand in this in-demand program (45 vacancies annually). This program is relatively new for HutchCC. Graduates for 2018 were 15, making a gap of 30. KSDOL wage data appears low, but likely does not reflect tip income and the part-time status of many cosmetologists. HutchCC also supplies the Wichita market in this career field.</p> <p><u>Classification:</u> Low wage (\$17,349)</p> <p><u>Secondary Pathway(s):</u> None</p>
<p>51.0806, Physical Therapist Assistant (Program)</p> <p><u>Assessment:</u> While the annual number of graduates (24) are larger than demand (15) in our region, HutchCC is likely meeting part of the Wichita demand. There is not a program in the SC KSDOL region. HutchCC receives 95 applications annually for just 24 slots. Almost all applicants have a BA degree and high GPA.</p> <p><u>Classification:</u> High wage (\$46,406)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>12.0413, Cosmetology Instructor (Program)</p> <p><u>Assessment:</u> Program graduates do not meet demand in this in-demand (43) program, which is new for HutchCC. KSDOL wage data appears low (\$17,326), but likely does not reflect tip income and the part-time status of many cosmetology instructors. ONET has \$21,120 as the wage for this career.</p> <p><u>Classification:</u> Medium wage (\$21,120, ONET)</p> <p><u>Secondary Pathway(s):</u> None</p>

Strengths	Gaps
<p>51.0810, EMT: Basic (Program)</p> <p><u>Assessment:</u> Program size is high (165) for this program with annual demand is not determined, though KansasWorks has two vacancies within 60 miles of Hutchinson on 12/15/2019. This program is part of the Firefighter and Paramedic Education programs and is not typically an exit point. Wage data was not provided by KSDOL but ONET has a starting wage of \$18,580.</p> <p><u>Classification:</u> Low wage (\$18,580, ONET)</p> <p><u>Secondary Pathway(s):</u> Emergency & Fire Management Services (Pg 19)</p>	<p>15.0406, Automation Engineer Technology (Program)</p> <p><u>Assessment:</u> Annual graduates (7) do not meet demand (12) in this program, which has a program size of 23. Demand data is from the south central Kansas region, which is where many of our graduates are employed. KTIP wage data indicates a starting wage of \$46,020 (no data was provided by KSDOL). The program is better aligned with job classifications 49-2092, 49-2093 & 49-2094, which include Electric Motor, Power Tool & Repairers; Electrical & Electronics Installers & Repairers, Transportation Equipment; and Electrical and Electronics Repairers, Commercial & Industrial Equipment. Stakeholders (Hutchinson) indicated that KSDOL demand is “dramatically wrong”. This career field should include journeyman electricians, maintenance, programming, technicians and artificial intelligence and demand is high. The Hutchinson area has ongoing employment needs in these fields and we cannot fill regional vacancies (Tyson, Viega, etc.)</p> <p><u>Classification:</u> High wage (\$46,020, KTIP)</p> <p><u>Secondary Pathway(s):</u> Energy (Pg 17) ; Manufacturing (Pg 19)</p>
<p>51.0904, Emergency Medical Sciences – Paramedic (Program)</p> <p><u>Assessment:</u> Demand (21) and program size (42, with 18 annual graduates) are closely aligned for this program. KSDOL wage data appears low (\$21,872), with KTIP wages reported at \$44,588 for this program.</p> <p><u>Classification:</u> High wage (\$44,588, KTIP)</p> <p><u>Secondary Pathway(s):</u> Emergency & Fire Management Services (Pg 19)</p>	<p>15.0613, Manufacturing Engineering Technology (Program)</p> <p><u>Assessment:</u> Program graduates (8) appear to exceed demand (3) in our region, however, the south central Kansas region (adjacent to us) has high-demand, with 33 vacancies annually. ButlerCC has a small program. Combined, the Butler and Hutchinson programs do not meet area demand. Pratt stakeholders indicated that demand was higher outside of their area, which is confirmed by Hutchinson stakeholders who say there is a gap. Career fields need to be expanded to include advanced manufacturing jobs, such as mechanics and technicians. KTIP shows 100% of graduates are employed.</p> <p><u>Classification:</u> High wage (\$35,307)</p> <p><u>Secondary Pathway(s):</u> Manufacturing (Pg 19)</p>
<p>51.0908, Respiratory Therapist (Program)</p> <p><u>Assessment:</u> Demand (6) and program size (27, with 7 graduates annually) are closely aligned for this high-wage program. Industry stakeholders indicated this is a difficult position to recruit for, particularly in more rural areas. Addition of pulmonology to Hutchinson Regional Medical Center may increase demand for this program.</p> <p><u>Classification:</u> High wage (\$42,406)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>15.1303, Computer Aided Drafting (Computer Drafting Technology-Architectural Drafting) (Program)</p> <p><u>Assessment:</u> Program size (10) is smaller than demand (16) for CAD employees in our region. This program may need to be modified and the CIP code changed to match other programs in the state. Stakeholders commented that there is a high need for persons with AutoCAD training for manufacturing in the region and the demand data is likely on the low side. HutchCC is working on developing online capacity for this program.</p> <p><u>Classification:</u> High wage (\$32,531)</p> <p><u>Secondary Pathway(s):</u> Construction & Design (Pg 16)</p>

Strengths	Gaps
<p>51.0909, Surgical Technology (Program)</p> <p><u>Assessment:</u> This is a strong, high-wage career field in our region. Although demand (4) is less than annual graduates (11), HutchCC provides Surgical Techs for the adjacent SC KSDOL Region (22 demand) where the wage is higher at \$38,700 and the number of graduates does not meet demand. Stakeholders indicated that KSDOL wage data appears low at \$29,482 and this is confirmed by KTIP data. Hutchinson Regional Medical Center stated there is local demand for this profession that is higher than that indicated by KSDOL.</p> <p><u>Classification:</u> High wage (\$33,529, KTIP)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>15.1306, Computer Drafting-Machine Technology (Mechanical Drafting) (Program)</p> <p><u>Assessment:</u> Program size (5) is smaller than demand (7) for mechanical drafters in the region. ONET has a wage of \$34,770 for the Wichita area, which is likely similar to what mechanical drafters are paid here. The program may need to be reclassified to a different CIP code. Stakeholders indicated that this program is much more than drafting and needs to include engineering. Stakeholders also indicated that this program feeds into Wichita demand.</p> <p><u>Classification:</u> High wage (\$34,770)</p> <p><u>Secondary Pathway(s):</u> Construction & Design (Pg 16)</p>
<p>51.0911, Radiologic Technology (Program)</p> <p><u>Assessment:</u> Demand (11) and program size (47, 13 annual graduates) are closely aligned for this high-wage program. Hutchinson has one of just a few programs in the state. Graduates may go on to earn MRI and ultrasound certifications.</p> <p><u>Classification:</u> High wage (\$40,758)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>43.0102, Criminal Justice-Corrections (Program)</p> <p><u>Assessment:</u> Program size is small (less than 5) and demand is high (58) for this career field in our region. Demand is high because of the Hutchinson Correctional Facility, which is located nearby. It is difficult to attract students to the program when they can be hired by the correctional facility without postsecondary education and receive on-the-job training.</p> <p><u>Classification:</u> High wage (\$30,697)</p> <p><u>Secondary Pathway(s):</u> Corrections, Security & Law Enforcement (Pg 22)</p>
<p>51.1009, Phlebotomy (Program)</p> <p><u>Assessment:</u> This is a SAPP that is also offered at HutchCC-Ft. Riley. While program size (20) is higher than demand (8), some graduates are placed outside of the labor region in the SC KSDOL area, as well as in the Manhattan region. This is a stackable credential that many students earn as part of nursing degrees. Stakeholders indicated phlebotomists are in demand in south central KS.</p> <p><u>Classification:</u> Moderate wage (\$22,627)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>43.0107, Police Science (Program)</p> <p><u>Assessment:</u> Program size is small (less than 5) and does not meet demand (30) in our region. Including KLETC in state program requirements makes recruiting/completion difficult.</p> <p><u>Classification:</u> High wage (\$33,599)</p> <p><u>Secondary Pathway(s):</u> Corrections, Security & Law Enforcement (Pg 22)</p>

Strengths	Gaps
<p>51.2603, Medication Aide (Program)</p> <p><u>Assessment:</u> This is a SAPP that is part of the CNA-CMA-LPN-RN education path. While program size (134) exceeds demand (2), this is a credential nursing students earn in order to be able to administer medicine and not a standalone career path. Stakeholders indicate demand is not accurate and there are numerous openings, including 23 (KansasWorks) within 60 miles of Hutchinson (12/16/2019). This program requires a CNA.</p> <p><u>Classification:</u> High wage (\$23,165)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>46.0201, Construction Technology (Construction-Residential) (Program)</p> <p><u>Assessment:</u> This is a merged program between HCTEA & Hutchinson. The program is limited in capacity to 40 students. Program size is 29, with annual graduates at 14. Demand is high (74), leaving a significant gap. Stakeholders said demand data was low and the actual number is higher in our region. Stakeholders also indicated some career fields are missing from the list selected by KBOR.</p> <p><u>Classification:</u> High wage (\$32,714)</p> <p><u>Secondary Pathway(s):</u> Construction & Design (Pg 16)</p>
<p>3, Comprehensive Agriculture Science (Pathway)</p> <p><u>Assessment:</u> This is a generalized pathway that is used by smaller schools that only have one AG instructor. Concentrator count is 21 with no demand or wage information provided by KBOR. Wage and demand should be in line with Farm and Ranch Management (\$43,077, 66). Stakeholders commented that an AG instructor can teach all courses in this pathway with a teaching license and the pathway provides building blocks for many AG courses.</p> <p><u>Classification:</u> High wage (\$43,077)</p> <p><u>Postsecondary Program(s):</u> Farm & Ranch Management (Pg 5)</p>	<p>46.0301, Electrical and Power Transmission (Program)</p> <p><u>Assessment:</u> Although the program size is large (130), annual graduates (30) do not meet demand (60) in our region for this career field. Stakeholders commented that industry demand is so strong that students are often hired after completion of the one-year program. The program is offered in Pratt, Dodge City, Wichita and Coffeyville by PrattCC due to demand.</p> <p><u>Classification:</u> High wage (\$37,695)</p> <p><u>Secondary Pathway(s):</u> Energy (Pg 17)</p>
<p>7, Power, Structural & Technical Systems (Pathway)</p> <p><u>Assessment:</u> Concentrators (221) exceed demand (62) in this pathway, however, stakeholders indicate that students in this pathway are meeting demand in nearby labor markets outside of the NC KSDOL region. Some students in this pathway also go into manufacturing programs. Stakeholders felt demand should be listed as high in this pathway, as employees cannot meet area demand.</p> <p><u>Classification:</u> High wage (\$27,333)</p> <p><u>Postsecondary Program(s):</u> Agricultural Diesel Mechanics (Pg 5)</p>	<p>46.0302, Electrical Technology (Construction Electrical Apprenticeship) (Program)</p> <p><u>Assessment:</u> Regional demand is high (107) and program size is 15, leaving a substantial gap. This program has the potential for growth, possibly into secondary schools.</p> <p><u>Classification:</u> High wage (\$38,238)</p> <p><u>Secondary Pathway(s):</u> Energy (Pg 17) ; Construction & Design (Pg 16)</p>
<p>9, Digital Media (Pathway)</p> <p><u>Assessment:</u> While program size (44) exceeds demand (16) in this pathway, digital media skills are used across a wide variety of disciplines, including business and marketing; many students do not remain in this career field upon graduation.</p> <p><u>Classification:</u> High wage (\$23,486)</p> <p><u>Postsecondary Program(s):</u> Media Communication & Production (Pg 5)</p>	<p>47.0201, HVAC (Heating, Ventilation & Air Conditioning) (MET-HVAC) (Program)</p> <p><u>Assessment:</u> Regional demand (23) is not met by the program, which has less than 5 graduates annually. HutchCC is working to move this program to the career-aligned CIP code.</p> <p><u>Classification:</u> High wage (\$34,505)</p> <p><u>Secondary Pathway(s):</u> Energy (Pg 17) ; Construction & Design (Pg 16)</p>

Strengths	Gaps
<p>15, Engineering & Applied Mathematics (Pathway)</p> <p><u>Assessment:</u> Annual demand in this pathway is 35, with a program size of 27. Stakeholders were split on demand, with Pratt indicating demand seemed high and Hutchinson indicating it seemed low (closer to 100 needed). Both commented that this requires a bachelor's degree and wages seemed too high to be starting wages for our region. Engineering technicians is another career field that needs to be considered in this pathway.</p> <p><u>Classification:</u> High wage (\$50,879)</p> <p><u>Postsecondary Program(s):</u> No postsecondary programs in workgroup region but Wichita State University and Kansas State University have postsecondary programs our area students attend.</p>	<p>47.0603, Auto Collision Repair (Program)</p> <p><u>Assessment:</u> Regional demand (10) as estimated by KBOR is lower than actual regional demand. Stakeholders indicated Wichita also recruits graduates from our merged program (HutchCC/HCTEA) and demand in that region is 60. With only 13 graduates in the Wichita region and 8 in the Hutchinson region, this program has a gap. Stakeholders also reported they receive postcards from areas located to the west of our region trying to recruit graduates for jobs.</p> <p><u>Classification:</u> High wage (\$34,242)</p> <p><u>Secondary Pathway(s):</u> Mobile Equipment Maintenance (Pg 20)</p>
<p>18, Biochemistry (Pathway)</p> <p><u>Assessment:</u> Demand (3) and program size (less than 5) are closely aligned for this pathway. Number of vacancies does not appear accurate, however, as Pfizer is located in McPherson and hires chemists, with 5 vacancies listed on KansasWorks in December 2019.</p> <p><u>Classification:</u> High wage (\$58,301)</p> <p><u>Postsecondary Program(s):</u> All Health-Related Programs</p>	<p>47.0604, Automotive Technology (Program)</p> <p><u>Assessment:</u> This is a merged HutchCC/HCTEA program. Regional demand (52) is higher than the annual graduates (20). Stakeholders stated the KSDOL salary is lower than what graduates make, citing \$30,000 - \$35,000 as the average starting wage. This career field also has significant upward mobility, starting from a lube tech and progressing through a master mechanic. Graduates meet less than 40% of the demand in this program area. PrattCC offers the program in partnership with Attica, Medicine Lodge, Chaparral and South Barber USDs due to strong demand.</p> <p><u>Classification:</u> High wage (\$30,000-\$35,000, Pratt Stakeholders)</p> <p><u>Secondary Pathway(s):</u> Mobile Equipment Maintenance (Pg 20)</p>
<p>19, Biomedical (Pathway)</p> <p><u>Assessment:</u> Concentrators (20) are in line with demand (3) (KSDOL figure is low based upon stakeholder input) for this pathway.</p> <p><u>Classification:</u> High wage (\$27,300, ONET)</p> <p><u>Postsecondary Program(s):</u> All Health-Related Programs</p>	<p>48.0501, Machine Tool Technology (Machine Technology) (Program)</p> <p><u>Assessment:</u> Regional demand is high (80), with program size (18) and graduates (6) significantly less than demand. KSDOL wages are lower (\$29,053) than KTIP data (\$36,875). Some graduates are employed in agriculture, as well as in oil, gas & pipeline industries. Stakeholders (Hutchinson) indicated local demand was closer to 300, with the proximity to the Wichita market. The careers should include CNC machinists / programmers. KTIP wage is much closer to actual wages according to stakeholders.</p> <p><u>Classification:</u> High wage (\$36,875, KTIP)</p> <p><u>Secondary Pathway(s):</u> Manufacturing (Pg 19)</p>

Strengths	Gaps
<p>27, Network Systems (Pathway)</p> <p><u>Assessment:</u> Demand (30) and concentrators (88) are aligned for this pathway. Students may obtain CISCO certification, as well as A+, Net+ & Security+.</p> <p><u>Classification:</u> High wage (\$50,419)</p> <p><u>Postsecondary Program(s):</u> Computer Support Technologies (Pg 6); Computer Support Specialist (Pg 6)</p>	<p>48.0508, Welding Technology (Program)</p> <p><u>Assessment:</u> Welding is a high demand field in our region. There is a gap between program size (84) and number of graduates (40) and annual demand (104). KSDOL salary data (\$29,962) appears to be low compared with KTIP data (\$36,305). PrattCC is considering a program, but startup costs may be a barrier. Stakeholders commented that employees who do just welding are few and graduates are recruited to do jobs outside of the welding area. Wages (KSDOL) look low for the region. Hutchinson stakeholders indicated KTIP wages are accurate, but also said that those who work in the pipeline industry have higher starting wages. Demand is also higher than stated by KSDOL right now, as companies are hiring.</p> <p><u>Classification:</u> High wage (\$36,305, KTIP)</p> <p><u>Secondary Pathway(s):</u> Manufacturing (Pg 19)</p>
<p>28, Programming & Software Development (Pathway)</p> <p><u>Assessment:</u> Demand (19) and concentrator count (15) are closely aligned for this program. It is difficult to recruit instructors with programming experience for this pathway.</p> <p><u>Classification:</u> High wage (\$46,772)</p> <p><u>Postsecondary Program(s):</u> Web Development (Pg 5)</p>	<p>51.0709, IT in Healthcare (HITECH: IMPLEMENTATION & SUPPORT SPECIALIST) (Program)</p> <p><u>Assessment:</u> This program is under review by HutchCC and will likely be modified to meet labor needs and industry changes. Annual demand is 29 and program size is too small to be reported.</p> <p><u>Classification:</u> High wage (\$30,985)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>
	<p>51.0713, Healthcare Coding (Program)</p> <p><u>Assessment:</u> Annual demand is high (45) and program size is less than half of demand (22), leaving a gap in this high-wage field. This program has the potential for growth in the region.</p> <p><u>Classification:</u> High wage (\$25,253)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>

Strengths	Gaps
	<p>51.0805, Pharmacy Technician (Program)</p> <p><u>Assessment:</u> Annual demand is 18, but program size (12) does not meet demand. This program is difficult to fill due to independent pharmacies (Walgreens, Walmart, etc.) operating on-the-job training programs. Stakeholders representing hospital pharmacies indicated they prefer to hire certified pharmacy technicians rather than do on-the-job training. Hutchinson is closing this program and referring students to Barton Community College. Stakeholders indicated KSDOL wage data appears low for the region.</p> <p><u>Classification:</u> High wage (\$24,726)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>
	<p>51.2602, Home Health Aide (Program)</p> <p><u>Assessment:</u> Annual demand is high (310) when compared to program size (42) for this program. ONET estimates the wage at \$18,840 statewide (compared to KSDOL wage data of \$17,610 for the NC KSDOL region). Stakeholders (Hutchinson) indicated the pay range should be between \$20,800 and \$24,960 for starting pay in this area, which is in line with ONET (\$21,990, Wichita area).</p> <p><u>Classification:</u> Moderate wage (\$20,800-\$24,960, Stakeholders; \$21,990, ONET)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>
	<p>51.2604, Restorative Aide (Program)</p> <p><u>Assessment:</u> This program is a SAPP that is typically coupled with other health education options. HutchCC has difficulty recruiting students to the program, which has an annual demand of 8 in the region, but a small number of graduates. Stakeholders (Pratt) felt the salary was closer to \$36,000 than the \$18,010 indicated by KSDOL. Stakeholders in Hutchinson stakeholders also felt the salary was low. ONET indicates a salary of \$21,120 in the Wichita area for physical therapist aide, which requires a CNA.</p> <p><u>Classification:</u> High/Moderate wage (\$36,000, Stakeholders-Pratt; \$21,120, ONET)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>

Strengths	Gaps
	<p>51.3801, Nursing (ADN) (Program)</p> <p><u>Assessment:</u> This is a high-demand, high-wage field in the region, state and nation. Program size is 120 with annual graduates being 83, which is less than demand (154). There is potential to grow the program but it is presently capped due to a variety of factors, including: accreditation requirements, classroom availability, limited instructors and clinical access. Private colleges in the region contribute to some of the need, but there is still a gap. KSDOL wage data (\$44,936) is lower than KTIP, which has the wage at \$52,830.</p> <p><u>Classification:</u> High wage (\$52,830, KTIP)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>
	<p>51.3901, Practical Nursing (Program)</p> <p><u>Assessment:</u> KSDOL demand (69) and graduates (76) are closely aligned for this high-wage, in-demand program. Stakeholders (Pratt) indicated the demand is mostly outside of hospitals for LPNs. Stakeholders (Hutchinson) said the demand figure is low. This is borne out by KansasWorks, which list 100 openings within 60 miles of Hutchinson (12/16/2019), indicating a gap.</p> <p><u>Classification:</u> High wage (\$34,880)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>
	<p>51.3902, Nursing Aide (Program)</p> <p><u>Assessment:</u> This SAPP is part of the CNA-CMA-LPN-RN education path. While program size (467) exceeds demand (305), many students continue their education. Stakeholders indicate that KSDOL vacancy data is low, as there are still a lot of vacancies in our region. This career field has a lot of turnover and is the entry point for nursing. Stakeholders (Hutchinson) said there is a big demand for this program with many positions available. KansasWorks has 140 positions listed within 60 miles of Hutchinson on 12/16/2019, so the annual demand data of 305 is likely low and there is a gap.</p> <p><u>Classification:</u> Moderate wage (\$22,224)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>
	<p>52.0203, Modern Distribution Sales & Management (Program)</p> <p><u>Assessment:</u> This is a new program offered by PrattCC to meet the needs for local distribution and wholesale logistics in the region. Stakeholders indicate the demand is higher than the 17 annual openings projected by KSDOL but also commented that the starting wage is closer to \$35,000 (rather than the \$58,259 indicated by KSDOL).</p> <p><u>Classification:</u> High wage (\$35,000, Stakeholders)</p> <p><u>Secondary Pathway(s):</u> Business Entrepreneurship & Management (Pg 15); Marketing (Pg 20)</p>

Strengths	Gaps
	<p>52.0302, Business Administrative Technology-Accounting Services (Program)</p> <p><u>Assessment:</u> This high demand (180) career field in in our region faces a significant gap, with program size being 10. There is significant growth potential in this program. Stakeholders (Pratt) felt the starting wage was higher than KSDOL estimates (\$22,051) at \$23,000+.</p> <p><u>Classification:</u> High wage (\$23,000+, Stakeholders-Pratt)</p> <p><u>Secondary Pathway(s):</u> Business Finance (Pg 17)</p>
	<p>52.0401, Business Administrative Technology-Office Support (Program)</p> <p><u>Assessment:</u> This high demand (308) career field in in our region faces a significant gap, with program size being 12. There is significant growth potential in this program. Stakeholders (Pratt) felt the starting wage was closer to \$25,000 rather than the \$23,735 indicated by KSDOL.</p> <p><u>Classification:</u> High wage (\$25,000, Stakeholders-Pratt)</p> <p><u>Secondary Pathway(s):</u> Web & Digital Communications (Pg 23)</p>
	<p>52.0703, Business Management & Entrepreneurship (Program)</p> <p><u>Assessment:</u> More than half of the students in this program graduate with the AAS and are employed in local business. The program offers two certificates (Sales Associate and Supervision). KBOR did not have demand data listed for this program. Stakeholders indicate demand is at least as high as the demand for each of the certificate areas, which have a combined demand of 330 (making this a high-demand program). Program size is 60, with annual graduates being 24, leaving a gap. Wages are high for the region at \$36,089 (KTIP). Stakeholders (Pratt) felt that there is opportunity to market this program directly to industry, as some folks may hire in without training. Stakeholders (Hutchinson) indicated that students think in terms of salary and they don't necessarily know what skills are needed.</p> <p><u>Classification:</u> High wage (\$36,089, KTIP)</p> <p><u>Secondary Pathway(s):</u> Agribusiness Systems (Pg 15); Business Entrepreneurship & Management (Pg 15)</p>
	<p>52.1801, Business Management & Entrepreneurship-Sales Associate (Program)</p> <p><u>Assessment:</u> This is a high demand (136) certificate program which is part of the Business Management & Entrepreneurship AAS program. Program sizes has been small (< 5). Stakeholders (Pratt) felt that there is opportunity to market this program directly to industry, as some folks may hire in without training.</p> <p><u>Classification:</u> High wage (\$35,860)</p> <p><u>Secondary Pathway(s):</u> Business Entrepreneurship & Management (Pg 15)</p>

Strengths	Gaps
	<p>52.1803, Business Management & Entrepreneurship-Supervision (Program)</p> <p><u>Assessment:</u> This is a high demand (194) certificate program which is part of the Business Management & Entrepreneurship AAS program. Program size has been small (<5). Stakeholders (Pratt) felt that there is opportunity to market this program directly to industry, as some folks may hire in without training.</p> <p><u>Classification:</u> High wage (\$24,557)</p> <p><u>Secondary Pathway(s):</u> Business Entrepreneurship & Management (Pg 15)</p>
	<p>1, Agribusiness Systems (Pathway)</p> <p><u>Assessment:</u> This is a high demand (60) career field in our region, with no concentrators reported. It is possible some students may be counted in the Comprehensive Agriculture Science pathway.</p> <p><u>Classification:</u> High wage (\$56,149)</p> <p><u>Postsecondary Program(s):</u> Business Management & Entrepreneurship (Pg 14); Farm & Ranch Management (Pg 5)</p>
	<p>2, Animal Science (Pathway)</p> <p><u>Assessment:</u> Total annual demand in this pathway is 118 and the concentrator count is 12, leaving a significant gap. Some Comprehensive Agriculture students may fall within this pathway. Stakeholders felt the wage listed was low and that students with education would earn far higher wages.</p> <p><u>Classification:</u> Moderate wage (\$20,163)</p> <p><u>Postsecondary Program(s):</u> Farm & Ranch Management (Pg 5)</p>
	<p>6, Plant Systems (Pathway)</p> <p><u>Assessment:</u> This high demand (218) career field in in our region faces a significant gap, with program size being 55. Pay is in the Moderate range at \$20,397. Some Comprehensive Agriculture students may fall within this pathway. Stakeholders indicated that Agronomy is an area need, as well as Precision Ag and Crop Insurance, all of which fall within this pathway.</p> <p><u>Classification:</u> Moderate wage (\$20,397)</p> <p><u>Postsecondary Program(s):</u> Farm & Ranch Management (Pg 5)</p>

Strengths	Gaps
	<p>8, Construction & Design (Pathway)</p> <p><u>Assessment:</u> Program size (82) is less than one-sixth of demand (616) for this high-wage field. It is difficult to get teachers for these positions so schools have to recruit outside of education. There may be some misalignment between technical skills being taught and skills needed for careers in this field. Stakeholders indicated there is potential for growth in this area and some of the KBOR-selected career fields are lower-level, making the starting wage lower than what it is with education in this field.</p> <p><u>Classification:</u> High wage (\$26,844)</p> <p><u>Postsecondary Program(s):</u> Computer Aided Drafting (Pg 7); Electrical Technology (Pg 9); HVAC (Pg 9)</p>
	<p>11, Business Entrepreneurship Management (Pathway)</p> <p><u>Assessment:</u> This is a high demand (401) field in our region, however total concentrators are low (16). There is room for growth in this field.</p> <p><u>Classification:</u> High wage (\$36,252)</p> <p><u>Postsecondary Programs:</u> Modern Distribution & Sales Management (Pg 13); Business Management & Entrepreneurship (Pg 14); Bus Mgmt & Ent-Sales (Pg 14) / Superv (Pg 15)</p>
	<p>12, Teaching / Training (Pathway)</p> <p><u>Assessment:</u> This is a high demand (763) field in our region, however total concentrators are low (47). One obstacle to growing this pathway is the requirement that it be taught by a business or family and consumer science teacher. The pathway needs a different end of pathway assessment. There is potential to expand this pathway by offering a paraprofessional credential. Stakeholders (Pratt) indicated that the starting wage for teachers is higher than that listed by KSDOL by at least \$10,000. Entry level teacher pay in Attica is \$36,000 and Pratt is \$38,800. Stakeholders (Hutchinson) also said KSDOL wage data is low, with beginning teachers starting at \$38,000 in McPherson & \$39,500 in Hutchinson.</p> <p><u>Classification:</u> High wage (\$23,027 KSDOL, Stakeholders=\$38,075, average)</p> <p><u>Postsecondary Programs:</u> Early Childhood Education (transfer program)</p>
	<p>13, Aviation Production (Pathway)</p> <p><u>Assessment:</u> Though demand is relatively small (6) in our labor region, it is high in the geographic region, with several aircraft companies located in the greater Wichita area. HutchCC presently has a partnership with Spirit in Wichita where we are training 125 students in this pathway. Adding the Wichita labor demand to ours would be more accurate. This is a new pathway in our region and manufacturing can also be used as a pipeline for this career.</p> <p><u>Classification:</u> High wage (\$36,833)</p> <p><u>Postsecondary Programs:</u> None in workgroup area but WSU Tech offers this program in Wichita for the region and makes our regional students aware of career opportunities through coming to career events with hands-on exhibits such as the ESSDACK Career Expo held at Hutchinson Mall in November held annually.</p>

Strengths	Gaps
	<p>14, Energy (Pathway)</p> <p><u>Assessment:</u> This pathway is high-demand in our region, with KSDOL estimates (33) lower than regional need. There is an opportunity for apprenticeships for training. Employees with other certifications are working in this field, which is drawing employees from lower-paying technical jobs. Other career fields that need to be included are lineman, wind & solar technicians, energy efficiency techs and HVAC technicians. The energy industry estimates 10% growth in this pathway in the next decade, energy efficiency positions being very difficult to fill in the State.</p> <p><u>Classification:</u> High wage (\$46,699)</p> <p><u>Postsecondary Program(s):</u> Construction Technology (Pg 9); Electrical & Power Transmission (Pg 9); HVAC (Pg 9); Electrical Technology (Pg 9)</p>
	<p>16, Business Finance (Pathway)</p> <p><u>Assessment:</u> This career pathway is high-demand in our region (530), with a concentrator count of 41. This leaves a significant gap. Stakeholders indicate that students have very little interest in exploring this pathway at the high school level, as many are interested in pursuing baccalaureate degrees. There is some potential to offer certifications (Microsoft, Google, Excel) but the actual coursework does not count toward a degree. Stakeholders indicated having QuickBooks certification as part of this pathway would be helpful for area businesses.</p> <p><u>Classification:</u> High wage (\$25,304)</p> <p><u>Postsecondary Program(s):</u> Business Administrative Technology-Accting Services (Pg 14)</p>
	<p>17, Government & Public Administration (Pathway)</p> <p><u>Assessment:</u> This pathway has demand (35) in our region but no reported concentrators. The career field typically requires a BA or above for employment, which makes it difficult to attract students. Stakeholders questioned what type of preparation could be provided in high school for this pathway.</p> <p><u>Classification:</u> Moderate wage (\$21,690)</p> <p><u>Postsecondary Program(s):</u> None (Most area secondary schools offering this pathway use the statewide articulation agreement from Emporia State University)</p>
	<p>20, Health Science (Pathway)</p> <p><u>Assessment:</u> This pathway has a large number of concentrators (215) but does not meet demand in our region (898). Many secondary students are earning postsecondary credentials as part of their high school education. There is room for growth in this pathway and additional collaboration is needed. Technical skill PD is needed since some secondary teachers lack the science lab skills used in health care occupations.</p> <p><u>Classification:</u> High wage (\$24,662)</p> <p><u>Postsecondary Program(s):</u> All Health-related Programs</p>

Strengths	Gaps
	<p>21, Restaurant & Event Management (Pathway)</p> <p><u>Assessment:</u> This pathway has a large number of concentrators (177) but does not meet demand (1692) in our region. Stakeholders report that this is a very transitional career field, with a low starting wage. Stakeholders indicated that food service managers (\$65,750) and chefs and head cooks (\$25,420), who would typically be the ones earning a technical degree, should be broken out for the other job listings in this pathway, which are skewing the wages lower.</p> <p><u>Classification:</u> High wage (\$45,585, Food Service Manager/Chef & Head Cook, Average (KSDOL))</p> <p><u>Postsecondary Program(s):</u> None</p>
	<p>22, Travel & Tourism (Pathway)</p> <p><u>Assessment:</u> Demand is strong (448) in our region and the number of concentrators is low (13). Stakeholders report that many jobs in this field are part-time only and wages may reflect this. Most of the jobs in our region for travel and tourism do not require special training.</p> <p><u>Classification:</u> Low wage (\$18,172)</p> <p><u>Postsecondary Program(s):</u> None</p>
	<p>23, Early Childhood Development Services (Pathway)</p> <p><u>Assessment:</u> This career pathway has strong demand in our region (215), with a low concentrator count of less than 5. This leaves a significant gap. There is potential to grow this pathway to meet some of the regional need and possibly combine it with the Teaching / Training pathway. Wages (KSDOL) are lower than average for our region, however, stakeholders believe data is incorrect and ONET indicates a low-end wage of \$21,030 in the Wichita Metro area. Stakeholders (Hutchinson) indicated this is a very undervalued career for which we do not have fully reported data. Pathway access needs to be addressed for all schools.</p> <p><u>Classification:</u> Moderate wage (\$21,030, ONET)</p> <p><u>Postsecondary Program(s):</u> Early Childhood Education (Non-Technical-HutchCC)</p>
	<p>24, Family, Community & Consumer Services (Pathway)</p> <p><u>Assessment:</u> This pathway has strong demand in our region (410) but few concentrators (33). Many schools do not have sufficient facilities to offer the pathway. In addition, the pathway does not have a good fit with a career. Students do not take the end of pathway assessment because it is not valued by area industry. It is difficult to get students to take these classes.</p> <p><u>Classification:</u> Low wage (\$19,456)</p> <p><u>Postsecondary Program(s):</u> None</p>

Strengths	Gaps
	<p>25, Fashion, Apparel, Interior Design (FAID) (Pathway)</p> <p><u>Assessment:</u> This is a new pathway for our region with modest demand (21), which stakeholders believe is underestimated given the rise in Etsy and other direct sale businesses. Because items can be made here and shipped to other markets, demand is difficult to determine, but the KC Metro area does hire students from this pathway, as well. Since this is a new program, KSDOL wage data may be underestimated.</p> <p><u>Classification:</u> Low wage (\$19,797)</p> <p><u>Postsecondary Program(s):</u> None</p>
	<p>26, Information Support Services (Pathway)</p> <p><u>Assessment:</u> This pathway has a healthy local demand (149) in our region but no reported concentrators. Most secondary instructors do not have the technical skills necessary to offer this pathway, Wage data appears low for the region.</p> <p><u>Classification:</u> Low wage (\$18,525)</p> <p><u>Postsecondary Program(s):</u> Computer Support Specialist (Pg 6)</p>
	<p>31, Emergency & Fire Management Services (Pathway)</p> <p><u>Assessment:</u> Demand is strong (51) in our region with no reported concentrators, however Halstead does have a program. This is a potential growth area, although it is difficult to get qualified teachers. Students drive to HutchCC. It might be possible to offer a few, introductory courses at the secondary level.</p> <p><u>Classification:</u> High wage (\$24,888)</p> <p><u>Postsecondary Program(s):</u> Paralegal (6); Fire Science (Pg 6); EMT: Basic (Pg 7); Emergency Medical Services: Paramedic (Pg 7)</p>
	<p>32, Manufacturing (Pathway)</p> <p><u>Assessment:</u> This career pathway has very high demand in our region (1069), with a relatively low number of concentrators (29). The challenge is to get students into this pathway. There is also a shortage of teachers and equipment to offer many of the components needed in this pathway. Barriers need to be removed. Apprenticeship programs for youth might help to increase the number of students.</p> <p><u>Classification:</u> High wage (\$27,728)</p> <p><u>Postsecondary Program(s):</u> Industrial Electronic Technology (Pg 5); Automation Engineer Technology (Pg 7); Manufacturing Engineering Technology (Pg 7); Machine Tool Technology (Pg 10); Welding Technology (Pg 11)</p>

Strengths	Gaps
	<p>33, Marketing (Pathway)</p> <p><u>Assessment:</u> This pathway has very high demand (1716) in our region, but wages are not strong. Concentrators (46) fall short of demand. Wage data is lower than what students would actually make with a technical degree or certificate in marketing, as it includes non-marketing careers like “parts salesperson” and “cashiers”.</p> <p><u>Classification:</u> Low wage (\$18,692)</p> <p><u>Postsecondary Program(s):</u> Modern Distribution Sales & Management (Pg 13)</p>
	<p>34, Aviation Maintenance (Pathway)</p> <p><u>Assessment:</u> This is a new career pathway in our region, with strong demand from the SC KSDOL region. KSDOL data for the NC region shows low demand (1), however demand in SC KS is 122. High school automotive programs could serve as a pipeline for this pathway.</p> <p><u>Classification:</u> High wage (\$40,288)</p> <p><u>Postsecondary Program(s):</u> Automotive Collision Repair (Pg 10); Automotive Technology (Pg 10)</p>
	<p>35, Mobile Equipment Maintenance (Pathway)</p> <p><u>Assessment:</u> This career pathway has strong (241) demand in our region and concentrators (44) do not meet demands. Stakeholders (Pratt) indicated the starting wage was higher than that indicated by KSDOL (\$22,881), at around \$31,200. ONET indicates entry wage of \$34,260 for mobile equipment mechanics, except engines, in the Wichita area. This pathway requires a lot of equipment for startup and operations but a regional delivery system could increase the number of concentrators.</p> <p><u>Classification:</u> Moderate wage (\$31,200, Stakeholders-Pratt; \$34,260, ONET)</p> <p><u>Postsecondary Program(s):</u> Auto Collision Repair (Pg 10); Automotive Technology (Pg 10)</p>
	<p>NOTE: Almost every secondary level CTE program needs access to technical skills training especially lab skills-related PD. Almost every CTE program also needs access to PD designed to increase teacher expertise on what is assessed in aligned industry-recognized certifications. The secondary districts have some elements of work-based learning but none have a comprehensive continuum being offered as of yet so PD and technical assistance will be needed to make this learning option available for students region-wide.</p>

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

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>12.0402, Barbering (Program)</p>	<p>The KSDOL Long Term Occupational Outlook does not include this career field, however, the KSDOL Occupation Profile resource indicates a median wage of \$24,520 for this field. ONET indicates a starting wage of \$21,490 in Kansas. PayScale.com estimates a starting pay of \$22,000 for barbers in Hutchinson.</p>	<p>There are no public colleges in Kansas that offer barbering. KSDOL projects 13% job growth for this career and ONET indicates the field has a bright outlook.</p>
<p>47.0613, Diesel Technology (Program)</p>	<p>Annual demand in our region is 70, which makes this high-demand. The starting wage is also high for our region, at \$24,497.</p>	<p>Dodge City, North Central KS Technical College & Salina Area Technical College all have programs. Startup costs would be high to establish this program. Further analysis is needed to determine if need is being met through these programs and/or if a program is needed.</p>
<p>49.0205, Commercial Truck Driving (Program)</p>	<p>Annual demand is 332 in the region. Salina graduates 18 students per year (KTIP), leaving a large unmet need in this program area. Annual wages are high (\$24,237, KSDOL), with Payscale.com citing a very high starting wage of \$31,304.</p>	<p>HutchCC has a program, but it is only 1 credit. There were 77 graduates from the HutchCC program last year. It might be possible to convert this program to a SAPP. Further analysis is needed to determine if this program should be expanded.</p>
<p>51.0601, Dental Assistant (Program)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>Annual demand is 22, with Salina meeting more than half of demand. This is a high-wage career field which has an averaging starting wage of \$27,987.</p>	<p>Operating costs are high for this program and include employment of a dentist and purchase of specialized equipment. In addition, many dental assistants are trained on the job. Additional analysis is needed to determine if this program should be offered.</p>
<p>51.0801, Medical Assistant (Program)</p> <p><u>Secondary Pathway(s):</u> Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>Annual regional labor demand is 30. Pay is high at \$23,576.</p>	<p>This program is offered by Barton, North Central KS Technical College and Wichita. HutchCC examined this program several years ago and demand was not strong enough to support starting a program at that time. Stakeholders indicated medical assistants are used at clinics, primarily, as well as at physician offices. These jobs can also be filled by medication aides.</p>

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
<p>51.0803, Occupational Therapist Assistant (Program)</p> <p><u>Secondary Pathway(s)</u>: Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>KSDOL shows annual demand as 5, with a high average salary of \$55,360.</p>	<p>Regional demand is higher than indicated by KSDOL, with 13 vacancies within 60 miles of Hutchinson listed on KansasWorks (December 2019). Assuming this is one-quarter of the total need, this equates to 52 vacancies annually. ONET has a starting wage in the Wichita metro area of \$40,250 for this career. HutchCC is exploring this program.</p>
<p>51.1004, Medical Laboratory Technology (Program)</p> <p><u>Secondary Pathway(s)</u>: Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>KSDOL shows annual demand of 4 four our region, 4 for the Dodge City region and 19 for the Wichita region.</p>	<p>Stakeholders indicate they cannot hire people to do the work in our region or even from the state of Kansas and are having to recruit from outside the country (Philippines (Pratt)). ONET indicates a starting salary of \$27,910 in this career field, making it high wage.</p>
<p>51.2601, Health Aide (Program)</p> <p><u>Secondary Pathway(s)</u>: Biochemistry (Pg 10); Biomedical (Pg 10); Health Science (Pg 17)</p>	<p>Annual regional demand is 196, making this high demand. Pay is in the moderate range at \$20,996.</p>	<p>Stakeholders (Hutchinson) indicate that this term is not used in our area anymore and there is no program available. Stakeholders (Pratt) said there is demand in the Pratt area for health aides.</p>
<p>30, Corrections, Security, Law & Law Enforcement (Pathway)</p> <p><u>Postsecondary Program(s)</u>: Paralegal (Pg 6); Criminal Justice-Corrections (Pg 8); Police Science (Pg 9)</p>	<p>KSDOL estimates strong demand at 229 in this career pathway, with a high starting pay of \$27,907.</p>	<p>No program is required, as the prison provides on-the-job training. For persons interested in law enforcement outside of the prison, students must be 21 before they can attend the police academy, precluding high school participation.</p>

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
<p>10, Graphic Design (Pathway)</p>	<p>While not every student in this pathway is employed as a graphic designer, graphic design is a component of many career fields and employers are desirous of students with these skillsets.</p> <p>Postsecondary Program: Visual Media Design</p>	<p>Labor market data indicates annual demand of 13 in this pathway, with a program size of 232. Wages are in the middle range, at \$22,833.</p>
<p>29, Web & Digital Communications (Pathway)</p>	<p>KSDOL data underestimates the number of employees needed with web and digital skillsets, both in our region and beyond. Due to the online nature of these jobs, employees can live here and work for businesses outside of the region.</p> <p>Postsecondary Program: Web Development & Business Administrative Technology-Office Support</p>	<p>KSDOL labor data for the NC region projects 4 annual openings with a program size of 252. Wages are high at \$33,648. Some of the demand may be in other occupation codes or another information technology pathway.</p>

The following programs were reviewed as part of this Needs Assessment and do not fit into any of the above categories:

1. 19.0708, Early Childhood Education (Program) – This program is offered at HutchCC as a transfer (non-technical) degree option.
2. 26.1201, Biotechnology (Program) – This program has been suspended and is no longer offered at HutchCC. No demand is shown. (Some of our secondary students interested in this program area go to Cloud Community College at Concordia and that college makes available a statewide articulation agreement to use for area secondary programs.)
3. 51.2601, Health Occupations Technology (Program) – This program has been suspended and is now part of IT in Healthcare.

STEP 2: Analysis of Student Performance

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

The local needs assessment shall include...

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

What Information Should Locals Collect: Student Performance Data

What does the law say?

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

What does the law mean?

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

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

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

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

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

2P1 – Earned Recognized Postsecondary Credential

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

3P1 – Nontraditional Participation

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

Secondary Performance

1S1 – Four-year Graduation Cohort Rate

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

2S1 – Academic Proficiency in Reading/Language Arts

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

2S2 – Academic Proficiency in Mathematics

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

2S3 – Academic Proficiency in Science

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

3S1 – Post-Program Placement

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

4S2 – Program Quality – Attained Postsecondary Credits

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

5S1 – Nontraditional Program Concentration

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

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

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

Strengths	How are these strengths being sustained in the region?	Local Example
Postsecondary Retention & Placement (1P1)	Postsecondary institutions continue to work on making improvements in this performance area through a variety of measures, including establishing relationships with local industry for placement and adopting measures to improve student quality of life for retention.	Postsecondary retention & placement in the Hutchinson Workforce Center is high, with overall team performance of 94%, compared with 91% overall in the state (2018). Most programs are at or above the state average.
Earned Recognized Postsecondary Credential (2P1)	HutchCC recently purchased degree and credential tracking software which will help us to monitor and award degrees and credentials more efficiently. We continue to work proactively with students to ensure completions. PrattCC does not have software like this in place but is in the process of implementing a degree/certificate audit plan.	The percent of students in the Hutchinson Workforce Center with earned recognized postsecondary credentials is 86, which is higher than the state average of 83% (2017). Several programs are at 100% performance.
Four-year Graduation Cohort Rate (1S1)	School districts place a strong emphasis on high school completion. There are multiple initiatives aimed at student success, including the Shasta Program and support recovery systems.	The Hutchinson Region continues to exceed the state goal of 90% for this indicator, with the 2018 rate being 99%.
Academic Proficiency in Science (2S3)	The region has launched numerous initiatives to improve science performance, including Engineering by Design, Anatomy by Clay and partnerships with the Cosmosphere.	The Hutchinson Region improved substantially from 2017 to 2018 (from 15% to 32%) for this indicator and exceeds the state average (30%) as well as the 2020 State Core Indicator Goal (27%)
Placement of Concentrators Who Exited (3S1)	Hutchinson continues to partner with area industries to develop a pipeline for placement. Many industries actively recruit CTE students directly.	The Hutchinson region performs at 91% for this indicator, compared with the 2020 State Indicator Goal of 90%. This is slightly less than the state average (93%).

Strengths	How are these strengths being sustained in the region?	Local Example
Postsecondary Credits Attained by Concentrators Who Exited (4S2)	Hutchinson has strong collaborations between secondary and postsecondary institutions, with many area high schools offering postsecondary credits.	The Hutchinson region is one of the strongest in the state, with 77% of concentrators earning postsecondary credits prior to graduation. This exceeds the state average (57%) and the 2020 State Core Indicator Goal (55%)

Optional Questions for Discussion:

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

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

Gap	Root Cause
<p>Nontraditional Program Concentration (3P1) (5S1)</p>	<p>Despite vigorous recruitment strategies, our region is conservative and continues to view some career fields as not suitable for women (or men). These are societal norms that take time to change. We have seen some progress in our region, with postsecondary rates in line with the state average of 10% for nontraditional participation. Hutch CC is slightly less than the average at 8%. Not all Hutch CC CTE programs have low nontraditional participation, with Media Communication (60%), Architectural Drafting (15%), Pharmacy Technician/Assistant (15%), Physical Therapy Technician Assistant (22%), Surgical Technology (16%) and Registered Nursing (21%) all exceeding the state average.</p> <p>Secondary performance (30%) for this indicator is also slightly lower than the state average (35%) and the 2020 state core indicator goal (32%).</p> <p>Local efforts to improve nontraditional participation include: 1) marketing to nontraditional students during high school visits; 2) hiring a CTE transition coach; 3) conducting a summer Boot Camp for high students; and 4) hosting Girl Scouts and the Boys & Girls Club in welding activities; 5) hosting nontraditional workshops; and 6) hosting engineering workshops.</p>
<p>Academic Proficiency in Reading / Language Arts (2S1)</p>	<p>Students in the region are behind in reading skills from a very young age, which could be reflective of societal trends toward more homes where both parents work and a focus on technological entertainment (computers, smartphones) rather than traditional entertainment (books). While Hutchinson (28%) is slightly above the state average (27%) for this indicator, both are below the 2020 State Core Indicator Goal of 35%.</p> <p>K-12 initiatives include Pathways to Reading for K-2 or 3, Title I Reading & Math supports, some schools have after school programs with Reading/Language Arts tutoring and support activities. But, there's a gap with connecting technical writing and reading with secondary level academic core Reading/Language Arts.</p>
<p>Academic Proficiency in Math (2S2)</p>	<p>Area students also are behind in Math proficiency (18%) when compared to the state average (21%) and the 2020 State Core Indicator Goal (26%). While there are a variety of factors involved, part of the issue appears to be a disconnect between math theory and math application. This is borne out by a survey ESSDACK conducted with geometry instructors in the region. The instructors were generally not able to relate math formulas and concepts to real-world applications. When students are not given practical examples where learning will be applied, it is difficult to make concepts relevant and memorable. Instructors need more exposure to industry and integrated theory and application in the classroom so they can better teach students.</p>

Optional Questions for Discussion:

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

STEP 3: Analysis of Programs

Part 1: Size, Scope and Quality

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

The local needs assessment shall include

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

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

What Information Should Locals Collect: Size, Scope & Quality

What does the law say?

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

What does the law mean?

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

State Definitions:

Size:

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

Scope:

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

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

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

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

Definitions Continued:

Quality:

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

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

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

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

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

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

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

Question	Answer	Areas for Improvement
Are of sufficient size	Colleges examine labor needs in the service area, required education levels and program accreditation/licensing requirements to ensure programs are sufficiently sized.	Additional work needs to be done to better align secondary pathways with postsecondary programs and regional demands.
Relate to real-world work environment (Scope)	Schools and colleges utilize technical advisory boards to develop programs that relate to the real-world work environment. In addition, CTE faculty are provided with professional development opportunities that keep them abreast of industry trends and needs.	Collaboration between secondary and postsecondary could reduce the number of technical advisory boards needed (regional boards) and produce a more responsive model for industry.
Help students advance to future education (Scope)	Professional development for CTE faculty keeps instructors abreast of education and curriculum needed to advance to future education.	Establish deliberate regional alignment between secondary and postsecondary institutions to reduce duplication and fill in gaps.
Are of high quality	Schools conduct periodic program review both internally and with advisory boards. CTE faculty are highly trained and take advantage of Professional Development opportunities to increase skills and knowledge in order to maintain quality. In addition, several of the postsecondary programs are independently accredited / licensed and must meet quality requirements of accrediting / licensing organizations.	Develop meaningful secondary end-of-program measurements (certificates) will help to ensure CTE curricula is directed toward producing credentials that can be used directly in industry and/or applied toward further postsecondary education.
Should be offered in the region	Postsecondary schools monitor enrollment and demand in the service area to determine if programs need to be continued. Technical advisory boards propose new programs and assist with regional demand determination.	Help secondary schools to be more market/demand driven when it comes to selecting pathways for CTE.

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

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

The local needs assessment shall include

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

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

What does the law say?

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

What does the law mean?

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

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

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

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

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

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

Implementation Process	Strengths	Needs/Gaps
<p>Postsecondary institutions follow an eight-step process that is required by KBOR and detailed in Form CA1.</p> <p>Steps include:</p> <ol style="list-style-type: none"> 1. Identify the program & develop a description, objectives, admission and graduation requirements 2. Examine service area & state demand using state and local data sources: <ol style="list-style-type: none"> a. KSDOL b. ONET c. KansasWorks d. Advisory Boards 3. Identify similar programs in the state to avoid duplication of existing programs 4. Develop a detailed budget that includes costs associated with the program 5. Determine faculty qualifications / certifications required for the program 6. Prepare program information (courses, program of study/degree plan, accreditation, etc.) 7. Program approval at the institution (HutchCC: Curriculum Committee, Representative Assembly, Board of Trustees) 8. Submit to Kansas Board of Regents for review / approval 	<ol style="list-style-type: none"> 1. The process is <u>collaborative</u> and includes feedback from various parties in differing roles, which ensures a better-developed program that meets the needs of industry in the region 2. The process is <u>data-driven</u>, relying upon demand and enrollment information to create a program that is more likely to be successful from inception 3. The process includes a <u>market review</u> that is locally focused to optimize enrollment and program success 	<ol style="list-style-type: none"> 1. The process is <u>time-consuming</u> and restricts the ability to respond to market demand quickly 2. KSDOL labor regions do not <u>align</u> with local market needs, requiring assessment of multiple regions 3. KSDOL labor fields are updated only once every 10 years, making it difficult to get data for <u>emerging occupations</u>, such as cybersecurity, robotics, energy and artificial intelligence 4. Underlying <u>assumptions</u> in KSDOL data do not always fit actual demand / need, which can be fairly fluid 5. Examination of secondary pathways needs to be done to <u>develop a pipeline</u> of postsecondary students

Implementation Process	Strengths	Needs/Gaps
<p>Secondary schools follow the process required by KSDE and complete the Career Pathway Program of Study Application (CPPSA). The process includes:</p> <ol style="list-style-type: none"> 1. Register in KSDE 2. Start a new CPPSA online & update pathway and contact information 3. Identify and add Advisory Committee Members (must be at least 3 business/industry representatives, one of whom is designated as the chair or leader) 4. Set initial goals and develop 3 SMART goals 5. Add CTE course information 6. Complete the Programs of Study component of the CPPSA 7. Submit to KSDE 8. Advise the District Superintendent of the submitted pathway, which must be approved prior to KSDE review 	<ol style="list-style-type: none"> 1. Statewide articulation agreements have been developed by some postsecondary institutions which has increased awareness of postsecondary programs available in their areas of interest/pathways. 2. There has been an increase in students attaining industry-recognized certifications but further acquisition is still needed. 3. The Excel in CTE statewide initiative has increased acquisition of postsecondary college credits while students are still in high school which is promoting a smoother transition from secondary to postsecondary programs. 	<ol style="list-style-type: none"> 1. Need a system that integrates core academic requirements with CTE to allow CTE students to obtain meaningful industry credentials prior to graduation (80% of time is spent on academic requirements established by the state) 2. An examination of postsecondary programs and market need should be included as part of the pathway review process 3. Increased awareness of available and needed pathways at the secondary level 4. Professional development to encourage offering more in-demand pathways

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

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

The local needs assessment shall include...

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

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

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

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

Process	Strengths	Needs/Gaps
<p><u>Recruitment:</u> Postsecondary schools use a variety of avenues to recruit CTE educators, including posting on job boards (local, state and national), ads in local newspapers, and referrals from Technical Advisory Board members. Recently, HutchCC has expanded the potential instructor pool to include former program graduates and has had significant success using this strategy.</p> <p>Secondary schools have an annual CTE conference where technical educators are recruited. Recruitment is also conducted via regular employment channels.</p>	<p>A variety of methods are used for recruitment, thereby expanding the potential for talented applicants to see postings and apply.</p>	<p>CTE faculty are on the same pay scale with other faculty, as negotiated in the Master Agreement, making competition with private industry wages difficult.</p> <p>There is a potential to look at local industry for opportunities for CTE instructors, particularly for part-time needs.</p> <p>Existing teachers may be able to complete internships with local industry to add CTE pathways at the secondary level.</p>
<p><u>Retention:</u> CTE instructors are mentored by Department Directors and veteran instructors to develop a sense of camaraderie and help in navigating the education system. Pay is increased annually on a sliding scale, with the potential for additional advancement for achieving advanced degrees in the discipline or related field. Faculty have a high degree of control over curriculum and course decisions, which increases buy-in and makes jobs rewarding.</p>	<p>Professional development opportunities provide instructors with up-to-date skills and keep programs vibrant. Schools offer a friendly, highly autonomous work environment. Collaboration with technical advisory boards ensures involvement and fosters a sense of community purpose. Extra-duty pay is often offered for duties outside of teaching and schools have generous vacation and sick leave allowances.</p>	<p>CTE faculty are on the same pay scale with other faculty, as negotiated in the Master Agreement, making competition with private industry wages difficult.</p> <p>CTE is viewed as classes “those students” take, with some students with behavioral or other issues channeled to CTE. This makes it difficult for CTE instructors to teach the needed skills because too much class time is spent on discipline and can cause instructor burnout.</p>
<p><u>Training:</u> New instructors attend the annual New Instructor Seminar offered by the Kansas Council for Workforce Education. In addition, HutchCC offers professional learning opportunities semi-annually prior to the start of the Fall and Spring semesters. CTE instructors at all levels can take advantage of professional development offered in their field and typically attend at least one such opportunity annually. KSDE offers new CTE teacher training. Technical workshops are offered in partnership with ESSDACK.</p>	<p>There are multiple opportunities for training for CTE instructors.</p>	<p>CTE Faculty need training in order to implement high-quality work-based learning so that comprehensive work-based learning can become a part of all secondary CTE programs.</p> <p>Training could be enhanced and be market-driven and include such offerings as Boot Camps to train instructors in areas where we have market gaps.</p>

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include...

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

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

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

What does the law say?

The needs assessment shall include a description of:

- Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
- How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

What does the law mean?

This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term “special populations” means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

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

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

Strengths	Gaps	Strategies for Improvement
<p>Postsecondary strengths include:</p> <ul style="list-style-type: none"> • Dedicated Coordinator of Accessibility Services • Accessible campuses and facilities • Student aid, including Pell grants, scholarships and student loans • Recruitment targeted at nontraditional students • Childcare center (HutchCC) • Bridge modules (online learning modules allowing students to brush up skills in targeted areas) • VA specialist in Student Services (HutchCC) • Onsite courses at Fort Riley • Adult Education 	<ul style="list-style-type: none"> • English language learners • Homeless population • Foster youth 	<p>Potential strategies include:</p> <ul style="list-style-type: none"> • Develop Spanish-language Bridge modules • Partner with area non-profits to establish a student-accessible food pantry
<p>Secondary strengths include:</p> <ul style="list-style-type: none"> • Excel in CTE provides free tuition for postsecondary CTE credit while students are in high school. • HCTEA provides access to CTE programs for regional high school students not having a particular CTE program at their home high school. • Harper County has developed some sharing of programs between the high schools so more CTE offerings are available. 	<ul style="list-style-type: none"> • Special education has transition coordinators that are not connected to the CTE programs in most cases. • Special population students need increased learning supports in order for a higher percentage of special populations students to acquire industry-recognized credentials, documented technical skills, or be able to participate more fully in CTSO programs. • Development of a comprehensive work-based learning system needs to be developed for all of the secondary pathways aligned with CTE faculty PD. • Lack of knowledge about strategies to improve programming for special populations. 	<ul style="list-style-type: none"> • Acquire technical expertise in work-based learning from ACTE’s developing new work-based learning/youth apprenticeships division. • Acquire industry-recognized certification assessment support tools available in order to increase special population student success rates. • Utilize some of the strategies shared at the Access & Equity Workshop presented by KSDE, such as implementing Project Search and other strategies.