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)	Stella Tharp	Ottawa High School	785-229-8020, Ext. 2119	tharps@usd290.org
Postsecondary Institution(s)	Steve Loewen	Flint Hills Technical College	620-341-1361	sloewen@fhtc.edu

Date____1/31/22_____Regional Team_____Emporia_____

- 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.

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:	Emporia		Date: 1/31/22
Regional Needs Assessment Team Co-chairs:		**Email:**	**Phone number:**
Secondary: Stella Tharp, Ottawa USD 290		tharps@usd290.org	785-229-8020, Ext. 2119
Postsecondary: Steve Loewen, Flint Hills Technical College		sloewen@fhtc.edu	620-341-1361

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

Representative	Name	Institution and Position
Secondary Co-chair	Stella Tharp	Ottawa High School, CTE Coordinator College and Career Specialist
Postsecondary Co-chair	Steve Loewen	Flint Hills Technical College Vice President of Instructional Services
Teacher(s) - Secondary	Pam Babb	Burlington High School Family and Consumer Science Teacher
Faculty - Postsecondary	Chris Wilson	Flint Hills Technical College Industrial Technology Division Chair and Industrial Engineering Technology Faculty
Secondary Administration	Dr. Ryan Cobbs	Ottawa Unified School District (USD) 290 Superintendent
	Sheryl Leeds	Emporia High School Assistant Principal
	Dr. Tammy Thomasson	Paola USD 368 Assistant Superintendent of Curriculum & Instruction
Postsecondary Administration	Kim Dhority	Flint Hills Technical College Dean of Instructional Services
Specialized instructional support and paraprofessional(s)	Jamie Swindler	Ottawa USD 290 Transition Coordinator
	Chrissy Robinson	Elizabeth Layton Center Case Manager
	Jamie Manhart	Greenbush - Southeast Kansas Education Service Center Career and Technology Education Coordinator
	Jason Hendry	Flint Hills Technical College Adult Education Center (AEC) Director

	Beth Kornowski	Flint Hills Technical College AEC English as a Second Language Faculty
Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Jennifer Graber	Southeast KansasWorks Youth Program Director
Representative(s) of Special Populations	Jamie Swindler (Representative for Individuals with Disabilities and Individuals Preparing for Non-Traditional Fields)	Ottawa USD 290 Transition Coordinator
	Chrissy Robinson (Representative for Individuals from Economically Disadvantaged Families and Homeless Individuals)	Elizabeth Layton Center Case Manager
	Janay Blome (Representative for Youth In or Aged Out of the Foster Care System)	Anderson County High School Student Services Coordinator
	Jennifer Graber (Representative for Individuals with Disabilities, Individuals from Economically Disadvantaged Families, Individuals Preparing for Non-Traditional Fields, Single Parents including Single Pregnant Women, Homeless Individuals, Youth In or Aged Out of the Foster Care System, and Youth with a Parent who is in the Armed Forces & on Active Duty)	Southeast KansasWorks Youth Program Director
	Mary Hunt (Representative for Individuals from Economically Disadvantaged Families, Individuals Preparing for Non-Traditional Fields, Single Parents including Single Pregnant Women, Out-of-Workforce Individuals, and Homeless Individuals)	Southeast KansasWorks Adult/Dislocated Worker Program Director

	Jason Hendry (Representative for English Learners)	Flint Hills Technical College AEC Director
	Steve Loewen (Representative for Individuals Preparing for Non-Traditional Fields)	Flint Hills Technical College Vice President of Instructional Services
Career Guidance and Academic Counselor(s)	Janay Blome	Anderson County High School Student Services Coordinator
	Janella Newton	Lebo-Waverly High Schools School Counselor and CTE Coordinator
	Eva DeHoyos	Flint Hills Technical College Advisor/Counselor
Student(s)	Delaney Murphy	Ottawa High School Student
Community	Paul Bean	Franklin County Development Council Executive Director
Business & Industry	Brian Kane	Kane Plumbing (Ottawa) Owner
	Richard Nienstedt	Ottawa City Manager
	Adam Gasche	John North Ford (Emporia) Service Manager
	Renee Bass	Emporia State University Registration Administrative Officer
	Dr. Joseph Laudie	Joseph Laudie Dental (Emporia) Owner and Dentist
Workforce Development	Jennifer Graber	Southeast KansasWorks Youth Program Director
Parent(s)	Kelly Murphy	Parent of Ottawa High School Student
	Lori Moore	Parent of Lebo High School Student
Representatives of Indian Tribes and Tribal organizations (where applicable)	Not Applicable	

Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Denise Gilligan (Data Support)	Flint Hills Technical College Director of Information Resources & Assessment
	Brenda Carmichael (Institutional Research)	Flint Hills Technical College Dean of Enrollment Management

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 above mentioned 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?

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
Secondary: • **Engineering & Applied Mathematics** has a total of 49 concentrators for a demand of 58 openings. Two schools reported concentrator data for this pathway. • **Fashion,Apparel, Interior Design** has a concentrator count of 4 with an estimated demand of 13 openings. Two schools reported concentrator data for this pathway. • **Aviation Production**-Emporia region had 2 concentrators with regional openings stated as 9. Only 1 school has reported data • **Agribusiness** has an estimated 34 openings with no school reporting concentrator data. Due to the nature of the Comprehensive Ag Pathway, Business Management and Finance this pathway would have adequate concentrators. • While no school produces concentrator data for the **Aviation Maintenance Pathway**, projected demand for the region is for 0 with 0 concentrators. • **Travel and Tourism** state demand is 35 openings and no openings for the SE region. We had no schools reporting any concentrators for this pathway.	• **Animal Science** for the region has a concentrator count of 25 with a projected demand of 73. 4 schools reported concentrator data. • **Plant Systems** has a projected demand of 142 with only 5 concentrators throughout the region. 2 schools reported concentrator data • **Construction and Design** is projected to have 584 openings with only 44 concentrators. 9 schools reported concentrator data. • **Business Management and Entrepreneurship** has 69 concentrators with a projected openings of 341. 10 schools reported concentrator data • **Teaching/Train** has a total of 9 concentrators with a projected 735 openings. 5 schools reported concentrator data. • **Finance** has 66 concentrators across the region with a projected demand of 353 positions. 11 schools reported concentrator data. • **Health Science**- has 166 concentrators with 752 projected openings. 5 schools reported concentrator data • **Restaurant and Event Managemen**t had 84 concentrators with 1,375 projected demand. 7 schools reported concentrator data. • **Early Childhood Development**- had 44 concentrators with a projected demand of 99 openings. 5 schools reported concentrator data. • **Family and Community and Consumer Services** has 89 concentrators with a projected demand of 615 openings. 13 schools reported concentrator data. • **Information Support Services** had only 1 concentrator with a projected demand of 96. Only 1 school has this pathway.	• **Comprehensive Agriculture Science** had 104 concentrators but data indicates zero openings. This is a pathway when you look at the look term projection under the Occupational Code 45-0000 only indicates 134 openings for this code. 10 schools in the region have this pathway • **Power, Structural & Technical Systems**- This region had 83 concentrators with only 26 projected openings. 10 schools reported concentrator data for this pathway. • **Digital Media** concentrator count 60 with demand showing only 18 positions. In conjunction Graphic Design concentrators was 45 with a projected demand of 7. A total of 6 schools for the Digital Media pathway and 5 schools reporting for the Graphic Design Pathway • **Biochemistry** 11 concentrators with a projected demand of 1 opening. 4 schools reported concentrator data for this pathway. • **Biomedical** has a count of 29 concentrators and a projected opening of 1. 3 schools reported concentrator data for this pathway. • **Web & Digital** concentrators in this region were 63 with a projected demand of 1. Nine schools have this pathway and reported data.

	• **Corrections, Security, Law and Law Enforcement** indicated a concentrator count of 17 with a projected demand of 135. 2 schools reported concentrator data • **Emergency and Fire Management** had 3 concentrators with projected demand of 63. 1 school reported concentrator data. • **Manufacturing** has a concentrator number of 34 with projected demand of 1,275. 4 schools reported concentrator data • **Marketing** had a total of 10 concentrators with a projection of need for 1,486 positions. 3 schools reported concentrator data • **Mobile Equipment Maintenance** had 25 concentrators with a projected demand of 225. 1 school reported concentrator data. • **Food, Product and Processing**- region demand is 145 openings and no schools reported concentrator data • **Energy-** region demand is 55 openings and no school reported data • **Government and Public Administration** - regional demand is 39 with no school reporting any concentrators • **Travel and Tourism** regional demand is 35 openings with no school reporting any concentrator data. The SE region does not have any projected openings. • **Network Systems** opening is 21 while Programming and Software Pathway has a demand for the region for 17 openings. No concentrator data was reported for either pathway.	

Post-Secondary:		
Flint Hills Technical College delivers three programs with adequate concentrator counts for the Annual SE Kansas Regional Openings. These include: - Multimedia Design (15 concentrators for 18 openings) - Computer Program Design (22 concentrators for 17 openings) - Dental Assisting (16 concentrators for 17 openings)	Flint Hills Technical College has eight programs with too few concentrator counts for the Annual SE Kansas Regional Openings. These include: - Hospitality/Culinary Arts including Hospitality Dietary Manager (22 concentrators for 1,375 openings) - Computerized Machine Tool Engineering (16 concentrators for 73 openings) - Welding Technology (60 concentrators for 83 openings) - Emergency Services Technology (18 concentrators for 63 openings) - Health Occupations Technology (9 concentrators for 315 openings) - Business Technology (27 concentrators for 341 openings) - Industrial Engineering Technology (91 concentrators for 123 openings). In looking at the Standard Occupational Code (49-9071) numbers that align with IET's CIP (46.0401) according to O-NET, there are 123 annual openings in the SE Kansas Region.	Flint Hills Technical College has seven programs with too many concentrator counts for the Annual SE Kansas Regional Openings. These include: - Graphic Arts Technology (35 concentrators for 7 openings) - Network Technology (32 concentrators for 21 openings) - Power Plant Technology (34 concentrators for 8 openings) - Automotive Technology (71 concentrators for 41 openings) - Dental Hygiene (32 concentrators for 6 openings) - Practical Nursing including Healthcare Administration/Management (56 concentrators for 30 openings)

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	Evidence from Regional Sources
Secondary: **Food, Product and Processing**	Total pathway openings for the state is 1,374. For the SE region demand is predicted at 145 openings.	Local economic directors indicate that businesses that are looking to locate in the SE region and surrounding NE Region II are related to this pathway. Within the last year at least 4 companies have sought out information for a location for a business related to this pathway.
Post-Secondary: **Data from several Emporia Region Team meetings** indicated a number of programs/pathways that should be considered for future implementation. These recommendations came from community members, business & industry, and education		Evidence was gathered at four different meetings of the members of the Emporia Region's Comprehensive Local Needs Assessment (CLNA) Team or meetings of people from communities whose educational institutions are part of the Regional CLNA Team. These meetings occurred on:

personnel. The programs/pathways for future consideration are: ● Ag-Related Programs, including operations and business ● Auto Collision Repair ● Automation ● Construction ● Cosmetology ● Drafting ● Electricians ● Heating, Ventilation and Air Conditioning ● Medical Assistant ● Medical Lab Technician ● Physical Therapy Assistant ● Logistics ● Occupational Therapy Assistant ● Plumbing ● Robotics–Programming & Maintenance ● Teaching/Training ● Trucking Driving/CDL ● Veterinary Technicians/Animal Caretakers ● Wind Energy/Renewable Resources.		● December 1 at Flint Hills Technical College's (FHTC) Main Campus Conference Center (Targeted secondary education representatives. Reviewed Student Performance and CTE Programs sections) ● December 9 via Zoom (Targeted to Business & Industry and Community representatives. Reviewed Labor Market Information and CTE Programs sections) ● December 10 via Zoom (Targeted to secondary education representatives. Reviewed secondary Student Performance and CTE Programs sections) ● December 15 at FHTC's Main Campus. (Targeted to post-secondary education representatives. Reviewed post-secondary Student Performance section) Additionally, all of the FHTC's Program Advisory Committees (for the 18 programs; doesn't include a PAC for Applied Technologies) reviewed the labor and student performance core indicator data and gave input on nine questions related to those areas of the CLNA.
Several Southeast Kansas occupational/ program cluster areas show great need from Kansas Department of Labor data, including: ● Assemblers and Fabricators, All Other, Including Team Assemblers ● Bookkeepers, Accounting and Auditing Clerks. ● Bus Drivers, School or Special Client ● Carpenters ● Childcare Workers ● Customer Service Representatives ● Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders ● Fitness Trainers and Aerobics Instructors ● Heavy and Tractor-Trailer Truck Drivers ● Helpers--Production Workers ● Industrial Machinery Mechanics ● Inspectors, Testers, Sorters, Samplers, and Weighers ● Light Truck or Delivery Services Drivers	In looking at the data specifically for **Southeast Kansas** (SEK) from the Long-Term Occupational Projections of the Kansas Department of Labor, Labor Market Information Services (accessed from the Kansas Board of Regents site), the specific programs (occupational areas) noted are ones which require some level of training that goes beyond a high school diploma and which had projected average total annual openings of 50 or more in SEK. The labor market data for post-secondary and secondary programs are referenced in the link "2018-2028 Occupational Projections" on the Kansas Board of Regents website. Most of the occupations listed do not require additional post-secondary educational awards (i.e. technical certificate or associate's degree), and as such would be potential training opportunities through apprenticeship or short-term stand-alone parent programs (SAPP's). A few of the occupational areas would require, or at least be highly recommended to have, a post-secondary educational award. These include the Bookkeepers,	

• Operating Engineers and Other Construction Equipment Operators • Packaging and Filling Machine Operators and Tenders • Personal Care Aides • Receptionists and Information Clerks • Registered Nurses (ADN) • Shipping, Receiving and Traffic Clerks • Stock Clerks and Order Fillers • Social and Human Service Assistants • Tellers In looking at the **statewide Labor Data** (whose rationale and use are listed below in Question 3), a number of other occupational fields in the healthcare clusters are in demand for those who need an educational credential of a certificate, technical certificate or associate of applied science degree. These career fields (including only those not already being delivered by FHTC) are: • ***Medical Assistant (571 average annual job openings)** • Pharmacy Technician (321) • Surgical Technologist (97) • ***Medical Records and Health Information Technician (178)** • ***Physical Therapy Assistant (188)** • Radiologic Technologist or Technician (130) • Respiratory Therapist (104) *** Repeat of local request**	Accounting and Auditing Clerks; Heavy and Tractor-Trailer Truck Drivers; and Registered Nurses. These could be new programs of study or revised programs of study for existing programs.	

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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	Kansas Labor Market Data or Local Labor Data Source
Secondary: 1. Comprehensive Ag	1. Local Demand and pathway hits on all of the other areas of Ag. In addition, employability skills and real world projects enhance student development for both special populations and general education students.	1. According to Ks Labor Department for the SE region a total of 360 openings are predicted in the related Ag areas.
2. Power, Structural,& Technical Services	2. Due to the fact that this pathway offers the introductory course for the Manufacturing Pathway and allows for students who due to distance are not able to access post secondary welding programs.	2. In Franklin County, 2 businesses that are welding oriented are in need of skilled welders. In addition, with the number of construction openings 584 in the SE and 1,739 in NE Region 2, this is a supplemental skill for major contractors.
3. Web and Digital, Digital Graphics and Digital Media	3. Local student interest and the fact that several of the classes are part of the Marketing Pathway which uses the skills learned in these pathways.	3. Due to the fact that the skill set in the Web and Digital, Digital Graphics and Digital Media pathways can be incorporated into other pathways, especially Marketing. KS Labor Data shows
4. BioChemistry Pathway	4. Discussion is being held as to whether or not the pathway should be kept 22-23, awaiting advisory input	4. More concentrators than projected openings from the Kansas Department of Labor.
5. BioMedical Pathway	5. Schools have students in the pathway that are in the process of completing within the next 2 years. Assessment of the pathway will be done each year on an individual basis. Meeting the needs of students is the primary reason to continue with the pathway.	5. More concentrators than projected openings from the Kansas Department of Labor.

Post-Secondary:
FHTC had six programs of study which, according to Kansas Department of Labor data, were producing more concentrators/graduates needed for their occupational area than the job openings/demand for the Southeast Kansas area. The programs are:
- Graphic Arts Technology
- Network Technology
- Power Plant Technology
- Automotive Technology
- Dental Hygiene
- Practical Nursing, including Healthcare Administration/Management

Because of the location of the Emporia Regional Team's secondary and post secondary institutions in relation to the **Department of Labor's (DOL) statewide region**s, the Emporia Region's institutions are currently a part of three DOL regions (Region 1, mainly western Kansas; Region 2, mainly northeast Kansas; and Region 5, Southeast Kansas). The regional institutions are also adjacent to Region 3 (Kansas City Area), as well as being in close proximity to Region 4 (South Central Kansas/Wichita). This means that the graduates in the Emporia Region are both providing a skilled workforce to employers across the state in all five DOL regions and having many employment opportunities awaiting them in fairly close proximity to their hometown or where they received their post-secondary education (many of which are outside of the Southeast Kansas Region). Looking at the statewide labor provides a much more complete picture of the demand for these concentrators/graduates beyond merely looking at Southeast Kansas (Region 5) data. (https://kansasregents.org/resources/2018-2028_Occupational_Projections_1.xlsx)

Additionally, FHTC's **Job Placement Report** data (of FY '20 completers) showed that 98% of all program graduates are employed or continuing with their education. The AY '20 Kansas Training Information Program (**K-TIP**) Report shows that 96% of all graduates who exited FHTC (and were not continuing with additional education) were employed. Beyond that, FHTC's graduates averaged $32,510 (FHTC Report) or $36,962 (K-TIP Report) in average annual wages—well above the state's annual entry High Wage of $30,138 in both reports.
Whether local or state source of information, all six programs are in High Demand (graduates are being

Statewide Department of Labor data for each of the six programs reveals the following need for these FHTC graduates:
- Graphic Arts Technology (35 concentrators for 229 openings)
- Network Technology (32 concentrators for 1,079 openings)
- Power Plant Technology (34 concentrators for 49 openings). It is also the only program of its kind in Kansas.
- Automotive Technology (71 concentrators for 611 openings)
- Dental Hygiene (32 concentrators for 142 openings)
- Practical Nursing (56 concentrators for 519 openings)

FHTC's Job Placement Report Data
(https://www2.fhtc.edu/assets/pub/job-placement.pdf):
- Graphic Arts Technology (100% employed/continuing education, $25,442 average entry wages)
- Network Technology (100% employed/continuing education, $39,844 average entry wages)
- Power Plant Technology (93% employed/continuing education, $53,746 average entry wages)
- Automotive Technology (95% employed/continuing education, $31,273 average entry wages)
- Dental Hygiene (100% employed/continuing education, $63,521 average entry wages)
- Practical Nursing including Healthcare Administration/Management (100% employed/continuing education, $37,288 average entry wages)

placed in jobs) and five out of six of them are High Wage according to the state definition.	**K-TIP Report Data:** (**https://kansasregents.org/workforce_development/k-tip-report**) ● Graphic Arts Technology (87.5% employed, $22,620 average entry wages) ● Network Technology (100% employed, $36,149 average entry wages) ● Power Plant Technology (100% employed, $60,827 average entry wages) ● Automotive Technology (75% employed, average entry wages unavailable—small cell suppressed) ● Dental Hygiene (91% employed, $47,273 average entry wages) ● Practical Nursing including Healthcare Administration/Management (100% employed, $37,423 average entry wages)

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		
Secondary:	The regional gap for **1S1** was a +6.78, **2S3** was a +4.56, Non-Traditional Concentration was a +4.39 and Post Secondary credits was +26.49 The use of IPS in helping guide a student in the career choices of their interest. Additionally, support and education for parents and business/industry in regard to options for students from all of the categories.	**2S1** the gap was -8.66, 2S2 the gap was a -0.42, • Total Placement was a -12.78 • Lack of sufficient staff in all areas of student development and resources. • Lack of follow through/understanding of IEP, student needs, and IPS. • Outside circumstances which hinder student learning and attendance. • Data reported to KSDE through the student management program may not reflect accurate numbers due to COVID.
Post-Secondary: Flint Hills Technical College (FHTC) has been strong in all three Student Performance (Core Indicator) areas. For the Placement Indicator (**1P1**), the College's actual performance (97.87%) was greater than both the state's actual 1P1 performance (92.19%) and the College's 1P1 target (90%). On the Credentials Indicator (**2P1**), FHTC's actual performance (75.21%) was above the College's target (75%), but slightly lower than the state's actual performance (79.93%). For the Non-Traditional Concentration Indicator (**3P1**), the College's actual performance (10.34%) was higher than the state's actual performance (9.17%). Overall, FHTC was higher than their targets and the state's actual performance in four of the five Core Indicator comparisons.	All three core indicators are strengths for FHTC in overall student performance. Several factors come to mind in how these strengths (particularly for **1P1** and **2P1**) are being sustained at FHTC. • First and foremost is the quality and longevity of faculty in the CTE programs at FHTC. The 37 full-time CTE faculty average 8 years of teaching experience at FHTC, with 13 faculty having 10 or more years of experience at the College. This has allowed for faculty to be proficient in both their occupational area, as well as in the teaching profession. It also helps in the establishment and maintenance of the longer-term relationships between business and industry and the programs of study–which helps student performance in a variety of ways. One way that quality teaching and preparation can be directly seen is in looking at FHTC's rate of success in industry-recognized	• While FHTC's **2P1** indicator for credentials is solid (75.21%), this indicator is below the typical **2P1** performance for the College, which is usually in the low to mid 80%. The main root cause for the gap was COVID-19 related, since this indicator is related to receiving a recognized credential during or within a year of having left post-secondary education. When the College went to completely online delivery in March of 2020 for the remainder of the academic year, 99 students did not finish the semester or return the following year to complete the technical certificate or associate's degree. This was 17.8% of the student population. Included in that number were 41 students who were scheduled to graduate in May of 2020 but did not do so. The College anticipates the credential attainment to return to

credentials. In reviewing the certification success rates over the past 3 years, FHTC has had an overall 96% rate (number of passed certification exams/completions in every program divided by total number of certification exams/completions taken in every program) in FY '21, a 98% completion rate in FY '20 and a 93.7% success rate in FY '19. The college's overall success rate average for the three years has been 95.9%. That is a 2.3% increase even from the previous 3-year rate of 93.6% (FY '17 - FY '19). This rate can only happen with quality teaching and preparation from the faculty.

- Another strength the programs have is in the regular meeting (at least twice annually) of all FHTC program advisory committees (PAC). This has significantly led to the success rate for completion of degrees/certificates and the placement/employment of graduates for the programs. Besides giving input to keep FHTC programs current in content, practice and equipment, the PAC's have been consistent in providing internships/clinical sites, guest speakers, tours/field trips, scholarships, donated equipment, among other contributions. These all lead to the success percentages seen in **1P1** and **2P1**.

- A couple of other strengths, related to student support services, also have helped. FHTC's use of two Academic Counselors who follow up on Instructor Concern Forms (which are submitted by faculty and give the specific deficiencies that a student needs to strengthen) and provide academic/career advising (from initial enrollment through graduation and placement in a job) have made a tremendous difference with students, particularly those who are considering not persisting in their education. As well, students have access to an electronic student records management system, called MyFHTC, which gives them regular information on their grades, attendance and electronic communication with instructors. Access to and utilization of Moodle, FHTC's learning management system, has also

its previous performance levels for the following year (FY '21) since FHTC returned to full face-to-face instruction (albeit with COVID-19 protocols in place) during the FY '21 year.

- Another contributing factor to FHTC's decreased **2P1** indicator is that the College continues to see declining numbers of undergraduate students enrolling at the College. Undergraduate students tend to make up the largest number of students who enroll and complete a certificate or degree at the College. While the College has seen increasing numbers of dual-credit, secondary students enrolling at the College, many are taking FHTC dual-credit courses at concurrent enrollment partnership (CEP) sites or coming half-time to the College during their senior year of high school (HS), only to not complete an award or credential at FHTC upon graduation. In looking at secondary student numbers from FY '19 through FY '21, FHTC has a baseline of 10% of HS CEP students who persist to the completion of their credential.

- The College also needs to develop completion goals and implement strategies to help dual-credit HS students be retained through completion of their award or credential. The main way these new and developing strategies will be guided and implemented is through FHTC's Strategic Enrollment Plan (SEP)–which is currently being drafted and will be initiated for the FHTC classes of FY '23. One of the current SEP goals is for 50% of the programs to have a faculty member who will visit at least one dual credit class at a high school in order to promote their programs and expand recruiting and completion efforts. For FY '24, the goal for this activity will increase to 100% of the programs having faculty visits to CEP sites.

- Another part of the SEP is to "evaluate the viability of incentives, discounts and or scholarships to increase matriculation from HS

	kept students connected to their curriculum even in times of quarantine. ● Finally, the First Year Experience course (a 10 contact hour orientation to life as a student at FHTC) covers student policies & procedures, stress and time management, work ethic, study skills, communication with instructors, online and library resources and many other topics. FHTC faculty have commented that the students are better prepared for entering and succeeding in the postsecondary classroom/lab because the students take this course before they start their program of study.	CEP to FHTC." The College believes that financial support of students with FHTC credits accumulated in HS will convince some to continue on to completion at the College. ● Also the College intends to improve these rates through FHTC's Strategic Plan, the Academic Master Plan, and the Program Review Process. All programs of study will be identifying persistence, retention and completion (PRC) goals during the Action Plan analysis and Report phases of program review. Cycle 1 Programs (Business Technology, Dental Assisting, Emergency Services Technology - EST, Graphic Arts Technology - GAT and Industrial Engineering Technology - IET) will be addressing any PRC rates within their programs/career clusters that fall below the benchmarks and putting specific steps into their Action Plan reports. At this point, the five programs are establishing their initial PRC goals. During the establishment of the initial baselines, three programs (EST, GAT and IET) have already set forth specific annual goals for increasing these rates. EST is looking to increase their retention by 3% over the next five years. The GAT faculty look to improve all three PRC rates by 2% annually. The IET program has set an Action Plan goal of increasing all three PRC rates by 3% on an annual basis. ● Another way to encourage the attainment of an award from the college is through the sequencing of general education courses. The College is looking at including some of the general education courses in the technical certificate year. They are currently only a part of the associate's degree year. Putting the general education classes (or some of them) into the first year could encourage students to finish the AAS degree since they would be part way through this block of classes which often are the barrier for students in finishing the degree.

*Performance of Special Populations*	
Secondary: *Individuals with disabilities*	No positive gap exists for this group. Schools develop support services for students with IEPs and 504 plans. The schools in the region provide different enrichment activities and vary in the kind of intervention programs.	A negative gap exists for the following indicators. **1S1** was -18, **2S1** was -26, **2S2** was -22, **2S3** was -19, **3S1** was -33, **4S1** was -17 and **5S2** was -7 ● Low number of SPED teachers contributes to high caseload, thus not giving students the academic support for all classes that is needed. In addition, the transition from high school after graduation is not as accessible for students nor are the opportunities as open as it was pre COVID. ● Lastly, services from Preets and Voc Rehab are not very easily accessible. Staff needs more training on what these programs have to offer and how students can access services.
Post-Secondary: *Individuals with disabilities*	Like the College's overall student performance, individuals with disabilities were placed (**1P1**) at 100% in an occupation or continuing on with their education. As well, there were many more non-traditional gender students (**3P1**) with disabilities involved in non-traditional programs (23.08%) than the rate for the rest of the College or the state.	A credential or award (**2P1**) was obtained in the case of 62.5% of these eight individuals. Trend data (of at least 3 years) is needed to establish whether there is an issue to be dealt with for retaining these students, due to such a small cohort group for the first year and because of the COVID situation in finishing out the FY '20 year..
Secondary: *Individuals from economically disadvantaged families, including low-income youth and adults*	The gap for **2S2** was +4, **2S3** was +1 and **5S2** was +12 Excel in CTE funds has allowed students to gain post secondary credit while completing CTE Pathways.	A negative for **1S1** was -41, for **2S1** was -2, for **3S1** was -44, for **4S1** was -3. ● Students may be working to help provide for either themselves or the family and can not attend to the work with a post secondary class. ● This worry of money can also keep the student from attending class causing them not to graduate. Loss of class time contributes to a lower academic skill set.
Post-Secondary: *Individuals from economically disadvantaged families, including low-income youth and adults*	This group of individuals (141 concentrators) performed very strongly in all three core indicators. They were placed (**1P1**) at a 97.87% rate, obtained a credential (**2P1**) at the 81.58% rate (6.37% above FHTC's target and 1.65% over the state's actual performance) and had a non-traditional gender (**3P1**) program concentrator rate of 10.32%--1.15% above the state's actual performance and right at FHTC's overall institution's non-traditional concentrator rate.	None to address at this time.

Secondary: *Individuals preparing for non-traditional fields*	A positive gap was created for **4S1** of a +54 and **5S1** was a +28 Positive career development from IPS creates a solid foundation for students to go outside the box in looking and exploring career options.	Gap for **1S1** was a -21, **2S1** was a -10, **2S2** was a -3 and **3S1** was a -16 ● Gaps in knowledge for academics are based on students not having the skills to reach the set academic goals. ● Placement may be difficult due to lack of openings and for some students the continued support to seek out nontraditional careers
Post-Secondary: *Individuals preparing for non-traditional fields*	These 46 non-traditional gender individuals performed well in the placement (**1P1**) core indicator (100%). As this group is the same as the (**3P1**) indicator of non-traditional gender, they were the 100% number.	A credential or award (**2P1**) was obtained in the case of 56.25% of the sixteen non-traditional individuals who were part of the group that had left post-secondary education. Trend data (of at least 3 years) is needed to establish whether there is an issue to be dealt with for retaining these students, due to such a fairly small cohort group for the first year and due to the unusual circumstance of COVID during the year.
Secondary: *Single parents, including single pregnant women*	A positive gap for **4S1** was +70 Opportunities offered for special populations and career development help create a wider knowledge range of options available for all students.	The gap for **1S1** was -35, **2S1** was -31, for **2S2** was -24, **2S3** was -27, for **3S1** was-85 and **5S2** was -52 ● Students, due to the lack of attendance or other related concerns, create a gap in staying up to date in class learning. ● Issues with childcare and child illness often prevent students from being successful during the school day and after hours.
Post-Secondary: *Single parents, including single pregnant women*	The 19 single parents fared very well in both the placement (**1P1**) and credential (**2P1**) core indicators attainment. They placed at a 94.74% rate and obtained a credential at a measure of 93.33%.	The single parent group was 7.14% non-traditional gender (**3P1**)in the population. This was 2% - 3% below both the state and local performances. Like several other special populations groups, trend data will be needed to establish whether there are strategies that should be implemented to attempt to bring in more non-traditional gender single parents.
Secondary: NOT APPLICABLE *Out-of-workforce individuals*	No Data Available	This was not addressed at the secondary level. Overall, dealing with out-of-work individuals was addressed from a community wide perspective. Students were able to access business and industry representatives who presented in classes or through Nepris concerning issues outcomes related to being out of work.

Post-Secondary: *Out-of-workforce individuals*	The three out-of-workforce individuals placed (**1P1**) at the 100% level. There were no out-of-workforce individuals who were part of a non-traditional gender (**3P1**) program.	The out-of-workforce individuals obtained credentials (**2P1**) at a 33.33% rate. With such a small cohort of only 3 individuals and because of dealing with COVID, trend data (of at least 3 years) will be needed to establish whether there is an issue to be dealt with for retaining these students.
Secondary: *English learners*	A positive gap was created for **5S2** of +28 Students are encouraged to complete classes that have post secondary credit options in CTE	Gap for **1S1** was -21, **2S1** was -20, **2S2** was -16, **2S3** was –19, **3S1** was -19, **4S1** was-4. ● Lack of ELL teachers to help students reach the academic and graduation goals are current in many of our secondary buildings. ● Classroom teachers lack sustainable training in teaching ELL students. ● Oftentimes lack of tools that can help students are not available. ● Helping parents to understand how their cultural beliefs may impact the career choices that students are interested in.
Post-Secondary: *English learners*	English learners achieved very well in all three core indicator categories. They were at the 100% level for placement (**1P1**), 83.33% for credential attainment (**2P1**) and 15.9% for non-traditional gender (**3P1**) concentration.	None to address at this time.
Secondary: *Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)*	**4S1** had a gap of +11.00 Students are able to access resources through school social workers and other resources that help create positive environments for students during the school day.	**1S1** had a -gap of 31.00, **2S1**,-15.00, **2S2**-13.00, **2S3**-3.00, **3S1** -64.00 and **5S2**-20.00 ● Students, due to the lack of attendance or other related concerns, create a gap in staying up to date in class learning. ● In addition, often students who lack appropriate living arrangements have difficulty in completing work outside of the school day. ● Students may not always be willing to share their homeless status and thus cannot access resources that are available through McKinney-Vento. ● No clear process exists for sharing a homeless status with some post secondary institutions, thus making it difficult for students to continue on. ● Students report that with some institutions, the 2nd year is even more difficult to be declared

		homeless and therefore they leave post secondary.
Post-Secondary: *Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)*	There were only two individuals who fit the homeless description in the McKinney-Vento Act. The one individual who was part of the placement indicator (**1P1**) was placed.	One of the two (50%) homeless individuals earned a credential (**2P1**) and the one student in a non-traditional gender (**3P1**) program was not a non-traditional student (0%). Again, due to such low numbers and COVID, trend data is needed to establish whether or not there are issues with the core indicators for these homeless individuals.
Secondary: *Youth who are in, or have aged out of, the foster care system*	No Data was available	DCF needs to train school staff on how to access such programs as the Independent Living Program.
Post-Secondary: *Youth who are in, or have aged out of, the foster care system*	This group of individuals (10 concentrators) performed very well in all three core indicators. They were placed (**1P1**) and obtained a credential (**2P1**) at the 100% level and had a non-traditional gender (**3P1**) program concentrator rate of 10.00%--0.83% above the state's actual performance and just slightly below (-0.34%) FHTC's overall institution's non-traditional concentrator rate.	None to address at this time.
Secondary: *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)*	For this group the strength was a positive gap for Non-Traditional Concentration **4S1.** Counselors and teachers help students find their strengths and scheduling them into classes that are of interest to the student.	The following had a negative gap for this group which included **1S1, 2S1, 2S3, 3S1,** and **5S2** - The small number of students has not created enough for professional development across the region. - Counselors and teachers have limited knowledge on how to identify and address needs of this special population.
Post-Secondary: *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)*	No youth with an active duty armed forces parent were part of the placement (**1P1**) and credential attainment (**2P1**) groups.	Four youths were part of non-traditional gender programs, and none of the youths themselves were non-traditional in gender for their programs. As stated before, due to such low numbers in this special populations group and the circumstances surrounding COVID, at least 3 years worth of trend data is needed to establish whether or not there are issues with the core indicators for youth with active duty, military forces parents.
Performance of Students from Major Racial and Ethnic Groups		
American Indian or Alaskan Native **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	

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Asian **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	
Black or African American **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	
Hispanic/Latino **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	
Native Hawaiian or Other Pacific Islander **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	
White **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	
Two or More Races **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	
Unknown **Secondary/Post Secondary**	Analysis Not Required - Per KBOR Instructions	

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	**Secondary:** ● Advisory Committee Feedback ● Local Business/Industry Feedback, such as projected job openings and skill set desired ● Making sure Completer Data is done correctly following the guidelines of KSDE ● Secondary/Post Secondary Collaboration ● Follow-Up Data and use of NCAA Clearinghouse Data ● Teacher/Pupil Ratio is adequate and meets criteria ● Sufficient enrollment in Introductory-level class to have students prepared to continue on to Technical & Application level (Secondary). This includes having introductory level classes at the middle school level. along with the introduction/participation in CTSO's. ● Tracking and analysis of certifications, post secondary credit and work based learning opportunities. ● Student Interest meets or determines courses and pathways that are offered ● IPS activities fulfill the needs of the Program of Study	Better and more accurate data reporting to spot needs of pathways along with business and industry needs. Hire teachers who are certified in CTE areas. If a teacher is changing to a CTE pathway or course then professional development needs to be given. Provide sufficient software and tools for teachers to use when training students in technical skills.
	Post-Secondary: There are two current standards by which FHTC determines whether or not a program is of sufficient size. ● A primary criteria is FHTC's Revenue vs Expense reports which are annually completed for each program of study. In particular, the FHTC administration is looking at enrollment trends for a program and whether or not the program is at least covering its direct expenses (those costs attributable to only that particular program). The goal is that every FHTC program is also able to pay its share of indirect expenses for the College, but this is not as much of a concern unless there	In the past, FHTC has looked at program viability almost exclusively from a financial perspective (based on student enrollment). About five years ago, the College determined to take a broader look at programs, much beyond financial data, to identify what changes and actions need to be taken to improve programs—in not only being of sufficient size, but all aspects of program health. ● This led to embarking on a program review process that is in its fifth year of implementing a comprehensive, systematic review process for all programs as well as service and administrative units. The College currently has 4 years of

	is a pattern of not covering these overhead costs over a longer period of consecutive years**.** ● The other determinant is meeting the state Technical Education Authority's (TEA) benchmark of having at least an average 6 program concentrators over a 2 year period. The TEA benchmark for post-secondary programs, on page 6 of the Perkins Handbook, are referenced in this link "https://kansasregents.org/resources/Perkins_V_Handbook_Rev_March_2021.pdf" on the Kansas Board of Regents website. Currently, all FHTC programs meet that standard, except for the Hospitality Dietary Manager program (which was initiated in 2019 and has had no concentrators during that time) which continues as an offering because it is delivered with existing courses and faculty. FHTC's programs that do not meet the TEA benchmark can be offered; however, they are not eligible for Perkins funding through the state.	trend data for each program in Cycle I of program review process. These Cycle I programs (Business Technology, Dental Assisting, Emergency Services Technology, Graphic Arts Technology and Industrial Engineering Technology) are analyzing the four year's worth of data and completing an Action Report/Plan to address areas of weakness and improvement. The new review process is just one part of determining which programs are yet of sufficient size, although programs will be given the opportunity to implement changes to bring about the needed success. ● The College is also in the process of tying the strategic planning and budgeting processes in support of the initiation of new programs and to assist in providing funds for action steps to improve programs and ensure they are of sufficient size. As well, FHTC is developing a Strategic Enrollment Plan that will target increasing enrollment at the College, particularly for the undergraduate (non dual-credit high school) student population.
Relate to real-world work environment (Scope)	**Secondary:** ● Advisory Boards/Business and Industry input ● Meet all aspects of the career continuum ● Community collaboration and involvement in pathway work-based experiences from job shadowing to work-based placements ● Use of tools such as Nepris for a perspective outside of the region. ● Follow the recommendations in the Work-Based Learning Experience Digital Tool ● Curriculum aligns with current business and industry standards and skills ● Pathway courses follow the competencies set forth by KSDE.	Not all schools have had contact with KansasWorks and how KansasWorks can help develop work based learning for all districts. Staff besides CTE teachers need to have a knowledge base of what businesses are in the community and what they offer for students. Become familiar with the concept of Market Value Assets and develop options to meet the definition. Not all schools have fully implemented IPS with students.
	Post-Secondary: These are the two hallmarks of programs that are of sufficient scope, in addition to being delivered by an eligible institution which FHTC is. ● Twelve of FHTC's 19 technical certificate and/or associate degree programs have at least one mandatory internship, clinical experience or job shadowing as part of the program's requirements for graduation. Five other programs have elective internships available to satisfy graduation requirements. Additionally, all programs have lab experiences at the College where students practice and	● The College still has a need to develop an internship option for students in the Welding Technology program, particularly for the associate degree year. This is the one FHTC program (other than the Applied Technologies degree) that does not have an existing opportunity for internships. ● Part of FHTC's 2022-26 Academic Master Plan (AMP) is for faculty to complete 1-1 progress conferences with every student in their program. These conferences between the students and faculty will be similar to a workplace

	master skills to be ready for the work environment. This focus on real-world work experiences and readiness has produced a large number of students being employed after graduation at a High Wage level. ● As can be seen in the K-TIP and FHTC Job Placement Reports (and is referenced in Questions #3 and #4 above), the College is placing an extremely high percentage (98%) of exiting graduates into the workforce and is assisting students (at a 75% rate) to obtain an industry-recognized credential or an FHTC award at some level.	performance review—like unto what the graduates will see as part of their evaluation process when they are in the workforce. Students will self-reflect on their own performance in the classroom/lab in the major areas of job criteria for their career field. Then they and the faculty will discuss both areas of strength and those needed for improvement. ● Another initiative within the 2022-26 AMP is for each program to have at least 1 speaker, tour or event each semester where a business, industry or healthcare representative is invited to the College to speak/present/assess projects or where the program students go out to the places of business/industry to tour the facility and speak with current employees. These interactions are designed to help students make connections with those in their field and the expectations that will be part of that work environment.
Help students advance to future education (Scope)	**Secondary:** ● Develop articulation agreements with post secondary for a seamless transition. ● Secondary recognizes a student's Individual Plan of Study and provides personalized learning and career opportunities for all students ● Develop a consistent tool to gather data from students who have graduated ● Develop a method for students to understand and utilize their Work Key Results. This also includes helping business and industry to understand the Work Keys. ● Offering certifications	Articulation agreements are not understood by students and parents. More information and resources on how to understand and use articulation agreements that can be created. A connection to transition services for SPED students needs to be created. In addition, staff including counselors need to be trained on what services are available for students. Create a process for post secondary institutions to use the IPS when advising students at the post secondary level.
	Post-Secondary: FHTC links programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc. in a variety of ways. At the beginning of the FY '22 year, FHTC had established opportunities for 45 FHTC courses (34 Career and Technical Education - CTE and 11 General Education) with dual-credit options in 24 career pathways with a total of 64 state-wide CTE dual-credit articulations that Kansas high schools (HS) could choose for a post-secondary partnership for their Kansas State Department of Education (KSDE) career pathways agreements. The 34 CTE courses included at least one dual credit offering from 16 of the 19 FHTC programs of study. For the fall semester of 2021, FHTC had 161 dual credit concurrent enrollment program (CEP) students taking general education credits	FHTC will continue its efforts to establish more dual credit CTE course offerings with high schools (HS) and articulation agreements with 4-year universities. For the dual credit courses with high schools, FHTC is working to develop at least one more FHTC program dual-credit agreement (through the Network Technology program). The other two programs without high school agreements (Dental Assisting and Dental Hygiene) are prevented from doing so by Commission on Dental Accreditation standards. In working with 4-year institutions, FHTC will continue focusing on the development of program-to-program articulations to increase the number of FHTC degrees with those options beyond the current 6 program articulations. In particular, FHTC's Automotive Technology (AMT) program has an oral agreement with Pittsburg State's (PSU) Bachelor

	at their HS's. The College also had 1,035 students taking technical education CEP credits at their HS. These CEP HS's included Chase County, Council Grove, Emporia, Eudora, Eureka, Goddard, Hartford, Lyndon, Madison, Newton, Northern Heights, Olpe, Ottawa, South Coffey County, Waverly, and Wichita (multiple HS's). In terms of degree-seeking students taking courses on the FHTC campus, there were 242 dual credit HS students in 15 programs of study at FHTC. For articulation agreements with 4-year institutions, FHTC has 13 finalized articulations with Kansas public institutions, including at least one agreement with Emporia State, Fort Hays State, Kansas State, Pittsburg State, Washburn and Wichita State Universities. These 13 articulations include four articulations for any FHTC associate degree and nine program-specific articulation agreements (including ones for the Business Technology, Dental Hygiene, Graphic Arts Technology, Healthcare Administration/Management, Hospitality/Culinary Arts, and Multimedia Design programs). In terms of aligned curriculum, five of FHTC's programs of study are aligned with other programs in the same CIP code across the state. These programs are: Automotive Technology, Dental Assisting, Dental Hygiene, Practical Nursing, and Welding. Additionally, all 19 of FHTC's programs of study have an annual review by their Program Advisory Committees (PAC) of the program mission, program outcomes and course competencies. This helps to ensure the programs are aligned with business, industry and healthcare needs.	of Science in Technology degree (with an emphasis in Automotive Technology) to accept the AMT AAS into the PSU program. This agreement is being adhered to in practice, but needs to be codified with a written articulation. The two institutions have been in final discussions to clarify the current degree plan and courses needed at each college for completion of the 4-year degree. A signed MOU is anticipated for the spring of 2022. FHTC will also continue on-going discussions that will hopefully lead to further agreements in particular with Emporia State, Washburn and Wichita State Universities. Some of the specific activities in this area will include: ● Dean of Instruction doing Individual Plan of Study (IPS) template for the high schools, including articulation agreements in them for each FHTC program of study. ● FHTC staff present in the HS classrooms to help in the understanding and use of the HS to College articulations. ● Southeast KansasWorks (SEKW) staff work at FHTC during enrollment times. ● Better communication between HS CTE faculty and FHTC CTE faculty. Do a "shadow day" for HS faculty in working with Post-Secondary faculty during professional development days or other planned days. ● SEKW Youth Program Director present at FHCCC monthly meeting about the services/programs available for dual-credit students.
Are of high quality	**Secondary:** ● Meet the requirement of either the KSDE rubric for a high quality pathway or ACTE's rubric. ● Surveys from students, parents and business/industry. ● Examination of data such as end of course exams (Precision Exams), end of pathway tests, certification tests, ● Work-based evaluations, and students who meet/exceed competency levels. ● Schools Accreditation ● School/District Strategic Plans ● Completing such evaluations as Kansas Can Star Recognition	Not all schools have created processes to measure results or have even identified what results they need. Due to lack of attending CTE related conferences/workshops, schools/teachers/counselors may not have a clear understanding of all aspects of CTE
	Post-Secondary: Programs being of high quality start with them meeting the Perkins performance targets negotiated with KBOR's CTE staff. ● As can be seen on the "Flint Hills TC - Student Performance - FY23-24 Needs Assessment" spreadsheet, the programs at	● While FHTC provides significant support to faculty for professional development–either through local activities or Perkins allocations, the College has a strategic initiative to continue the faculty improving their teaching skills–which is

FHTC on the whole are meeting all three targets. For placement (**1P1**), FHTC programs are at 97.87%, exceeding the 90% target. On credential attainment (**2P1**), FHTC program graduates performed at the 75.21% rate, slightly above the 75% target. Related to non-traditional gender (**3P1**) concentrators, FHTC was at 10.34%, going beyond the state actual performance of 9.17%. In terms of individual programs, 100% of them met the **1P1** target, 61% (11 of the 18, excluding the Applied Technologies program which cannot be measured) met the **2P1** goal and 27% (4 of FHTC's 15 non-traditional gender programs) met the **3P1** benchmark.

- FHTC must also meet negotiated targets with KBOR through the annual Performance Agreements. The College had six measures to meet:
  - Increase first to second year retention rates of college ready cohort (Met - 71.1% actual, 71.0% baseline goal)
  - Increase the number of certificates and degrees awarded (Unmet - 403 actual, 488 goal)
  - Increase the wages of students hired (Met - $39,070 actual, $26,835 goal)
  - Increase the percentage of the students who matriculate to FHTC with a GED who complete a certificate, technical certificate or AAS degree (Met - 68% actual, 57.7% goal)
  - Increase the number of high school students completing a course with a grade of C or better (Met - 1,313 actual, 280 goal)
  - Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree (71.6% actual, 64.7% goal)

FHTC met five of the six goals in FY '20, with most of them being accomplished by a significant amount above their target. Again, this demonstrates a high-level of quality among all programs.

- Other measures of high quality programs, such as demonstrated need/demand for programs as seen in labor market and job placement data; active engagement with Program Advisory Committees twice annually as seen in meeting minutes presented annually to KBOR; articulation agreements, program alignment and industry credentials as seen memorandums of understanding and CLNA student performance data; equitable access to CTE pathways and programs as seen in the increasing number of CEP offerings

a hallmark of a high quality program. Part of FHTC's 2022-26 Academic Master Plan (AMP) is for every full-time faculty member to be engaged in at least one "teaching strategies professional development activity" on an annual basis as part of the individual professional development. The planning toward this goal will happen in every Master Agreement faculty's individual Professional Development Plan (PDP) which is submitted at the end of an academic year as a plan for the following year. As well, each faculty member must document their completion of at least one such activity during the year. The College will continue to do local teaching activities (like the Lunch & Learn's, New Faculty Orientation, Professional Development Days, Moodle Bootcamp, etc.) as well as provide support to external professional development opportunities (like the Kansas Council for Workforce Education's New Instructor Seminar or other Drive-In Workshops, Kansas Center for Career Technical Education–Pitt State–workshops, and conferences like the Kansas Nurse Educators, National Business Education Association, Center for Energy Workforce Development, National Consortium for Health Science Education Conference, among many others).

- The five FHTC programs without industry specific credentials (Computer Program Design, Computerized Machine Tool Engineering, Graphic Arts Technology, Industrial Engineering Technology, and Multimedia Design) need to investigate the potential of a value-added industry credential for their program area, as well as talk to their PAC's about the need and relevance of any credentials for their occupational areas.
- One of the biggest challenges for keeping programs up to date is having the necessary resources to purchase current equipment, technology, software applications, etc. to meet industry standards and needs. The College has been able to meet most needs for programs in the last couple of years due to the major infusion of CARES Act and Maintenance of Effort funds. The FHTC Foundation has also been a big supporter of several large projects for programs (Dental Assisting, Dental Hygiene, Hospitality/Culinary Arts, Practical Nursing, Welding Technology). However, these sources of funds are not guaranteed for future needs. The lack of finances and physical space in existing budgets/facilities will make it difficult to initiate new/

	at HS's (of both CTE and General Education courses) and in the increasing number of online courses at FHTC; and the continued acquisition and use of industry-standard equipment and technology as seen in the Work-Based Learning activities of the Perkins Local Grant progress reports, all point to CTE programs at FHTC that are of high quality.	expanded programs, including a timely implementation of programs as finances are solicited. • While there continue to be many discussions and meetings about the development of new programs (like President Daugherty's Engagement Conversation meetings, Emporia Community's "Ignite Emporia" campaign, Emporia Regional CLNA Team meetings, FHTC Executive Team and Direct Report meetings, PAC meetings, etc.), the lack of finances and facility space/equipment are tangible barriers to initiating new programs in a fairly quick turnaround time. The College must continue partnership meetings with business, industry and healthcare partners, other educational institutions, educational and other foundations & grant writing opportunities, As well, the College is looking at the feasibility of hiring a grant writer/manager and/or a business and industry liaison to be dedicated to communicating and working directly with external partners and stakeholders.

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
	Secondary: Through the use of assessments such as Map, Fastbridge and ACT, academic needs can be highlighted when student data is reviewed. By highlighting the needs of students, resources, lessons, staff development and curriculum updates can help make sure that all content areas are addressing rigorous and relevant state standards.	Due to the loss of state consultants at KSDE, not all pathways have had the same level of support including professional development. Not all schools have a system in place to monitor student outcomes, thus not having the information to make adjustments as needed.
(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	**Post-Secondary:** ● As part of the Kansas Board of Regents system and under the oversight of the Technical Education Authority, five of FHTC's programs of study are aligned with others across the state. These programs are: 　○ Automotive Technology 　○ Dental Assisting 　○ Dental Hygiene 　○ Practical Nursing 　○ Welding In order for these programs to receive state funding and approval, their courses and curriculum must align according to the agreed upon courses and alignment maps. ● Additionally, FHTC has 12 general education course offerings (in five areas which are needed to complete an associate's degree) that are part of the Kansas state-wide higher education transfer system in (SWT). All of these courses have a	● FHTC is working to collect better, more consistent data through assessment practices to demonstrate Program Level Outcome achievements in all programs. This is an ongoing process that has been implemented in all programs. Programs are now looking to utilize that data for curriculum and outcomes improvement. ● Ensuring that all of the SWT approved courses have a common assessment in place which has not yet been achieved for the dual-credit CTE courses. The common assessment will allow FHTC to ensure that students are meeting sufficient outcome achievement consistently for transfer credit. It will help the College to know if students entering a program of study with College credits received in high school are

	common assessment through which data is collected to verify equity of course level outcome achievement across all modes of instruction. ● Ten (10) CTE program courses are also part of the SWT system, with six of them being in the Business Technology program. The other courses are a part of the Emergency Services Technology, Healthcare Administration/ Management, Hospitality Dietary Manager and Practical Nursing program. The First Aid/CPR course (which is a requirement for most FHTC programs) is also a state-wide transfer course. FHTC faculty have been part of all of the Kansas Core Outcomes Group meetings where course outcomes are approved or reviewed/ validated by the discipline faculty. These courses are in process of developing common assessments through which data is collected to verify equity of course-level outcome achievement across all modes of instruction.	sufficiently prepared for the challenges of their particular program.
B) addresses both academic and technical knowledge and skills, including employability skills	**Secondary:** Schools are investing in Kansas IPS. This includes employability skills and social emotional competencies. All pathways have stated competencies that indicated what career skills, employability skills, academic skills and technical skills are needed in each class and pathway.	Not all staff engage in professional development that would address academic and technical knowledge and skills that are needed in today's careers. Core and other elective staff need training in employability skills and how they can promote those skills in their classrooms.

	Post-Secondary: ● All FHTC students are assessed on FHTC's three institutional student learning outcomes (ISLO's)—communication, professionalism and problem-solving–throughout their time at FHTC. These ISLO's were developed in conjunction with business & industry discussion/input, to develop the competencies that all FHTC students will need to possess when they graduate and enter the workforce—regardless of the program of study. FHTC has institutional data on student performance for the three ISLO's (communication, professionalism, and problem solving). In the fall of 2021, on a 5 point likert scale, FHTC's students are averaging 4.15 on the three communication performance indicators. In the professionalism area, FHTC's students averaged 4.30 in the three areas of performance indicators. For the problem-solving area, FHTC students averaged 3.69 on the one performance indicator. ● As well, students prepare for internships and employment through a Professional Development class offered as a standalone course or embedded in a program-level course. Students receive information on cover letter and resume development, interview skills, professional image, and business etiquette. They also learn a variety of methods for interacting with co-workers, succeeding in a multicultural setting, developing interpersonal skills necessary in the workplace, applying ethics, understanding legal issues, and utilizing appropriate decision making required for successful employment. ● FHTC had a 98% pass rate for industry related certification testing in AY21. FHTC has consistently achieved above 95% for industry certifications in the last 4 years.	● Continued development of curriculum integration and specific educational development of these three ISLO skills is an ongoing goal for FHTC. ● Finding a way to ensure that programs that do not have a stand alone Professional Development course Business Technology,, Graphic Arts Technology,, Hospitality/Culinary Arts, Computer Program Design, Multimedia Design–only available to AAS students, Dental Hygiene, Practical Nursing, and Power Plant Technology–only available to AAS students) are embedding key elements within the curriculum in their programs. ● Continue to work towards the expansion and identification of 3rd party and/or industry recognized certifications in all programs of study.
	Secondary: Through the use of competencies that are part of pathway approval through KSDE, business and industry (B/I) in the 5 year reviews are updating them.	Not all schools have each pathway which can limit the opportunities for schools, thus staff is not up to date with current B/I that can be related to the existing pathways.

	In addition, advisory boards help teachers remain up to date on current business and industry standards.	
(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area.	**Post-Secondary:** All 19 of FHTC's programs of study have an annual review by their Program Advisory Committees (PAC) of the program mission, program outcomes and course competencies. According to the state-developed Perkins Handbook, each PAC is to meet two times per year, with the assurance of courses and outcomes meeting the rigorous and relevant standards for their occupational area, so that students are qualified and competent to enter the workforce. They recommend and act on any changes in the program so that its curriculum and instruction does align with the needs of business, industry and healthcare. The results of alignment can be seen in the FHTC Job Placement and the K-TIP Reports, as well as the student performance in the Perkins Core Indicators (particularly the Placement 1P1 Indicator) and 3rd-party, industry-recognized credential attainment.	Continued effort to find active membership on PAC's in some industry areas is needed. Also a need to boost PAC engagement and meeting attendance in some program areas.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	**Secondary:** Through the pathway application process, the introduction level through the application level gives students the opportunity to learn the skill set required for careers associated with that pathway.	Not all schools use pre and post tests to gather data on student performance. The evaluation of this data can help drive to point areas of deficiency in curriculum. Work needs to be done to develop a smooth transition from middle to high school so that both parents and students understand pathways and all aspects of skill development.
	Post-Secondary: All programs begin with the foundational courses for the occupational area that are then built upon as students progress through the program of study. All programs engage annually in a review of curriculum maps which illustrate outcome learning progression across the program of study. Hospitality/Culinary Arts (HCA) provides a good example of this progression. All students start with a ServSafe course and certification that are completed in the first two weeks of the program. Because safety in working with sharp knives/tools, hot stoves/ovens, heavy equipment and sanitation is essential to a chef's job, that safety knowledge base must be the entry point. From there, the HCA students have an introductory semester of culinary techniques, baking and	None to address at this time.

	pastries and garde manger. The second semester of the technical certificate year encompasses intermediate and advanced classes in each of these three areas. The final year of the AAS degree builds on those first-year skills with production courses in American Regional Cuisine, World Cuisine, a Food Truck Practicum, and finally a Technical Internship in a restaurant. This program is fairly representative of how all programs move from introducing the aspects of the industry or career cluster to culminating with very occupational specific instruction.	
(E) has multiple entry and exit points that incorporate credentialing	**Secondary:** The pathway alignment allows for a tiered format for students to learn the skills. In addition, classes (upon instructor availability) can be added to increase more entry and exit points. Some schools have developed flexible scheduling to meet the needs of students continuing in a pathway.	More training in flexible scheduling to schools in order to help them develop and implement pathways that are meeting the needs of students and business/industry. Create more opportunities for students to earn stackable credentials as they progress in the pathway and from secondary to post secondary.
	Post-Secondary: All programs have multiple entry points, either in the semester that the program can be started (fall or spring); beginning in the HS junior, senior or as an undergraduate student; or the ability to take previous college course credits or credit for prior learning into an advanced placement in a program. As far as multiple exit points with credentials, 12 of the 19 programs of study have both a 1-year technical certificate and two-year associate degree option. Of the seven programs that only have one educational award exit point, all of them (Hospitality Dietary Management, Dental Hygiene, Healthcare Administration/Management, Health Occupations Technology, Practical Nursing and Network Technology) except for the Applied Technologies AAS have at least one industry-recognized credential that is also obtained during or at the end of the program.	The College needs to work on increasing communication and providing clarity with partnership institutions at the high-school level, as well as with the current FHTC students, about articulation agreements and transfer of credits process. FHTC should continually work to expand how this information is communicated out to various stakeholders (Infographics, TikTok, Social Media Campaign, or other platforms and ideas).
(F) culminates in the attainment of a recognized postsecondary credential.	**Secondary:** Some pathways have certifications or multiple certifications that students can earn in high school and stack as they continue. Excel and CTE is a valuable tool in helping students achieve certifications	There is a need for clear communication resulting in understanding the importance and function of articulation agreements. In addition, making the connection between articulation agreements and post secondary success.

	Post-Secondary:	
	All 19 of FHTC's programs of study have a recognized postsecondary credential, with many of them having multiple credentials as a part of the program. As far as recognized credentials from FHTC: • 5 Stand Alone Parent Programs (1 Perkins approved) with short term certifications (78 awarded in AY21) • 15 programs award technical certificate credentials (153 Awarded in AY21) • 16 programs provide an opportunity to obtain an Associate of Applied Science degree (103 awarded in AY21). • FHTC had a 98% pass rate for industry related certification and licensure testing in AY21. FHTC has consistently achieved above 95% for industry certifications in the last 4 years.	• FHTC has added a strategic enrollment plan and will be specifically looking at ways to increase persistence, retention, and completion rates for all programs of study. FHTC will be especially looking at the ratio of students who take CEP courses in high school to enrolling in programs of study at FHTC (currently about 10%) and completion. The College also needs to examine its technical certificate completion to associate's retention (currently about 40%) and completion. • The College will continue to work towards the expansion and identification of 3rd party and/or industry recognized certifications in all programs of study.

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

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

What does the law mean?

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

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

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

Process	Strengths	Needs/Gaps
Recruitment		
Secondary: 1. Secondary administration seeks out individuals by posting of positions, going to career fairs, being part of professional organizations 2. Sharing needs with local advisory boards for pathways. 3. Schools are encouraging students who are involved in the pathway, the opportunities that are available upon completion of their education in their home communities.	1. Administration is publicizing needs and encouraging teachers who are retiring to let them know early in the year. This allows for a long search time. 2. This is the major process for local business and industry to learn about the needs of schools in their area. 3. By encouraging students who have decided that this specific pathway is their passion, contact throughout their post secondary education provides a good foundation for students to establish good working relationships with local school districts. In addition, this connection allows for the student to be involved in ways such as subbing, volunteering to learn more about the profession, pathway and community.	1. While educational systems are good at communicating about staffing needs, no clear process or vehicle exists for local and state business to know what is needed in the way of positions at the secondary level. 2. Not all pathway advisory boards are kept up to date of the needs due to lack of communication and length of time between meetings. 3. While this concept is in its infancy more work needs to be done to create a continuum from high school graduation through completion of post secondary that is consistent. The area of concern is when staff turnover occurs and new staff does not continue the process.
Post-Secondary: At the post secondary level, it is very difficult to hire qualified instructors. In order to maintain Higher Learning Commission faculty credentials, instructors must have at least 2 years of teaching or work experience in the field they will be instructing. Getting individuals with experience to teach for FHTC, at the current salary rate, is extremely difficult. And this doesn't include the current extremely shallow supply of workers for almost all industry sectors–Lyon County's current unemployment rate is 2.2% Almost two thirds	Strengths include having both good quality graduates who the College is willing to hire as instructors and a College work environment that is attractive to workers wanting to become instructors. Sixty-one percent (61%) of the current FHTC faculty are in their 20's, 30's or 40's, indicating the educational environment is attractive to those who are starting or have families at home—a decent annual salary can be made while working at the College for nine or 10 months each year. In addition to summer months being an instructor's	With 19% of the current faculty being in their 60's or early 70's, there will be a substantial number of faculty to replace over the next 2 - 5 years. ● Probably the biggest gap in hiring new faculty is finding them in the first place. Having a small pool of qualified applicants who actually apply makes it difficult to hire quality candidates. A lot of this is because technical faculty could make double or more of a teaching salary by entering, or continuing to work, in their occupational field. Many potential instructional applicants don't

(64%) of the current 36 full-time faculty had direct connections with the College (they are FHTC graduates, former adjuncts or have worked with the College previously as members of local/regional businesses and/or industries) prior to becoming a faculty member. Twenty-two percent (22%) of the faculty had no previous connection to the College prior to applying for an instructional position, other than living in the Emporia area.   The remaining five faculty (14%) did not come to the College from one of the surrounding communities or because of a previous connection.

choice for working, the College schedule includes 26 week days during the fall and spring semesters that are holidays or break days. Benefits are also a plus in terms of good health coverage (the College pays the whole premium of an individual employee for every full-time employee), retirement plans, and other optional health or medical spending plans. Data shows that FHTC's instructors generally have had a previous connection with the College or a surrounding community, which has made FHTC an enticing place to work.

recognize the advantages of working at an educational institution that go beyond salary (such as benefits, more flexible working hours and environment and the choice of summer employment), and therefore they don't apply for a faculty position in the first place.

- Another gap in increasing the applicant pool may be in getting the word out on faculty openings to the appropriate venue in the first place.

FHTC needs to cast a wider net for advertising beyond the local and regional sources. It usually costs a significant amount more to send out job notifications to multi-state or national publications in the particular trade or occupational area. Internally as well, the net needs to be cast more broadly. The College needs to make use of the Alumni Database for more contacts of graduates in the field. (And the database itself needs to be populated by a much greater percentage of graduates. It is a work in progress that has been going on for just a few years.) The notifications also need to be sent out internally so that employees can be the College's own recruiters and advocates by reaching out to their own networks or connections in the community.

Common Barriers:
- Industry professionals are also concerned about coming into teaching because of their perception of what the current group of students will be like—lack of work ethic, needing to be constantly motivated, etc.
- Prospective teachers may not apply for a position because of the level of collegiate degree that is required by a program, typically from standards set by an outside accrediting body like the Higher Learning Commission, Kansas State Board of Nursing or the Commission on Dental Accreditation. While this is usually just an issue with health-related programs, it can keep qualified candidates from applying in the first place.
- Additionally, most CTE faculty have a good bit of experience in their program field area, but no formal teaching experience prior to coming to FHTC. This creates a challenging

		learning curve in the first couple years of teaching. Though orientation and professional development opportunities are given, faculty generally have to learn how to teach through on the job experience. That is one of the reasons there is a need for development of an internal mentoring program for new faculty, which FHTC currently does not have on a formal and systematic basis. Some investigation should be done into other mentoring programs that have been successful, including a review of the KCCTE mentoring program.
	Training	
Secondary: 1. Professional Development is offered differently for each educational institution. Through Perkins and various professional organizations, opportunities for professional development are provided addressing the needs as identified by state and local institutions. 2. Due to COVID, adjustments have been made in how training is offered. The use of technology such as Zoom has made professional education more accessible for some teachers.	1. The strength is that opportunities for training do exist for all levels of educators and related professionals. 2. The opportunity for training to be recorded and accessed at a later date and also be reviewed is a strength. Educators can take their time to view and then review if needed.	1. Due to current shortages in staff in all areas of education, oftentimes it is difficult for professionals to leave and attend training. 2. Not all schools across the state have access to the internet. This can prohibit educators from accessing professional development and training.
Post-Secondary: FHTC trains their faculty in a variety of ways. For first-year instructors, FHTC provides a 3-Day New Faculty Orientation that focuses on instructional needs to be ready for starting the academic year. First-year faculty are also involved in monthly new faculty meetings to help them become acclimated to administrative and programmatic duties, as well as give them opportunity to ask questions, network with fellow instructors and discuss strategies to deal with particular instructional issues. Also, all faculty are encouraged to take part in workshops like the New Instructor Seminar, Classroom Management, Assessment and Grading, Course Planning, and other opportunities that	All FHTC program faculty have the support of a Division Chair, the Dean of Instructional Services, the Director of Assessment and the Vice President of Instructional Services for individual and programmatic instructional help. This group of administrators has combined teaching and educational experience of over 100 years. The College provides many internal professional development opportunities for faculty, in addition to the mandatory professional development days. These opportunities include: ● Moodle Bootcamp (required for every online and hybrid course faculty member using FHTC's	Several of FHTC's programs, particularly in the Health and Human Services Division, have requirements for program accreditation that include continuous training in teaching strategies/methodologies. ● The Dean of Instructional Services, who is also the director of FHTC's online learning, is in process of developing a course for the Dental Assisting and Dental Hygiene faculty on "Teaching Principles." While the Dean is developing the course to help FHTC in meeting the Commission on Dental Accreditation's standards, the course will be

organizations like the Kansas Council for Workforce Education provide. The College pays for the instructor expenses to attend these training sessions. FHTC faculty are encouraged to use State Technology Internship Grant funds to work from one to three weeks during the summer to enhance their knowledge/skills in the occupational area in which they teach.

Many faculty make use of Perkins Local Grant funds to travel to conferences/trainings that generally relate to their occupational area. Over the past five years, FHTC faculty have had an annual average of over $27,000 going to support professional development activities ($135,500 overall). Since all of FHTC's program faculty teach in programs that are Perkins eligible, these dollars are available for full-time instructors.

Professional Development Days are administered by the College for 3 days each year; faculty are also paid for 2 additional days of self-directed professional development activities.

learning management system) - teaches faculty to develop and revise curriculum for these courses, regularly engage with students in the course and provide evaluation/ assessment to students in an appropriate way.
- Lunch N Learn's (optional sessions with stipends available for those who regularly attend) - teaches faculty strategies for using Questioning Techniques; Daily Plans, Objectives & Assessment; MyFHTC (FHTC's student records management system); Using Moodle; Common Assessments; Course Management; Designing Rubrics; and Course Assessments and Other Reports.
- Faculty Lounge (an optional online "course" for faculty) - gives resources for Creating Instructional Material; Moodle "How To's"; MyFHTC; the Library and Libguides; and Teaching Methodologies.

A new Faculty Development Fund, initiated in the FY '21 year, provides an annual $500 to an awarded faculty member for use in their program–whether for equipment, professional development, curriculum development or other needs. The first year's recipient was a Dental Hygiene (HYG) faculty member who purchased calibration cubes for the HYG clinical lab.

Good connections between business and industry personnel and FHTC faculty also provide a number of opportunities for local and informal training which has no cost to the faculty other than their time.

As well, **many programs have more than one instructor**, making it possible for a lot of collaboration, playing to the instructional strengths and areas of expertise within their field and providing support/ assistance to each other. Most programs now have a good base of curriculum and resources for their program, with a comprehensive breadth of teaching plans, curricular materials/resources, assessments, and teaching models/equipment. These curriculums and resources are housed both on the programs' shared drives and on Moodle in their respective courses.

one in which any FHTC faculty member can participate.
- For new faculty, there are several areas of need. While New Faculty Orientation is very beneficial for helping teachers in being prepared to actually step into the classroom to instruct their students, a number of administrative duties have to be done without much training on them. As New Faculty members do meet every month, the College needs to better sequence the training on the administrative responsibilities for faculty. A number of those tasks had to be completed prior to the instruction of new faculty on those duties.
- Additionally a Mentoring Program for new faculty would be very beneficial. The new faculty could be paired up with a more veteran faculty member to meet on a regular basis, as well as to have a person to ask for help with immediate needs. The College will look into beginning this at the start of the FY '23 academic year.

Retention

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Secondary:		
1. Provide teachers with a support system.	1. Many schools have district or in-house mentoring programs. In addition, teachers are encouraged to join professional organizations such as ACTE to network with peers.	1. Not all schools have a mentoring system in place. Not all schools provide the financial support for teachers to join professional organizations.
2. Connect with Post Secondary, Business and Industry, Advisory Board members, former students and Community members to recruit teachers.	2. Provides the community the opportunity to help support the development of CTE programs and provide options outside of the normal recruiting methods.	2. Not all schools can provide the same level of pay or resources thus creating an issue for the recruitment of teachers. In addition, many individuals do not want to move to more rural parts of the state to teach.
3. Using their CTE Pathways as a basis for developing homegrown teachers. District administration keeps in contact with those students who express a desire to teach in the district.	3. Students are continuously being recruited from the time they graduate from high school until they earn the teaching credential.	3. Not all districts have adopted this method and continue to use traditional methods to recruit teachers to their districts.
Post-Secondary: FHTC has utilized several different strategies in the process of working to retain faculty. These include flexible scheduling, leave and benefits (as mentioned in the "Recruiting Strengths" above) are certainly helpful for keeping faculty at the College. Providing opportunities for professional development is another. As mentioned in a previous section, over the past 3 years, FHTC has allocated over $100,000 to the training and continuing education of their faculty to keep them and their programs as current and high quality as possible. The College has also paid for the College degrees and certifications for faculty who need them to help their programs become, or stay, accredited. Lastly, the College has worked to give wage raises to all staff on an annual basis.	A strength of retaining faculty (and any other employee as well) is what the Strategic Planning Survey called a "family like" environment. FHTC is known for having a good working culture, where family and emergency situations are supported, there are competitive salary & benefits (including paying the entire premium for a single payer health insurance plan) for the Emporia area, and the Foundation and administration are supportive of seeking out and providing for the needs of programs including keeping their facilities/equipment up-to-date. The culture also includes a strong sense of faculty being the owners of their programs, being able to grow, expand and improve them as much as they can dream and seeking the resources to do so.	The FHTC faculty cited several needs/gaps in retaining them. ● One is an increase in the base pay amount. An external "threat" is that almost all faculty have opportunities to make a significantly higher salary in business, industry, or healthcare, and they are often recruited by them while employed at FHTC. The College typically loses one or two faculty each year to an outside opportunity where salary and benefits are much greater than at the College, including one instructor this past summer who was recruited away from the College during a Technology Internship opportunity. ● A complete review and potential overhaul of the Master Agreement is another way that faculty could be retained. The College administration and the faculty negotiations team leader have agreed to spend the entire spring semester looking at ways to improve the contract. ● Additionally, the faculty have stated that a childcare option on campus could help with their retention. The potential of beginning a

		childcare program could be part of the solution for this retention need.
		● Another way that could help retain employees is through reimbursement for advanced college credits/degrees while working. FHTC does not currently have the funds to support an effort like this, even though a number of FHTC's faculty would take advantage of an incentive like this if available.
		● Faculty have also expressed an interest in all programs (or all of them besides Welding Technology) being at the main campus or same campus location. While this would be more of a long-term solution, it is possible that a program or two could come back to the main campus by the College using its existing space in more of a shared fashion.
		● Having more social and engagement activities among the staff, like the Bowling activity on Professional Development Day, is something both faculty and staff are desirous of and could help in retaining employees.
		● Employees, especially faculty, appreciate the flexibility of the work schedule and ability to take leave to deal with immediate family situations. However, with contact hours being a core component of the Master Agreement and weekly work schedule, it can leave the faculty with the impression of being laborers (and not professionals) as they have to clock a number of activities in hours. A review, and revisions, of the Master Agreement would help in defining the contract by credit hour/course load instead of clock hours.
		● As well, providing additional opportunities for other faculty income (especially during the summer time) could help in retaining teachers. There are a number of opportunities (like the state Technology Internship program, the teaching of the Kansas Center for Career and Technical Education workshop, non-credit community education courses, etc.) that need to be made known

		internally so that faculty can take advantage of them. Having a dedicated grant writer could help in retention as well. Oftentimes, the grant opportunities include additional chances for faculty to teach or present for a short-term project or courses as part of the grant (like Kids College, the National Science Foundation Grant, the Monsanto America's Farmers Grow Rural Education Fund, Emporia Community Foundation, etc.). These can lead to additional occasions for increased income for faculty.

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

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

The local needs assessment shall include…

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

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

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

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

What does the law mean?

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

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term "special populations" means--

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;
(F) English learners;
(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
(H) youth who are in, or have aged out of, the foster care system; and
(I) youth with a parent who—
        (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
        (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

Checklist

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

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

NA	Native Hawaiian or Other Pacific Islander
NA	White
NA	Two or More Races
NA	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
Secondary: 1) Providing opportunities for students in special populations to be part of any and all CTE programs and CTSO. Highlighting CTE programs and CTSO and the positive impact that this offers students. In addition, students can be part of leadership skills associated with CTSO's.	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents	1.) Increasing student, staff, and parent awareness of the opportunities in CTE pathways and classes. Keep reviewing and updating data showing areas of growth along areas that may need to be addressed. Increasing the funding for special populations to participate in CTSO's.
2) All juniors are eligible to take the WorkKeys assessment. This provides students with a Nationally Recognized Certification that can be used anywhere.	2.) Active Military Parent Economic Disadvantaged Students Homeless Students Non-trad student population	2.) KSDE needs to keep giving the opportunity for schools to administer WorkKeys. More professional development on how to share the student outcomes with parents and business and industry. Since the WorkKeys is a nationally recognized certification, students who move around will have a tool that is mobile. Having school districts report post secondary credits and certifications that students earn.
3) Providing Excel and CTE classes at the secondary level for all students. The use of Excel in CTE classes has increased the post secondary attainment of credits along with certifications.	3.) Single Parents Economic Disadvantaged Students Foster Care Students	3.) Developing a toolkit for schools to use to celebrate students who are attaining post secondary credit, certifications and employment.
Post-Secondary: 1.) The Vice President of Student Services serves as FHTC's coordinator of accommodations for students with disabilities at Flint Hills Technical	1.) Individuals with disabilities English learners Single Parents, single pregnant women	1.) These services are part of the regular operation of FHTC. One thing that could benefit the sustainability of these resources is having the finances to purchase additional

College, and acts as a resource person to the faculty and staff, along with being a liaison to outside agencies. She works with special populations students to obtain existing IEP information for HS students or to develop 504 plans for undergraduate students and then to communicate the appropriate accommodations for the program faculty of these students. Reasonable academic adjustments/ auxiliary aids that FHTC makes include extended time on tests, a quiet testing room, test reader, use of calculator, a note taker, use of tape recorder, tutor/interpreter copies of notes, faculty lecture outline or notes, audio texts, note taker/interpreter, reader telecommunications devices for deaf persons, and assistive listening devices or systems.		auxiliary aids to assist students from various special populations groups. As well, FHTC has a robust learning management system in Moodle, but it is used almost exclusively for course work. The College could assist all students by putting more support items and resources in Moodle to help make the things accessible to all FHTC students.
2.) FHTC staff go to and participate in a variety of different activities to promote the programs to the communities where English is not the native language. Some of these strategies have included partnering with ESU's International Student office, representing FHTC at the Day of the Dead celebration and the Welcome Back Block Party, collaborating on the Fishing Tournament, meeting with community leaders and Southeast KansasWorks staff.	2.) English learners	2.) The College is stretched very thin on staff positions, particularly for Student Success Center positions. Additional staff are needed to help meet students' needs and barriers. In the meantime, some relief could be garnered by delegating tasks across multiple positions, making certain larger tasks or projects a collaborative effort that doesn't fall on the shoulders of one position.
3.) Both Student Success Center staff who work directly with prospective students and their admissions process (the Advisor/Counselor and Admission & Enrollment Specialist) & the Cashier (who also helps to recruit, advise and take student payments) are Spanish speakers.	3.) English Learners	3.) The College needs to continue pursuing bi-lingual staff in both instructional and support positions. At this point, only one faculty member is bi-lingual, and he is leaving at the end of the FY '22 academic year.
4.) The Kansas Department for Children and Families (DCF) provides a foster care tuition waiver for students who were or are in the foster care system. While the numbers at FHTC have not been huge, FHTC has seen an increased number of foster care students come into the College because of that financial support. FHTC Financial Aid staff work with the DCF case workers to ensure these tuition waivers and other	4.) Youth who are/were in the foster care system	4.) This past year, the College established a Fund through FHTC's Foundation to help economically disadvantaged students and others who were having emergency financial needs.. This one-time scholarship of up to $500 was put in place to help students with emergency needs related to basic living expenses–help with rent, utilities, vehicle repairs, food, etc. An anonymous committee (made up of staff from across all College divisions or departments) meets as needed to make decisions on requested funds. The College needs to

financial supports are in place for the youth of foster care to succeed in their programs.		continue pursuing other funding sources for students in need of financial assistance, including those in or from the foster care system.
5.) The Vice President of Student Services is also the Veterans Education Services and Compliance Officer at the College. Youth of parents on active duty in the military are often the ones who utilize the dependent and survivor benefits of their parents. The College ensures that all military benefits are applied and certified in the appropriate manner to the Department of Veterans Affairs.	5.) Military - Students Using Dependents and Survivors Benefits from Military	5.) The College and Southeast KansasWorks (SEKW) staff are desiring to team up to have SEKW staff on FHTC's campus during enrollment times. This could assist in disseminating timely and accurate information about monies and services available to support military dependent students through SEKW funds.
6.) The College works with the staff of Southeast KansasWorks to ensure prompt and seamless assistance in the admissions process, working with any potential financial aid or scholarship opportunities and in receiving payments for the students' College expenses.	6.) Out-of-Workforce Individuals	6.) As stated above, FHTC and SEKW staff could team up to have SEKW staff on FHTC's campus during enrollment times. This could assist in disseminating timely and accurate information about monies and services available to support eligible students through SEKW funds. This would be a benefit to all students, not just the military-dependent ones.
Gap	**Which special population(s)**	**Strategies for Improvement**
Secondary: 1) Materials needed to be translated into languages of ELL students and parents. This would help in academics, non traditional concentrators and graduation rate.	1.) ELL students and Migrant Worker Parent	1.) The use of Perkins special pop funds to have the translation completed. KSDE materials need to be accessible for ELL students and families
2) Schools have in place strategies and programs to help students address academic and CTE skill improvement. Scores in our region for Reading and Math show the need for more measures to address the gaps.	2.) Economically Disadvantaged English Learners Homeless Individual with Disabilities Non-trad Single Parents Migrant Foster	2.) By using Data evaluation tools and processes, schools can dig into the data to help identify issues resulting in developing specific strategies to address these deficiencies. By addressing the deficients of students with positive strategies, students' scores will have the opportunity to improve thus decreasing the gap between the local scores and the state goals. Secondly, by identifying the missing skills improvements to the curriculum can occur.
3) Total placement of students can be limited due to the opportunities for work based learning. New and creative ways to help students develop the skills needed to move along the Career	3.) Military Parents Economically Disadvantaged English Learners Foster Care Homeless Individuals with Disabilities	3.) More workplace training to help coordinators provide training to business and industry in how each of the category of students could fit within one of their placements/positions.

Continuum will help with the gap for Total Placement.	Single Parents Migrant Worker	A state wide (besides local) public service exposure to the benefits of business and industry becoming involved in the placement of students from special populations becoming successful productive members of the community.
Post-Secondary: 1.) FHTC's Student Success Center staff needs and desires to work more closely with Southeast KansasWorks (SEKW) staff on career exploration/guidance/ placement activities for both the Adult Education Center (AEC) students, as well as other prospective or current FHTC students. All three entities (SEKW, AEC and FHTC) are part of the initial connection for prospective students who need educational services. While this past year has seen a number of opportunities for the staff to work together, as of yet that has not translated into a robust, comprehensive system that benefits prospective and current students. 2.) Another gap is in tutoring/mentoring services for students. At this time, either the services are limited in scope at the main campus, mainly help with math skills, or are provided away from the main campus (like at the AEC), not where most students are taking the coursework for their programs of study. 3.) College for post-secondary students can be a financially draining venture. In looking to help students of special populations, the College could work closely with groups like Hispanics of Today & Tomorrow to develop scholarships targeted at students who often encounter barriers. 4.) FHTC's marketing materials are all in English, making it difficult for English-speaking students with non-English speaking parents to help them understand the processes, costs,barriers and benefits to taking advantage of the opportunities available in higher education.	1.) These activities should benefit all special populations groups. 2.) Individuals with Disabilities, English Learners, Youth of Foster Care, Economically Disadvantaged Individuals 3.) English Learners, Youth of Foster Care, Economically Disadvantaged Individuals, Out-of-Workforce Individuals, Homeless Individuals 4.) English Learners	● Additional staff for the Student Success Center and administrative areas to be able to handle the volume and all facets of the admissions process, like making payments, providing personal and career counseling (which the College does not currently have an on-campus resource), assisting with disability services, and staffing the College for evening hours to be able to fully serve all students. The additional staff could help with tutoring/mentoring services as well. ● The College needs additional sources of funds (whether increased enrollment, greater state support, private donations, taxing authority or other means) to be able to support the addition of needed staff. Working with outside groups, like HOTT, could help in the development of scholarships for all special populations students. The additional funding could help with items like Spanish-language marketing materials also. The College's marketing funds are at minimal levels currently, just with English-language materials. ● FHTC could implement a Spanish-speaking First Year Experience (FYE) class to help non-native English speakers to acclimate to a College environment where they will need to become proficient in English. The FYE course could be taught by bi-lingual Student Success Center Staff who know both the topics that the new students will be learning in FYE and know, and can help with, the challenges of moving between two languages in the educational setting. ● The College will continue to work, and establish deeper relationships, with partners in a number of different agencies. The partners include the Adult Education Center, the Southeast KansasWorks staff, military recruiters, area high school counselors, and

5.) The College should work with Armed Forces recruiters to place graduates into the military and provide benefits for future education in the process.	5.) This activity could benefit all special populations groups.	local agencies/organizations that provide services to special populations students.
6.) The College needs to do a better job in partnering with the Adult Education Center, both to make much greater use of their resources and expertise in helping eligible FHTC students and in recruiting AEC GED graduates to continue on in their education at the Tech College.	6.) This activity could benefit all special populations groups.	

Q9: How do schools and colleges ensure that programs are designed for the success of students in special populations?
Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
Secondary: 1.) Post Secondary Credit Attainment	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents	1.) Articulation Agreements and good working relationships with our post secondary partners helps create an atmosphere where our special population students feel comfortable interacting with professionals, attending classes and going on college visits. TRIO is also a resource that is helping students complete their FAFSA and other post secondary activities. Continuing to collaborate with agencies like TRIO, Communities in School and Jag provide even more support for our students.
2.) Non Trad Concentrators	2.) Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad	2.) Providing opportunities for non-trad students to meet as a group to discuss any concerns, questions is helpful. In addition, making sure materials that are part of the curriculum and marketing materials reflect individuals in non-trad roles.
3.) Graduation Rate	3.)Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad	3.)The opportunities for alternate settings while still being able to take CTE classes thus completing pathways has increased students staying in school and graduating. Strategies vary at the schools in the region to address students who are in danger of not graduating.

4.) Science Scores	4.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents	4.) Teachers in science classes are working with CTE teachers to recognize overlaps in standards and competencies. Therefore teachers are starting to create more co-curricula activities and highlight for students where competencies and standards overlap.
Post-Secondary: 1.) Several employees have gone through poverty training or lived through that situation and are better equipped to support and connect with students in these same life circumstances.	1.) Economically Disadvantaged Individuals, Out-of-Workforce Individuals, Homeless Individuals, Youth In or Aged Out of Foster Care.	1.) It may be beneficial to provide poverty training for all of the Student Success Center and instructional staff. The more FHTC staff who are aware of the unique educational challenges of individuals who are out of work, homeless or part of the foster care system should lead to both greater empathy and support of these individuals.
2.) The Student Success Center staff help special populations students to identify and then access resources for themselves at the college and in the community. These include helping students with IEP's or 504 Plans to receive the accommodations that they need at the College, partnering with Cross Winds to provide counseling services (beginning in the spring of 2022), having advisor/counselor follow-up on academic or life management issues, having access to and using adaptive equipment (like pen readers, large-print monitors, etc.) and navigating financial resources in the community and region (like the Jones Voucher and the Reeble Childcare Scholarship).	2.) This activity could benefit all special populations groups.	2.) Almost all of these services are part of the regular operation of FHTC. One thing that could benefit the sustainability of these resources is having the finances to continue partnering with Cross Winds on counseling services. The College is currently using a special source of limited funds to provide counseling in the spring semester.
3.) FHTC's Library houses a number of resources and supplies that can assist students from a wide variety of backgrounds. These resources include the checking out of laptops, paper books and journals, electronic databases and "recycled" student supplies (notebooks, 3-ring binders, paper, pencils/pens) at the Corner of Supplies section in the library.	3.) This activity benefits all special populations groups.	3.) These services are all regular parts of the Library's current operation, ensuring that they will remain sustainable.

4.) FHTC's faculty make themselves available to meet with students before and after classes—including outside of regular hours. Faculty also complete Instructor Concern Forms (ICF's) when persistence student issues are noted. Besides meeting with the individual faculty members for one-on-one conversations about how to improve student performance, FHTC's advisors/academic counselors follow-up with students to ensure they have outside-of-College resources that they need to be academically successful. The College continues to review and add improvements to the ICF for ease of use and better communication between faculty & Student Success Center staff.	4.) This activity benefits all special populations groups.	4.) These activities are all regular parts of FHTC's instructional practice, ensuring that they will remain sustainable.
Gap	**Which special population(s)**	**Strategies for Improvement**
Secondary: 1.) Academic scores for reading and math	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents	1.) More opportunities at CTE conferences for professional development in how to address low achievement in the classroom. Develop virtual training that teachers can use at a self pace that is comfortable for them to address the academic gap. More emphasis on job shadowing, greater involvement in business/industry in celebration of CTE student achievement.
2.) Total placement of special population students	2.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents	2.) Continue increasing through the use of social media student achievement and the skill set that students can bring to the community
Post-Secondary: 1.) Poverty training for the whole FHTC staff could benefit some of the special populations students. It would make the staff aware of the unique academic challenges of individuals who are out	1.) Economically Disadvantaged Individuals, Out-of-Workforce Individuals, Homeless Individuals, Youth In or Aged Out of Foster Care.	1.) Funds are needed to provide this type of training. As well, employee time for professional development would be a challenge because of both schedule and staffing constraints.

of work, homeless or part of the foster care system. It would lead to both greater empathy and support of these individuals both inside the classrooms/labs and outside as well.		
2.) Another gap is having extra sets of tools, texts, supplies, or uniforms for students who need that type of assistance	2.) Economically Disadvantaged Individuals, Out-of-Workforce Individuals, Homeless Individuals, Youth In or Aged Out of Foster Care.	2.) Funds again are a major barrier for having extra sets of tools and student supplies available for that type of student assistance.
3.) Access to Mental Health Counseling on campus could greatly enhance FHTC's ability to help students. Being able to add a counselor on-site for ease of access and follow through would be a big assistance.	3.) This activity would be available to benefit all special populations groups.	3.) The main item to help with the sustainability of these services is having the finances to continue partnering with Cross Winds on counseling services and personnel on-site at FHTC.
4.) The Tech College needs increased and clearer communication with high schools (HS) on the expectations of curriculum and instruction in programs at the collegiate level. The distinguishing between HS and Post-Secondary guidelines on instruction of special populations groups is needed, particularly before students enroll in a program of study, to ensure occupational and academic goals are appropriate to each individual student.	4.) This activity should benefit all special populations groups.	4.) This needs to become a point of focus for those FHTC staff who work directly with the HS's–recruiters, advisors/counselors, registrars, coordinators/directors and administration.

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: 1.) Graduation rate among special populations which had a positive regional gap of 6.78	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents	1.) Creating a strong work based program which creates a continuum of career development, awareness and opportunities for real life work experiences. Continuing to create a strong IPS and district wide career counseling program including updating goals and activities as needed.

	Foster Care Students Migrant Parents	
2.) A positive gap measure of 4.56 in the academic area of Science.	2.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students	2.) Continuing to develop resources, lessons, and curriculum goals that allow for students to increase skills and knowledge in this content area. By increasing knowledge and allowing students to make the connection between core and CTE in order to increase rates of success.
3.) A positive gap of 4.39 exists in the data for Non-Traditional Concentrator	3.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students	3.) Continuing to promote non-traditional fields with students. Increase the opportunities for interaction with individuals who are currently working in a non trad career.
4.) A positive gap of 26.49 for post secondary credit attainment.	4.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students	4.) CTE teachers and post secondary staff are working together to provide opportunities for credit attainment. Support staff are working with students who may be encountering difficulties in order to overcome issues.
Post-Secondary: 1.) FHTC's programs of study are High-Wage, High Skill and/or of Critical Industry Need. All programs have a Program Advisory Committee to ensure the students are being taught the skills, techniques, processes, software and relevant equipment that is needed to succeed in these fields.	1.) This strength benefits all special populations groups.	1.) These strengths are a regular part of FHTC's instructional programs and part of the expectations and practice for Perkins-eligible programs, ensuring that they will remain sustainable.
2.) FHTC's programs of study, and the instructional and student services that support them, all do a number of work-based learning activities, like going on tours, having guest presenters come to the classroom/lab, participating in clinical, internship and job-shadowing activities, and	2.) This strength benefits all special populations groups.	2.) These activities are a regular part of FHTC's instructional programs and part of the expectations and practice for Perkins-eligible programs, ensuring that they will remain sustainable.

hosting the interaction with businesses, industry and healthcare through events like the Career Fair and Reverse Career Fair. 3.) The First Year Experience (FYE) course prepares students to better understand resources and access points to help in their academic success at the postsecondary level. Part of the FYE outcomes is to help students become self-sufficient and to advocate for themselves. 4.) The Vice President of Student Services, who is FHTC's coordinator of accommodations for students with disabilities at the College, works with special populations students to obtain existing IEP information for HS students or to develop 504 plans for undergraduate students. Part of her role is to have accommodation conversations that clearly communicate that "FHTC mimics the work environment." The College is preparing all students for a work environment	3.) This strength benefits all special populations groups as all students participate in the FYE course during their initial semester of enrollment. 4.) Individuals with Disabilities English Learners Single Parents, Single Pregnant Women	3.) FYE has been and will continue to be a regular part of the FHTC students' experience in becoming a degree-seeking student at the College. 4.) These services and conversations are part of the regular operation of FHTC and accommodations are required by law for all institutions of higher education.
Gap	**Which special population(s)**	**Strategies for Improvement**
Secondary: 1.) A negative gap for reading of 8.66 was noted along with a very small negative gap in math of 0.42	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students	1.) Continue to provide instructional support to students in order to raise their skill level. Provide more professional development time for CTE staff to work with core staff in strategies that can help students succeed.
2.) A negative gap of 12.78 exists for total placement of students for this region.	2.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students	2.) Increased connection between school staff and Kansas works in creating opportunities for students in high school. The effective use of IPS framework in creating plans that reflect the student interest and the relationship between opportunities for career placement.

Post-Secondary:

1.) Part of the College's Academic Master Plan (AMP) includes adding Career or Reverse Career Fairs at a program or division level. In getting ready for these career fairs, students will be preparing both technical and professionalism skills to convince employers in their field that they can do the job required for their in-demand occupational fields.

2.) FHTC's staff and faculty need to become more aware of career services that Southeast KansasWorks (SEKW) provides and then help students in accessing those resources/services. The College, along with SEKW, should continue to collaborate on an agreement for SEKW to be an active participant in career services. This can only lead to better preparation and self-sufficiency as students work toward entering the workforce.

3.) A "Personal Finance" course for all students could be helpful in the process of becoming self-sufficient.

4.) There is a continued need for teaching the difference between the academic and workplace expectations for the College vs. the high school's expectations. FHTC's programs are guided by industry expectations on what can be done to accommodate specific special populations groups and their needs. Some programs may be able to make adjustments in how instruction is done; others may not. Regardless, the curriculum for the programs must be maintained, and not modified, so that FHTC graduates are well prepared for their employment in the High Wage, High Demand, and Critical Industry Need fields.

1.) These activities will benefit all special populations groups.

2.) These activities will benefit all special populations groups.

3.) These activities will benefit all special populations groups.

4.) These activities will benefit all special populations groups.

1.) These activities will become a regular part of FHTC's instructional programs and practice for Perkins-eligible programs, ensuring that they will remain sustainable. As part of the AMP, the career fairs will become regular items that are reported to the local governing body (the Board of Trustees).

2.) The College will continue to be part of the Regional and Emporia Core partners meetings. The Youth Services Director will partake in Flint Hills Career Clusters Consortium monthly meetings to give updates on the status of programs, services and resources. As well the two organizations will continue meeting about career services opportunities that SEKW staff can provide to the College and to individual programs.

3.) This strategy needs investigation and further research. While the content/curriculum is certainly needed by FHTC students, figuring a way to put it into student schedules, find instructors and pay for the course will require some effort and collaboration.

4.) This needs to become a point of focus for those FHTC staff who work directly with the HS's–recruiters, advisors/counselors, registrars, coordinators/directors and administration. While appropriate and mandated accommodations will be made for special populations students, unreasonable expectations and accommodations will not be made. The College needs to ensure these differences are clearly communicated in advance of students enrolling in a program of study.

Region Name: South East Region

#	Pathway Name	Pathway Size — Concentrator Count	Demand — Total Annual Openings (SE Region)	Wage — Annual Median Wage (SE Region)	CIP — CIP	SOC Crosswalk	UNIVERSITY PATHWAY	COMMUNITY COLLEGE PATHWAY	TECHNICAL COLLEGE PATHWAY
1	Agribusiness Systems								
2	Animal Science	25	73	$ 37,725.00	1.0901	45-2000	KSU	Barton, Butler, Cloud County, Colby, Dodge City, Independence, Seward County	WSU-TC
3	Comprehensive Agriculture Science	104			1.9999	45-3010	FHSU, KSU	Dodge City, Seward County	
4	Food Products & Processing Systems								
5	Natural Resources & Environmental Services								
6	Plant Systems	5	142	$ 35,341.00	1.1101	37-3010		Johnson County	
7	Power, Structural & Technical Systems	83	26	$ 35,703.00	1.0201	45-2091	KSU	Fort Scott, Garden City, Hutchinson, Pratt	MATC, NCKTC
8	Construction & Design	44	584	$ 41,676.00	46.0000	47-2000	PSU, KU, WU	Barton, Butler, Coffeeville, Dodge City, Fort Scott, Highland, Hutchinson, Independence, Johnson, KCK, Neosho county, Pratt, Seward County	FHTC, MATC, NCKTC, NWKTC, SATC, WITC, WSU-TC
9	Digital Media	60	18	$ 35,428.00	9.0702	27-3000	WSU, ESU. FHSU, KSU, PSU, KS, WU	Cloud County, Johnson County, Butler	
10	Graphic Design	45	7	$ 32,534.00	50.0499	27-1024	FHSU, KSU, PSU, KU, WSU. WU	Butler, Cloud County, Cowley, Dodge City, Highland, Hutchinson, Johnson County, KCK, Labette, Pratt,	FHTC, NWKTC, SATC, WITC, WSU-TC
11	Business Management & Entrepreneurship	69	341	$ 59,430.00	52.0799	13-1000	ESU, FHSU, KU, KSU, PSU, WU, WSU	Allen, Barton, Butler, Cloud County, Coffeeville, Colby, Cowley, Dodge City, Fort Scott, Highland, Hutchinson, Independence, Johnson County, KCK, Labette, Neosho County, Pratt, Seward	FHTC, MATC, NCKTC, NWKTC, SATC, WITC, WSU-TC
12	Teaching/Training	9	735	$ 52,126.00	13.0101	25-0000	ESU, FHSU, KSU, KU, WSU, WU		
13	Aviation Production	2	9	*	15.1102	53-2000			WSU-TC
14	Energy								
15	Engineering & Applied Mathematics	49	58	$ 78,082.00	15.1102; 14.0101	17-2000	ESU, FHSU, KSU, KU, PSU, WSU, WU	Butler. Cowley, Hutchinson, Johnson, Seward	NWKTC
16	Business Finance	66	353	$ 45,819.00	52.0801	13-2000	ESU, KSU, KU, PSU, WU, FHSU, WSU	Barton, Butler, Cowley, Highland, Hutchinson, Jonson County, Neosho county, Seward County, Colby, KCK, Labette, Fort Scott, Indpendence, Allen	WSU-TC, MATC
17	Government & Public Administration								
18	Biochemistry	11	1	$ 70,902.00	26.0202	19-1000			
19	Biomedical	29	1	$ 62,410.00	14.0501	19-1000	ESU, FHSU, KU, KSU, PSU, WU, WSU		
20	Health Science	166	752	$ 55,764.00	51.9999	29-0000; 31-0000	ESU, FHSU, KSU, KU, PSU, WSU, WU	Allen, Barton, Butler, Cloud County, Coffeeville, Colby, Cowley, Dodge City, Fort Scott, Garden City, Highland, Hutchinson, Independence, Johnson County, KCK, Labette, Neosho County, Pratt, Seward County	FHTC, MATC, NCKTC, NWKTC, SATC, WITC, WSU-TC
21	Restaurant & Event Management	84	1,375	$ 23,878.00	12.0504	35-0000	FHSU, KSU, WU	Butler, Dodge City, Garden City, Independence, Johnson Couty, KCK	FHTC, NCKTC
22	Travel & Tourism								
23	Early Childhood Development & Services	44	89	$ 28,974.00	19.0709	39-9011	KSU, KU, ESU, FHSU, PSU, WSU	Allen County, Barton, Butler, Cloud County, Cowley, Dodge City, Highland, Hutchinson, Independence, Johnson County, KCKCC, Labette	WITC
24	Family, Community & Consumer Services	89	615	$ 43,027.00	19.0799	21-1000	ESU, FHSU, KSU, KU, PSU, WSU, WU	Barton, Cloud County, Colby, Fort Scott, Hutchinson, Johnson County, KCK, Pratt, Seward County	FHTC, MATC, NCKTC, NWKTC, WSU-TC
25	Fashion, Apparel, Interior Design (FAID)	4	13	$ 39,962.00		27-1000/ 51-6000			
26	Information Support & Services	1	96	$ 30,380.00	11.0301	43-4100	ESU, KSU, KU, WU, FHSU	Allen, Butler, Colby, Dodge City, Fort Scott, Garden City, Highland, Independence, Johnson County, Neosho County, Seward County	FHTC, NCKTC, NWKTC
27	Network Systems								
28	Programming & Software Development								
29	Web & Digital	63	1	$ 54,273.00	11.1004	15-1100	ESU	Butler, Highland, Hutchinson, Johnson County, KCK, Neosho County	MATC, WSU-TC
30	Corrections, Security, Law & Law Enforcement Services	17	135	$ 40,336.00	43.9999	23-1000/ 33-3000			
31	Emergency & Fire Management Services	3	63	$ 29,653.00	43.0299	33-2000	KU, WU,	Allen, Barton, Butler, Cloud County, Coffeeville, Cowley, Dodge City, Fort Scott, Garden City, Highland, Hutchinson, Independence, Johnson County, KCK, Labette, Neosho County, Seward	FHTC, NWKTC, SATC, WITC
32	Manufacturing	34	1,275	$ 39,643.00	48.0000	17-3000/ 49-9000/ 51-4000	KSU, PSU	Barton, Butler, Fort Scott, Garden City, Highland, Hutchinson, Johnson County, KCK, Labette, Seward County	FHTC, MATC, NCKTC, NWKTC, SATC, WITC, WSU-TC
33	Marketing	10	1,486	$ 46,293.00	52.1402	13-1000/ 41-3000/ 41-9000	ESU, FHSU, KSU, KU, WSU, WU	Allen, Butler, Garden City, Johnson County, KCK, Neosho County, Seward County	NCKTC
34	Aviation Maintenance								
35	Mobile Equipment Maintenance	25	225	$ 41,560.00	47.9999	49-3000	KSU, PSU, WU	Barton, Butler, Cloud County, Coffeeville, Cowley, Dodge City, Fort Scott, Garden City, Highland, Hutchinson, Independence, Johnson County, KCK, Neosho County, Pratt, Seward County	FHTC, MATC, NCKTC, NWKTC, SATC, WITC, WSU-TC

		Industry Need	100+ High Demand		$30,138.00+ High Wage	
CIP	**Program Name**	**Program Size**	*State Demand*	*Region Demand*	*State Wage*	*Region Wage*
		2-year Average Concentrator Count	*Total Annual Openings (KS)*	*Total Annual Openings (SE)*	*Annual Entry Wage (KS)*	*Annual Entry Wage (SE)*
01.0104	FARM AND RANCH MANAGEMENT					
01.0205	AGRICULTURAL TECHNOLOGY					
09.0702	**MULTIMEDIA DESIGN**	15	*492*	**18**	*$23,837*	**$25,381**
10.0305	**GRAPHIC ARTS TECHNOLOGY**	35	*229*	**7**	*$30,150*	**$24,812**
11.0201	**COMPUTER PROGRAM DESIGN & DEVELOPMENT**	22	*1,289*	**17**	*$53,739*	**$43,028**
11.0301	BUSINESS COMPUTER SCIENCE					
11.0801	WEB DESIGN AND DEVELOPMENT					
11.0901	**COMPUTER AND INFORMATION TECHNOLOGY**	32	*1,079*	**21**	*$53,557*	**$50,613**
11.1006	COMPUTER SUPPORT SPECIALIST					
12.0401	COSMETOLOGY					
12.0410	MANICURIST					
12.0500	**HOSPITALITY/CULINARY ARTS**	22	*22,253*	**1,375**	*$17,343*	**$20,354**
12.0505	CULINARY ARTS AND HOSPITALITY					
15.0506	ENVIRONMENTAL WATER TECHNOLOGIES					
15.0607	ASSOCIATE OF APPLIED SCIENCE IN PLASTICS TECHNOLOGY					
15.0612	INDUSTRIAL ENGINEERING TECHNOLOGY					
15.0613	**COMPUTERIZED MACHINE TOOL ENGINEERING**	16	*272*	**73**	*$32,509*	**$28,743**
15.1702	**POWER PLANT TECHNOLOGY**	34	*49*	**8**	*$35,602*	**$37,063**
19.0708	EARLY CHILDHOOD EDUCATION					
22.0303	COURT REPORTER					
43.0107	CRIMINAL JUSTICE					
43.0203	FIRE SCIENCE/FIREFIGHTER					
46.0201	CONSTRUCTION TECHNOLOGY					
46.0302	ELECTRICAL TECHNOLOGY					
46.0401	**INDUSTRIAL ENGINEERING TECHNOLOGY**	91	*47*	**5**	*$35,325*	**$38,328**
47.0101	ELECTRICAL TECHNOLOGY					
47.0105	ELECTRONICS TECHNOLOGY/TECHNICIAN					
47.0201	HEATING, VENTILATION, AND AIR CONDITIONING					
47.0603	AUTO COLLISION REPAIR TECHNOLOGY					
47.0604	**AUTOMOTIVE SERVICE TECHNOLOGY**	71	*611*	**41**	*$25,862*	**$25,001**
47.0611	MOTORCYCLE SERVICE TECHNOLOGY					
48.0501	PRECISION MACHINING TECHNOLOGY					
48.0508	**WELDING**	60	*717*	**83**	*$28,905*	**$28,517**
49.0205	TRANSPORT MANAGEMENT/COMMERCIAL TRUCK DRIVING					
51.0601	**DENTAL ASSISTING**	16	*320*	**17**	*$27,282*	**$28,418**
51.0602	**DENTAL HYGIENE**	32	*142*	**6**	*$47,393*	**$57,139**
51.0707	HEALTH INFORMATION TECHNOLOGY					
51.0713	HEALTHCARE CODING					
51.0716	BUSINESS MEDICAL ADMINISTRATIVE TECHNOLOGY					
51.0799	HEALTHCARE ADMINISTRATION/MANAGEMENT		*338*	**24**	*$61,005*	**$53,523**
51.0801	MEDICAL ASSISTANT					
51.0803	OCCUPATIONAL THERAPY ASSISTANT					
51.0805	PHARMACY TECHNICIAN					
51.0806	PHYSICAL THERAPIST ASSISTANT					
51.0808	VETERINARY TECHNICIAN					
51.0810	**EMERGENCY SERVICES TECHNOLOGY**	18	*687*	**63**	*$23,577*	**$21,960**
51.0904	EMERGENCY MEDICAL TECHNICIAN		*191*	**13**	*$20,363*	**$21,062**
51.0908	RESPIRATORY THERAPY					
51.0909	SURGICAL TECHNOLOGY					
51.0910	DIAGNOSTIC MEDICAL SONOGRAPHY					
51.0911	RADIOGRAPHY					
51.1004	MEDICAL LABORATORY TECHNOLOGY					
51.1009	PHLEBOTOMY		*126*	**3**	*$25,571*	**$22,462**
51.2601	**LONG TERM CARE**	9	*3,631*	**315**	*$20,122*	**$18,936**
51.2602	HOME HEALTH AIDE		*674*	**49**	*$20,334*	**$17,184**
51.2603	MEDICATION AIDE		*95*	**9**	*$17,743*	
51.2604	REHABILITATIVE AIDE					
51.2699	RESTORATIVE AIDE					
51.3104	HOSPITALITY DIETARY MANAGER		*11*	**0**	*$21,343*	
51.3801	REGISTERED NURSE					
51.3901	**LICENSED PRACTICAL NURSE**	56	*519*	**30**	*$35,219*	**$33,555**
51.3902	CERTIFIED NURSE AIDE		*2,862*	**257**	*$22,290*	**$20,688**
52.0302	ACCOUNTING					
52.0201	**BUSINESS ADMINISTRATION AND MANAGEMENT**	27	*7,461*	**341**	*$41,131*	**$40,780**
52.1803	DISTRIBUTIVE EDUCATION/MID-MANAGEMENT					

Business & Industry Meeting - Review of the Labor Market Data   **12/9/21 @ 12:30 PM**

Present: Lori Moore, Paul Bean, Sheryl Leeds, Richard Nienstedt, Tom Koch, Kim Dhority, Denise Gilligan, Stella Tharp, Eva De Hoyos, Steve Loewen, Katie Givens

o **Does the Regional labor data seem to accurately reflect the reality of employment prospects for your industry/field? If not, why not?**

Tremendous Labor Shortage—particularly service industry and entry-level workforce. No one to hire. Going to shorter shifts. Not so much at top end, but more so at the bottom end of the workforce. Glendo has several open positions. They are hiring, but not at the pace that is needed.

Need the entry-level to be there so that they can get leadership for the future as well. Students get hired straight out of HS that can fill the jobs that would have been filled with College-degreed folks in the past.

On the job learning is key. Have had discussions on this in the legislature about insurance to help with getting students into the workforce.

Tuition Reimbursement programs are starting to do this to help get their future education.

More OJT w/machinists. Just hired a carpenter to become a machinist. Model for the future.

We need the basics to get started.

Seeing a decrease in requirements in job notifications

 Finding someone in the profession to teach the skill set is becoming more and more difficult – AMT instructor

Lacking in teacher aide/paraprofessionals

Insurance is hard to afford and keeping the hours

Seeing a shift to more P-Ters. A key element may be getting COVID retirees back into the workforce. How do we contact these folks? Maybe one position is filled by 2 or 3 people.

- o **What are industry related Job Titles that connect to the program of study, if any? Are there any connected industry fields or areas that you feel could provide FHTC and high school pathways opportunities for future growth which should be considered?**

  Food Products & Processing Systems – Need an expansion of this.

  Lyon County Area – Rural Innovation & Technology Taskforce. Check with Rob and Casey about the areas they are looking at.

  Teaching/Training is going to be a key one.

      Boomerang

      Manufacturing is a key one that needs to increase.

      Post-Secondary Needs:

      Logististics

      ***Robotics – Programming, Maintenance

      Automation

- o **Any recommendation or suggestions for how we can identify, develop, or recruit industry professionals to help train the next generation of industry experts?**

  Identifying industry professionals to help with teaching.

  Talk about the incoming generation – inform them of bringing people back to the community. Find industry leaders who can promote them. Find individuals who can make connections between business & industry

  Need to provide work based learning opps.

  Hire Paths – Doing Excellent Job on Breaking down the Stigma.

  People are worried about leaving the workforce. Get retirees – industry to partner with Colleges/HS's – match up a HSer and the soon-to-be retirees to help coach and mentor the new workers.

  Senior leaders – Need to have understanding of the younger workforce, how to treat and communicate with them.

- **What major impacts (if any) do you foresee within your industry because of the recent pandemic?**

  Hope for a boomerang effect, especially for educators. Many more are retiring sooner.

  Folks wanting to work at home. It depends on the industry, that will be a continuing effect. Businesses may need to consider using a lot more part-time workers, instead of full-time.

  Has changed a lot of priorities for people. The work force approach is different. Finding the people.

- **Do you anticipate any major shift in hiring needs or practices within your industry in the next 3-5 years?**

  Making hiring practices more attractive. Benefits packages – not doing any is not an option.

  Transporting, childcare at the worksite.

  Cohort training

  More incumbent worker training.

  Industry has to have a mind set of bringing them into the workforce—bring them in as a son or daughter. Complementing what is done in education.

  **Paradigm shift – Company has to sell itself to the applicants.

  Needing to get folks to apply. HR has to go to the Colleges/HS's to recruit the next group of workers. Recruit, have them make a site visit,

  Have a signing day –

  Must get to the parents – help w/helping their children.

  Major upgrade to the benefits package. Being more pro-active in career fairs.

- **Based on recent hires, are there any major skills/knowledge gaps that FHTC programs could potentially address?**

  Need for more automation.

Robots need to be used.

Dramatic shift in going from diesel/combustion engine to electrical (cars). It will have a profound impact on industry. Be looking ahead to this.

Soft Skills – Integrate it into programming. Make it as real-life as possible.

The students need a relationship with the College rep. Have the relationship to do the work-based learning experience. How do we establish relationships with B & I and students?

Communication with the students. Get the parents/students knowing that there is more than just a 4-year college experience.

Emporia Area Comprehensive Needs Assessment Meeting-Educators
Friday, December 10th at 10:00 AM

Zoom Meeting Link:
https://fhtc-edu.zoom.us/j/86965234374?pwd=S2I2T0o3SFlsNTFuN1QrUndBNFh3QT09

1. Introductions

2. Overview of Perkins V and Comprehensive Regional Needs Assessment

3. Step 2 of the Comprehensive Needs Assessment Document- This step will be reviewed as part of the meeting.
       What are Special Populations?- Definitions
       What are Secondary Performance Indicators- Description of Indicators
       What are Post Secondary Indicators- Description of Indicators

4. Secondary Performance Data- see attachments

5. Post Secondary Performance- see attachments

6. 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?
       Are all students provided with equitable access to CTE programs of study via Individual Plans of Study (IPS) implementation?

7. Report Out (If in Small Groups)

8. Step 3- Analyze CTE Programs-Progress toward Improving Access and Equity of the Comprehensive Needs Assessment Document- This step will be reviewed as part of the meeting.

9. Questions for Discussion:
       What strategies are used to remove barriers to success of students in special population?
       How do schools and colleges ensure that programs are designed for success of students in special populations?
       What activities in the region prepare special populations for high-wage high- skill in-demand occupations and lead to self-sufficiency?

10. Report Out (If in small groups)

11. Next Steps
       Information/Data still Needed?
       Is another meeting needed?

Sherly Leeds	Steve Loewen	Janay Blome	Delaney Murphy	Lori Moore
Kim Dhority	Ryan Cobbs	Denise Gilligan	Chrissy Robinson	Pam Babb
Tammy Thomasson	Paul Bean	Ms. Murphy	Celisa Reding	Team from Kansas Works

Comments to Performance Data

Discussion was held after members reviewed the data from secondary and post secondary.

None of the members expressed any surprise to the data.

Barriers that have contributed to the gaps include the following:

1) Dramatic increases in the number of IEPs and 504 plans for students. Several individuals felt like for the 504's this is in response to the mental health issues associated with the effects of COVID on families and students.
2) Anderson County reported that several group homes have opened in their community and the lack of support has contributed to students not performing.
3) The lack of paras in the classroom in all schools is a problem along with the job openings in some schools for qualified full time teachers.
4) Lack of access to the internet for students and families living in rural areas.
5) Many students in our special population groups had to get full time jobs in order to help provide for the family, thus reducing accessibility to school support.
6) Due to the social restrictions many of our business and industry partners were not able to establish a personal face to face relationship with students, thus creating a gap for mentoring and other in person experiences.
7) IPS and CTE are still a work in progress for most schools. More training and understanding by students, parents and teachers is needed to implement the full effect of what can be accomplished with IPS.

Strategies being used to help increase access and equity for all students.

1) More work needs to be done with work based learning opportunities. Currently, schools are limited in the experiences that they can offer because of COVID restrictions, reduction of workforce and limited by auditor guidelines for how long a student can be out of the classroom and still be considered a full time student. In communitie where students have to travel a fair distance time wise prevents them from having quality experiences or opportunities.
2) Liability and insurance guidelines need to be addressed so that business and industry feel comfortable having students under the age of 18 in their business.
3) OJT training and apprenticeship programs need to be promoted and increased in communities where business and industry is not at full capacity.
4) Schools need to develop programming to bring in retired workers to either serve as mentors or help teachers in certain technical areas.
5) Automation and manufacturing are two areas that the local Ottawa economic development councils see as areas for major development of classes and training for students.
6) Employability skill training must be improved upon so that students graduating have a strong skill set that provides them with a strong foundation.
7) Another aspect of employability skills is teaching students how to advocate for themselves in a positive manner.

8) A barrier that needs to be overcome is the jargon that is used by educators when talking to parents and business/industry professionals.
9) A positive aspect that business/industry sees is the efforts from Excel and CTE along with the Kansas Promise Act that focuses on areas of need in the trades, IT, medical and early children.
10) Many communities have suffered loss of childcare due to COVID and parents find it difficult to go back to work, especially for 2nd and 3rd shirts.
11) Business/Industry is being more creative in the kinds of shifts that they are offering in order to meet the needs of students who work and go to school.
12) Schools need to celebrate students in the world of CTE and the accomplishments that they achieve.
13) Business/Industry need to be more proactive and hands-on in working with schools to provide opportunities for students to learn about their business.

Members will review documents before the needs assessment is submitted.