COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

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

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	Sheryl Leads Stella Tharp	Emporia High School Ottawa High School		sheryl.leeds@usd253.net tharps@usd290.org
Postsecondary Institution(s)	Kim Dhority	Flint Hills Technical College	620.341.1345	kdhority@fhtc.edu

Add rows as needed

Date February 1, 2024   Regional Team Name_ Emporia Region

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

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

What are the tasks of the Regional Needs Assessment Team?
1. Use evidence-based strategies to recognize needs of the regional industry.
2. Identify strengths and gaps of CTE programs in the region.
3. Identify strengths and gaps in student performance.
4. Evaluate programs of study in the region.

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

What is a comprehensive regional needs assessment?
A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:
1. Identify participants on the regional team.
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage community partners in a review and analysis of focused data.
4. Identify areas of growth and strengths (what is working).
5. Identify areas of opportunity and gaps (what is not working).

Why complete a comprehensive regional needs assessment?

The federal "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 3 components:
1. Evaluation of regional labor market data.
2. Evaluation of student performance.
3. Evaluation of programs of study:
    o Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
    o Evaluation of the progress toward implementing CTE programs and programs of study.
    o Description of recruitment, retention, and training for CTE educators.
    o Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

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

Who is required to participate in the needs assessment process?

The regional needs assessment team is comprised of a diverse group of local community partners who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following community partners to participate in the needs assessment, the local grant application development, and the on-going consultation [Sec.134 (d) and (e)]:
1. CTE program representatives at the secondary and postsecondary levels:
    - Teachers
    - Faculty
    - Administrators
    - Career guidance counselors and advocates
    - Advisement professionals
    - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives.
3. Representatives from a range of local businesses and industries.
4. Parents and students.
5. Representatives of special populations (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.

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

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term "special populations" means--
    (A) individuals with disabilities;
    (B) individuals from economically disadvantaged families, including low-income youth and adults;
    (C) individuals preparing for non-traditional fields (gender);
    (D) single parents, including single pregnant women;
    (E) out-of-workforce individuals;
    (F) English learners;
    (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
    (H) youth who are in, or have aged out of, the foster care system; and
    (I) youth with a parent who—
        (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
        (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

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

Needs Assessment Process:

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of <u>two</u> community partners for each category are required.**
3. Gather, review, and analyze data.

4. Convene the regional team (must **meet at least <u>twice</u>** throughout this process; virtual meetings are acceptable).
5. Complete the needs assessment Template:
    - All steps and all parts are required.
    - Incomplete assessments will not be approved.
    - Add rows to tables as needed.
    - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated.
    - Include a copy of meeting documentation and/or minutes.
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org by February 1, 2024.
7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

Template:

STEP 1: Analyze Labor Market Information

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

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

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

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

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

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

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

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

STEP 3: Analyze CTE Programs

    Part 1: Size, Scope, and Quality.

    Part 2: Progress Toward Implementing Programs of Study.

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

    Part 4: Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

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

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

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

Regional Team Name: Emporia		Date:
Regional Needs Assessment Team Co-chairs:	**Email:**	**Phone number:**
Secondary: Sheryl Leeds Stella Tharp	sheryl.leeds@usd253.net tharps@usd290.org	785.229.8020 EXT 2119
Postsecondary: Kim Dhority	kdhority@fhtc.edu	620.341.1345

Add rows as needed

Regional Needs Assessment Team

At least <u>TWO</u> representatives for each category are REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair(s)	Sheryl Leeds Stella Tharp	Emporia High School, Assistant Principal Ottawa High School, CTE Director
Postsecondary Co-chair(s)	Kim Dhority	Flint Hills Technical College Dean of Academic Affairs
Teachers - Secondary	Hailey Waymire Mr. Nathaniel McGee Jessica Broyles	OHS- CTE Teacher Central Heights Ag Teacher Business Teacher at Olpe High School
Faculty - Postsecondary	Lori Moore Kyle Sumpter	FHTC Business Instructor FHTC Network Technology Instructor
Secondary Administration	Sheryl Leeds Jodi Grover	Emporia High School Asst Principal Burlington High School Principal
Postsecondary Administration	Kim Dhority Brenda Carmichael	Flint Hills Technical College Dean of Academic Affairs Flint Hills Technical College Dean of Enrollment Management
Specialized instructional support and paraprofessionals	Jamie Manhart Angie Becker	Greenbush-SE Kansas Education Service Center Career and Technology Education Coordinator Special Education Coordinator
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Jamie Needham Michelle Nicholson	4th Judicial District CASA Director Sparkwheel (aka Communities in Schools)
Representatives of Special Populations	Celisa Reding Heather Wagner	OHS Social Worker- IEP Students and Homeless Liaison Student & Family Resource Specialist USD 253
Career Guidance and Academic Counselors	Alexandria Macias Janella Newton	Emporia High School Counselor Lebo/Waverly Counselor

Students	Chloe Fischer David Garcilazo-Madrigal	EHS Junior CTE Student Industrial Engineering Technology Student
Community Members	Trevor Mathews Stacey Hower Nick Roth	Michelin Wet Lilles- West Franklin Prairieland Partners John Deere
Business & Industry Representatives	Ryland Miller Jeanine McKenna	Director of City of Ottawa Chamber of Commerce Director Emporia Chamber of Commerce
Workforce Development Representatives	Katie Givens	Southeast KansasWorks Assistant Executive Director
Parents	Trevor Mathews Shannon Crouch Michael Moody	Parent of in-coming student Parent of High School/College Student Parent of West Franklin Student
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Vicki Schweinler	Flint Hills Technical College Director of Adult Education
Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Lisa Kirmer	Executive Vice President of Student Services and Academic Affairs
Representatives of Indian Tribes and Tribal organizations (where applicable)	NA	
Representatives from CTE programs at correctional institutions (where applicable)	NA	
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Denise Gilligan	Flint Hills Technical College Director of Institutional Effectiveness

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):

The local needs assessment shall include…

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

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

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

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

Part 1: Identify sources of labor market data

All data sources must come from the approved labor market data list (see below).

If you wish to use a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

Approved Sources of Data:

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

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

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

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

Part 3: Conduct preliminary data analysis

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

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

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
Secondary: ● **Animal Science** for the region has a concentrator count of 83 with a projected demand of 73. 7 schools reported concentrator data. ● **Fashion, Apparel, Interior Design** has a concentrator count of less than 5 with a projected demand number 13 projected de. 1 school reported concentrator data for this pathway. ● **Aviation Maintenance Pathway** Emporia region had less than 5 concentrators with a projected demand number that has been suppressed. Only 1 school has reported data ● **Agribusiness** has a projected demand number that has been suppressed. Due to the nature of the Comprehensive Ag Pathway, Business Management and Finance this pathway would have adequate concentrators. ● **Emergency and Fire Management** had less than 5 concentrators with a projected demand	● **Plant Systems** has a projected demand of 142 with only 18 concentrators throughout the region. 4 schools reported concentrator data ● **Construction and Design** is projected to have 546 openings with only 90 concentrators. 12 schools reported concentrator data. ● **Business Management and Entrepreneurship** has 90 concentrators with a projected openings of 391. 12 schools reported concentrator data ● **Engineering & Applied Mathematics** has a total of 17 concentrators for a demand of 65 openings. 2 schools reported concentrator data for this pathway. ● **Teaching/Train** has a total of 23 concentrators with a projected 759 openings. 9 schools reported concentrator data.	● **Comprehensive Agriculture Science** had 155 concentrators but data indicates zero openings. This is a pathway when you look at the look term projection under the Occupational Code 45-0000 indicates that the projected demand number has been suppressed for this code. 15 schools in the region have this pathway ● **Power, Structural & Technical Systems**-This region had 100 concentrators with only 26 projected openings. 14 schools reported concentrator data for this pathway. ● **Digital Media** concentrator count 49 with demand showing only 18 positions. In conjunction Graphic Design concentrators was 53 with a projected demand of 7. A total of 10 schools for the Digital Media pathway and 7 schools reporting for the Graphic Design Pathway ● **Biochemistry** 7 concentrators with a projected demand of 1 opening. 5 schools reported concentrator data for this pathway.

number that has been suppressed. 1 school reported concentrator data..
- **Network Systems** opening is 21 while Programming and Software Pathway has a demand for the region for 17 openings. Less than 5 concentrators were reported by 4 schools..

- **Finance** has 97 concentrators across the region with a projected demand of 316 positions. 15 schools reported concentrator data.
- **Health Science**- has 244 concentrators with 790 projected openings. 6 schools reported concentrator data
- **Restaurant and Event Management** had 144 concentrators with 1,511 projected demand. 12 schools reported concentrator data.
- **Early Childhood Development**- had 67 concentrators with a projected demand of 89 openings. 10 schools reported concentrator data.
- **Family and Community and Consumer Services** has 102 concentrators with a projected demand of 615 openings. 14 schools reported concentrator data.
- **Information Support Services** had 7 concentrators with a projected demand of 96. 2 schools have this pathway.
- **Corrections, Security, Law and Law Enforcement** indicated a concentrator count of 6 with a projected demand of 217. 3 schools reported concentrator data
- **Manufacturing** has a concentrator number of 38 with projected demand of 1,441. 6 schools reported concentrator data
- **Marketing** had a total of 15 concentrators with a projection of need for 1,486 positions. 5 schools reported concentrator data
- **Mobile Equipment Maintenance** had 19 concentrators with a projected demand of 225. 2 school reported concentrator data.
- **Food, Product and Processing** had less than 5 concentrators with projected demand of 145 openings and 2 schools reported concentrator data
- **Energy-** region demand is 55 openings and 1 school reported 0 completers

- **Biomedical** has a count of 66 concentrators and a projected opening of 1. 3 schools reported concentrator data for this pathway.
- **Web & Digital** concentrators in this region were 78 with a projected demand of 1. 9 schools have this pathway and reported data.

	● **Government and Public Administration** had less than 5 concentrators with projected demand of 39 with 3 schools reporting concentrators ● **Travel and Tourism** regional demand is 35 openings with 3 schools reporting 7 concentrators. ● ● **Travel and Tourism** has a projected demand number of 27 projected openings. We had 3 schools reporting 7 concentrators for this pathway	
Post-Secondary: Flint Hills Technical College delivers five programs with adequate concentrator counts for the Annual SE Kansas Regional Openings. These include: ● Graphic Arts Technology (25 concentrators for 26 openings) ● Practical Nursing including Healthcare Administration/Management (45 concentrators for 39 openings) ● Emergency Services Technology/ Emergency Medical Technician (8 concentrators for 17 openings) ● Welding Technology (71 concentrators for 80 openings) ● Computerized Machine Tool Engineering (Suppressed number of concentrators for 7 openings)	Flint Hills Technical College has four programs with too few concentrator counts for the Annual SE Kansas Regional Openings. These include: ● Hospitality/Culinary Arts including Hospitality Dietary Manager (14 concentrators for 1,511 openings) ● Industrial Engineering Technology (80 concentrators for 151 openings). ● Health Occupations Technology (16 concentrators for 134 openings) ● Business Technology (49 concentrators for 316 openings)	Flint Hills Technical College has seven programs with too many concentrator counts for the Annual SE Kansas Regional Openings. These include: ● Multimedia Design (10 concentrators for suppressed number of openings) ● Computer Program Design (29 concentrators for suppressed number of openings) ● Computer Information Technology/Network Technology (39 Concentrators for 4 openings) ● Power Plant Technology (49 concentrators for suppressed number of openings) ● Automotive Technology (74 concentrators for suppressed number of openings) ● Dental Hygiene (31 concentrators for suppressed number of openings) ● Dental Assisting (9 concentrators for suppressed number of openings)

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

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Labor Data Results: Projected labor data indicates that generally, the SE Region educational system is in a good position to meet regional labor needs. Areas of highest projected job growth/need all have connected pathways in secondary education. Opportunities for secondary programs will be in expand course offerings and increased concentrator counts in these areas. Based on the projected job growth fields, the Program and 2+2 opportunities for FHTC identified below could potentially open up more options to meet the demands of the regional job market. Specifically: ● Transportations & Material Moving (FHTC is working to develop CDL Training options) ● 2+2 for Industrial Engineers ● Expanded Electrical training or partnerships with local IBEW Union ● Development of a Pharmacy Technician Program	**According to the Regional Occupational Projections for the KDL:** The following areas are predicted to have greater than 20% job growth by 2030 in the Southeast Region: ● Landscaping and Groundskeeping Workers ● Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers ● Pharmacy Technicians ● Industrial Engineers ● Telecommunications Equipment Installers and Repairers, Except Line Installers ● Substance Abuse, Behavioral Disorder, and Mental Health Counselors ● Veterinarians ● Physician Assistants ● Industrial Engineering Technicians* **According to the Regional Occupational Projections:** The following areas had annual openings of greater than 500 in the Southeast Region that there are currently no courses or programs for. ● **Transportation & Material Moving Options** (*Training Program is in Development at FHTC*)	**According to Jobs EQ reports for the Emporia Perkins V Region:** the following areas of employment will fall into a supply deficiency in the next 10 years. ● Installation, Maintenance, & Repair ● Healthcare Practitioners & Technical ● Management ● Business & Financial Operations ● Construction and Extraction ● Transportation and Material Moving ● Computer and Mathematical ● Architecture & Engineering ● Production ● Healthcare Support Currently the educational partners in the Perkins V Region have courses, pathways, and/or programs that specifically align/address several of these areas. There is opportunity to further enhance and expand some of the offerings in these areas.
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:		

General feedback collected from a variety of sources have indicated a number of programs/pathways that should be considered for future implementation. These recommendations came from community members, business & industry, and education personnel. The programs/pathways for future consideration are:

- Ag-Related Programs, including operations and business
- Precision Ag
- Auto Collision Repair
- Automation
- Construction
- Cosmetology
- Drafting
- Electricians
- Heating, Ventilation and Air Conditioning
- Medical Assistant
- Medical Lab Technician
- Physical Therapy Assistant
- Pharmacy Technician
- Logistics
- Occupational Therapy Assistant
- Plumbing
- Robotics–Programming & Maintenance
- Teaching/Training
- Trucking Driving/CDL
- Veterinary Technicians/Animal Caretakers
- Wind Energy/Renewable Resources.

Many fields in the SE Regional Data have been suppressed. For job fields with suppressed data, Kansas Data is used instead and noted by "KS" after the data.

- Ag-Related Programs (+9.3% KS Growth)
- Precision Ag (No Specific Data KDL)
- Auto Collision Repair (+4.4% KS Growth)
- Automation (No Specific Data KDL)
- Construction (+1.3% Growth)
- Cosmetology (+3.6% Growth)
- Drafting (+6.7% KS Growth)
- Electricians (0.0% Growth)
- Heating and Air (+6.5% Growth)
- Physician Assistant (+20.5% Growth)
- Clinical Lab Technician (+2.5% Growth)
- Physical Therapy Assistant (No Specific Data KDL)
- Pharmacy Technician (+20.5 Growth)
- Logistics (No Specific Data KDL)
- Occupational Therapy Assistant (+20.7% KS Growth)
- Plumbing (+5.9% KS Growth)
- Robotics–Programming & Maintenance
- Teaching/Training
- Trucking Driving/CDL (+8.8% Growth)
- Veterinary Technicians (+22.8% KS Growth)
- Wind Energy/Renewable Resources (No Specific Data KDL)

Evidence was gathered from a variety of areas to complete the needs assessment:

- Every month the Dean of Academic Affairs holds a Career Consortium meeting with the regional high school counselors/principals. Minutes and videos are sent to all the superintendents, principals and counselors of the region.
- Two meetings were held including all the members of our CLNA committee. In these meetings the needs of the region were discussed. In the second meeting we were divided out into groups of educational people and business people.
- February 3, 2023 FHTC hosted an Agriculture Summit meeting to gain information about needed Ag-Related Programing.
- Various FHTC Administrators serve on Emporia Chamber of Commerce, Emporia Main Street, Regional Development Council, Newman Regional Health Board of Directors among others to keep abreast of need pathways and programs.
- A full time position of Executive Director of Economic Partnerships was established Spring of 2023. This position is instrumental in connection with business and industry for customized training possibilities and also as a connection for needed programs.
- Flint Hills Technical College has been included in the meetings happening with the Chips Act and the entry into our region.
- Additionally, all of the FHTC's Program Advisory Committees (for the 20 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.

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Secondary: In the region the following pathways have too many concentrators for the occupational demand projection. ● Comprehensive Ag	● Comprehensive Ag Pathway has a high local demand for the schools in our region. In addition this pathway encompasses classes from several of the other Ag pathways. In addition, employability skills and real world projects enhance student development for both special populations and general education students with FFA and the projects that are embedded within the curriculum	● According to Ks Labor Department for the SE region a total of 360 openings are predicted in the related Ag areas. Secondly, several communities in the region have agricultural coops which support the need for Comprehensive Ag programs.
● Power, Structural, & Technical Services	● 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.	● 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.
● Web and Digital, Digital Graphics and Digital Media	● Local student interest and the fact that several of the classes are part of the Marketing Pathway, Business Administration and Management Pathway, and Finance which uses the skills learned in these pathways. ● Several schools have determined not to offer this pathway due to pathway	● 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 ● More concentrators than projected openings from the Kansas Department of Labor. With this pathway being under review and changes have not been

● BioChemistry Pathway	revisions and lack of concentrators and completers.	presented for public comment, new changes may point to reconsideration of this pathway at a later date.
● BioMedical Pathway	● 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.	● More concentrators than projected openings from the Kansas Department of Labor. This pathway is also under the revision process and changes have not been announced or available for public comment. Changes in this pathway may indicate that pathway be reconsidered due to programming at Pittsburg State University and the work being done at the University of Kansas Medical Center which is in close proximity to the eastern portion of the region.
Post-Secondary: Flint Hills Technical College has seven programs with too many concentrator counts for the Annual SE Kansas Regional Openings. These include: ● Multimedia Design (10 concentrators for suppressed number of openings) ● Computer Program Design (29 concentrators for suppressed number of openings) ● Computer Information Technology/Network Technology (39 Concentrators for 4 openings) ● Power Plant Technology (49 concentrators for suppressed number of openings) ● Automotive Technology (74 concentrators for suppressed number of openings) ● Dental Hygiene (31 concentrators for suppressed number of openings) ● Dental Assisting (9 concentrators for suppressed number of openings)	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). (https://kansasregents.org/resources/2018-2028_Occupational_Projections_1.xlsx) For some of the programs that have too many concentrators for the openings in the region, it is	**Statewide Department of Labor** looking at statewide annual openings and median earnings ● Multimedia Design (Unknown*) $48,522 ● Computer Program Design (85) $58,830 ● Network Technology (406) $81,390 ● Power Plant Technology 1(6) $100,972 ● Automotive Technology (599) $42,060 ● Dental Hygiene: (158) $77,610 ● Dental Assisting: (328) $38,170 *Students training in the MMD field gain skills that can be used in breakthrough job titles like Social Media Manager, Social Media Content Creator, Social Media Influencer, etc. These jobs are often remote work based.* **FHTC's Job Placement Report Data 2021-2022** (https://drive.google.com/file/d/1Ni4Vz3PhT6LQw RU7gwROtB2UGM3a_rfM/view) overall placement rates by program:

	important to note that is looking at a single, directly linked SOC code. For some of our programs, students are utilizing the skills learned to enter adjacent job fields or 2+2 pathways to continue training for higher level jobs at a lower cost. Additionally, for programs like Multimedia, Computer Program Design, and Network Technology the job market is changing so rapidly in these fields that labor data is not always reflective of actual need. The Power Plant program is one of only 6 programs in the nation. Dental Assisting is one of only 4 programs in the state. Dental Hygiene is one of only 3 programs in the state. Additionally, FHTC continues to internally evaluate programs for viability through a Program Review Process and Program Advisory Committee meetings.	● Multimedia Design 100% ● Computer Program Design 90% ● Network Technology 92% ● Power Plant Technology 95% ● Automotive Technology 91% ● Dental Hygiene 100% ● Dental Assisting 100% **K-TIP Report Data for Kansas Graduates: (https://submission.kansasregents.org/ibi_apps/ portal/BIP_Public2/KTIP)** ● Multimedia Design 92% Continuing Education ● Computer Program Design 82% of Exiting Graduates employed ● Network Technology 81% of exiting Graduates employed ● Power Plant Technology 100% of Exiting Graduates Employed ● Automotive Technology 89% of Exiting Graduates Employed ● Dental Hygiene 100% of Exiting Graduates Employed ● Dental Assisting 96% of Exiting Graduates Employed

STEP 2: Analyze Student Performance

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

The local needs assessment shall include…

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

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

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

According to Perkins V Sec. 2(48), the term "special populations" means--
(A) individuals with disabilities;
(B) individuals from economically disadvantaged families, including low-income youth and adults;
(C) individuals preparing for non-traditional fields;
(D) single parents, including single pregnant women;
(E) out-of-workforce individuals;
(F) English learners;
(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
(H) youth who are in, or have aged out of, the foster care system; and
(I) youth with a parent who—
   (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
   (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

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

Major racial and ethnic groups included in federal Perkins reporting:
9. American Indian or Alaskan Native

10. Asian
11. Black or African American
12. Hispanic/Latino
13. Native Hawaiian or Other Pacific Islander
14. White
15. Two or More Races
16. Unknown

Secondary Performance

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

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

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

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

3S1 – Post-Program Placement: The percentage of CTE concentrators who, in the second quarter after exiting from seondary 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:
 	
  1S1 - Graduation
 	
  2S1 - Reading
 	
  2S2 - Math
 	
  2S3 - Science
 	
  3S1 - Placement
 	
  4S1 - Nontraditional
 	
  5S2 - Postsecondary/Program Quality
	1S1 - 23 pathways reported 100 percent overall completion rate. 4 pathways had percentages in the 90's. The remaining pathways reported 0 in the data.
	
	2S1 - Positive gap data was reflected in the pathways of BioMedical, Business Finance, Business Management and Entrepreneurship, Corrections, Security, Law & Law Enforcement, Digital Media, Engineering & Applied Mathematics, Health Science, Marketing, Plant Systems, Teaching/Training, and Web & Digital Communications..
	
	2S2 - Positive gap data was reflected in the pathways of BioMedical, Business Finance, Business Management and Entrepreneurship, Comprehensive Agriculture Science, Digital Media, Engineering & Applied Mathematics, Graphic Design. Health Science, Information Support & Services, Marketing, and Web & Digital Communications.
		1S1 - no negative gap noted or was due to suppressed data
		
		2S1 - The remaining pathway gap data indicated between a -2.25 to -13.7 in this area. A total of ten pathways had zero data. 11 pathways fell below the 90% goal, while 11 pathways scored either at the goal or above.
		
		2S2 - The remaining pathway gap data indicated between a -6.8 to -17.25 in this area for 9 pathways. 12 pathways had a zero percentage while 11 pathways either met the target or were above the target.

	2S3 - The regional data indicated positive overall student performance.	**2S3** - Negative gap data for Early Childhood Development & Services (-19.13), Mobile Equipment Maintenance (-5.64), Restaurant & Event Management (-0.39), and Teaching/Training (-9.39). Data indicated that only 3 pathways had zero percentage of data, while 25 pathways scored at either target or above.
	3S1 - The regional data indicated positive overall student placement.	**3S1** - Negative gap data for Corrections, Security, Law & Law Enforcement (-10.28), Fashion, Apparel, Interior Design (-10.28), Mobile Equipment Maintenance (-10.28), and Programming & Software Development (-10.28). Only 5 pathways reported zero data and 23 pathways scored at target or above.
	4S1 - In the areas of non-traditional students, the data indicated that there was positive overall student performance.	**4S1** - In the pathways of Construction & Design (-11.89). The lack of qualified instructors in the area of Construction and Design is a factor. The pathways of Early Childhood Development & Services, Engineering & Applied Mathematics, Information Support & Services, Manufacturing, Mobile Equipment Maintenance, Power, Structure, & Technical Systems, Teaching/Training, and Web & Digital Communications indicated an overall negative growth but due to suppressed data we are unable to draw conclusions to the root cause. 10 pathways showed zero percentage and 14 pathways either met or exceeded the target.
	5S2 - The regional data indicated positive overall student performance.	**5S2** - no negative gap noted due to suppressed data. Two pathways had zero data percentage, one pathway fell below the target the remaining pathways either met or exceeded the target goal.

	Root cause 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. The increase of WBL and employability skills in the classroom and through CTSO's.	**Root cause** 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. Tiered support systems and/or mentoring are not available to most schools.
Post-Secondary: Flint Hills Technical College (FHTC) has been strong in all three Student Performance (Core Indicator) areas. However, the 2023 data illustrated a significant drop from the trend over the last four years of data. ● **1P1**: The College's average over the last four years (AY18-AY21) has been 97% which is just above the overall benchmark goal of 95%. The AY2022 finalized retention rate of Perkins Concentrators was 96%. The data for AY2023 was not finalized before the reporting deadline. ● **2P1:** FHTC has averaged 80% over a four year period (AY18-AY21). In AY2021, the actual performance level for this core indicator was 78% which is lower than desired but still above the 77% benchmark goal. FHTC is working on identifying other credential options available in programs to students, as well as future opportunities. ● **3P1:** The college has averaged 7.9% non-traditional enrollment over a four year period (AY18-AY21). The final reported	●　　First and foremost is the quality and longevity of faculty in the CTE programs at FHTC. The 38 full-time CTE faculty average 6 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. ●　　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,	● The College has seen increasing numbers of dual-credit, secondary students enrolling in technical courses. 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). The struggle is getting HS CEP students to persist to the completion of their credential. However, the college has also been working diligently to promote reverse transfer completion for students who move on to 4-year institutions. ● An initiative of the Strategic Enrollment Plan is to "evaluate the viability of incentives, discounts and or scholarships to increase matriculation from HS 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. ● Another way to encourage the attainment of an award from the College is through

data for AY2022 indicated an 8.8% non-traditional enrollment. The college has a Strategic Enrollment Plan that is working to increase the overall non-traditional enrollment in our programs.	among other contributions. These all lead to the success percentages seen in **1P1** and **2P1**. ● Other strengths, related to student support services, is student's access to two Academic Advisors 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). The Academic Advisors 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 kept students connected to their curriculum. Moodle allows students to have access to lecture material and other notes. ● Finally, the First Year Experience course (a 10 contact hour orientation to life as a student at FHTC) covers student policies and 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. Each year this course is reviewed and updated to be sure that students have the most current information.	the sequencing of general education courses. The College has several programs that are piloting embedding general education courses in the technical certificate year. The College will monitor retention and completion rates for these programs over the next three-four years to see if this change improved the overall rates within the program. If there is success, the College will then look to realigning course sequencing for other programs.

Performance of Special Populations

Secondary:
Individuals with disabilities
 	
    1S1 - Graduation
 	
    2S1 - Reading
 	
    2S2 - Math
 	
    2S3 - Science
 	
    3S1 - Placement
 	
    4S1 - Nontraditional
 	
    5S2 - Postsecondary/Program Quality
	No positive gap exists for this group or could not be identified due to suppressed data in the subgroup.
	
	<u>Root cause</u>
	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 - no negative gap noted due to suppressed data
		
		2S1 - Restaurant & Event management (-11.1) & Web & Digital Communications (-16.81)
		
		2S2 - no negative gap noted due to suppressed data
		
		2S3 - Restaurant & Event management (-12.81)
		
		3S1 - Digital Media (-18.33)
		
		4S1 - no negative gap noted due to suppressed data
		
		5S2 - Early Childhood Development & Services (-2.5) & Power, Structural, and Technical Systems (-2.5)
		
		<u>Root cause</u>
		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.
		
		Lack of a comprehensive system for schools to access Workforce Center personnel to help in foundational skill building for special populations SPED teachers/Transition Coordinators/WBL Coordinators need to have a pipeline development

		where either resources or staff are easily accessible for educators.
Post-Secondary: *Individuals with disabilities*	The 4-yr average (AY20-AY23) of individuals with disabilities of Perkins Concentrators is 4%. FHTC continues to see high success in both 1P1 (88.89%) and 2P1 (88.89%) core indicators from the AY22 data provided. Additionally, having 13% of the identified special population in non-traditional gender programs (3P1) is highly beneficial to developing a diverse student body within programs of study.	Although the data does not indicate any specific gap in the particular population, it is an ongoing focus for the college.

Secondary:
Individuals from economically disadvantaged families, including low-income youth and adults
 	
    1S1 - Graduation
 	
    2S1 - Reading
 	
    2S2 - Math
 	
    2S3 - Science
 	
    3S1 - Placement
 	
    4S1 - Nontraditional
 	
    5S2 - Postsecondary/Program Quality
	1S1 - The regional data indicated positive overall data gaps were noted in this area
	
	2S1 - Positive gaps were noted between +2.23 to +18.9. 16 pathways reported 0 percent and 4 pathways had either met the target or went beyond.
	
	2S2 - Positive gaps were noted in the Business Finance (+25.9), Engineering & Applied Mathematics (+0.9), Marketing (+25.9), A total of 6 pathways had a positive gap. 15 pathways reported zero data.
	
	2S3 - Positive Gaps were note in BioChemistry (+75.61), Programming and Software (75.61) and 4 pathways in the range of (+22.98 to +25.61)
		A negative gap exists for the following indicators:
		
		1S1 - no negative gap noted due to suppressed data
		
		2S1 - Animal Science (-15.72), Comprehensive Agriculture Science (-7.1), Graphic Design (-21.1), Health Science (-7.84), Restaurant & Event Management (-10.51), and Web & Digital Communications (-17.77) A total of 12 pathways had a negative gap.
		
		2S2 - Animal Science (-5.35), BioMedical (-6.45), Business Management & Entrepreneurship (-2.67), Comprehensive Agriculture Science (-16.41), Construction & Design (-19.35), Digital Media (-1.88), Family, Community & Consumer Services (-12.99), Health Science (-3.17), Manufacturing (-4.1), Power, Structural, & Technical Systems (-7.43), Restaurant & Event Management (-15.53), and Web & Digital Communications (-17.43) 11 pathways reported a negative gap. 11 pathways did not report any data.
		
		2S3 - Animal Science (-7.1), Construction & Design (-5.36), Digital Media (-4.02), Early Childhood Development & Services (-17.1), Family, Community & Consumer Services (-

		12.81), Graphic Design (-0.43), Health Science (-5.02), and Restaurant & Event Management (-15.99)
	3S1 - The following pathways had a +23.05 positive gap. BioChemistry, Finance, Business Management, Comp Ag, Family and Community Services, Graphic Design, Information Support Services, Manufacturing, Marketing, Power, Structural, Programming and Software, Teach/Train, Travel and Tourism and Web and Digital Communication.	**3S1** - BioMedical (-6.33), Digital Media (-18.83), Early Childhood Development & Services (-7.72), and Mobile Equipment Maintenance (-35.5) 9 pathways reported zero data.
	4S1 - 13 pathways had a positive gap ranging from +72.55 to +0.55. 15 pathways did not report any data.	**4S1**-Construction & Design (-22.127), Early Childhood Development & Services (-25.74), and Manufacturing (-14.87) and Power Structural (-11.82)
	5S2 - 8 pathways did not report any data. The range for a positive gap was +57.75 to +2.7	**5S2** - no negative gap noted or was due to suppressed data
	Root cause Excel in CTE funds has allowed students to gain post secondary credit while completing CTE Pathways.	**Root cause** 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. Students often do not see the value of taking advantage of such opportunities as taking the WorkKeys/ACT or other credential tests and how this can help in job opportunities.

Post-Secondary: *Individuals from economically disadvantaged families, including low-income youth and adults*	The 4-yr average (AY20-AY23) of Perkins Concentrators that are identified as economically disadvantaged is 34%. This represents the largest special population group for FHTC. The most recents data from AY22 indicates that the population performs at the same level as the institution overall. 1P1 was 95%, 2P1 was 79%; and 11% were in non-traditional gender programs (3P1).	No gaps were apparent from the data, but the college continues to work to find and remove barriers whenever possible.

Secondary:
Individuals preparing for non-traditional fields
 	
    1S1 - Graduation
 	
    2S1 - Reading
 	
    2S2 - Math
 	
    2S3 - Science
 	
    3S1 - Placement
 	
    4S1 - Nontraditional
 	
    5S2 - Postsecondary/Program Quality
	A positive gap was created for **2S3** of +34, **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.
	
	In addition, the use of such tools as You Science Aptitude testing in the IPS process, helps students identify strengths that can be used to continue seeking a non traditional career choice.
	
	Schools are continuing to use resources to help students take classes in nontrad pathways
		Gap for **1S1** was a -21, **2S1** was a -10, **2S2** was a -3, 2S3 was 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
		
		More work needs to be done to set up mentoring programs between secondary and non secondary in regard to individuals in nontraditional pathways.

Post-Secondary: *Individuals preparing for non-traditional fields*	Students identified in the special population had positive core indicator results in the previous two years of finalized data capture.	This Continues to be an area of focus where trend data needs to be collected. The two years of data reviewed do not indicate a pattern of concern at this time. AY21 1P1= 100%; AY22 1P1=96%.

Secondary:
Single parents, including single pregnant women
 	
    1S1 - Graduation
 	
    2S1 - Reading
	Only 2 pathways reported data for this indicator. The team felt that it was not an issue due to the fact that in each category, the 2 pathways reported 100%.
	Opportunities offered for special populations and career development help create a wider knowledge range of options available for all students.
		● Students, due to the lack of attendance or other related concerns, create a gap in staying up to date in class learning.
		● Not all students who fall under this category are identified in the systems in order to get a clear outcome in regard to data

2S2 - Math **2S3** - Science **3S1** - Placement **4S1** - Nontraditional **5S2 -** Postsecondary/Program Quality		
Post-Secondary: *Single parents, including single pregnant women*	The 4-yr average (AY20-AY23) of Perkins Concentrators who are identified as Single Parents is 5%. The data on this population demonstrates success with 92% continuing with postsecondary education (1P1) and 86% earning a recognized credential (2P1). Additionally, this group exceeds the institutional average in 3P1 and has 16% in non-traditional gender enrollment in programs of study.	The data does not indicate any gaps or areas of concern at this time.
Secondary: NOT APPLICABLE *Out-of-workforce individuals* 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 identified out-of-workforce population has been very limited over the data collection period. The small group did have high core indicator outcomes of 100% for both 1P1 and 2P1.	This cohort is not large enough to determine any trends at this point. There has been no non-traditional gender enrollment in programs of study in the available years of data.
Secondary: *English learners* English Learners	**1S1** had 8 pathways reporting with a positive gap of +95.**2S2** only had one pathway report data with negative -7.40 with all of the other pathways not reporting any data. **2S3** reported a positive gap +21.22 with only 2 pathways. **3S1 h**ad 7 pathways report with a positive gap of 68.89. **4S1** reported a	No reporting of negative gaps due to the number of pathways that reported. ● Lack of ELL teachers to help students reach the academic and graduation goals are current in many of our secondary buildings.

	positive gap of +77.46. **5S2** a positive gap of + 93 with 11 pathways reporting. Students are encouraged to complete classes that have post secondary credit options in CTE. Provide proactive counseling/advising/career coaching	● 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. ● Some ELL students and families do not have the knowledge or access to resources to help navigate the system, especially those students who do not have a social security number or parents do not have the data needed to complete applications in order to apply for post secondary opportunities.
Post-Secondary: *English learners*	English learners make up on average 4% of the total Perkins Concentrator population over the last 4 years (AY20-AY23). Over the last two collection cycles this population has had success in the core indicators. 1P1 was at 96% for AY22 data and 100% for AY21. As for earned credentials (2P1) AY22 was 100% and AY21 was 83%.	Although there was a 16% non-traditional gender enrollment in programs of study in the AY21 data, there were 0% in AY22 data. This will need to be monitored to see if there is any identifiable trend or barrier for this core indicator among the identified special population.
Secondary: *Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)*	**9 pathways for 1S1 reported 100%. The remaining pathways did not have data. 2S1 with 4 pathways reporting was a gap of + 66.For 2S2, no data was reported. For 2S3 only 2 pathways reported data for a gap of +87. For 3S1, 5 pathways reported 100% while one pathway reported 50 %. 4S1 reported for 6 pathways a positive gap of +75, 5S2 had 12 pathways reporting for a positive gap of +74.** Students are able to access resources through school social workers and other resources that help create positive environments for students during the school day.	**Data was very limited and negative gaps were only found. 3S1 had one pathway below the target. 5S2 had only 2 pathways reported below 100%.** ● Students, due to the lack of attendance or other related concerns, create a gap in staying up to date in class learning. ● Lack of transportation resources to attend school. ● In addition, often students who lack appropriate living arrangements have difficulty in completing work outside of the school day.

	Options for some students to access alternative settings in order to be successful may be used through the SIT process.	● 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. ● Not all schools have social workers to help students address needs or questions. ● 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)*	No data for analysis	The collection of data from the last three years indicates that this is not a population with large representation even though the statistics of the region indicate this population is growing. This could be a potential gap that needs to be addressed as an opportunity to provide additional support options to this special population.
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. This also includes having more personnel in Pre Ets and Voc Rehab.
Post-Secondary: *Youth who are in, or have aged out of, the foster care system*	This group of individuals on average represents 4% of total Perkins concentrators over the last three years (AY21-AY23). The population has performed well in all core indicators. AY22 data reflects 1P1= 90%; 2P1= 75%; and 3P1= 6%.	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)*	This population makes up on average 1% of the Perkins Concentrators over the last 3 years (AY21-AY23). The limited number of identified concentrators make it difficult to identify trends, but the data indicates that in AY22 1P1 had a 100% result.	Further data collection may reveal gaps in 3P1 data for this particular group. However, because it has a very small population, this may be hard to address.
Performance of Students from Major Racial and Ethnic Groups		
Secondary *American Indian or Alaskan Native*	**Not enough data to work with.**	
Post-Secondary *American Indian or Alaskan Native*	This demographic makes up 0.5% of the entire regional population. According to the data of Perkins Concentrators, 0.31% in AY22 and 0.7% in AY21 were in this population. On average the enrollment is reflective of the region. The core indicator data also indicates success for both 1P1 and 2P1 at 100%.	Further data collection may reveal gaps in 3P1 data for this particular group. However, because it is very small population, this may be hard to address.
Secondary *Asian*	All of the indicators showed a positive gap, except for 1. 1	
Post-Secondary *Asian*	This demographic makes up 0.6% of the regional population. According to the data on Perkins Concentrators, 1.55% AY22 and 1.4% in AY.21 were in this population. This means that generally the enrollment of this population is higher than the regional demographic representation. The core indicator data indicates success in 1P1 at 100%	Core indicator data for 2P1 was 100% in AY21 but fell to 66.67% in AY22. Similarly, 3P1 had a 14.29% in AY21, but 0% in AY22. These will need to be monitored for trends moving forward as more data is collected.
Secondary Black or African American	There was not enough data to see any trends.	Develop and enforce nondiscrimination policies that need to be implemented for all categories of race within CTE.
Post-Secondary Black or African American	This demographic makes up 1.0% of the regional population. According to the data on Perkins Concentrators, 2.48% AY22 and 3.9% in AY.21 were in this population. This means that generally the enrollment of this population is higher than the regional demographic representation.	all indicators have dropped in this category and are below all benchmarks. 1P1= 100% AY21, 75% AY22 2P1= 75% AY21, 70% AY22 3P1= 9.09% AY21, 0.00% AY22 This is a demographic that we need to monitor.

Secondary Hispanic/Latino	1S1- This indicator by far had the best outcome. This indicator had the most pathways report data and the highest positive gap.	No negative gap for this indicator exists.
	2S1-While a positive gap exists, this indicator had a high number of pathways that reported no data.	The negative gap was a -33 for 3 pathways. The pathways were BioMedical, Health Science and Restaurant. A large number of concentrators in these 3 pathways.
	2S2-7 pathways showed a positive gap. The number of pathways that did not have data was quite large.	The total negative gap was -22 for 3 pathways. Bio Medical has 66 concentrators, Family and Consumer Services Pathway has 102 concentrators, Health Science has 244 concentrators. The concern that was raised had to do with the number of concentrators in these pathways and the fact the pathways had a negative gap.
	2S3 showed the lowest positive gap+ 21 for8 different pathways.	Concern was raised on this indicator due to a negative gap existing for 5 pathways. Further investigation needs to be done at the local level to help uncover the issue.
		Two pathways had a negative gap of -18.90 and those pathways were Digital Media and Early Childhood.
	3S1-The positive gap of +21 for 16 pathways.	
		The only pathway that had a negative gap of -7.45 was Early Childhood. More work needs to be done to encourage males to classes in this pathway.

	For 4S1, all pathways that reported had a positive gap, with the total being 68.24%. Through the pathways that reported on 5S2, the positive gap was 81.88 5S2 had a positive gap with 22 pathways reporting data.	While only one pathway showed a negative gap of -13.92 percent, the remaining pathways had a positive gap. The pathway that had the negative gap was Power, Structural. More investigation as to what caused this negative gap is needed.
Post-Secondary Hispanic/Latino	This demographic makes up 18.4% of the regional population. According to the data on Perkins Concentrators,22.91% AY22 and 19.5% in AY.21 were in this population. This means that generally the enrollment of this population is higher than the regional demographic representation. In AY22 1P1 was at 100% as it was in AY21. In AY 21 3P1 was at 14.12% and in AY22 we increased to 17.24% which is 8.24% above our benchmark.	In AY 21 our 2P1 was at 69.23% and increased to 73.68% in AY 22. This is still 11.56% below our benchmark and therefore the College will continue to monitor.
Secondary Native Hawaiian or Other Pacific Islander	Not enough presented	
Post-Secondary Native Hawaiian or Other Pacific Islander	This demographic makes up 0.0% of the regional population. According to the data on Perkins Concentrators,0.62% AY22 and 0.0% in AY.21 were in this population. In AY21 and AY22 there is not information for 1P1 and 2P1.	Further data collection may reveal gaps in 3P1 data for this particular group. However, because it has a very small population, this may be hard to address.
Secondary White	1S126 pathways had data for this indicator. All of the data indicated a positive gap. 2S1 The positive gap was for 8 pathways and then the remaining (ones not counted in the negative gap) were marked as no data. 2S2 The positive gap for 8 pathways was 13.2. 13 pathways did not report any data for this indicator	No negative gap was reported 11 pathways show a negative gap in this indicator.The negative gap was -20.6 8 pathways had a negative gap. One of the connections is that both Construction and Manufacturing showed a negative gap. Curriculum

		changes need to reflect the kind of math that is used in the mentioned pathways.
	2S3 Only 3 pathways did not report data. 26 pathways presented data for a +19.4 positive gap	3 pathways had a negative gap for this indicator. The pathways were Early Childhood, Mobile Equipment and Travel and Tourism.
	3S1 24 pathways showed a positive range +3.61 to a + 23.05	3 pathways showed a negative gap of -17.10.
	4S1 13 pathways showed a positive gap with 12 pathways reporting no data	7 pathways showed a negative gap. Again the concern for pathways such as Construction, Engineering and Teach/Train provide concern as this is one race where nontrad created concern and members feel like two strategies that could be implemented are: Provide facilities that are inclusive for students with disabilities and various genders and Provide equipment that is inclusive for students with disabilities and various genders (differently sized protective equipment, etc.)
	5S2-4 pathways did not report data. The remaining pathways showed a positive gap.	No pathways reported a negative gap for this indicator.
Post-Secondary White	This demographic makes up 90.9% of the regional population. According to the data on Perkins Concentrators,69.04% AY22 and 71.3% in AY.21 were in this population. This means that generally the enrollment of this population is lower than the regional demographic representation. Core indicator data for 1P1 was 97.01% in AY21 but fell to 95.96% in AY22. This is still above our benchmark of 95%. 2P1 rose from 78.40% in AY21 to 79.1% in AY22. This is 2.1% higher than our benchmark. 3P1 went from 9.45% in AY 21 to 11.19% in AY22 an increase of 1.74% and 2.19% above our benchmark.	None to address at this time.

Secondary Two or More Races		
Post-Secondary Two or More Races	According to the data on Perkins Concentrators,6.81% AY22 and 2.1% in AY.21 were in this population. Core indicator data for 1P1 was 100% in both AY 21 and AY22. This is still above our benchmark of 95%. Benchmark 3P1 went from 0.0% in AY 21 to 10.26% in AY22 an increase of 10.26% and 1.26% above our benchmark.	Core indicator 2.1 remained at 50% for both Academic Years. This is below our benchmark and will require further observation.
Secondary Unknown	Team did not feel that unknowns were part of the data presented.	
Post-Secondary Unknown	According to the data on Perkins Concentrators,0.31% AY22 and 1.1% in AY.21 were in this population. For Benchmark 1P1 we showed 100% both years. Benchmark 2P1 showed not applicable for AY22.	Further data collection may reveal gaps in 3P1 data for this particular group. However, because it is very small population, this may be hard to address

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	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.

	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	
	Post-Secondary: There are the 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 is a pattern of not covering these overhead costs over a longer period of consecutive years**.** • In the last CLNA the College stated that it would b**e** 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 last cohort of programs will be completing the cycle this year. The rest of the programs have completed the first round of the review process and are beginning a new review period. • The other determinant is meeting the state Technical Education Authority's (TEA) benchmark of having at least an average 6 program	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. • 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 developed a Strategic Enrollment Plan that targets increasing enrollment at the College, particularly for the undergraduate (non dual-credit high school) student population.

	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 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.	
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 communities have access to face to face real world relationships for some pathways.	● 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. ● Registered Apprenticeships need to be promoted more within local communities and businesses so that students can have opportunities to choose this form post-graduation option.
	Post-Secondary:	● The College still has a need to develop an internship option for students in the

	These are the two hallmarks of programs that are of sufficient scope, in addition to being delivered by an eligible institution which FHTC is. ● Thirteen of FHTC's 20 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 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 (97%) of exiting graduates into the workforce and is assisting students (at a 78% rate) to obtain an industry-recognized credential or an FHTC award at some level.	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 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 and have post-secondary students help students use the articulations when enrolling. ● Secondary recognizes a student's Individual Plan of Study and provides personalized learning and career opportunities for all students	No change in this section ● 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

	● 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 recognizable certifications that are stackable and can be used to promote employability skills for high school students that can be added to as the student progresses through the pathway.	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 and concurrent credit opportunities curriculum, etc. in a variety of ways. ● In terms of degree-seeking students taking courses **on** the FHTC campus, there were 197 dual credit HS students in 15 programs of study at FHTC in the fall of 2022. ● FHTC offers concurrent enrollment with 14 high schools. There are 40 FHTC courses on the list of courses being offered. The courses are across 24 pathways. These courses are also listed as part of the statewide articulation courses with the Kansas Department of Education. In the fall of 2022 there were 322 students enrolled in CTE courses from six different programs offered at partnership schools. ● 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	● The Dean of Academic Affairs will continue efforts to establish more concurrent credit CTE course offerings with high schools (HS) . The process used to facilitate this is comparing FHTC curriculum to Kansas Department of Education outcomes on the CTE site. If outcomes align, it is then up to the program instructor to approve. This information is then shared with the high schools. ● For the dual credit courses with high schools, FHTC visits the high schools in the region and across the state to recruit students into those programs. ● In working with four-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 six program articulations. ● Some of the other activities in this area will include: ● Dean of Academic Affairs doing Individual Plan of Study (IPS) template for the high schools, including articulation agreements in them for each FHTC program of study. This plan will be presented at the February

	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. ● FHTC also offers dual credit General Education courses at partnership high schools giving students more opportunity to earn college credit while completing high school. In the fall of 2022 there were 245 students who took advantage of this opportunity at four schools. ● 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.	Career and Technical Education Conference. ● FHTC staff being available to 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. This staff is also included in the monthly Career Consortium with high school counselors and principals.
Are of high quality	**Secondary: No changes** ● 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 **Post-Secondary:**	● 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 ● More work needs to be state wide to enhance curriculum to meet the needs of special students and also add professional development for both CTE and SPED teachers

Programs being of high quality include meeting the Perkins performance targets negotiated with KBOR's CTE staff.

● Looking at the data from the two years since the last report, FHTC continues to meet or exceed the core indicator benchmarks.

    1P1   AY21= 95%   AY22= 96%
    2P1   AY21= 80%   AY22= 78%
    3P1   AY21=10%   AY22= 8.9%

● FHTC must also meet negotiated targets with KBOR through the annual Performance Agreements. The College had six measures to meet:

PA1 Retention   *Benchmark: 71%*
        AY21=72%   AY22=75%
PA2 Degree Awarded   *Benchmark: 488*
        AY21= 334   AY22= 377
PA3 Ave Wage   *Benchmark: $26,835*
        AY21= $36,757 AY22= $29,928
PA4 Credential   *Benchmark: 58%*
        AY21= 78%   AY22= 70%
PA5 HS 'C' or better   *Benchmark: 280*
        AY21= 991   AY22=1699
PA6 Hispanic Completion *Benchmark: 65%*
        AY21= 75%   AY22= 73%

FHTC has met five of the six benchmarks over the last two years of data reporting. The benchmark set for degrees awarded (PA2) has been a consistent challenge to meet. Overall data indicates this is an area for improvement.

● 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

● 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 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 and 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

	and CLNA student performance data; equitable access to CTE pathways and programs as seen in the increasing number of CEP offerings 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. ● The College had hired a grant writer/manager and a business and industry liaison to be dedicated to communicating and working directly with external partners and stakeholders. The plan for the College is that these two areas will increase the possibility of funds coming into the College that help fund the new programs and needed equipment. ● The College has begun the study of the feasibility of building a Advanced Manufacturing Center to house new programs and the increase of needed space for existing programs.	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 lack of finances and physical space in existing budgets/facilities will make it difficult to initiate new/ 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, 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 and grant writing opportunities.

STEP 3: Analyze CTE Programs

Part 2: Progress toward Implementing Programs of Study

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

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

Perkins V Sec. 2(41)
Program of Study:
The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—
   (A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
   (B) addresses both academic and technical knowledge and skills, including employability skills;
   (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
   (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
   (E) has multiple entry and exit points that incorporate credentialing; and
   (F) culminates in the attainment of a recognized postsecondary credential.

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

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

Implementation Process	Strengths	Needs/Gaps
(A) incorporates challenging state academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965	**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	● Not all schools have a system in place to monitor student outcomes, thus not having the information to make adjustments as needed. As schools work towards

	development and curriculum updates can help make sure that all content areas are addressing rigorous and relevant state standards. Work continues in this area for schools, especially with new assessments being given in the 24-school year.	developing systems, fully functioning monitoring will still be a few years away. ● In addition, professional development to understand scores for a variety of assessments needs to be developed to help professionals understand the outcomes for the assessments related to standards.
	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 20 general education course offerings (in five areas which are needed to complete an associate's degree) that are part of the Kansas Board of Regents Core Outcomes System. All of these have outcomes that have been set statewide and colleges must meet those standards. ● All of these courses have a common assessment through which data is collected to verify equity of course level outcome achievement across all modes of instruction. ● Ten CTE program courses are also part of the KCOGS system, with seven of them being in the Business Technology program. Another Business Technology course was approved this	● FHTC strives to collect better, more consistent data through assessment practices to demonstrate Program Level Outcome achievements in all programs. Many courses have adopted common rubrics or finals that are required for all sections of courses regardless of instructor or location. Faculty then utilize that data for targeted curriculum, outcomes, or instructor improvement when needed. ● The college has been working towards the development of common assessments in all courses that are offered as part of CTE/CEP at partnership sites. This can ensure that FHTC is providing credit to dual credit courses offered in high school classrooms that meet the same levels of rigor and student learning that is expected in an FHTC classroom. ● Courses that are part of the System Wide Transfer (SWT) approval are required to have an outcome aligned assessment to demonstrate acceptable level of rigor and student learning. This allows FHTC to ensure through data collection that courses meet transfer expectations at state institutions of higher education, especially general education courses.

	year and will be part of the system at the start of next school year. The other courses are a part of the Emergency Services Technology, Healthcare Administration/ Management, 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.	
(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. ● Schools continue to work on IPS and implementation as a way to address academic, knowledge, skills and employability skills. Schools continue to make improvements and address needs based upon the makeup of the student population.	● 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. It is difficult for schools to allow teachers professional development time out of the building due to sub shortages. More online (such as ACTE resources) need to be made available to staff both individually and on a building wide level. ● Provide informational materials in multiple languages in this area.
	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 and industry discussion/input, to develop the competencies that	● Continued development of curriculum integration and specific educational development of these three ISLO skills is an ongoing goal for FHTC

	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). As of Spring 2023, on a 5-point Likert scale, FHTC's three year average were as follows:
	    ○ ISLO #1 Communication 4.34
	    ○ ISLO #2 Professionalism 4.22
	    ○ ISLO #3 Problem-Solving 3.93
	● As well, students prepare for internships and employment through a Professional Development class offered as a stand-alone 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 96% pass rate for industry related certification testing in AY23. The institutional 4-yr average (AY19-AY22) is 95% pass rate.
		● 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, (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.

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	**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. In addition, advisory boards help teachers remain up to date on current business and industry standards.	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. A consistent means of keeping school professionals updated concerning information/decisions from the Department of Commerce, KansasWorks, local entities that are not accessible would help schools continue making improvements.

	Post-Secondary:	Continued effort to find active membership on
	All 20 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.	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: No Change** 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, certifications, articulations
	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	None to address at this time.

	progression across the program of study. Industrial Engineering Technology (IET) provides a good example of this progression. All students start with the entry level courses of mechatronics, mechanical principles and the intro electricity courses. This progresses into the electrical troubleshooting and motor controls. As they are going through this they take First Aid/CPR (which is needed for this occupation) and Professional Development. In their second year they will move into Automation and Instrumentation. This program is in the process of adding Robotics in the AAS degree. 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: No Change** 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, 13 of the 20 programs of study have both a one-year technical certificate and two-year associate degree option. Of the seven programs that only have one	The College needs to review the options available for short term course offerings and credentialing. The Dean of Academic Affairs will work with the Executive Director of Economic Partnerships.

	educational award exit point, most of them (Dental Hygiene, Healthcare Administration/Management, Health Occupations Technology, and Practical Nursing) have at least one industry-recognized credential that is also obtained during, or at the end of the program.	
(F) culminates in the attainment of a recognized postsecondary credential.	**Secondary: No Change** 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. Specific material in several languages to to promote the importance of a post secondary credential.
	Post-Secondary: FHTC's programs of study have a recognized postsecondary credential, with many of them having multiple credentials as a part of the program. ● 6 Stand Alone Parent Programs (EMR, EMT, AEMT, HHA, CMA, CNA) with short term certifications (89 awarded in AY23; 96% Completion of concentrators) ● 14 programs offering technical certificates (191 Awarded in AY23; 50% Completion of Concentrators) ● 15 programs offering the opportunity to obtain an Associate of Applied Science degree (94 awarded in AY23; 40% Completion of Concentrators). ● FHTC had a 96% pass rate for industry related certification and licensure testing in AY23. FHTC has consistently achieved above 95% for industry certifications in the last four 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 degree 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?

RECRUITMENT		
Process	**Strengths**	**Needs/Gaps**
Secondary: 1.　Secondary administration seeks out individuals by posting of positions, going to career fairs, being part of professional organizations	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.	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.　Sharing needs with local advisory boards for pathways.	2.　This is the major process for local business and industry to learn about the needs of schools in their area.	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.　Schools are encouraging students who are involved in the pathway, the opportunities that are	3.　By encouraging students who have decided that this specific pathway is their passion, contact	3.　While this concept is in its infancy more work needs to be done to create a continuum from

available upon completion of their education in their home communities.	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.	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. Postsecondary schools need to work with individuals that are close to retirement or need to change careers due to the physical toll that their career took over the years. These individuals have technical skills but need the education on class management to help them be successful
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 two 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. 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%. The process of recruiting instructors at the college includes: ● The College advertises in a variety of sources to reach out to possible hires. This advertising is done in local papers, regional magazines, industry specific areas and other areas. ● The College uses Program Advisory Committee members as a resource for possible instructors. Instructors also have connections to the business and industry resources. ● The College also reaches out to industry looking for qualified and highly skilled instructors.	● 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. ● A large portion of our faculty have children 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. ● This academic year the College has gone from a total hours model to a credit hour model in terms of faculty contract. The negotiated update brings the college more in line with other higher education institutions. This change allows faculty more schedule flexibility as the requirement for on campus attendance is based on course assignment and office hours. ● 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	● Probably the biggest gap in hiring new faculty is finding them. 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 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. 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. Common Barriers:

● Training for new faculty has a variety of areas. FHTC send all new faculty to the Kansas Council on Workforce Education (KCWE) New Faculty Workshop. The College does a three day orientation at the College that goes through all FHTC information plus general teaching information. The Dean of Academic Affairs and the Division Chairs are the instrumental people that work through this orientation. Each month the Dean of Academic Affairs holds a New Faculty meeting to cover those topics that need visiting during that time of the school year. New faculty are encouraged to do KCWE Drive-In Workshops, Lunch and Learns at the College and various professional development for the specific areas.	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. This indicates a positive work environment.	● 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 faculty 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 . ● Additionally, most CTE faculty have 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.

TRAINING		
Process	**Strengths**	**Needs/Gaps**
Secondary: No Change 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.	**Secondary: No Changes** 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. This still continues to be a problem for lots of districts across the state. 2.　Not all schools across the state have access to the internet. This can prohibit educators from accessing professional development and training. Work needs to continue on making all schools and families internet accessibles and the internet needs to be affordable for all families and students.

Post-Secondary: FHTC trains their faculty in a variety of ways. ● For first-year instructors, FHTC provides a three-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 Kansas Council on Workforce Education workshops including the New Instructor Seminar, Classroom Management, Assessment, Course Planning, and other opportunities. 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 and trainings that generally relate to their occupational area. 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 three days each year; faculty are also paid for two additional days of self-directed professional development activities.	All FHTC program faculty have the support of a Division Chair, the Dean of Academic Affairs, Dean of Health and Human Services and the Director of Institutional Effectiveness (Assessment) 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 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 was initiated in the FY '21 year, providing an annual $500 to an awarded faculty member for use in their program–whether for equipment, professional	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. ● 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. Although new faculty members meet every month, the College needs to better sequence the training on the administrative responsibilities for faculty. 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 help with immediate needs. The College will look into beginning this at the start of the FY '23 academic year.

development, curriculum development or other needs. ● 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.	

RETENTION		
Process	**Strengths**	**Needs/Gaps**
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 teacher provide last year teaching students with mentors.

		4. Postsecondary institutions need to provide mentoring starting in junior and senior year, especially while students are doing their student teaching.
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. The negotiation team this past spring finalized the process of moving from a clock hour model to a credit hour model. This has made it possible to be even more flexible with faculty schedules. Faculty are scheduled to teach 15 credit hours and are only required to be on campus for those 15 credit hours, 4 hours of office time and any institutional meetings. The other benefit of this process was that faculty were given supplemental contracts for anything over the 15 credit hours. ● Providing opportunities for professional development is another. FHTC has allocated over $100,000 to the training and continuing education of 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 salaries and benefits (including paying the entire premium for a single payer health insurance plan) for the Emporia area. ● The College's 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. ● In previous CLNA's and according to our one on one discussions with the President Faculty had expressed an interest in all programs (or all of them besides Welding Technology) being at the main campus or same campus location. With our Master Plan this process is moving forward. Two of the programs that were at the Downtown Campus have now been moved to the Main Campus. FHTC is still on the projection of moving the other programs to the Main Campus. ● Another area that was indicated to increase faculty and staff satisfaction was to have 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	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. ● 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. ● Although we have hired a full-time grant writer for this purpose, FHTC feels that this is still an area we need to work towards more possibilities. 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-

	employees. We have planned and carried out several such events. ● Another area of gap on the previous CLNA was "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 you can see from the Process column this portion of the Master Agreement was changed in last year's negotiation. ● Another area of change in answer to our previous CLNA, a full-time grant writer has been hired by the College to work towards obtaining the funds to be able to increase equipment availability, possibilities for extra teaching areas and the like.	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;
X	American Indian or Alaskan Native
X	Asian
X	Black or African American
X	Hispanic/Latino
X	Native Hawaiian or Other Pacific Islander
X	White
X	Two or More Races
X	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

ADD ETHNIC POPULATIONS INFORMATION TO	NEXT THREE QUESTIONS BOTH SECONDARY	AND POST SECONDARY!!!!!
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. 2. Continue support by KSDE and school districts for CTSO's 3.All juniors are eligible to take the WorkKeys assessment. This provides students with a Nationally Recognized Certification that can be used anywhere 2) 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. 4.Provide materials in a variety of languages that meet each school's needs. 5. Provide more services like TRIO to help students and families navigate the FAFSA and college applications.	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents 2.) Active Military Parent Economic Disadvantaged Students Homeless Students Non-trad student population 3.) Single Parents Economic Disadvantaged Students Foster Care Students	1.) Increasing student, staff, and parent awareness of the opportunities in CTE pathways and classes. Statewide and local resources need to be created in order to create awareness. 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.) 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.) Developing a toolkit for schools to use to celebrate students who are attaining post-secondary credit, certifications and employment. 4.Provide professional development on implicit bias, stereotype threat, disability awareness and more
Post-Secondary: 1.) The Dean of Enrollment Management serves as FHTC's coordinator of accommodations	1.) Individuals with disabilities English learners	1.) These services are part of the regular operation of FHTC. One thing that could benefit

for students with disabilities at Flint Hills Technical 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.	Single Parents, single pregnant women	the sustainability of these resources is having the finances to purchase additional 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. FHTC also collaborates with the Hispanics of Today and Tomorrow (HOTT) to provide a scholarship for Hispanic students. Student Services staff organize recruiting events that are presented in Spanish that include information related to programs of study, financial aid and admissions processes. Several recruitment materials are also translated in Spanish and available at a variety of recruiting events. The Student Services staff also work with with the Adult Education Center and Admissions staff visit the AEC to promote FHTC to students in ESL classes.	2.) English learners 3.) English Learners 4.) Youth who are/were in the foster care system	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.) The College needs to continue pursuing bi-lingual staff in both instructional and support positions. 4.) 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

3.)   Both Student Success Center staff who work directly with prospective students and their admissions process (the Academic Advisor is bilingual and speaks Spanish. .

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 financial supports are in place for the youth of foster care to succeed in their programs. | | 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 continue pursuing other funding sources for students in need of financial assistance, including those in or from the foster care system. |
| | 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. |
| 5.)   The Exec. Vice President of Student and Academic 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.

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: No change as work continues to address the gap using the strategies presented in 22-24. 1) Materials needed to be translated into languages of ELL students and parents. This would help in academics, non traditional concentrators and graduation rate. 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. 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 Continuum will help with the gap for Total Placement.	1.) ELL students and Migrant Worker Parent 2.) Economically Disadvantaged English Learners Homeless Individual with Disabilities Non-trad Single Parents Migrant Foster 3.) Military Parents Economically Disadvantaged English Learners Foster Care Homeless Individuals with Disabilities Single Parents Migrant Worker	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.) 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 deficiencies 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 and sequence of skills improvements to the curriculum can occur. 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. 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 continue to strengthen the collaboration 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.	1.) These activities should benefit all special populations groups.	1) 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.
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.	2.) Individuals with Disabilities, English Learners, Youth of Foster Care, Economically Disadvantaged Individuals	2) 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.
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.	3.) English Learners, Youth of Foster Care, Economically Disadvantaged Individuals, Out-of-Workforce Individuals, Homeless Individuals	3) 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.
	4.) English Learners	
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. All online course work inside our learning management system is in English.		4) 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 local agencies/organizations that provide services to special populations students.
5.) The College should work with Armed Forces recruiters to place graduates into the military	5.) This activity could benefit all special populations groups.	5) Contact will be made with the Armed Forces recruiters.

and provide benefits for future education in the process. 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.	6) Dean of Academic Affairs and the Director of the Adult Education Center will continue to strengthen the relationship between FHTC and the AEC.

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

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

Strength	Which special population(s)	Strategies for Sustaining
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.
4.) Science Scores	4.) Active Military Parent Economically Disadvantaged	

	English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant Parents	Strategies vary at the schools in the region to address students who are in danger of not graduating. 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. Schools are still implementing and working through options that work best with their groups of students and parents.

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. The Dean of Enrollment Management has created and maintained the Wrangler Ranch for students to receive food and other necessities.	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. The College needs to continue to maintain the Wrangler Ranch.
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, 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 reconnect partnering with Cross Winds on counseling services.
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	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.

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 and Student Success Center staff.		

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. 2.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	3.While a strong resource is available for WBL overall, a similar tool needs to be created for Job Shadowing and students who are accessing Transition Services. 4) Continue increasing through the use of social media student achievement and the skill set that students can bring to the community 5. Continue development of resources between secondary, post secondary and business to highlight what is available, what skill set is needed and how important learning employability skills are to the success of a person in the workplace.
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 of work, homeless or part of the foster care system. It would lead to both greater empathy and	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.

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 3.) Access to mental healthcounseling 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. 4.) FHTCneeds increased and clearer communication with high schools (HS) on the expectations of curriculum and instruction in programs at the collegiate level. The distinction 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.	2.) Economically Disadvantaged Individuals, Out-of-Workforce Individuals, Homeless Individuals, Youth In or Aged Out of Foster Care. 3.) This activity would be available to benefit all special populations groups. 4.) This activity should benefit all special populations groups.	2.) Funds again are a major barrier for having extra sets of tools and student supplies available for that type of student assistance. 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.) 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	1.) Active Military Parent Economically Disadvantaged English Learners Homeless Individuals with Disabilities Non Trad Single Parents Foster Care Students Migrant 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.
2.)A positive gap measure of .00% to a high of +75.61% 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 exists in the data for Non-Traditional Concentrator	3.) Active Military Parent Two or more Races American Indian Asian African American 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 for post secondary credit attainment.	4.) Active Military Parent Economically Disadvantaged	

	English Learners Homeless Individuals with Disabilities Non Trad 2 or More Races African American 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. Provide free/low-cost opportunities to earn articulated credit
5.) A positive gap is shown in this indicator of program quality.	Hispanic White African American Two or More Races Individuals with Disabilities Economically Disadvantaged Single Parent English Learner Non Trad Homeless Active Military Foster Youth Care	5.Implement dropout prevention/early warning systems Establish formal dual or concurrent enrollment partnerships between secondary and postsecondary institutions to give high school students access to postsecondary instruction Structure postsecondary education to enable early entry into CTE programs/pathways
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. 2.) FHTC's programs of study, and the instructional and student services that support them, all provide work-based learning activities including going on tours, having guest presenters come to the classroom/lab, participating in clinical, internship and job-shadowing activities, and hosting the interaction with businesses, industry and healthcare through events like the Career Fair and Reverse Career Fair.	1.) This strength benefits all special populations groups. 2.) 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. Program Advisory Committee regular meetings and evaluations of the programs will help sustain this process. 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. This process has also been included in the Academic Master Plan to ensure that it is updated and continued.

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 Dean of Enrollment Management, 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." This information is sent out to instructors at the beginning of every semester.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. The College makes it a practice to evaluate and update this course annually to be sure it stays current with the College procedures. 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	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.

	Foster Care Students	
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.	1.) 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.) 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.	2.) These activities will benefit all special populations groups.	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.) 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 provided; 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.	3.) These activities will benefit all special populations groups.	3.) 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.