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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, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Clelia McCrory	ESSDACK	620-694-9289	cleliam@essdack.org
Postsecondary Institution(s)	Kent Adams*	Pratt Community College	620-672-2724	kenta@prattcc.edu

Date___January 25, 2022_____Regional Team___Hutchinson Workforce Center_____

- Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.
- A co-chair can only serve on a maximum of two (2) regional teams.
- The Perkins comprehensive local needs assessment in Kansas is conducted regionally. In this Template, "local" and "regional" are used interchangeably.

*With assistance from Jana McCarron, HutchCC (209-988-7335; mccarronj@hutchcc.edu)

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 Stakeholder 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

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 stakeholder team
3. Participate in the state trainings and webinars
4. Lead the labor data and student performance data analysis
5. Schedule and conduct regional stakeholder team meetings (minimum of two meetings in the assessment year)
6. Record discussion and decisions made by the regional stakeholder team
7. Complete the needs assessment Template and accompanying documentation
8. Submit the completed Template to PerkinsV@ksbor.org by February 1, 2022

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 stakeholder 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 stakeholders 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 six components of the comprehensive regional needs assessment:

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

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who should participate in the needs assessment process?

The regional needs assessment stakeholder team is comprised of a diverse group of local stakeholders who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following stakeholders 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. Representatives of Indian Tribes and Tribal organizations (where applicable)

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;

(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).

Process:

1. Assign co-chairs for the regional team
2. Assemble the regional stakeholder team. **All groups of stakeholders must be represented on each regional team.**
3. Gather, review, and analyze data
4. Convene the regional stakeholder team (must **meet at least twice** 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

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 local labor market data sources and request approval from the state
Part 3: Analyze data and compare to the last regional needs assessment
Part 4: Bring the regional stakeholder team together to discuss the findings from Parts 1, 2, and 3
Part 5: Based on the input from local stakeholders, 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

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 Workforce Center		Date:
Regional Needs Assessment Team Co-chairs:	**Email:**		**Phone number:**
Secondary: Clelia McCrory	cleliam@essdack.org		620-694-9289
Postsecondary: Kent Adams	kenta@prattcc.edu		620-672-2724

Regional Needs Assessment Stakeholder Team
At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair	**Clelia McCrory**	**ESSDACK, Career Education/KS EbD State Dir**
Postsecondary Co-chair	**Kent Adams**	**PrattCC, VP of Finance & Operations**
Teacher(s) - Secondary	Allen Beck	Hutchinson High School, Teacher
	Kevin Berrey	HCTEA, Automotive Technology Instructor
	Jeremiah Harmon	HCTEA, Welding Instructor
	Brennan Torgerson	USD313, Business & Computer Instructor
Faculty - Postsecondary	Cathy Blasi	PrattCC, Instructor
	Amber Brawner	HutchCC, Instructor
	Jenny Egging	PrattCC, Instructor
	Bonnie Folkerts	HutchCC, Instructor
	Alex Hass	HutchCC, Instructor
	Jason Holland	HutchCC, Instructor
	Daryl Lucas	PrattCC, Instructor
	Diana Mitzner	PrattCC, Director of Nursing
	Carol Ricke	PrattCC, Instructor
	Barrett Smith	PrattCC, Instructor
	Angie Tatro	PrattCC, Instructor
	Ralph Williams	PrattCC Instructor
Secondary Administration	Tyson Kendrick	USD418, Assistant Principal
	Travis Riebel	HCTEA, Director of Career & Technical Education
	Mike Sanders	USD511, Superintendent
Postsecondary Administration	Jill Cunningham	HutchCC, Department 2 Co-Chair
	Dr. Carter File	HutchCC, President
	Dr. Cindy Hoss	HutchCC, Vice President of Academic Affairs
	Bryce McFarland	HutchCC, Vice President of Workforce Development
	Erica Meitler	PrattCC, Director of Allied Health
	Cliff Moore	HutchCC, Department 5 Chair
	Todd Sazama	HutchCC, Department 1 Co-Chair
	Ben Williams	HutchCC, Department 2 Co-Chair

Representative	Name	Institution and Position
Specialized instructional support and paraprofessional(s)	Theresa Ricke	Attica/SCKSEC, Resource Paraprofessional
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Skip Wilson	Boys and Girls Club, CPO
Representative(s) of Special Populations	Kelli Ast	USD331, Interrelated Resource Teacher
Career Guidance and Academic Counselor(s)	Tim Evans Tyler Gibbs Keith Goetz Len Smalling	HutchCC, Career Development Coordinator HutchCC, CTE Transition Coach HCTEA, Career Development Coordinator USD309, Counselor
Student(s)	Mitchell Partridge Grace Whisler	USD331-Kingman High School, Student USD313-Buhler High School, Student
Community	Jeff Blasi Brian Withrow	inteGreen Services/Properties/Farms, Owner North Barber USD 254, Board of Education President
Business & Industry	Jared Cordes Bradley Crisp Chase Galle Karen Hammersmith Marsha Hoagland Dave Johnson Mandie Lyons Karla Nichols Bruce Pinkall Doug Rey Kelly Ross Jeff Slater Josh Thieme	Integreen Services, HVAC Contractor Sedgwick County Fire District #1, Deputy Fire Chief J.A. Knight & Sons, President/Owner Reno County Health Department, Assistant Director Jack's C-Store/Walmart Corp Finance, Regional Director Reno County EMS MKC Coop, Manager-Application Development Reno County Health Department, Director City of Pratt, City Manager Doug Rey Chevrolet, Owner Wichita Fire, Battalion Chief Integreen Services, Lead Electrician Lincoln Electric, Sales Engineer
Workforce Development	Dave Mullins Tucky Allen	HutchCC, Director of Business & Industry Workforce One, Bus Svcs Dir/Rapid Response Coord
Parent(s)	Dan Whisler	Trane Energy, Industry Educator in Residence
Representatives of Indian Tribes and Tribal organizations (where applicable)	Not Applicable	Not Applicable

Representative	Name	Institution and Position
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Pam Kraus	Smoky Hill Ed Svc Ctr, CTE Coordinator & STEM Consultant
	Jana McCarron	HutchCC, Grant Writer
	Rita Pinkall	PrattCC, Director of Personnel
	Jerry Sanko	PrattCC, Chief Information Officer
	Al Wiese	PrattCC, Director of Facilities
	Christy Wright	PrattCC, Controller

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 have 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

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 stakeholder team to discuss the findings from Parts 1, 2, and 3

Part 5: Based on the input from local stakeholders, 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>already offered</u> in the region compare to regional job demand?

Note: Hutchinson Workforce Center analysis is based upon the state-provided KSDOL data, unless noted otherwise.

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 - Farm & Ranch Management - IT in Healthcare (Health Information Technology) **Pathways** - Animal Science - Biochemistry* - Digital Media - Engineering & Applied Mathematics** - Government & Public Administration - Graphic Design *Stakeholders indicate there will be a gap for this pathway with the expansion of Jacam Catalyst, located near Sterling (November 4, *2021 Sterling Bulletin*) **Energy, which has large gaps in the region as well as statewide, is taught as part of the Engineering and Applied Mathematics pathway due to the cost of materials required for the Energy Pathway. Stakeholders indicate there is actually a gap.	**Programs** - Agricultural Diesel Mechanics - Auto Collision Repair Technology - Automotive Service Technology - Business Administrative Technology-Accounting Services - Business Administrative Technology-Office Support - Business Management & Entrepreneurship - Business Management & Entrepreneurship-Sales Associate - Business Management & Entrepreneurship-Supervision - Computer Aided Drafting - Computer Support Specialist - Computer Support Technologies - Construction Technology - Cosmetology - Cosmetology Instructor - Criminal Justice - Electrical & Power Transmission - Electrical Technology - Emergency Medical Services - Paramedic - Healthcare Coding - Heating, Ventilation & Air Conditioning - Home Health Aide - Industrial Electrical Technology - Logistics, Materials & Supply Chain Management - Machine Tool Technology - Manufacturing Engineering Technology - Modern Distribution Sales & Management - Licensed Practical Nurse	**Programs** - Automation Engineer Technology* - Barbering** - Certified Nurse Aide - Crop Applicator* - EMT Basic - Fire Science / Firefighter - Health Information Management - Health Information Management – Cancer Registry** - Media Communication & Production* - Medication Aide** - Phlebotomy - Physical Therapist Assistant - Radiography (Radiologic Technology) - Respiratory Therapist* - Restorative Aide** - Surgical Technology* - Web Design & Development* **Pathways** - Biomedical* - Web Developers** *KSDOL has no/limited demand data for this program/pathway. See discussion for locally-calculated demand, which indicates a gap. **Career field not included in KSDOL data. See discussion for locally-calculated demand.

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) - Nursing (ADN) - Paralegal - Pharmacy Technician (program discontinued) - Police Science - Visual Media Design - Welding Technology **Pathways** - Business Finance - Business Management & Entrepreneurship - Cartography, Geospatial - Comprehensive Agricultural Science - Construction & Design - Early Childhood Development & Services - Family, Community & Consumer Sciences - Fashion, Apparel, Interior Design - Health Science - Marketing - Mobile Equipment Maintenance - Network Systems - Plant Systems - Power, Structural & Technical Systems - Programming & Software Development - Restaurant & Event Management - Teaching/Training - Travel & Tourism (new pathway)	

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

Pathway/Program	Evidence from Kansas Labor Market Data (based on state-provided KSDOL data)	Evidence from Regional Sources
Dental Assisting (Program)	Annual demand is 22 in the region, with a median annual salary of $30,530.	KansasWorks has 2 vacancies located within 50 miles of Hutchinson (1/10/2022). This substantiates estimated demand by KSDOL. The median annual wage in Kansas for nonmetropolitan areas is $40,240, which is higher than KSDOL estimates. There are four programs in the state, with the closest being Salina and WSU Tech. <u>Comments</u>: Operating costs are high for this program and include employment of a dentist and purchase of specialized equipment. In addition, many dental assistants are trained on the job. Given the relatively low number of vacancies and the proximity of colleges offering the program, this program is likely not warranted at this time.
Medical Laboratory Technology (Program)	KSDOL projects 4 annual vacancies, with a median annual salary of $38,820.	KansasWorks has 6 vacancies within 50 miles of Hutchinson (1/11/2022). There are four programs in the state, with the closest being Barton Community College. O-NET shows a median annual wage of $49,880 for nonmetropolitan areas in Kansas. <u>Comments</u>: Additional research is needed to determine if this program is warranted in the region.
Occupational Therapist Assistant (Program)	KDSOL projections do not include this career field.	Regional demand is estimated at 30 annually, with 5 vacancies within 50 miles of Hutchinson (KansasWorks - 1/11/2022). According to the October 2021 K-TIP there is only one program in the state (Neosho) with 27 concentrators. O-NET has a median wage in the state for nonmetropolitan areas of $61,990 for this career. <u>Comments</u>: HutchCC is exploring this program.
Plastics Technology (AAS) (Program)	KSDOL does not distinguish between metal and plastic workers. Combined demand in the region is 241 for all metal and plastic workers, with a median annual salary of $38,050.	KansasWorks has 18 vacancies for plastics workers within 50 miles of Hutchinson (1/10/2022), making this a high-demand occupation in the region. <u>Comments</u>: WSU Tech has the only program in the state. Regional need does not appear to be met based upon current vacancies.

Pathway/Program	Evidence from Kansas Labor Market Data (based on state-provided KSDOL data)	Evidence from Regional Sources
Transport Management / Commercial Truck Driving (Program)	KSDOL data show annual demand at 192, with a salary between $28,060-$39,490.	KansasWorks has more than 80 vacancies located within 50 miles of Hutchinson (1/10/2022). O-NET shows a median salary of $41,160 for Kansas nonmetropolitan CDL drivers. Comments: HutchCC has a no-credit program. It might be possible to convert this program to a SAPP. Further analysis is needed to determine if this program should be expanded.
Corrections, Security, Law & Law Enforcement Services (Pathway)	KSDOL data show 269 vacancies annually in the region for careers in this pathway. Salaries range from $17,840-$84,620.	KansasWorks lists 49 vacancies located within 50 miles of Hutchinson (1/10/2022). Salaries range from $33,900 to $40,540 (median annual) 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.
Emergency & Fire Management Services (Pathway)	KSDOL data indicates 33 annual vacancies with annual median salaries ranging from $29,340 to $53,960 for careers in this pathway.	KansasWorks has 14 vacancies for dispatchers, fire inspectors and paramedics located within 50 miles of Hutchinson (1/10/2022), indicating regional demand. Indeed.com has 5 firefighter vacancies within 50 miles of Hutchinson (1/8/2022). Current vacancies total 19. The Hutchinson Fire Department cannot keep vacancies filled. Based upon current vacancies, KSDOL demand projections are likely low. The Hutchinson Fire Department cannot keep vacancies filled. Wage data ($36,270) seems low; Hutchinson FD starting pay is $41,407, not including shift and OT pay. Stafford County has shortages of firefighters especially during the daytime hours (*Stafford Courier*, November 10, 2021). This demand does not include rural communities who use volunteer firefighters; without qualified volunteers our rural communities are at risk. Comments: In order to train at the Kansas Firefighter Institute, students must be 18 years of age, making this pathway difficult for most high school students.

Pathway/Program	Evidence from Kansas Labor Market Data (based on state-provided KSDOL data)	Evidence from Regional Sources
Food Products & Processing Systems (Pathway)	KSDOL data includes 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 does not have demand data. Salaries range from $45,710 to $56,660, however, salary information is not provided for graders & sorters.	KansasWorks has 13 openings withing 50 miles of Hutchinson and 2 within 50 miles of Pratt (1/10/2022), indicating demand in the region. Tyson is one of the largest employers in the region. According to O-NET, average median annual salaries range from $39,430 to $80,520 for careers associated with this pathway. Comments: This pathway targets specialized industry and uses special equipment. Most rural schools do not have qualified personnel to teach this pathway but it is partially covered in the Restaurant & Event Management pathway.
Information Support & Services (Pathway)	KSDOL data includes 149 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. Salaries range from $24,470 to $43,940 (median annual).	KansasWorks has 64 openings within 50 miles of either Hutchinson or Pratt (1/10/2022), indicating regional demand. The median annual salary range is from $28,220 to $43,130. 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 skills (including spreadsheets) in comparison to what business and industry entities want their employees to know how to use. Almost all regional secondary schools use Google docs and sheets because they're free instead of paying for student access to Microsoft Word and Excel software. But, according to Indeed.com on January 7, 2022, 4,616 openings statewide of which 2,200 were entry level REQUIRED or STRONGLY PREFERRED proficiency in Microsoft Word and Excel as opposed to 1,663 statewide of which 1,128 were entry level taking proficiency in Google word processing skills. There were 1,143 jobs of which 539 were entry level REQUIRING or STRONGLY PREFERRING proficiency in Microsoft Word and Excel within 50 miles of Hutchinson on January 7, 2022. In addition, when Grace Whisler applied for internships in Summer of 2021, all of the seven companies asked about and required Microsoft Office proficiency (as reported by her father/stakeholder Dan Whisler).

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

Program/Pathway	Reason for offering these Programs/Pathways (analysis based on state-provided KSDOL data)	Kansas Labor Market Data or Local Labor Data Source
Automation Engineer Technology (Program)	Annual demand is high. KSDOL occupation codes do not accurately reflect this program area. Graduates are employed as robotics technicians, electronics technicians, advanced manufacturing technicians, automation controllers and automation programmers.	KSDOL does not have demand data for this program. Annual graduates (10) do not meet demand (60) in this program, which has a program size of 31. Demand is based upon current vacancies (1/8/2022) listed in KansasWorks and located within 50 miles of Hutchinson, as well as upon stakeholder comments. KTIP wage data indicates a high wage of $54,593 (no data was provided by KSDOL). The Hutchinson area has ongoing employment needs in these fields within the triangle of McPherson, Newton and Hutchinson. Dillon's (Kroger) Warehouses located at Hutchinson and Goddard have indicated that they would like to automate their warehouse facilities but they are not finding locally available robotics technicians that would make more automation realistic doable (reported in December, 2021). In addition, Prairieland Partners (having multiple locations in the area) has indicated that some of their modernized agricultural equipment (like the combine's auger spout) requires robotics technician skills to service them but little or no locally available trained robotics technicians available near their sites (Hutchinson, Marion, Anthony, and Kingman in our region but they have 15 locations statewide). This is an agricultural employer but needs these technical skills. Stakeholder/Instructor Cathy Blasi from PrattCC stated: "Graduates are going into manufacturing and can't produce students that are needed despite the wage for students coming out of the program is about $60,000".
Barbering (Program)	New program	KSDOL does not have a barber occupation code. O-NET indicates a bright outlook for this occupation in Kansas, as well as nationwide, with a median wage of $29,750 in the state.
Certified Nurse Aide (Program)	This SAPP is part of the CNA-CMA-LPN-RN education path. It lays the groundwork for many of the health-related careers. While program size (350) exceeds demand (305), many students continue their education and the KSDOL demand data is low.	Stakeholders indicate KSDOL demand data is low, as there are still a lot of vacancies in our region. This career field has a lot of turnover and is the entry point for nursing. Stakeholders (Hutchinson & Pratt) said there is a big demand for this program with many positions available and vaccine mandates have impacted this career field. KansasWorks has 63 vacancies (1/8/2022) within 50 miles of Hutchinson and an additional 7 position located within 50 miles of Pratt (1/11/2022). Annual demand data of 305 is likely low and there is actually a gap. KSDOL wage data is also too low ($24,970), as wages have risen in this field. O-NET places wages at $27,560 (median).

Program/Pathway	Reason for offering these Programs/Pathways (analysis based on state-provided KSDOL data)	Kansas Labor Market Data or Local Labor Data Source
CROP APPLICATOR (Program)	Crop applicator is a new, 34-credit certificate, which is part of the PrattCC Farm and Ranch Management program. PrattCC offers this certificate in partnership with Skyland Grain, LLC, headquartered in Ulysses, Kansas. There is high demand for crop applicators in western Kansas and this is a high-wage career. Students often earn the Certificate as part of the Farm & Ranch Management AAS Degree.	State-provided KSDOL data does not have this specific career field but does include "pesticide handlers, sprayers and applicators, vegetation". No demand is indicated, with an annual median salary of $31,070. O-NET has a salary in Kansas for nonmetropolitan areas of $36,890 (annual median), which is higher than that in urban areas in the state, as well as higher than the national average. Stakeholders report the average starting salary range is $45,000-to-$55,000. KansasWorks has 8 vacancies located within 50 miles of either Hutchinson or Pratt, with the bulk of these located near Pratt (1/12/2022). Estimated annual demand is 32 in this field, which stakeholders indicate is growing. Needs to be more publicity at the secondary level so students will pursue this career path.
EMT Basic (Program)	The EMT Basic program is part of the Firefighter and Paramedic programs.	Program size is high (140) for this program with annual demand not determined by KSDOL. KansasWorks has six vacancies within 50 miles of Hutchinson on 1/8/2022, which would tentatively place annual demand at 30. This program is part of the Firefighter and Paramedic Education programs and is not typically an exit point. Wage data was not provided by KSDOL but ONET has an annual median wage in Kansas of $29,470 and indicates the career field has a bright outlook in Kansas and in the region. Greg Klein, Rice County EMS Director, was featured in the *Sterling Bulletin* (November 18, 2021) asking the county commissioners to increase the pay for local EMTs due to shortages of EMTs statewide (4-5 pages of unfilled job postings on the Kansas Emergency Medical Services Association website). Sterling is only 25 miles from Hutchinson and so their unmet needs also impact our Hutchinson/Pratt needs assessment area.

Program/Pathway	Reason for offering these Programs/Pathways (analysis based on state-provided KSDOL data)	Kansas Labor Market Data or Local Labor Data Source
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. Indeed.com has 5 vacancies listed within 50 miles of Hutchinson (1/8/2022), placing estimated annual demand close to 30. The Hutchinson Fire Department cannot keep vacancies filled. Wage data ($36,270) seems low; Hutchinson FD starting pay is $41,407, not including shift and OT pay. Stafford County has shortages of firefighters especially during the daytime hours (*Stafford Courier*, November 10, 2021). This demand does not include rural communities who use volunteer firefighters; without qualified volunteers our rural communities are at risk.
Health Information Management (Program)	The Health Information Management program is offered online and has concentrators from outside the Hutchinson Workforce Center.	This online education program is high wage and has strong enrollment (111) at HutchCC. State-provided KSDOL places annual demand at 44. The program recently went through reaccreditation and received favorable reviews. KSDOL wage data ($37,240) is lower than that provided in the KTIP ($39,454). Stakeholders indicate annual graduates do not meet demand in the region.
Health Information Management – Emphasis in Cancer Registry Management (Program)	New Program	State-provided KSDOL does not have specific information for this career field, however, annual demand is 44 for Health Information Management. KansasWorks has two vacancies (1/8/2022) for oncology medical records specialists located within 50 miles of Hutchinson. O-NET does not include this specific program but has a bright outlook for health information technicians and medical registrars in the region.
Media Communication & Production (Program)	This career field includes filming, videography, film editing & production, all of which have grown since the state-provided KSDOL estimates were made and were not included in KBOR data. Stakeholders (Hutchinson) commented that many advisory committee members are in the Wichita region, where there is more demand.	State-provided KSDOL places annual demand at 4 for this program. The program size is 18 and there are 8 annual graduates. KansasWorks has 3 vacancies (1/8/2022) within 50 miles of Hutchinson, making annual demand closer to 36. Some graduates are self-employed and do contract work with businesses. The industry uses job boards so employment data may be not be fully represented. Some of the labor demand in Marketing also uses these skills but the marketing positions are not just media communication & production tasks but instead the full range of skills needed to market a product or service.

Program/Pathway	Reason for offering these Programs/Pathways (analysis based on state-provided KSDOL data)	Kansas Labor Market Data or Local Labor Data Source
Medication Aide (Program)	Medication Aide is a SAPP that is part of the CNA-CMA-LPN-RN education path. This is a credential nursing students earn in order to be able to administer medicine and not always a standalone career path.	State-provided KSDOL does not include this career field. KansasWorks lists 37 openings for Certified Medication Aides within 50 miles of Hutchinson (1/8/2022), 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 (18) is higher than KSDOL demand (8), however, some graduates obtain positions in the Manhattan region.	State-provided KSDOL demand data appears low. KansasWorks has 20 phlebotomist vacancies (1/8/2022) located within 50 miles of Hutchinson, indicating higher demand than program size. 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 95 applications annually for just 24 slots. Almost all applicants have a BA degree and high GPA.	Stakeholders indicated the state-provided KSDOL demand data seems incorrect. KansasWorks has 8 physical therapist assistant vacancies (1/8/2022) located within 50 miles of Hutchinson, indicating demand is much stronger than KSDOL predictions.
Radiography (Radiologic Technology) (Program)	HutchCC has one of just a few programs in the state. Graduates may go on to earn MRI and ultrasound certifications.	State-provided KSDOL data shows a demand of 11. The HutchCC program size is 45 with 16 graduates annually, indicating a potential overage. Actual demand is much higher -- KansasWorks lists 27 vacancies within 50 miles of Hutchinson (1/8/2022).
Respiratory Therapist (Program)	HutchCC has one of just six respiratory therapist programs in the state and the only one in the region. The COVID-19 pandemic has increased demand for respiratory therapists.	State-provided KSDOL data does not have demand predictions for this program. Program size is 27 with 9 graduates annually. KansasWorks has 26 respiratory therapist vacancies located within 50 miles of Hutchinson as of 1/8/2022, indicating program size does not meet demand. Industry stakeholders indicated this is a difficult position to recruit for, particularly in more rural areas.

Program/Pathway	Reason for offering these Programs/Pathways (analysis based on state-provided KSDOL data)	Kansas Labor Market Data or Local Labor Data Source
Restorative Aide (Program)	State-provided KSDOL data does not include this career field. HutchCC has a difficult time recruiting students for this program. Current vacancies indicate a gap between demand and annual graduates.	State-provided KSDOL data does not include this career field in its dataset. KansasWorks has 5 vacancies located within 50 miles of Hutchinson (1/8/2022). HutchCC program size is 14, which indicates there is likely a gap for this program.
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 does not have a demand calculation. Program size is 13, with 9 graduates annually. KansasWorks has 18 vacancies (1/8/2022) 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.
Biomedical (Pathway)	State-provided KSDOL labor predictions are low and do not match actual demand, which is high. This pathway also has overlap with health science.	State-provided KSDOL data does not have data for most of the career fields associated with this pathway. KansasWorks has 30 vacancies within 50 miles of Hutchinson (1/10/2022), including biological scientists, biological technicians, biomedical technicians, medical equipment preparers and medical equipment repairers. With only 27 concentrators in this pathway across the region, there is a gap for this pathway.
Web Design & Development (Program) / Web Developers (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.	State-provided KSDOL data includes this career field but does not have a demand calculation. Program size is 5, with a small number of graduates annually. KansasWorks has 10 vacancies located within 50 miles of Hutchinson (1/8/2022). Based upon current 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 stakeholder 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:
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

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 institutions continue to have strong performance in this area, exceeding state averages and negotiated targets. 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 institutions exceed negotiated targets, with mixed performance against state averages (HutchCC above/PrattCC below). The HutchCC degree and credential tracking software helps monitor and award degrees and credentials more efficiently. PrattCC 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%, with the regional average being 80.3%. However, when the KSDE is adjusted for nonreporting schools and weighted by the number of CTE students per school, the adjusted regional rate is 93.9%. This is and continues to be a strength for the region. 2. **Academic Proficiency in Science (2S3)** The region continues to outperform targets in this area and actually made improvements from the previous assessment. The state target is 27%. Regional performance was 33.9%. (adjusted to 34.6% for nonreporting schools and weighted by number of CTE concentrators). This represents more than a 4% increase over 2020 performance (30%). Numerous regional initiatives have been launched to improve science performance, including Engineering by Design (discontinued in 2021 due to COVID), Anatomy in Clay, KidWind and partnerships with the Cosmosphere.	**Postsecondary** 1. **Nontraditional Program Concentration (3P1)** Despite vigorous recruitment strategies, our region is conservative and continues to view some career fields as not suitable for women (or men). These are societal norms that take time to change. We are making progress in this area, with HutchCC slightly exceeding the state average. **Secondary** 1. **Academic Proficiency in Reading & Language Arts (2S1)** Academic proficiency dropped for this indicator from 28% to 22.3% (adjusted to 23.6% for nonreporting schools and weighted by the number of students). Even the adjusted numbers are below the state target of 31%. Students in the region are behind in reading skills from a very young age, which could be reflective of societal trends toward more homes where both parents work and a focus on technological entertainment (computers, smartphones) rather than traditional entertainment (books). 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.

Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
3. **Nontraditional Concentration (4S1)** Secondary performance for nontraditional concentration exceeded the state goal of 30% when adjusted for nonreporting schools and weighted by CTE population, with 31.6% 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. 4. **Postsecondary Credits Attained (5S2)** Secondary performance remained strong for this indicator with adjusted performance being 72.7%. This exceeds the state target of 52% by more than 20 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 has 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 18% in the 2020 Assessment to 20% (adjusted for nonreporting schools and weighted by number of students). Proficiency is still below the State Goal (24%). 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. 3. **Placement of Concentrators who Exited (3S1)** Performance for this indicator dropped dramatically from 91% (2020 assessment) to 63.2% (current) (adjusted to 68 % for nonreporting schools and CTE population by school), making the region well below the state target of 85%. In Spring 2020, secondary schools went to remote instruction. Finishing CTE programming for the remainder of the FY20 school year was not a priority, as hands-on training options for remote students were very limited.

Performance of Special Populations	

Individuals with disabilities	**Postsecondary** 1. **Retention & Placement (1P1) –** 100% of persons with disabilities were placed at both postsecondary institutions; this exceeds local targets and the state average. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets and state averages. See 2P1 discussion above. 3. **Nontraditional Program Concentration (3P1) –** PrattCC far exceeds negotiated targets and state averages, with 33.3% of disabled students enrolled in nontraditional programs. HutchCC is below state targets, at 6.4%. See 3P1 discussion. **Secondary** 1. **Postsecondary Credits Attained (5S2)-**The region meets the state target for this indicator and Special Population. See discussion under 5S2 above.	**Secondary** Individuals will disabilities do not meet state targets for: | Indicator	State Goal	Regional Average	Gap
Graduation Rate	85%	59%	-26%
Academic Attainment-Reading	31%	4%	-27%
Academic Attainment-Math	24%	1%	-23%
Academic Attainment-Science	27%	7%	-20%
Total Placement	85%	34%	-51%
Nontraditional Concentration	30%	25%	-5% | Individuals with disabilities have more performance barriers than other students. The region performed below targets on most indicators and this Special Population reflects overall performance. See discussions above. Transition coordinators are the gatekeepers for determining transition services. In the region, they indicated they are not aware of CTE programs and how successful their students will be in them and/or if there are learning accommodations for them. There is potential to increase student enrollment in these programs.

| Individuals from economically disadvantaged families, including low-income youth and adults | **Postsecondary** 1. **Retention & Placement (1P1) –** Both postsecondary institutions exceed negotiated targets and the state average, though performance is slightly lower than the institutional averages. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets, with PrattCC being below the state average. See 2P1 discussion above. | **Postsecondary** 1. **Nontraditional Program Concentration (3P1) –** Both postsecondary institutions are below negotiated targets and the state average for this indicator with respect to economically disadvantaged families, including low income youth. See 3P1 discussion above. |

Postsecondary
1. **Retention & Placement (1P1) –** Both postsecondary institutions exceed negotiated targets and the state average, though performance is slightly lower than the institutional averages. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets, with PrattCC being below the state average. See 2P1 discussion above.

Secondary

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

Indicator	State Goal	Regional Average	Gap
Academic Attainment-Science	27%	28%	+1%
Nontraditional Concentration	30%	30%	0%
Postsecondary Credits Attained	52%	63%	+11%

See discussion under 5S2 above.

Postsecondary
1. **Nontraditional Program Concentration (3P1) –** Both postsecondary institutions are below negotiated targets and the state average for this indicator with respect to economically disadvantaged families, including low income youth. See 3P1 discussion above.

Secondary

Economically disadvantaged individuals do not meet state targets for:

Indicator	State Goal	Regional Average	Gap
Graduation Rate	85%	69%	-16%
Academic Attainment-Reading	31%	17%	-14%
Academic Attainment-Math	24%	11%	-13%
Total Placement	85%	43%	-42%

Economically challenged students 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.

| | **Postsecondary** | **Secondary** |

Individuals preparing for non-traditional fields

Postsecondary

1. **Retention & Placement (1P1) –** Both postsecondary institutions exceed negotiated targets and the state average. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets and the state average. with PrattCC far exceeding (100%). See 2P1 discussion above.
3. **3P3 = Not Applicable for this indicator (100%)**

Secondary
Individuals preparing for nontraditional fields met or exceeded state targets for the following indicators:

Indicator	State Goal	Regional Average	Gap
Graduation Rate	85%	86%	+1%
Academic Attainment-Reading	31%	35%	+4%
Academic Attainment-Math	24%	30%	+6%
Academic Attainment-Science	27%	39%	+12%
Nontraditional Concentration	30%	99%	+69%
Postsecondary Credits Attained	52%	75%	+23%

Individuals preparing for nontraditional fields tend to perform better at both the secondary and postsecondary levels than other Special Populations. See discussion under 5S2 above.

Secondary
Individuals preparing for nontraditional fields do not meet state the following indicators:

Indicator	State Goal	Regional Average	Gap
Total Placement	85%	41%	-44%

More work needs to be done to work toward placement and awareness of certifications.

Single parents, including single pregnant women	**Postsecondary** 1. **Retention & Placement (1P1) –** Both postsecondary institutions exceed negotiated targets and the state average. See 1P1 discussion above. **Secondary** Single parents/expectant mothers exceeded state targets for postsecondary credits. See the discussion under 5S2. 	Indicator	State Goal	Regional Average	Gap
Postsecondary Credits Attained	52%	86%	+34%		**Postsecondary** 1. **Concentrators with Credentials w/in 1 Year (2P1) –** HutchCC does not meet negotiated targets for this population; PrattCC does, but both are below the state average. Single parents oftentimes are part-time students, as they must divide their time between parenting, working and going to school. This makes earning credentials quickly more difficult. 2. **Nontraditional Program Concentration (3P1) –** HutchCC slightly exceeds targets and the state average for this indicator while PrattCC is at 0%. See 3P1 discussion above. **Secondary** Single parents did not meet state targets for: | Indicator	State Goal	Regional Average	Gap
Graduation Rate	85%	0%	-85%
Academic Attainment-Reading	31%	7%	-24%
Academic Attainment-Math	24%	7%	-13%
Academic Attainment-Science	27%	7%	-20%
Total Placement	85%	43%	-42%
Nontraditional Concentration	30%	7%	-23% | 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 Marty Casey), to the tune of 20% increase in graduation.
Out-of-workforce individuals	**Postsecondary** 1. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets and the state average for this indicator. See 2P1 discussion above. **Note: Not considered a Special Population for secondary students.**	**Postsecondary** 1. **Retention & Placement (1P1) –** Performance is mixed for this indicator for out-of-work individuals, with PrattCC being above targets and the state average and HutchCC being significantly below. People who have been out of the workforce for any period of time or who have never been in the workforce may struggle with soft skills (interpersonal communications, timely reporting, interviewing, etc.), making it more difficult for these individuals to be placed. 2. **Nontraditional Program Concentration (3P1) –** HutchCC slightly exceeds targets and the state average for this indicator while PrattCC is at 0%. It is unclear whether this is due to having no students identify in this population. See 3P1 discussion above.

English learners	**Postsecondary**				**Postsecondary**			

English learners

Postsecondary

1. **Retention & Placement (1P1) –** Postsecondary institutions exceed negotiated targets and the state average. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets and the state average. See 2P1 discussion above.

<u>Secondary</u>
English learners exceeded state targets for:

Indicator	State Goal	Regional Average	Gap
Postsecondary Credits Attained	52%	66%	+14%

See discussion under 5S2 above.

Postsecondary

3. **Nontraditional Program Concentration (3P1) –** Postsecondary institutions are below negotiated and state targets for English learners for this indicator. This may be attributed to more traditional views held by the Hispanic community with respect to gender roles. See 3P1 discussion above.

<u>Secondary</u>
English learners did not meet state targets for the following indicators:

Indicator	State Goal	Regional Average	Gap
Graduation Rate	85%	65%	-20%
Academic Attainment-Reading	31%	4%	-27%
Academic Attainment-Math	24%	0%	-24%
Academic Attainment-Science	27%	4%	-23%
Total Placement	85%	37%	-48%
Nontraditional Concentration	30%	25%	-5%

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 certifications.

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

Postsecondary
1. **Retention & Placement (1P1) –** Postsecondary institutions exceed negotiated targets and the state average. See 1P1 discussion above.
2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets and the state average. See 2P1 discussion above.

Secondary
Homeless students (including migrants) exceeded state targets for:

Indicator	State Goal	Regional Average	Gap
Academic Attainment-Reading	31%	42%	+11%

Homeless individuals may have less access to electronics – television, radio, computers, etc., all of which compete with books for the attention of youth. The Boys and Girls Club in Hutchinson focuses on providing reading support for its clients (per Skip Wilson). This is a need in other parts of the workforce center region.

Postsecondary
1. **Nontraditional Program Concentration (3P1) –** Postsecondary institutions are below negotiated and state targets for this indicator. See 3P1 discussion above.

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

Indicator	State Goal	Regional Average	Gap
Graduation Rate	85%	50%	-35%
Academic Attainment-Math	24%	0%	-24%
Academic Attainment-Science	27%	25%	-2%
Total Placement	85%	33%	-52%
Nontraditional Concentration	30%	25%	-5%
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 certifications.

Youth who are in, or have aged out of, the foster care system	**Postsecondary** 1. **Retention & Placement (1P1)** – Postsecondary institutions exceed negotiated targets and the state average. See 1P1 discussion above. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** Postsecondary institutions exceed negotiated targets and the state average. See 2P1 discussion above. **Secondary** Secondary schools met or exceeded state goals for: 	Indicator	State Goal	Regional Average	Gap
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Academic Attainment-Science	27%	64%	+37%
Nontraditional Concentration	30%	43%	+13%		**Postsecondary** 1. **Nontraditional Program Concentration (3P1)** –Postsecondary institutions are below negotiated and state targets for this indicator. See 3P1 discussion above. **Secondary** 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. | Indicator	State Goal	Regional Average	Gap
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Graduation Rate	85%	57%	-25%
Academic Attainment-Reading	31%	21%	-10%
Academic Attainment-Math	24%	21%	-3%
Academic Attainment-Science	27%	25%	-2%
Total Placement	85%	33%	-52%
Nontraditional Concentration	30%	25%	-5%
Postsecondary Credits Attained	52%	50%	-2%	
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)** - No postsecondary students were reported in this Special Population. 2. **Concentrators with Credentials w/in 1 Year (2P1) -** No postsecondary students were reported in this Special Population. **Secondary** Insufficient secondary students in the region in this Special Population for reporting.	**Postsecondary** 1. **Nontraditional Program Concentration (3P1)** –HutchCC is slightly above negotiated targets and the state average for this indicator, with PrattCC being below. See 3P1 discussion above.

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.
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 since the 2020 Assessment but an implementation plan is needed. 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.
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 is developing meaningful secondary end-of-program measurements (certificates) to 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.

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.

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 13 of the 40 highest demand/mid to high wage jobs in the state but 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 (as related by stakeholder Theresa Ricke).
(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.

(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 proceed from a broader prospective 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. Most 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 skillsets 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 therefore 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 offered a virtual training with accompanying resource folders for the various Certifications and End of Pathway Assessments in 2021-2022. This professional development opportunity is a work in progress but efforts have begun.

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.

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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.

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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?

Process	Strengths	Needs/Gaps
Recruitment		
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.
Training		
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.

Process	Strengths	Needs/Gaps
Retention		
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 supports 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.

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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.

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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;
N/A	American Indian or Alaskan Native
N/A	Asian
N/A	Black or African American
N/A	Hispanic/Latino
N/A	Native Hawaiian or Other Pacific Islander
N/A	White
N/A	Two or More Races
N/A	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.	- 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.

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 child care 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.

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 a look at career possibilities 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 is exploring establishing a food pantry and/or food closet. In addition to food, the College plans to offer toiletries and clothing.
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 could give those students some technical skills required 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 Expo; it was not held in 2020 and 2021 due to COVID. Plans are to hold the Expo at the State Fair Grounds for 2022.
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 as a way to 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.

Strength	Which special population(s)	Strategies for Sustaining
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, 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**	369 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.