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COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2024
(Effective July 1, 2024 – June 30, 2026)

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
Postsecondary Institution(s)	**Karen Linn**	**Hutchinson Comm College**	**620-694-2470**	**linnk@hutchcc.edu**
Postsecondary Institution(s)	**Kent Adams**	**Pratt Community College**	**620-450-2140**	**kenta@prattcc.edu**
USD(s)	**Clelia McCrory**	**ESSDACK**	**620-694-9289**	**cleliamccrory@essdack.org**
USD(s)	**Travis Riebel**	**USD308 Hutchinson HCTEA**	**620-615-4123**	**riebel.travis@usd308.com**

Add rows as needed

Date_____**January 31, 2024**_____   Regional Team Name:__**Hutchinson-Pratt-Hutchinson Workforce Center**_____

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, "local" and "regional" are used interchangeably.
- An individual can only serve as a co-chair on one regional team but could participate in more than one region's needs assessment.

What is the purpose of this Template?

1. Explain the purpose of the regional needs assessment.
2. Outline the required components of the assessment.
3. Provide tools for identifying new needs and/or re-evaluating the existing needs.

What are the tasks of the Regional Needs Assessment Team?

1. Use evidence-based strategies to recognize needs of the regional industry.
2. Identify strengths and gaps of CTE programs in the region.
3. Identify strengths and gaps in student performance.
4. Evaluate programs of study in the region.

What are the tasks of the regional team co-chairs?

1. Collaborate with the secondary/postsecondary co-chair.
2. Assemble and coordinate the work of the regional team.
3. Participate in the state trainings and webinars.
4. Lead the labor data and student performance data analysis.
5. Schedule and conduct regional team meetings (minimum of two meetings in the assessment year).
6. Record discussion and decisions made by the regional team.
7. Complete the needs assessment Template and accompanying documentation.
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2024.

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:

1. Identify participants on the regional team.
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage community partners in a review and analysis of focused data.
4. Identify areas of growth and strengths (what is working).
5. Identify areas of opportunity and gaps (what is not working).

Why complete a comprehensive regional needs assessment?

The federal "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 3 components:

1. Evaluation of regional labor market data.
2. Evaluation of student performance.
3. Evaluation of programs of study:
    o Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
    o Evaluation of the progress toward implementing CTE programs and programs of study.
    o Description of recruitment, retention, and training for CTE educators.
    o Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

- completed every two years with a review of progress in the interim year.
- approved by the state prior to the submission of the grant application.
- be part of an on-going performance management cycle.

Who is required to participate in the needs assessment process?

The regional needs assessment team is comprised of a diverse group of local community partners who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following community partners to participate in the needs assessment, the local grant application development, and the 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 (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.
8. Representatives of Adult Education Programs (state requirement).

9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), 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 (gender);

    (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).

What major racial and ethnic groups are included in federal Perkins reporting?

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic/Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown

Needs Assessment Process:

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of <u>two</u> community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional team (must **meet at least <u>twice</u>** throughout this process; virtual meetings are acceptable).

5. Complete the needs assessment Template:
    - All steps and all parts are required.
    - Incomplete assessments will not be approved.
    - Add rows to tables as needed.
    - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated.
    - Include a copy of meeting documentation and/or minutes.
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org by February 1, 2024.
7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

Template:

STEP 1: Analyze Labor Market Information

      Part 1: Identify state labor market data sources for each pathway and program offered in your region.

      Part 2: Identify additional local labor market data sources and request approval from the state.

      Part 3: Analyze data and compare to the past regional needs assessment (s)

            FY 23-24 Needs Assessments can be found at https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability

            FY21-22 Needs Assessments can be found at https://kansasregents.org/workforce_development/perkins_grants/perkins-v

      Part 4: Bring the regional team together to discuss the findings from Parts 1, 2, and 3.

      Part 5: Based on the input from community partners, use this template to provide or update answers to the needs assessment questions.

STEP 2: Analyze Student Performance
    - Evaluate student performance in your region with respect to state-determined and local performance levels (core indicators).
    - Include an evaluation of performance for special populations.
    - Identify strengths and gaps in student performance.

STEP 3: Analyze CTE 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.

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

- The assessment must be completed prior to completion of the local grant application.

- Only activities and expenditures for which the eligible recipient can demonstrate a need can be included in the local grant application.

- Local applications will not be accepted without the approved corresponding regional needs assessment.

- The needs assessment must be completed/updated every two years with a review of progress in the interim.

Regional Team Name: Hutchinson-Pratt-Hutchinson Workforce Center		Date: January 31, 2024
Regional Needs Assessment Team Co-chairs:	**Email:**	**Phone number:**
Secondary: Travis Riebel	riebel.travis@usd308.com	620-615-4123
Secondary: Clelia McCrory	cleliamccrory@essdack.org	620-694-9289
Postsecondary: Karen Linn	linnk@hutchcc.edu	620-694-2470
Postsecondary: Kent Adams	kenta@prattcc.edu	620-450-2140

Add rows as needed

Regional Needs Assessment Team

At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	**Travis Riebel** **Clelia McCrory**	HCTEA USD308, Director of CTE ESSDACK, Career Education, Grant Specialist
Postsecondary Co-chair(s)	**Karen Linn** **Kent Adams**	HutchCC, Perkins Coordinator, Grants Manager PrattCC, VP of Finance & Operations
Teachers - Secondary	Kevin Berrey Michael Hamm Jeremiah Harmon Trish Lewton Theresa Lowther Brian Pixler Aaron Rayl Brennan Torgerson Bobbi Waldschmidt Laura Wolff Brad Yoder	HCTEA, Automotive Technology Instructor USD 382 Pratt, Instructor HCTEA, Welding Instructor USD 308 Hutch HS, Adaptive Tech-Transition USD 349 Stafford, Teacher Skyline Schools Pratt, Technology HCTEA, Construction Instructor USD 313 Buhler, Computer Instructor USD 511 Attica High, Industrial Arts/ Ag Science USD 351, FCS Educator / CTE Coord. HCTEA, Collision Repair Instructor
Faculty - Postsecondary	Brian Baker Amber Brawner Tracy Chadwick Alex Hass Jesse Newberry Bobby Obermite Blair Pauly Jim Shannon Max Caldwell Dave Kip Chambers Jason Ghumm	HutchCC, Instructor HutchCC, Instructor HutchCC, Instructor HutchCC, Instructor HutchCC, Instructor HutchCC, Instructor HutchCC, Instructor HutchCC, Instructor PrattCC, Auto Instructor PrattCC, Biology PrattCC, Biology Instructor

Representative	Name	Institution and Position
Faculty – Postsecondary (continued)	Daryl Lucas Justin Maughan Cheryl McCollum Paul Primrose Carol Ricke Barrett Smith Angie Tatro Ralph Williams Alan Zigler	PrattCC, Instructor PrattCC, Physical Science Instructor PrattCC, Nursing PrattCC, Sciences Instructor PrattCC, Instructor PrattCC, Instructor PrattCC, Instructor PrattCC, Instructor PrattCC, Instructor
Secondary Administration	Steve Blankenship Tony Helfrich Randy Hendrickson Diane Moser David Schmidt Brandi Waldschmidt	USD 382 Pratt, H. S. Principal USD 382 Pratt, Superintendent USD 444 Little River, Secondary Principal USD 373 Newton, Director of CTE USD 382 Pratt, Asst. Superintendent USD 511 Attica, Superintendent
Postsecondary Administration	Dr. Carter File Alison Casebolt Jillene Cunningham Lisa Davies Bonnie Folkerts Michael McCandless Bryce McFarland Cliff Moore Dr. Tricia Paramore Sheldon Stewart Dr. Michael Calvert Dave Campbell Monette DePew Dr. Kwanna King Philip Leimbach Erica Meitler John Patton Suzan Patton Jerry Sanko	Hutch CC, President Hutch CC, Department 1 Co-Chair Hutch CC, Department 2 Co-Chair Hutch CC, Department 1 Co-Chair HutchCC, Director HIM Program HutchCC, Fire Science Coordinator Hutch CC, VP Workforce & Outreach Hutch CC, Department 5 Chair Hutch CC, VP Academic Affairs Hutch CC, Department 2 Co-Chair Pratt CC, President PrattCC, Director of EPT Pratt CC, VP Instruction PrattCC, VPEM PrattCC, Coord. Of Inst. Tech PrattCC, Director of Allied Health PrattCC, Bus. Inst. PrattCC, Board of Trustees Pratt CC, CIO

Representative	Name	Institution and Position
Specialized instructional support and paraprofessionals	Megan Doyle Debra Stoughton Nancy Williams	USD 308 Hutchinson HS Special Ed Teacher USD 308 Hutchinson HS Special Ed Teacher USD 308 Hutchinson High Special Ed Chair
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Lance Patterson Amy Wallace	Boys & Girls Club Hutchinson, CEO USD 331 Kingman Virtual Academy
Representatives of Special Populations	Katie Gibbons Britt Hedlund Teniesha Johnson Erica Rivera	Milestone Clubhouse, Program Director USD 511 Attica, Transition to Career Director Milestone Clubhouse, Employment Specialist Beyond Barriers, Director
Career Guidance and Academic Counselors	Paul Becker Hilary Britting Diego Esparza Carolyn Morris Shirley Yoder	HutchCC, Academic Advisor Hutchinson High School, Counselor PrattCC, Director Student Success Hutchinson High School, Counselor HCTEA, Curriculum Coordinator
Students	Eliza Barton Mackenzie Monroy	HutchCC Student HutchCC Student
Community Members	Jeff Blasi Gary Denny Richard Hall	Integreen Services/Farms Pratt, Owner Harvey Co. Emergency Management, Retired HCTEA Volunteer
Business & Industry Representatives	Jared Bechard Kevin Brinker Ryan Bugner Kyle Burtch Jaron Caffrey Bradley Crisp Chris Dacus Kena Dacus Shonda Fast Corey Harner Dave Johnston Jeff Jones	Kruse Corp, Construction Tech Director Sedgwick County EMSS, Medical Director Yoder Smokers, Customer Weld Supervisor Sedgwick Co EMS, Chief Workforce Officer KS Hospital Assoc., Workforce Director Sedgwick Co. Fire Dist. #1, Deputy Chief Dacus Auto Body, Owner Dacus Auto Body/KABA, Owner/President The Bradbury Co, Recruitment Coordinator Lampton Welding Supply, Field Engineer Reno Co. EMS, Chief Evergy, District 16 Director

Representative	Name	Institution and Position
Business & Industry Representatives (continued)	Daryl Kataske	The Bradbury Co, Controls Engineering Mgr.
	Kevin Kruse	Kruse Corp, CFO
	Drew Lowrey	PrairieLand Partners, Training Manager
	Rodney Redinger	Kansas Forest Service, Fire Training Specialist
	Jeff Roberson	City of Hutchinson, Network Administrator
	Steve Roberson	Newton Fire/EMS, Chief
	Kelly Ross	City of Wichita Fire Dept, Training Captain
	Andrew Sprague	Salina Fire Dept., Training Chief
	Karen Swanson	Electromed, Trainer
	Tim Sweigart	Kansas Electric, CEO
	Travis Vogt	Reno Co. Fire Administrator
	Adam Weishaar	Reno Co. Emergency Management, Director
	Tim Wolf	Akzonobel Coatings, Territory Mgr.
	Don Yoder	Quality Body Shop, Owner
	Brian Atteberry	Pratt County EMS Director
	Greg Bacon	Northern Natural Gas Pipeline Tech/Mechanic
	Jared Cordes	InteGreen Services, Head Plumber
	Aaron Cross	Peachey Insurance, Owner/Proprietor
	Ethan Eck	Eck Fabrication, Owner
	Alyson Ellis	Great Western Dining, District Manager
	Dan Gambling	D&R Trucking, Owner
	B.J. Hayes	Pratt County EMS Director
	Steven McKennon	BTI, Technical Comm. & Certified Dealer Instructor
	Chris Murphy	Morgan Diesel, Owner
	Bruce Pinkall	Pratt City Manager
	Jeff Slater	Integreen, Head Electrician
Workforce Development Representatives	Dave Mullins	HutchCC, Director of Business & Industry
	Tucky Allen	KS Workforce One, Business Services Director
	Keith Goetz	HCTEA, Career Develop Coordinator
	Tina Doggett	PrattCC, Dean of Technical Education

Representative	Name	Institution and Position
Parents	Karen Hammersmith, RN Brittany Slief	Reno Co Health Dept, HutchCC parent Pratt parent
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Justine Salgado	HutchCC, Adult Education Director
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Keith Blaske Greg Siepert	HCTEA, Welding/Machining Instructor HutchCC, Welding Instructor
Representatives of Indian Tribes and Tribal organizations (where applicable)	NA	NA
Representatives from CTE programs at correctional institutions (where applicable)	Duane Banning Jay Hertel	HutchCC HCF Construction Trades Instructor HutchCC HCF Construction Trades Instructor
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Cathy Blasi Kathie Kersten Pam Kraus Sue Rohleder Al Wiese	Pratt CC, Administrative USD 225 South Barber, K-12 Counselor Smoky Hill Ed Svc Ctr, CTE Coord & STEM Pratt CC, Controller Pratt CC, Director of Facilities

STEP 1: Analyze Labor Market Information

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

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

Part 1: Identify sources of labor market data

All data sources must come from the approved labor market data list (see below).
If you wish to use a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

Approved Sources of Data:
1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) https://klic.dol.ks.gov/vosnet/Default.aspx including but not limited to:
   a. Long Term Projection Data
   b. Short Term Projection Data
   c. Vacancy Reports
   d. High Demand Occupations
   e. Occupational Reports
2. Kansas Career Navigator Data: https://kscareernav.gov/
3. KSDegreeStats.org: https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report: https://kansasregents.org/workforce_development/k-tip-report
5. Other reputable sources of local data. Seek State Team approval by emailing the source to PerkinsV@ksbor.org

In order to use the abovementioned reports effectively, the regional teams will be provided with training on how to crosswalk Classification of Instructional Programs (CIP) used in education to Standard Operational Classification (SOC) used by the U.S. Department of Labor.

O*NET Online is a common tool used to crosswalk CIP to SOC and can be found at https://www.onetonline.org/crosswalk/.

Part 2: Use additional approved sources of data
Request approval for additional local sources of labor market data by email - PerkinsV@ksbor.org

Part 3: Conduct preliminary data analysis

Part 4: Convene the regional team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from the regional team, use this template to provide answers to the regional needs assessment questions

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

Q1: How do the pathways and programs <u>currently being offered</u> in the region compare to regional occupational demands?

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
Programs: Computer Drafting Technology-CAD Computer Systems Networking Automotive Technology Healthcare Coding Nursing Aide-CNA **Pathways:** BioChemistry BioMedical Comprehensive Agriculture Science Construction & Design	**Programs:** Agricultural Diesel Mechanics Automation Engineer Technology Auto Collision Repair Technology Business Admin Technology-Accounting Business Admin Technology-Office Support Commercial Truck Driving Computer Support Specialist Construction Electrical Apprenticeship Construction Technology Cosmetology Cosmetology Instructor Emergency Medical Science-Paramedic Farm And Ranch Management Home Health Aide Industrial Electrical Technology	**Programs:** Barbering** Electrical & Power Transmission* EMT: Basic* Fire Science* Health Information Management* Medication Aide* Phlebotomy* Physical Therapist Assistant* Practical Nursing* Radiologic Technology* Surgical Technology*

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
	Programs: (continued) Logistics Distribution Sales & Management Machine Technology Manufacturing Engineering Technology-HVAC Media Communication & Production Nursing - Associate Degree Paralegal Police Science-Law Enforcement Respiratory Care Restorative Aide Visual Media Design Web Development Welding Technology **Pathways:** Agribusiness Systems Animal Science Business Finance Early Childhood Development & Services Emergency & Fire Management Services Family, Community & Consumer Services Fashion, Apparel, Interior Design Pathway Government and Public Administration Graphic Design Pathway Health Science Marketing Mobile Equipment Maintenance Network Systems Plant Systems Programming & Software Development Teaching/Training Travel and Tourism	**Pathways:** Aviation Maintenance*** Aviation Production*** Business Management & Entrepreneurship Corrections, Security & Law Enforcement**** Digital Media Pathway Energy*** Engineering & Applied Mathematics Food Products & Processing Systems*** Information Support & Services*** Manufacturing*** Power, Structural, & Technical Systems Restaurant & Event Management Web & Digital Communications *KSDOL data shows no or limited demand for this program/pathway. See Q3 discussion for locally calculated demand, which indicates a gap. **Career field not included in KSDOL data. See Q3 discussion for locally calculated demand. ***New Pathway, not included in KSDE program data. See Q3 discussion for locally calculated demand. ****No Pathway, not included in KSDE program data. See Q3 discussion for locally calculated demand.

Q2: What pathways and/or programs (if any) <u>are not currently offered, but are needed</u> in the region based on occupational demands?

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Audio Technology (Program)	New Program (HutchCC) – KSDOL does not have local demand data for this program. KSDOL Long Term Outlook for 2020-2030 indicates 2% growth with median annual wage of $45,260.	O-NET indicates a bright outlook for this occupation, including audio and video technicians, projecting faster than average growth (5% to 8%) for 2022-2032 (1/22/2024) and a high median wage of $50,660 annually. KDOL lists 44 openings statewide. HutchCC advisory group of faculty and industry partners developed this program to meet the current shortage of audio technicians. The program includes a media or music career track, preparing student for an entry level position to work in a variety of audio industry fields for audio skills to work with performers in a media studio or at a live event. HutchCC projects to enroll 22 students in first year with an increase of 11 students each year after. <u>Comments</u>: HutchCC is in the KBOR approval process.
Medical Laboratory Technology (Program)	KSDOL data for NC region projects 14 annual vacancies, with a median annual salary of $53,651	KSDOL has 72 annual openings within 50 miles of Hutchinson (1/22/2024). There are four programs in the state, the closest being Barton Comm. College. O-NET shows a median annual wage of $52,580 for nonmetropolitan areas in Kansas. O-NET indicates a bright outlook for this occupation, projecting faster than average growth of this occupation (5% to 8%) from 2022-2032. <u>Comments</u>: More research is needed to determine if this program is warranted in the region.
Medical Sonographer (Program)	KSDOL data for NC region projects 6 annual openings with a median annual salary of $84,049.	KSDOL data projects 83 annual openings within 50 miles of Hutchinson. KansasWorks has 2,300 current job postings within 50 miles of Hutchinson (1/22/24), making this a high demand occupation in the region. O-NET indicates a bright outlook for this occupation, projecting much faster than average growth of this occupation (9% or higher) for 2022-2032. <u>Comments</u>: HutchCC nursing instructors indicate they receive student inquiries about whether this program could be offered at Hutchinson.
Occupational Therapist Assistant (Program)	KSDOL data for NC region projects 6 annual openings with a median annual salary of $83,507.	KansasWorks projects 38 vacancies within 50 miles of Hutchinson (1/22/2024). According to the 2022 K-TIP there is only one program in the state (Neosho) with 31 concentrators. O-NET has a median wage in the state for nonmetropolitan areas of $83,270 for this career. O-NET indicates a bright outlook for this occupation, projecting much faster than average growth of this occupation (9% or higher) for 2022-2032. <u>Comments</u>: HutchCC is exploring this program.
Plastics Technology (AAS) (Program)	KSDOL does not distinguish between metal and plastic workers. Combined demand for NC region is 159 for all metal and plastic workers, with a median annual salary of $45,130.	KSDOL has 391 combined annual openings within 50 miles of Hutchinson (1/22/2024) for metal and plastics occupations in the region. WSU Tech has the only program in the state, and according to 2022 K-TIP WSU Tech had 18 graduates with an average wage of $45,705 for graduates exited and employed. Regional need does not appear to be met based upon current vacancies.

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Barbering (Program) -NEW	New Program – ONET projects faster than average growth of this occupation (5% to 8%) from 2022-2032 with an average of 730 job openings per year in the state.	KSDOL does not have demand data for this program, but KansasWorks shows 337 job openings within 50 miles of Hutchinson (1/25/2024). O-NET indicates a bright outlook for this occupation in Kansas, as well as nationwide, with a median wage of $34,990 in the state.
Electrical & Power Transmission (Program)	Stakeholders advised that industry demand is very strong and students are often hired after completion of the one-year program. The program is offered by PrattCC in Pratt, Dodge City, Wichita and Coffeyville due to demand.	Although the PrattCC program size is large (174), annual graduates (48) do not meet demand for this career field. Openings for the NC Region show low demand (36) however industry demand is strong statewide and many students find employment in other regions. This PrattCC program is one of few in the state and has a large program size because it trains students in many locations across Kansas, many of which are employed in in their home communities.
EMT Basic (Program)	The EMT Basic program is part of the Firefighter and Paramedic programs.	Program size is high (159) for this program and KSDOL does not have annual demand data for this program. KansasWorks has 8 vacancies within 25 miles of Hutchinson (1/25/2024) which would tentatively place annual demand at 40, and ONET has an annual median wage in Kansas of $30,380. This program is part of the Firefighter and Paramedic Education programs and is not typically an exit point. Though demand is relatively small (8) in our labor region, it is high in the geographic region, including the SC region and Wichita area. Adding the Wichita labor demand (47) to ours would be more accurate. Stakeholder feedback indicates there are staff shortages in the region and in Kansas. According to NIH.gov (article PMC10702479 10-23-2023) there is a national shortage of Emergency Medical Service (EMS) providers causing a critical issue for the profession that has only worsened during the COVID-19 pandemic.
Fire Science/ Firefighter (Program)	HutchCC has the largest fire science program in the state and trains students from across Kansas, many of which return to their home communities.	State-provided KSDOL does not have annual demand data for this program. KansasWorks has 194 vacancies listed within 50 miles of Hutchinson (1/25/2024), including SC region annual openings of 46. The Hutchinson Fire Department cannot keep vacancies filled. KSDOL wage data ($36,830) is lower than that provided in the KTIP ($44,931). Stafford County reported shortages of firefighters especially during the daytime hours (*Stafford Courier*, November 10, 2021). The reported demand also does not include rural communities who use volunteer firefighters; without qualified volunteers our rural communities are at risk.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Health Information Management (Program)	The Health Information Management program is offered online and program advisors indicate that program size actually does not meet demand because many of the online concentrators are from outside the Hutchinson region.	This online education program is high wage and has strong enrollment (143) at HutchCC. State-provided KSDOL places annual demand at 46 in NC region. The program recently went through reaccreditation and received favorable reviews. KSDOL wage data ($38,306) is lower than that provided by ONET ($58,250) which projects much faster than average growth of this occupation (9% or higher) for 2022-2032. Stakeholders indicate annual graduates do not meet demand in the region because many are online students who are from outside the region, even out of state, and take employment where they live.
Medication Aide (Program)	Medication Aide is a SAPP that is part of the CNA-CMA-LPN-RN education path. This is a credential that nursing students earn in order to be able to administer medicine and is not always a standalone career path.	State-provided KSDOL does not include this career field. KansasWorks lists 47 openings for Certified Medication Aides within 50 miles of Hutchinson (1/25/2024), indicating large regional demand. This program requires a CNA.
Phlebotomy (Program)	Phlebotomy is a SAPP that is also offered at the HutchCC Fort Riley location. Program size (26) is higher than KSDOL demand (11), however, some graduates obtain positions in other regions.	State-provided KSDOL demand data appears low. KansasWorks has 53 phlebotomist vacancies (1/25/2024) located within 50 miles of Hutchinson, indicating higher demand than program size (26). This is a stackable credential, which many students earn as part of nursing degrees.
Physical Therapist Assistant (Program)	HutchCC is likely meeting part of the Wichita demand. There is not a program in the SC KSDOL region. HutchCC receives 90 plus applications annually for just 26 slots. Almost all applicants have a BA degree and high GPA.	Stakeholders indicated the state provided KSDOL demand data seems incorrect. KansasWorks has 53 physical therapist assistant vacancies (1/25/2024) located within 50 miles of Hutchinson, including the Wichita area, indicating actual demand is much stronger than KSDOL predictions for NC region only (10).
Practical Nursing (Program)	HutchCC is likely meeting part of the Wichita demand. HutchCC provides nurses for the adjacent SC KSDOL Region (Wichita) as well as for the Hutchinson region. This is a strong, high-demand/high-wage career.	State-provided KSDOL demand data appears low. KansasWorks has 97 LPN licensed practical nurse vacancies (1/25/2024) located within 50 miles of Hutchinson, indicating higher demand than program size. Based upon stakeholder feedback and the number of vacancies within 50 miles of Hutchinson, including the Wichita area, there is likely a demand gap for this program. HutchCC program has high job placement rate.
Radiologic Technology (Program)	HutchCC has one of just a few programs in the state. HutchCC is likely meeting part of the Wichita demand. Graduates may go on to earn MRI and ultrasound certifications.	State-provided KSDOL data shows a NC region demand of 17. The HutchCC program size is 48 with 12 graduates in 2022, indicating a gap. KansasWorks lists 76 vacancies within 50 miles of Hutchinson (1/25/2024) which includes the Wichita area, indicating the geographic demand is much higher than NC region only.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Surgical Technology (Program)	HutchCC provides surgical techs for the adjacent SC KSDOL Region (Wichita) as well as for the Hutchinson region. This is a strong, high-demand/high-wage career with limited information provided by KSDOL.	State-provided KSDOL data includes this career field but has a low demand (3) calculation. Program size is 25, with 12 graduates annually. KansasWorks has 35 vacancies (1/25/2024) located within 50 miles of Hutchinson, indicating high demand for this career field. Based upon the number of vacancies, there is likely a demand gap for this program.
Aviation Maintenance (Pathway) -NEW	New Pathway – This is a new career pathway in our region, with strong demand from the SC KSDOL region with several aircraft companies located in the greater Wichita area.	KSDOL data for the NC region shows low demand, however demand in our geographic region of SC KS is 138. Adding the Wichita labor demand to ours would be more accurate, where KSDOL indicates a high median wage ($70,304). High school automotive programs could serve as a pipeline for this pathway. Few schools have begun offering Aviation Maintenance pathway because the introductory content is already offered in other pathways such as: Engineering & Applied Mathematics, Manufacturing, and Power, Structural, & Technical Systems. These currently offered pathways provide the pipeline for other related postsecondary programs such as Automotive Collision Repair and Automotive Technology.
Aviation Production (Pathway) -NEW	New Pathway – Though demand is not indicated in the NC labor region, it is high in the geographic region, with several aircraft companies located in the greater Wichita area. ONET data shows a median wage of $58,430 annually.	HutchCC originally had a partnership with Spirit in Wichita to train 125 students in this pathway; including the Wichita labor demand with ours would be more accurate. KansasWorks has 305 vacancies located within 50 miles of Hutchinson (1/25/2024) which includes the Wichita area. This is a new pathway in our region and few schools have begun offering this pathway because the introductory content is already offered in other pathways such as: Engineering & Applied Mathematics, Manufacturing, and Power, Structural & Technical Systems. There are no postsecondary programs yet in the workgroup area but WSU Tech offers this program in Wichita for the region and helps our regional students be aware of career opportunities through career events with hands-on exhibits such as the ESSDACK Career Expo held annually at Hutchinson State Fairgrounds in November.
Business Management and Entrepreneurship (Pathway)	Skills within the pathway lead to multiple career paths beyond just Agriculture; KSDOL occupation codes do not accurately reflect this program area. Pathway coursework leads to wide variety of careers and can prepare students for multiple postsecondary programs with high demand. ONET data indicates a high median wage of $75,990 annually.	ONET lists 69 vacancies within 50 miles of Hutchinson (1/25/2024) and projects a bright outlook with 2% to 4% growth of this occupation for 2022-2032 with a high median wage of $75,990 annually (Business Operations Specialists). This pathway is used by many schools instead of Business Finance, IT pathways, and Marketing pathways. It effectively serves as a pipeline for all three areas. KSDE considers this pathway as the incubator pathway for many related pathways because it offers an introductory class for many areas.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Corrections, Security, & Law Enforcement Services (Pathway)	KSDOL data show 225 vacancies annually in the region for careers in this pathway. Salaries range from $28,074-$59,189.	KansasWorks lists 56 vacancies located within 50 miles of Hutchinson (1/25/2024). Median salaries range from $34,750 to $65,700 for security guards and police officers (O-NET), with supervisors and higher-ranking officers paid more. Comments: **No pathway is required**, as the prison provides on-the-job training. For non-prison law enforcement careers, students must be 21 before they can attend the police academy, precluding high school participation.
Digital Media Pathway (Pathway)	Demand for digital media will continue to grow as more businesses have an online presence. This pathway helps students develop writing/literacy skills, communication skills and increasingly essential computer skills. Pathway coursework leads to wide variety of high demand careers and can prepare students for multiple postsecondary programs.	While program size (50) exceeds demand (20) 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. KSDOL data indicates a high median wage ($43,910). ONET projects a bright outlook and much faster than average growth of this occupation (9% or higher) for 2022-2032 (1/25/2024). This pathway is the pipeline to postsecondary Programs such as Media Communication & Production, Visual Media Design and Web Development.
Energy (Pathway) -NEW	New Pathway – This pathway is high demand in our region, though KSDOL does not have demand data for this pathway. There is an opportunity for apprenticeships for training. ONET data projects a bright outlook with 2% to 4% growth of this occupation from 2022-2032 with a median wage of $82,340.	The energy industry estimates increasing demand in this pathway over the next decade, energy efficiency positions being very difficult to fill in the State. 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. Few schools have begun offering this pathway because the introductory content is already offered in other pathways such as: Engineering & Applied Mathematics, Manufacturing, and Power, Structural, & Technical Systems. The currently offered pathways provide the pipeline for the related postsecondary programs of: Construction Technology, Electrical & Power Transmission, Industrial Electrical Technology, and Manufacturing Engineering Technology-HVAC.
Engineering & Applied Mathematics (Pathway)	KSDOL occupation codes do not accurately reflect this program area. Skills within the pathway lead to multiple career paths beyond Architectural Managers, Engineers and Teachers. Students in pathway would be prepared to enter several postsecondary programs for mechanical and engineering technologies experiencing high demand.	Concentrators (102) exceed demand (31) 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 and construction programs. Stakeholders felt demand should be listed as higher in this pathway, as employees cannot meet area demand. Other career fields that should be included are data technicians, wind/solar & energy efficiency technicians and HVAC technicians.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Food Products & Processing Systems (Pathway) -NEW	New Pathway – KSDOL data lists 33 annual vacancies for careers associated with this pathway (food scientists & technologists; agricultural & food science technicians; first-line supervisors of farming, fishing & forestry workers; and graders & sorters, agricultural products) but KSDE does not have concentrator data. ONET projects a bright outlook with faster than average growth (5% to 8%) of this occupation from 2022-2032.	KansasWorks has 19 openings withing 50 miles of Hutchinson indicating demand in the region (1/25/2024). Tyson is one of the largest employers in the region. According to O-NET, average median annual salaries range from $34,710 to $79,860 for careers associated with this pathway, with a wide range from operators to food scientists. Comments: This pathway targets specialized industry and uses special equipment. Most rural schools do not have qualified personnel to teach this pathway but it overlaps partially with the Restaurant & Event Management pathway.
Information Support & Services (Pathway) -NEW	New Pathway – KSDOL data lists 20 annual vacancies for careers associated with this pathway (computer user support specialists, receptionists & information clerks and information & record clerks). HutchCC offers programs related to this pathway. HutchCC is likely also meeting part of the Wichita demand due to geographic proximity.	KansasWorks has 63 openings within 50 miles of either Hutchinson or Pratt (1/25/2024), indicating regional demand. The median annual salary range is from $48,250 to $77,799. Comments: Kansas Bankers Association banks like First Bank, League of Kansas Municipalities (on behalf of various county and city government offices), and various entrepreneurial companies like Jacam and Genzada have indicated a big disconnect between what high schools in the region use to teach word processing and spreadsheet skills compared to what business and industry want their employees to know how to use. Almost all regional secondary schools use free apps like Google docs and sheets instead of paying for student access to Microsoft Word and Excel software. But stakeholder feedback indicates that business and industries who are seeking employees either REQUIRE or STRONGLY PREFER proficiency in Microsoft Word and Excel rather than proficiency in Google word processing skills.
Manufacturing (Pathway) -NEW	New Pathway – KSDOL occupation codes do not accurately reflect this program area, as skills within the pathway lead to multiple career paths beyond just Sales Representative. Pathway coursework leads to wide variety of careers and can prepare students for multiple postsecondary programs with high demand such as Automation Engineering Technology, Manufacturing Engineering Technology-HVAC, Machine and Welding Technologies.	This new pathway is high demand in our region, with KSDOL regional demand (225) exceeding program size (43). There is also 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 could be included for this pathway are machining, millwork, tool & die techs and production assembly technicians. The manufacturing industry estimates 10% growth in this pathway in the next decade. Part of this growth projection is due to national trends toward domestic production of essential goods rather than dependence on foreign supply chains as part of national security measures identified during the pandemic supply chain issues. (US News and World Report, Dec 2023). New production plants in Kansas such as Integra (microchips) and Panasonic (batteries) are a result of emphasis on this new growth field.

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Power, Structural, & Technical Systems (Pathway)	Annual demand is higher than data reflects. KSDOL occupation codes do not accurately reflect this program area. Pathway coursework leads to wide variety of careers. Many small/rural schools utilize this pathway to teach welding, construction, and related skills in addition to agriculture. Career paths can include Construction & Manufacturing in addition to Farm Mechanics & Agriculture Teachers.	Concentrators (89) exceed demand (25) 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 and construction programs. Stakeholders advise demand should be listed higher in this pathway, as employees cannot meet area demand, especially in welding and small engines. KSDOL data indicates a median wage ($39,517) with ONET listing a higher median wage ($48,010). ONET projects a bright outlook and faster than average growth of this occupation (5% to 8%) for 2022-2032 (1/25/2024).
Restaurant and Event Management (Pathway)	State-provided KSDOL labor projected openings are low and do not match actual demand, which is high for food service positions.	This pathway has a good number of concentrators (75) but does not meet demand in our region, as KansasWorks indicates 437 openings within 50 miles of Hutchinson and 36 for Pratt. Stakeholders report that this is a very transitional career field, with a low starting wage. Stakeholders indicated that food service managers ($57,960) and chefs and head cooks ($47,822), who would typically be the ones earning a technical degree, would be high wage and should be broken out for the other job listings in this pathway, which are skewing the wages lower, such as short order cooks ($18,391).
Web & Digital Communications (Pathway)	As more businesses have an online presence, the demand for web developers will continue to grow. Web developers frequently work remotely and do not have to reside in the community or even the state where they work.	Concentrators (53) exceed NC region demand (8) in this pathway, however, stakeholders report that students in this pathway are meeting demand in other labor markets outside of the NC KSDOL region. KansasWorks has 110 vacancies located within 50 miles of Hutchinson (1/25/2024) which does not include the many remote positions available in this career path. Based upon current local and remote vacancies and program size, there is likely a demand gap for this program.

STEP 2: Analyze Student Performance

Perkins V Section 134(c)(2)(A)
The local needs assessment shall include…
> *(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

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

The regional team must meet and evaluate the student performance strengths and gaps **based on the data for the entire region.**

According to Perkins V Sec. 2(48), 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).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term ''subgroup of students'' means—
 (A) economically disadvantaged students;
 (B) students from major racial and ethnic groups;
 (C) children with disabilities; and
 (D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:
 9. American Indian or Alaskan Native
 10. Asian
 11. Black or African American
 12. Hispanic/Latino
 13. Native Hawaiian or Other Pacific Islander
 14. White
 15. Two or More Races
 16. Unknown

Secondary Performance

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

2S1 – Academic Proficiency in Reading/Language Arts: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

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

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

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

Postsecondary Performance

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

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

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

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

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	**Postsecondary** 1. **Retention & Placement (1P1)** Postsecondary performance continues to be strong for this indicator, with overall performance of 96.0% compared to state target of 76.0%. These strengths will be sustained through continued relationships with local industry for placement and adopting measures to improve student quality of life for retention. 2. **Concentrators with Credentials w/in 1 Year (2P1)** Postsecondary performance of 86.2% for this indicator exceeded state target of 71.0%. HutchCC has used a degree and credential tracking software to help monitor and award degrees and credentials more efficiently, and PrattCC has implemented a degree/certificate audit plan. **Secondary** 1. **High School Completion (1S1)** Using aggregate provided by KSDE, it appears high school completion rates dropped below the state target of 85.5%, with the regional average being 81.5%. However, when the KSDE is adjusted for nonreporting schools and weighted by the number of CTE students per school, the adjusted regional rate is 99.2%. This is and continues to be a strength for the region. 2. **Academic Proficiency in Science (2S3)** Using aggregate provided by KSDE, it appears high school science proficiency rates dropped barely below the state target of 27.1% with the regional average being 27.0%. However this is adjusted to 33.2% for nonreporting schools and weighted by number of CTE concentrators. This represents a similar rate as the 2020 data (33.9%). Numerous regional initiatives have been launched to improve science performance, including Vernier Physiology, Vernier Probes and Sensors, Anatomy in Clay, KidWind and partnerships with the Cosmosphere.	**Postsecondary** 1. **Nontraditional Program Concentration (3P1)** Performance is mixed for this indicator for students in nontraditional programs. Despite vigorous recruitment strategies, our region is rural and 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 are making progress in this area, and work will continue to help improve recruitment strategies for reaching nontraditional students and improving nontraditional concentration. **Secondary** 1. **Academic Proficiency in Reading & Language Arts (2S1)** Academic proficiency dropped for this indicator from 22.3% to 13.7% (adjusted to 23.2% for nonreporting schools and weighted by the number of students). Even the adjusted numbers are below the state target of 31.1%. Part of the decrease could be due in part to remote learning during Covid in 2020-2021. Students in the region are also 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). 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.

3. **Placement of Concentrators who Exited (3S1)**
   Performance for this indicator exceeded the state goal of 85.5% when adjusted for nonreporting schools and weighted by CTE population, with 92.1% of CTE students in the region being placed. During remote learning of FY20, hands-on training options for remote students were limited with many unable to finish, but things are improving as in-person learning has resumed, with plans to continue and improve hands-on opportunities and offerings.
4. **Nontraditional Concentration (4S1)**
   Secondary performance for nontraditional concentration exceeded the state goal of 30.5% when adjusted for nonreporting schools and weighted by CTE population, with 36.4% of CTE students in the region being nontraditional.
   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.
5. **Postsecondary Credits Attained (5S2)**
   Secondary performance improved noticeably for this indicator with adjusted performance being 99.3%. This exceeds the state target of 52.5% by more than 46 percentage points. Hutchinson has strong collaborations between secondary and postsecondary institutions, with many area high schools offering postsecondary credits. Kansas' SB155 allows high school students to take college credits while in high school free of charge. The legislation has really helped students attain postsecondary credits, particularly those who are income-challenged because paying for tuition is no longer a roadblock for them! Our region also has two community colleges located within the region making the commute from the high schools to the colleges shorter than some areas in western Kansas AND both of these colleges have also worked with high schools to offer courses at the high school where possible due to having a qualified high school instructor that is also qualified to teach a college class making onsite concurrent credit or dual credit attainment possible.

2. **Academic Proficiency in Math (2S2)**
   Math proficiency improved in the region from 13.5% for this indicator to 22.8% when adjusted for nonreporting schools and weighted by number of students. Proficiency is still below the State Goal (24.1%). While there are a variety of factors involved, part of the issue appears to be a disconnect between math theory and math application. Instructors need more exposure to industry and integrated theory and application in the classroom so they can better teach students.

Performance of Special Populations

Individuals with disabilities	**Postsecondary** 1. **Retention & Placement (1P1) –** Postsecondary performance for placement of individuals with disabilities exceeded state target of 76.0 % with performance of 90.5%. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance for this indicator exceeded state target of 71.0 % with performance of 80.4%. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 13.9% of disabled students enrolled in nontraditional programs. See 3P1 discussion. **Secondary** Individuals with disabilities met or exceeded state targets for the following indicators: *(Average adjusted to exclude unreported sectors)* 	Indicator	State Goal	Regional Average*	Gap
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Graduation Rate	85%	100%	+15%
Academic Attainment-Math	24%	25%	+1%
Academic Attainment-Science	27%	39%	+12%
Nontraditional Concentration	31%	46%	+15%
Postsecondary Credits Attained	52%	100%	+48% | See discussions above under 1S1, 2S2, 2S3, 4S1 and 5S2.	**Secondary** Individuals with disabilities do not meet state targets for: *(Average adjusted to exclude unreported sectors)* | Indicator	State Goal	Regional Average*	Gap
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Academic Attainment-Reading	31%	30%	-1%
Total Placement	85%	80%	-5%	 Individuals with disabilities have more performance barriers than other students. The region had mixed performance on this special population subgroup but performed well overall for the reporting schools. See discussions above. Transition coordinators are the gatekeepers for determining transition services. In the region, they indicated they are not aware of CTE programs' accessibility and how successful students with disabilities will be and/or what if any learning accommodations may exist for them. There is potential to increase student enrollment in these programs. See 2S1 and 3S1 discussions above.

| Individuals from economically disadvantaged families, including low-income youth and adults | **Postsecondary**
1. **Retention & Placement (1P1) –** Postsecondary performance of 95.7% exceeded state target of 76.0% for retention and placement of economically disadvantaged students. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 84.4% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator slightly exceeded state target of 8.0 % with performance of 9.0% for economically disadvantaged students enrolled in nontraditional programs. See 3P1 discussion.

Secondary
Economically disadvantaged students met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors) | **Secondary**
Economically disadvantaged individuals do not meet state target for:

*(Average adjusted to exclude unreported sectors) |

Postsecondary

1. **Retention & Placement (1P1) –** Postsecondary performance of 95.7% exceeded state target of 76.0% for retention and placement of economically disadvantaged students. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 84.4% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator slightly exceeded state target of 8.0 % with performance of 9.0% for economically disadvantaged students enrolled in nontraditional programs. See 3P1 discussion.

Secondary

Economically disadvantaged students met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	98%	+13%
Academic Attainment-Math	24%	26%	+2%
Academic Attainment-Science	27%	35%	+8%
Total Placement	85%	88%	+3%
Nontraditional Concentration	30%	44%	+14%
Postsecondary Credits Attained	52%	98%	+46%

See discussions above under 1S1, 2S2, 2S3, 3S1, 4S1 and 5S2.

Secondary

Economically disadvantaged individuals do not meet state target for:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Academic Attainment-Reading	31%	28%	-3%

Economically challenged students can have more performance barriers than other students. See discussions above. It is a challenge to pay for certifications for students with economic challenges. More work needs to be done to make students aware of certifications. See 2S1 discussion above.

Individuals preparing for non-traditional fields	**Postsecondary** 1. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator slightly exceeded state target of 8.0 % with performance of 11.5% for students enrolled in nontraditional programs. See 3P1 discussion above. **Secondary** Individuals preparing for nontraditional fields met or exceeded state targets for the following indicators: *(Average adjusted to exclude unreported sectors)*	**Postsecondary** 1. **Retention & Placement (1P1) –** Postsecondary performance for placement of non-traditional students do not meet state target of 76.0 % with performance of 10.2%. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance for this indicator did not meet state target of 71.0 % with performance of 8.6%. See 2P1 discussion above. Despite vigorous recruitment strategies, our region is rural and 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 are making progress in this area, and work will continue to help improve recruitment strategies for reaching nontraditional students and improving nontraditional concentration. **Secondary** Individuals preparing for nontraditional fields do not meet state targets for the following indicators: *(Average adjusted to exclude unreported sectors)*

Secondary (left column table):

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85.5%	99.6%	+14%
Academic Attainment-Science	27%	42%	+15%
Total Placement	85%	93%	+8%
Nontraditional Concentration	30.5%	99.7%	+69%
Postsecondary Credits Attained	52.5%	99.6%	+47

The region had better performance in secondary than in postsecondary for individuals preparing for nontraditional fields. See discussions above under 1S1, 2S3, 3S1, 4S1 and 5S2.

Secondary (right column table):

Indicator	State Goal	Regional Average*	Gap
Academic Attainment-Reading	31%	30%	-1%
Academic Attainment-Math	24.1%	23.8%	-1%

See 2S1 and 2S2 discussions above.

| Single parents, including single pregnant women | **Postsecondary**
1. **Retention & Placement (1P1) –** Postsecondary performance of 95.2% exceeded state target of 76.0% for retention and placement of this subgroup. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 79.3% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 10.5% for this subgroup enrolled in nontraditional programs. See 3P1 discussion. | **Secondary**
Single parents did not meet state targets for: |

Single parents, including single pregnant women

Postsecondary

1. **Retention & Placement (1P1) –** Postsecondary performance of 95.2% exceeded state target of 76.0% for retention and placement of this subgroup. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 79.3% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 10.5% for this subgroup enrolled in nontraditional programs. See 3P1 discussion.

Secondary

Single parents/expectant mothers met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Science	27%	100%	+73%
Total Placement	85%	100%	+15%
Nontraditional Concentration	30%	50%	+20%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S3, 3S1, 4S1 and 5S2.

Secondary

Single parents did not meet state targets for:

Indicator	State Goal	Regional Average	Gap
Academic Attainment-Reading	31%	0%	-31%
Academic Attainment-Math	24%	0%	-24%

Students who are single parents or expectant mothers face many barriers to success and perform below other students across a wide variety of indicators. Easily accessible daycare (i.e., USD308) helps increase performance in this area per stakeholders, providing up to 20% increase in graduation. See 2S1 and 2S2 discussions above.

Out-of-workforce individuals	**Postsecondary** 1. **Retention & Placement (1P1) –** Postsecondary performance of 84.0% exceeded state target of 76.0% for retention and placement of out-of-workforce individuals. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 78.6% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 12.3% for out-of-workforce individuals enrolled in nontraditional programs. See 3P1 discussion. **Secondary** **Not considered a Special Population for secondary students.**	**Secondary** **Not considered a Special Population for secondary students.**
English Learners	**Postsecondary** 1. **Retention & Placement (1P1) –** Postsecondary performance of 95.1% exceeded state target of 76.0% for retention and placement of English learners. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 87.2% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 11.3% for English learners enrolled in nontraditional programs. See 3P1 discussion. **Secondary** English learners exceeded state targets for: *(Average adjusted to exclude unreported sectors)* 	Indicator	State Goal	Regional Average*	Gap
---	---	---	---
Graduation Rate	85%	100%	+15%
Academic Attainment-Science	27%	87%	+60%
Total Placement	85%	87%	+2%
Nontraditional Concentration	30%	100%	+70%
Postsecondary Credits Attained	52%	100%	+48% | See discussions above under 1S1, 2S3, 3S1, 4S1 and 5S2.	**Secondary** English learners did not meet state targets for the following indicators: | Indicator	State Goal	Regional Average	Gap
---	---	---	---
Academic Attainment-Reading	31%	0%	-31%
Academic Attainment-Math	24%	0%	-24%	 English learners must overcome language barriers in order to be successful in school. Some schools offer ELL services, while others do not have access to a staff member with ELL training. More work needs to be done to make students aware of tutoring and support activities. See 2S1 and 2S2 discussions above.

| Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) | **Postsecondary** 1. **Retention & Placement (1P1) –** Postsecondary performance of 90.3% exceeded state target of 76.0% for retention and placement of homeless students. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 72.2% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 14.3% for homeless students enrolled in nontraditional programs. See 3P1 discussion. **Secondary** Homeless students (including migrants) exceeded state targets for: *(Average adjusted to exclude unreported sectors) | **Secondary** Homeless students (including migrants) did not meet state targets for: *(Average adjusted to exclude unreported sectors) |

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

Postsecondary

1. **Retention & Placement (1P1) –** Postsecondary performance of 90.3% exceeded state target of 76.0% for retention and placement of homeless students. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 72.2% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 14.3% for homeless students enrolled in nontraditional programs. See 3P1 discussion.

Secondary

Homeless students (including migrants) exceeded state targets for:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Total Placement	85%	100%	+15%

Homeless individuals may have less access to electronics – television, computers, internet, etc., all of which assist with learning opportunities of youth. Some organizations like the Boys and Girls Club in Hutchinson help provide learning support for at-risk clients. This is a need in other parts of the workforce center region. See discussion under 3S1 above.

Secondary

Homeless students (including migrants) did not meet state targets for:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	50%	-35%
Academic Attainment-Reading	31%	0%	-31%
Academic Attainment-Math	24%	0%	-24%
Academic Attainment-Science	27%	0%	-27%
Nontraditional Concentration	30%	0%	-30%
Postsecondary Credits Attained	52%	50%	-2%

Homeless students have many barriers to academic success and generally perform lower than other students, including other Special Populations. More work needs to be done to make students aware of tutoring and learning support activities. See discussions above under 1S1, 2S1, 2S2, 2S3, 4S1 and 5S2.

| Youth who are in, or have aged out of, the foster care system | **Postsecondary**
1. **Retention & Placement (1P1) –** Postsecondary performance of 95.5% exceeded state target of 76.0% for retention and placement of foster care individuals. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 66.7% for this indicator exceeded 90% of state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator slightly exceeded state target of 8.0 % with performance of 8.7% for foster care individuals enrolled in nontraditional programs. See 3P1 discussion. | **Secondary**
Foster youth did not meet state targets for the following indicators: |

| Youth who are in, or have aged out of, the foster care system | (Postsecondary and Secondary discussion — left and center columns) | (Secondary discussion — right column) |

Postsecondary

1. **Retention & Placement (1P1) –** Postsecondary performance of 95.5% exceeded state target of 76.0% for retention and placement of foster care individuals. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 66.7% for this indicator exceeded 90% of state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator slightly exceeded state target of 8.0 % with performance of 8.7% for foster care individuals enrolled in nontraditional programs. See 3P1 discussion.

Secondary

Secondary schools met or exceeded state goals for:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Reading	31%	100%	+69%
Total Placement	85%	100%	+15%
Nontraditional Concentration	30%	100%	+70%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S1, 3S1, 4S1 and 5S2.

Secondary

Foster youth did not meet state targets for the following indicators:

Indicator	State Goal	Regional Average	Gap
Academic Attainment-Math	24%	0%	-24%
Academic Attainment-Science	27%	0%	-27%

Foster youth face numerous barriers to success, including varying support systems at home and having to move around. Helping foster parents learn about CTE programs could help with some of the performance gap here. In addition, having shorter-term programs that students could complete before being moved would also be beneficial. See 2S2 and 2S3 discussions above.

| Youth with a parent who— is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title) | **Postsecondary**
1. **Retention & Placement (1P1) –** Postsecondary performance of 93.3% exceeded state target of 76.0% for retention and placement of students with active military parents. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 91.7% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 15.5% for students with active military parents enrolled in nontraditional programs. See 3P1 discussion.

Secondary
Individuals with active military parents met or exceeded state targets for the following indicators:

(Average adjusted to exclude unreported sectors)

See discussions above under 1S1, 2S1, 2S2, 2S3, 3S1, 4S1 and 5S2. | |

(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Reading	31%	100%	+69%
Academic Attainment-Math	24%	100%	+76%
Academic Attainment-Science	27%	83%	+56%
Total Placement	85%	100%	+15%
Nontraditional Concentration	30%	100%	+70%
Postsecondary Credits Attained	52%	100%	+48%

Performance of Students from Major Racial and Ethnic Groups

American Indian or Alaskan Native

Postsecondary

1. **Retention & Placement (1P1) –** Postsecondary performance of 100.0% exceeded state target of 76.0% for retention and placement of this racial or ethnic subgroup. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 75.0% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 18.2% for this racial or ethnic group enrolled in nontraditional programs. See 3P1 discussion.

Secondary

This racial or ethnic group met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Science	27%	75%	+48%
Total Placement	85%	100%	+15%
Nontraditional Concentration	30%	100%	+70%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S3, 3S1, 4S1 and 5S2.

Secondary

This racial or ethnic group did not meet state targets for the following indicators:

Indicator	State Goal	Regional Average	Gap
Academic Attainment-Reading	31%	0%	-31%
Academic Attainment-Math	24%	0%	-24%

No data appeared to be reported for these indicators. See discussions above under 2S1 and 2S2.

| | | Asian | **Postsecondary** |

Asian

Postsecondary
1. **Retention & Placement (1P1)** – Postsecondary performance of 92.9% exceeded state target of 76.0% for retention and placement of Asian students. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 75.0% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 14.3% for Asian students enrolled in nontraditional programs. See 3P1 discussion.

Secondary
This racial or ethnic group met or exceeded state targets for all indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Reading	31%	33%	+2%
Academic Attainment-Math	24%	67%	+43%
Academic Attainment-Science	27%	46%	+19%
Total Placement	85%	100%	+15%
Nontraditional Concentration	30%	48%	+18%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S1, 2S2, 2S3, 3S1, 4S1 and 5S2.

Black or African American	**Postsecondary** 1. **Retention & Placement (1P1)** – Postsecondary performance of 93.8% exceeded state target of 76.0% for retention and placement of this racial/ethnic subgroup. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1)** - Postsecondary performance of 86.7% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1)** – Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 11.1% for this racial/ethnic group enrolled in nontraditional programs. See 3P1 discussion. **Secondary** This racial or ethnic group met or exceeded state targets for the following indicators:	**Secondary** This racial or ethnic group did not meet state targets for the following indicators:

Postsecondary
1. **Retention & Placement (1P1)** – Postsecondary performance of 93.8% exceeded state target of 76.0% for retention and placement of this racial/ethnic subgroup. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1)** - Postsecondary performance of 86.7% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1)** – Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 11.1% for this racial/ethnic group enrolled in nontraditional programs. See 3P1 discussion.

Secondary
This racial or ethnic group met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Science	27%	100%	+73%
Total Placement	85%	94%	+9%
Nontraditional Concentration	30%	100%	+70%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S3, 3S1, 4S1 and 5S2.

Secondary
This racial or ethnic group did not meet state targets for the following indicators:

Indicator	State Goal	Regional Average	Gap
Academic Attainment-Reading	31%	0%	-31%
Academic Attainment-Math	24%	0%	-24%

Insufficient data appeared to be reported for these indicators. See discussions above under 2S1 and 2S2.

Hispanic/Latino	**Postsecondary** 1. **Retention & Placement (1P1)** – Postsecondary performance of 95.0% exceeded state target of 76.0% for retention and placement of Hispanic/Latino students. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 87.3% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1)** – Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 16.4% for Hispanic/Latino students enrolled in nontraditional programs. See 3P1 discussion.

Secondary
This racial or ethnic group met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Reading	31%	34%	+3%
Academic Attainment-Science	27%	41%	+14%
Total Placement	85%	89%	+4%
Nontraditional Concentration	30%	51%	+21%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S1, 2S3, 3S1, 4S1 and 5S2.

Secondary
This racial or ethnic group did not meet state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Academic Attainment-Math	24%	21%	-3%

See discussion above under 2S2.

Native Hawaiian or Other Pacific Islander	**No data for this group or insufficient sample size for data analysis.**

White	**Postsecondary**	

Postsecondary
1. **Retention & Placement (1P1) –** Postsecondary performance of 96.2% exceeded state target of 76.0% for retention and placement of white students. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 85.5% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.
3. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 10.2% for white students enrolled in nontraditional programs. See 3P1 discussion.

Secondary
This racial group met or exceeded state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	99%	+14%
Academic Attainment-Math	24.1%	24.6%	+0%
Academic Attainment-Science	27%	33%	+6%
Total Placement	85%	93%	+8%
Nontraditional Concentration	30%	36%	+6%
Postsecondary Credits Attained	52%	99%	+47%

See discussions above under 1S1, 2S2, 2S3, 3S1, 4S1 and 5S2.

Secondary
This racial group did not meet state targets for the following indicators:

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Academic Attainment-Reading	31%	25%	-6%

See discussions above under 2S1.

| Two or More Races | **Postsecondary** 1. **Retention & Placement (1P1) –** Postsecondary performance of 96.8% exceeded state target of 76.0% for retention and placement of students of two or more races. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary performance of 95.0% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above. **Secondary** This racial or ethnic group met or exceeded state targets for all indicators: | **Postsecondary** 1. **Nontraditional Program Concentration (3P1) –** Postsecondary data for this indicator did not meet state target of 8.0 % with performance of 6.41% for students of two or more races enrolled in nontraditional programs. See 3P1 discussion above. |

*(Average adjusted to exclude unreported sectors)

Indicator	State Goal	Regional Average*	Gap
Graduation Rate	85%	100%	+15%
Academic Attainment-Reading	31%	60%	+29%
Academic Attainment-Math	24%	67%	+43%
Academic Attainment-Science	27%	47%	+20%
Total Placement	85%	95%	+10%
Nontraditional Concentration	30%	77%	+47%
Postsecondary Credits Attained	52%	100%	+48%

See discussions above under 1S1, 2S1, 2S2, 2S3, 3S1, 4S1 and 5S2.

Unknown	**Postsecondary**	**Secondary**
		No secondary data for this student subgroup.
	1. **Retention & Placement (1P1)** – Postsecondary performance of 96.7% exceeded state target of 76.0% for retention and placement of students of this subgroup. See 1P1 discussion above.	
	2. **Concentrators with Credentials w/in 1 Year (2P1)** - Postsecondary performance of 90.3% for this indicator exceeded state target of 71.0 %. See 2P1 discussion above.	
	3. **Nontraditional Program Concentration (3P1)** – Postsecondary data for this indicator exceeded state target of 8.0 % with performance of 15.1% for this subgroup enrolled in nontraditional programs. See 3P1 discussion.	
	Secondary	
	No data for this subgroup for secondary students.	

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

STEP 3: Analyze CTE Programs
Part 1: Size, Scope, and Quality

Perkins V Section 134(c)(2)(B)(i)
The local needs assessment shall include
    (B) A description of how career and technical education programs offered by the eligible recipient are—
        (i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;

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

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

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.

Q5: 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. Team meetings are needed to raise awareness of programs/pathways and what is needed to offer them. Virtual training may assist with this. Program sizes may be increased to fill gap areas through offering boot camps or directly exposing students to CTE equipment and skills as part of recruiting efforts. Events like the annual Career Expo continue to be an effective tool to help these efforts and create awareness of available pathways/programs.
Relate to real-world work environment (Scope)	Schools and colleges use technical advisory boards to develop programs relevant to the real-world work environment. In addition, CTE faculty have 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. Some progress has been made in this area but an implementation plan could help. Holding virtual meetings regionally would assist with this.
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. Alignment projects are currently in progress, including a welding program alignment project that is currently underway between HutchCC and Hutchinson High HCTEA which is scheduled to complete June 2024.
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 to maintain quality of instruction. In addition, several of the postsecondary programs are independently accredited / licensed and must meet quality requirements of accrediting / licensing organizations.	One area for improvement would be developing meaningful secondary end-of-program measurements (certificates) that could help to ensure CTE curricula is directed toward producing credentials that can be used directly in industry and/or applied toward further postsecondary education.

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

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

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What does the law mean?

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

</div>

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

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

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	The state of Kansas (KSDE or KBOR) reviews all proposed programs of study prior to implementation at the local level. Programs that do not meet standards are not approved. Further, technical programs are regularly reviewed. In addition, some programs require separate accreditation (i.e., Nursing) and must meet rigorous standards for accreditation.	Unmet need for more academic integration where we take content and bring it together with careers. Anatomy in Clay is an example. There is the possibility to work with Trane and other industry partners to integrate real-world needs into curriculum. Food safety and sanitation could tie into the Restaurant and Event Management Pathway and would help with unmet needs in the area. Engineering and energy could be tied into the math standards.
(B) addresses both academic and technical knowledge and skills, including employability skills	Technical programs of study are designed to be both academic and technical. Students earning AAS degrees, for example, must take general education courses including math and English. Some programs also require public speaking/interpersonal communications.	According to Kansas Workforce Data from the Kansas Department of Labor, only a third of the 40 highest demand/mid to high wage jobs in the state that take a short length of time to achieve industry certifications are part of a CTE pathway. One example is the two-day forklift operator certification that many companies in Kansas employ and have openings. Being able to provide a special populations student (especially a senior in high school student on an IEP while they still have para supports) a short-term training like this and using the acquired certification to then transition them into their first job after high school would fill some unmet labor needs while providing real employment for that IEP student after they graduate. Another example is basic life support certification that will allow employment by hospitals for entry level employment. (per Jaron Caffrey, KS Hospital Association)
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Technical programs of study are developed and overseen by technical advisory boards comprised of educators and local industry representatives. Boards rely upon industry experience and other resources (e.g., KSDOL, O-NET, KansasWorks) to evaluate demand and wages.	Some programs are considered high demand in the region (i.e., Entrepreneurship) but are not Perkins eligible.

Implementation Process	Strengths	Needs/Gaps
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	High school pathways are designed to be more general in nature and encompass a broad spectrum of disciplines within a career cluster. At the College level, common curriculum is dependent upon the industry cluster. Industrial Electrical Technology, Machine Engineering Technology and Machine Technology, for example, all share an OSHA component. Other technical programs develop from a broader perspective and instruction is more specific as a student works through the program of study.	Due to restrictions on the number of credit hours a college can require for the Associate of Applied Science, more generic courses in a career cluster are difficult to incorporate into some programs of study.
(E) has multiple entry and exit points that incorporate credentialing	Most programs offer a CERT A, CERT B or CERT C in addition to the AAS degree. CERTs offer the opportunity for students to earn a marketable credential without completing the full AAS. In some cases, CERTs offer specialized instruction (e.g., Cancer Registry, Crop Applicator and HVAC-R) within a larger degree program. In Nursing, students may earn SAPPs as part of career progression (CNA-CMA-LPN-RN). In addition, computer programs offer national CompTIA credentials as part of the final exam. Colleges work to ensure CERTS, SAPPs and credentials meet the needs of industry and students, as the goal of technical education is employment.	Some secondary CTE instructors do not understand credentials and oftentimes do not have industry credentials. Many business instructors have not been certified in Microsoft Word and Excel, for example, yet the KSDOL Job Skill Request and Openings report lists these certifications #3 among the most highly needed technical skills in Kansas. Instructors need to be trained on what credentials are available, how students can earn credentials and the necessary skill sets to attain credentials. Instructors need to seek certifications themselves. In addition, funding is needed to help students attain credentials.
(F) culminates in the attainment of a recognized postsecondary credential.	Most programs offer a CERT A, CERT B or CERT C in addition to the AAS degree. In addition, computer programs offer national CompTIA credentials as part of the final exam.	While it is possible for high school students enrolled in technical programs to earn postsecondary credentials, not many do with the exception of SAPPs in healthcare. One obstacle at the secondary level is that many of the schools don't know what the pathway certifications measure and so high schools choose a certification to get their pathway approved but many students do not actually attain the certification. That may start to change as ESSDACK, Southwest Plains ESC, and Smoky Hill ESC have started to offer virtual training with accompanying resource folders for the various Certifications and End of Pathway Assessments in 2021-2022. If costs could be reimbursed for certifications, more student attainment of credentials would occur. This professional development opportunity is a work in progress; efforts have begun but improvements can be made.

STEP 3: Analyze CTE Programs

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

Perkins V Section 134(c)(2)(D)
The local needs assessment shall include…
(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

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

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

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

RECRUITMENT		
Process	**Strengths**	**Needs/Gaps**
Postsecondary 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.	A variety of methods are used for recruitment, thereby expanding the potential for talented applicants to see postings and apply.	**Postsecondary** CTE faculty are on the same pay scale with other faculty, as negotiated in the Master Agreement, making competition with private industry wages difficult. There is a potential to look at local industry for opportunities for CTE instructors, particularly for part-time needs.
Secondary Secondary schools have an annual CTE conference where technical educators are recruited. Recruitment is also conducted via regular employment channels.		**Secondary** Existing teachers may be able to complete internships with local industry to add CTE pathways at the secondary level. Efforts are also being made to improve mentoring by using the KCCTE Teacher Mentoring program.

TRAINING		
Process	**Strengths**	**Needs/Gaps**
Postsecondary 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.	There are multiple opportunities for training for CTE instructors.	**Postsecondary** Training could be enhanced and be market-driven and include such offerings as Boot Camps to train instructors in areas where there are market gaps.
Secondary KSDE offers new CTE teacher training. Technical workshops are offered in partnership with ESSDACK.		**Secondary** 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. CTE instructors need to have the credentials themselves in order to be able to help students attain credentials. Teachers need instruction in how to manage labs and hands-on courses in CTE programs.

RETENTION		
Process	**Strengths**	**Needs/Gaps**
Postsecondary 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.	**Postsecondary** 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. Schools have generous vacation and sick leave allowances.	**Postsecondary** CTE faculty are on the same pay scale with other faculty, as negotiated in the Master Agreement, making competition with private industry wages difficult.
Secondary Small school CTE instructors have benefitted from some group support professional development provided by Perkins consortium activities, since in many cases they are the lone CTE teacher for that program area. Having teachers share ideas with each other from consortium schools helps to reduce the rate of turnover but there are still unmet needs in this area.	**Secondary** 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. Schools have generous vacation and sick leave allowances.	**Secondary** Many secondary teachers still struggle with being the lone instructor in small, rural schools so more group support tools are needed in future years. Offering teacher training in workplace safety and lab management can help with turnover.

STEP 3: Analyze CTE Programs

Part 4: Progress toward Improving Access and Equity

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

The local needs assessment shall include…

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

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

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

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

What does the law mean?

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

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

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).

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term ''subgroup of students'' means—

    (A) economically disadvantaged students;

    (B) students from major racial and ethnic groups;

    (C) children with disabilities; and

    (D) English learners.

Checklist

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

Addressed in Q8, Q9, and/or 10?	Population
	Perkins V – special populations Sec. 2(48)
	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
	(C) individuals preparing for non-traditional fields;
	(D) single parents, including single pregnant women;
	(E) out-of-workforce individuals;
	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
	(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.

	ESEA of 1965 Sec. 1111(h)(1)(C)(ii) (B) students from major racial and ethnic groups;
	American Indian or Alaskan Native
	Asian
	Black or African American
	Hispanic/Latino
	Native Hawaiian or Other Pacific Islander
	White
	Two or More Races
	Unknown

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

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

Strength	Which special population(s)	Strategies for Sustaining
Postsecondary • **Dedicated Coordinator of Accessibility Services** The Coordinator ensures students with disabilities have the tools they need for success. Examples include sign language interpreters for hearing impaired and special accommodations for students with learning disabilities. • **Accessible campuses and facilities** All facilities are wheelchair accessible, allowing full access for students. **Secondary** • Paraprofessionals are available to help students with disabilities to be successful. Transition coordinators receive training on available accommodations to help more students with disabilities successfully attain industry certifications.	- **Individuals with disabilities**	**Postsecondary** • Coordinator of Accessibility Services position is funded by HutchCC . The institution plans to sustain the position into the foreseeable future. • New and upgraded facilities are evaluated for accessibility to ensure continued access for individuals with disabilities. **Secondary** • Funding streams are available to pay for paraprofessionals.
Postsecondary • **Student aid, including Pell grants, scholarships and student loans** Postsecondary institutions offer a full range of grants, loans and scholarships for students. This funding helps remove financial barriers to success for special populations. HutchCC has an Endowment Association that offers scholarships to a wide variety of students every year. • **Excel in CTE (SB155)** This funding has helped promote CTE for high school students by offering tuition reimbursement for high school students enrolled in College-level CTE courses.	- **Individuals with disabilities** - **Individuals from economically disadvantaged families, including low-income youth and adults** - **Single parents, including single pregnant women** - **Out-of-workforce individuals** - **Youth with a parent who is a member of the armed forces and is on active duty** - **Homeless individuals** - **Youth who are in, or have aged out of, the foster care system** - **English learners** - **Individuals preparing for non-traditional fields**	• Postsecondary institutions will continue to participate in federal and state aid programs. • The HutchCC Endowment Association continues to meet with donors to offer scholarship assistance for students. • Area schools plan to take advantage of SB155 funding as long as it is available.

Strength	Which special population(s)	Strategies for Sustaining

Postsecondary
    Child Care Center (HutchCC)
HutchCC offers a convenient and affordable childcare center for use by students who have childcare-aged children.
 	
Secondary
    Child Care Center (USD308)
USD308 offers childcare onsite.
	- Single parents, including single pregnant women	The childcare center is part of the Early Childhood Education curriculum and will continue to be funded as long as HutchCC offers the program.

Postsecondary **Bridge modules** Bridge modules are online learning modules that allow students to brush up skills in targeted areas. Examples include notetaking and grammar. HutchCC recently used Perkins funding to translate modules into Spanish, thereby making them available for this Special Population	- **Out-of-workforce individuals** - **English learners** **Individuals with disabilities**	HutchCC continues to develop Bridge Modules to meet needs identified by instructors, technical advisory boards and students.
Postsecondary **VA specialist in Student Services (HutchCC)** HutchCC employs a full-time VA specialist to assist veterans with financial aid for postsecondary education.	- **Out-of-workforce individuals** **Individuals preparing for non-traditional fields**	HutchCC plans to continue funding the VA specialist position.

Postsecondary
    Adult Basic Education
    Adult Basic Education provides academic instruction and education services below the postsecondary level that increase an individual's ability to:
    A. Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
    B. Transition to postsecondary education and training; and
    C. Obtain employment
 	
HutchCC offers GED preparation classes, Adult Basic Education, and English as a Second Language classes.
	- **Individuals from economically disadvantaged families, including low-income youth and adults**
	- **Single parents, including single pregnant women**
	- **Out-of-workforce individuals**
	- **English learners**
	- **Youth who are in, or have aged out of, the foster care system**
	English learners
		HutchCC applies to the state annually for Adult Basic Education funding and intends to continue these services.

Strength	Which special population(s)	Strategies for Sustaining
Postsecondary **Academic Tutoring** HutchCC offers academic tutoring for students needing extra help in English, math, accounting and other academic areas.	- **All special populations**	HutchCC will continue to offer academic tutoring to ensure student success. The College intends to apply for a TRIO grant during the next grant cycle to help increase services in this area.
Postsecondary **Accelerating Opportunity Kansas (AO-K)** Accelerating Opportunity: Kansas (or AO-K) is a program for those students who need to earn their GED and who qualify to participate in specific HutchCC CTE programs. These students receive a scholarship while working on both their GED preparation classes and taking college level technical programs. In addition, HutchCC AO-K instructor assists students who qualify for Adult Basic Education in specific CTE courses offered at HutchCC.	- **All special populations**	HutchCC applies to the state annually for AO-K funding and intends to continue these services.
Secondary **EPIC Skillz** Under the umbrella of the Boys and Girls Clubs Career Launch, EPIC Skillz partners with the Hutchinson School District and area business and industry to provide 7th and 8th grade students with a look at career possibilities in the community.	- **Individuals with disabilities** - **Individuals from economically disadvantaged families, including low-income youth and adults** - **Youth with a parent who is a member of the armed forces and is on active duty** - **Homeless individuals** - **Youth who are in, or have aged out of, the foster care system** - **English learners** - **Individuals preparing for non-traditional fields**	The partners recognize the benefit of this model and intend to continue it.

Gap	Which special population(s)	Strategies for Improvement
Budgeting Students at both the secondary and postsecondary level generally lack fiscal knowledge. Online banking has led to a generation of students who do not understand credits and debits. Many have never balanced a checking account. Special populations are particularly vulnerable as they may come from families who do not put a priority on budgeting. One of the top reasons students drop out of college is lack of finances. Understanding a budget and how to develop and live within one is a critical skill to improve student success.	- All special populations	**Bridge Modules** HutchCC proposes developing one or more Bridge modules to help students understand and develop budgets.
Promoting Technical Programs Most technical programs have at least moderate gaps between concentrators and local demand. Perkins funding has been aimed primarily toward training instructors and purchasing equipment. Promoting technical programs at high schools, on billboards and social media, and via relationships with area non-profits (e.g., Boys and Girls Club, Noel Lodge) has proven effective at increasing enrollment, particularly by students who comprise Special Populations.	- All special populations	**Technical Program Promotion** Targeted marketing: Technical trades equipment and trailer to promote programs at high and middle schools in the region.
Food Insecurity Among the barriers for Special Populations identified in the 2020-2022 Needs Assessment was food insecurity. This continues to be an issue as time spent in school is time that cannot be spent doing work.	- All Special Populations	HutchCC received grant funding to start a campus food pantry for students in May 2023. Food and personal care items are available for students to pick up including fresh produce, canned meats, fruits, vegetables, pasta, shelf stable foods, toiletries, household cleaners and paper goods. In addition, the college offers a clothing closet for students.
Paraprofessional Training Para support needed in CTE classes (which lean heavily toward hands-on learning) is different from that in more lecture-based classes.	- Individuals with disabilities	Paraprofessionals need training in how to support students who have IEPs in a CTE classroom.
Retention HutchCC does not have a centralized system for monitoring students at risk. The College recently purchased software to assist with identifying these students before they drop out so that interventions may be made. Special populations are more prone to drop out than other students due to the barriers they face.	- All Special Populations	HutchCC applied for grant funding to hire a Retention Coordinator. The grant was not awarded but the College continues to potential funding sources for this need.

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

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

Strength	Which special population(s)	Strategies for Sustaining
Postsecondary • **Dedicated Coordinator of Accessibility Services** The Coordinator ensures students with disabilities have the tools they need for success. Examples include sign language interpreters for hearing impaired and special accommodations for students with learning disabilities.	**- Individuals with disabilities**	HutchCC intends to continue funding the Coordinator of Accessibility Services position.
Postsecondary • **Bridge modules** Bridge modules are online learning modules that allow students to brush up skills in targeted areas. Examples include notetaking and grammar. HutchCC recently used Perkins funding to translate modules into Spanish, thereby making them available for this Special Population.	**- All special populations**	HutchCC continues to develop Bridge Modules to meet needs identified by instructors, technical advisory boards and students.
Secondary • **Certification Awareness** ESSDACk has begun (2021) efforts to make students and instructors more aware of what skills/abilities are involved with certifications. This will hopefully help more students achieve certifications, which will help with placement.	**- All special populations**	HutchCC will continue to offer academic tutoring to ensure student success. The College intends to apply for a TRIO grant during the next grant cycle to help increase services in this area.
Postsecondary/Secondary • **Advance CTE Access and Equity Virtual Training** KSDE & KBOR have offered Advance CTE Access and Equity Virtual Training to help districts implement Special Population strategies.	**- All special populations**	Schools will continue to participate in training offered by the state.
Secondary • **Individual Plans of Study Training** Efforts made with Individual Plans of Study training for district staff for Level 1 and Level 2. This helps students have the required elements in the Individual Plans of Study.	**- All special populations**	Schools will continue to make progress on IPS to customize study plans for all students.

Gap	Which special population(s)	Strategies for Improvement
Professional Learning Networks The special population students in many of the small, rural schools tend to be primarily individuals with disabilities OR individuals from economically disadvantaged families. There are services available for these individuals, but they are not widely known by support personnel, particularly those in smaller districts.	- **Individuals with disabilities** - **Individuals from economically disadvantaged families, including low-income youth and adults**	Offering professional learning networks with counselors and transition coordinators will help support professionals know what is in the certifications as well as allowed accommodations and identify the other unknown barriers. The networks will also help counselors and transition coordinators to better understand individualized plans of study even for their students with disabilities and how CTE learning can give those students some technical skills needed for entry level jobs so more of them are employed after graduation.
Personal CTE Equipment Personal technical equipment needed for CTE courses, such as steel-toed shoes and lab coats, can be too expensive for Special Populations.	- All Special Populations	Offering personal equipment for Special Populations enrolled in CTE courses will help ensure these programs meet the needs of Special Population students.
Instructional Resources In small, rural schools, instructors are more generalists and do not necessarily have in-depth knowledge of specific CTE programs. This can be a barrier to students attaining certifications at the secondary level.	- All Special Populations	YouTube or other videos that help instructors and students know correct methods for certifications.

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

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

Strength	Which special population(s)	Strategies for Sustaining
Secondary/Postsecondary **Career Expo** The region hosts a Career Expo to promote student awareness of a more diverse range of unmet need careers in the region, as well as statewide. The Expo exposes middle and high students to a variety of employers and career types. The Expo is a partnership between postsecondary, secondary, industry and workforce.	- All special populations	Partners see the value in the annual Career Expo. High school students from throughout the region participate in the event. CTE instructors, department chairs, and students participate and share career and program information. The Expo was last held 2023 at the KS State Fairgrounds and the next date has been set for October 29-30, 2024.
Postsecondary **Targeted Recruiting** HutchCC used grant funds to promote nontraditional programs. In addition, some programs (e.g. welding) offer hands-on activities on-site for nontraditional youth.	- All special populations	HutchCC will continue efforts to recruit nontraditional students to high-wage, high-skill, in-demand occupations.
Postsecondary **Onsite courses at Fort Riley** HutchCC offers allied health programs (phlebotomy and LPN) onsite at Fort Riley. These programs equip students with highly portable skills in high-demand occupations.	- **Youth with a parent who is a member of the armed forces and is on active duty** - **Individuals from economically disadvantaged families, including low-income youth and adults**	HutchCC intends to continue the partnership with Fort Riley.
Secondary **Job Shadowing** Secondary institutions have implemented job shadowing to help expose students to the workplace learning, which is no required as part of secondary pathways.	- All special populations	Secondary institutions will continue to offer job shadowing as a part of pathways.
Postsecondary **Apprenticeships** HutchCC has a strong and growing apprenticeship program, which has expanded into many areas not typically considered for apprenticeships, including Fire Officer and CNA.	- All special populations	HutchCC received grant funding from the American Association for Community Colleges for an Apprenticeship Coordinator position. The College recently received a grant from the State of Kansas that will fund the position for the next several years.

Postsecondary		
Internships Many HutchCC CTE programs include an internship requirement. Internships provide real-world experience for students in the chosen program.	- All special populations	Internships will continue to be required as part of programs of study, as approved by KBOR. See gaps for additional comments.
Postsecondary/Secondary **Job Fair** Prior to COVID-19, HutchCC hosted an annual Job Fair. Open to the public and well-attended by students, the Job Fair features employers from throughout the region.	- All special populations	HutchCC plans to continue offering Job Fairs in the future.

Gap	**Which special population(s)**	**Strategies for Improvement**
Internship Coordination HutchCC does not have a centralized method for developing, monitoring and tracking internships. This can put Special Population students at a disadvantage when it comes to finding internship opportunities.	- All special populations	HutchCC recently applied for grant funding which included an Internship Coordinator/ Financial Counselor position. The grant was not approved but the College will continue to seek potential funding sources to fill this need.
Industry Certifications At the secondary level, more work is needed toward identifying the learning accommodations allowed for industry certifications.	- All special populations	Secondary partners need to work together with postsecondary partners and industry to identify and communicate allowable accommodations.
Career Services HutchCC has a decentralized system for linking students with job opportunities, providing resume assistance, and offering job interview training.	- All special populations	One of the HutchCC Strategic Plan action items is to pursue establishing a Career Services Center, which would include a Career Services Coordinator to provide these services.
Kansas WORKReady! Certification The Kansas WORKReady! Certificate is a nationally recognized certificate that lets EMPLOYERS know a job candidate's skills before they even walk into the interview. JOB SEEKERS present their Bronze, Silver, Gold, or Platinum Certificate to EMPLOYERS as proof of skills in reading, locating information, and mathematics.	- All special populations	415 industries in Kansas have indicated they want students with WORKReady! Certificates. Partnerships between workforce and education are needed to increase the number of certified students to enhance their employability.