**MONTANA PERKINS V**

**COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

***Update Worksheets***

**2022-2024**

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**College Name:** Helena College

**Authorized Representative:** Stephanie Hunthausen

**Date of Submission:** 6/3/2022

**Process Worksheet 1:**

**Based on new information and available updated data (including labor market, CTE program, and student), has anything significantly impacted the Identified Needs outlined in the original CLNA in the following areas?**

|  |  |  |
| --- | --- | --- |
| **Section of CLNA** | **Significant Impact on Identified Needs?** | **Details** |
| 1: Student Performance | [ ]  Yes [ ]  No |  |
| 2: Size, Scope and Quality | [ ]  Yes [ ]  No |  |
| 3: Labor Market Alignment  | [x]  Yes [ ]  No | As part of the Helena College strategic planning process, cosmetology & barbering was identified as an academic priority for several reasons including unfilled jobs and the lack of a training facility in Helena. The program was proposed to the Board of Regents in fall 2021 and is now in development. A cosmetology & barbering program will produce high-skill workers in a high-need sector. Evidence:* The U.S. Bureau of Labor Statistics says that employment of barbers, hairstylists, and cosmetologists is projected to grow 19% from 2020-2030, much faster than the average for all occupations: <https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm>
* Montana has a need for barbers, hairstylists and cosmetologists according to MT Department of Labor and Industry, with 805 projected exits from the profession in 2028. Members of the Helena College Advisory Board for Cosmetology & Barbering have seen evidence of unfilled positions and salon closure in Helena. Holly Trepanier from Great Clips says: “We own 40 salons across Montana, Idaho, Washington, and Wyoming. Helena is the hardest city for us to recruit.”
* The new Helena College program will be aligned with the Montana Board of Barbers and Cosmetologists and comply with all necessary Montana licensure requirements (including mandatory 1500 hours of instruction).
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| 4: Progress Toward Implementing CTE Programs/Programs of Study  | [ ]  Yes [ ]  No |  |
| 5: Recruitment, Retention, and  Training of CTE Faculty and  Staff | [ ]  Yes [ ]  No |  |
| 6: Progress Toward Improving Equity and Access | [ ]  Yes [ ]  No |  |

**Process Worksheet 2:**

**Are the strategies outlined in the original CLNA still relevant? Do any need to be updated? If so, please provide updated strategies and relevant activities.**

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| **Section of CLNA** | **Strategies Still Relevant?** | **Updated activities and strategies if available**  |
| 1: Student Performance | [ ]  Yes [ ]  No |  |
| 2: Size, Scope and Quality | [ ]  Yes [ ]  No |  |
| 3: Labor Market Alignment  | [ ]  Yes [ ]  No |  |
| 4: Progress Toward Implementing CTE Programs/Programs of Study  | [ ]  Yes [ ]  No |  |
| 5: Recruitment, Retention, and  Training of CTE Faculty and  Staff | [ ]  Yes [ ]  No |  |
| 6: Progress Toward Improving Equity and Access | [ ]  Yes [ ]  No |  |