New Program Request Form
CA1

General Information

Institution submitting proposal	Flint Hills Technical College
Name, title, phone, and email of person submitting the application (*contact person for the approval process*)	Steve Loewen, Vice President of Academic Affairs 620-341-1361 sloewen@fhtc.edu
Identify the person responsible for oversight of the proposed program	Nancy Robinson, Director of Early Childhood Education 620-341-1326 narobinson@fhtc.edu
Title of proposed program	Early Childhood Education
Proposed suggested Classification of Instructional Program (CIP) Code	19.0708 – Child Care and Support Services Management
CIP code description	A program that focuses on the provision and management of child care services and that prepares individuals to plan, design, and manage child care facilities and programs that meet children's developmental needs and interests and that provide safe and healthy environments. Includes instruction in child development and psychology; home- and institution-based child care; identification of diseases, injuries, and psychological trauma and applicable referrals; parent relations; personnel and business management principles; and related laws and policies.
Standard Occupation Code (SOC) associated to the proposed program	25-2011 Preschool Teachers, Except Special Education 39-9011 Childcare Workers
SOC description	25-2011 Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. 39-9011 Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes "Preschool Teachers, Except Special Education" (25-2011) and "Teacher Assistants" (25-9041).
Number of credits for the degree <u>and</u> all certificates requested	Technical Certificate B – 34 Credit Hours Associate of Applied Science Degree – 65 Credit Hours
Proposed Date of Initiation	Fall of 2023
Specialty program accrediting agency	None at this time.
Industry certification	Child Development Associate Certification

Signature of College Official_____ *Steve Loewen* _____ Date_2/10/23 __

Signature of KBOR Official_____ Date_____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA1-1a form).

Institutions requesting subordinate credentials need only submit the following sections:
1) General Information, 2) Program Rationale, 3) Complete catalog descriptions (including program objectives) for the proposed program, 4) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program, 5) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation), and 6) Program Approval at the Institution Level.

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include where the idea came from, who was involved, and why the program is needed.

  In March of 2019, the Emporia Chamber of Commerce, through its "Ignite Emporia" Strategic Plan, embarked on an aggressive 5-year initiative for the community to develop its own housing, talent pipeline, job creation and retention/expansion of current businesses and industries. Amidst that 5-year plan was the acknowledged urgent need for more child care facilities in the Emporia area to help grow and develop the workforce. Flint Hills Technical College, as a community member of and partner with the Chamber, was part of the conversation for building and expanding child care facilities and for providing quality workers in child care.

  With Emporia State University announcing the pending closing of its on-campus child care center scheduled for August of 2023, the urgency to develop the early childhood program has heightened. Flint Hills Technical College's Executive Vice President of Student and Instructional Services is the Chair of the Board for the Emporia Child Care Center. Through her dual role, she has created awareness of this urgent need for child care in the surrounding area. In March of 2022, the city of Emporia came to the Tech College with a grant request for developing some sort of program to increase the student enrollment at FHTC. It was determined to put the city funding into the development of an Early Childhood Education program.

  In looking at the September 2022 data from Child Care Aware of Kansas, the number of children who need child care in Lyon County is 791. Many of these needs are the result of not having enough qualified child care workers to staff existing facilities. If there were sufficient staff, 251 of the existing child care needs would be satisfied. As mentioned previously, with Emporia State University closing its on-campus child care center, this will create an additional void for 60 more children.

Program Description

- Provide a complete catalog description (including program objectives) for the proposed program.

The Early Childhood Education program prepares students for fulfilling and exciting careers in early childhood settings such as in-home or facility-based daycare providers and directors, preschool teachers, nannies, and child care licensing professionals. Additionally, students who complete an associate's degree in early childhood can apply it towards a bachelor's degree in education.   This program provides students with hands-on experiences in existing early childhood settings, prepares students to carry out developmentally appropriate practice, emphasizes the importance of family involvement, and allows students to acquire a knowledge of child care licensing laws and regulations.

Program Mission Statement:

The students will be prepared to work as professionals in various infant to Pre-K child care settings with the skills and knowledge of early childhood development, education, and care.

Technical Certificate Program Learning Outcomes:

TC 1 Students will apply learned skills in real-world settings.

TC 2 Students will demonstrate a knowledge of health, safety, and nutrition within early childhood settings.

TC 3 Students will describe child development from conception to age 6.

TC 4 Students will recognize the importance of family engagement to the overall development of the child.

TC 5 Students will plan developmentally appropriate activities for interacting with young children.

Associate of Applied Science Degree Learning Outcomes:

AAS 1 Students will apply the Kansas Early Learning Standards to create developmentally appropriate activities through planned classroom activities.

AAS 2 Students will summarize child care licensing laws and regulations as they apply to the Kansas Department of Health and Environment Bureau of Family Health Child Care Licensing Program.

AAS 3 Students will demonstrate an understanding of budget management, facilities management, and general supervisory skills of employees.

AAS 4 Students will apply language and literacy techniques to developmentally appropriate practices with young children.

AAS 5 Students will apply higher order thinking strategies to developmentally appropriate practices with young children.

- List and describe the admission and graduation requirements for the proposed program.

Admission Requirements:

o Completing the Application for Admission
o Sending Official High School, GED and/or College Transcripts to FHTC
o Being at least a High School Junior, High School Graduate or Having a GED Certificate
o Having a 2.5 GPA
   OR
o Obtaining Minimum Placement Score on:
  - ACCUPLACER NEXT-GEN scores: Sentence Structure-236; Reading-236; Arithmetic-236 OR Quantitative Reasoning, Algebra, Statistics-236; OR
  - ACCUPLACER: Sentence Skills-41; Reading-43; Elementary Algebra-35; Arithmetic-47; OR
  - ACT: English-11; Reading-13; Math-15

Graduation Requirements:

Technical Certificate:
o Successfully completing all 34 Course Credit Hours with a "D" or Above
o Having a 2.0 overall cumulative grade point average, or a "C" or better for the 34 Course Credit Hours

Associate of Applied Science Degree:
o Successfully completing all 65 Course Credit Hours with a "D" or Above
o Having a 2.0 overall cumulative grade point average, or a "C" or better for the 65 Course Credit Hours

Demand for the Program
- Using the Kansas Department of Labor's Long Term Occupational Outlook, (https://klic.dol.ks.gov) identify employment trends and projections: occupational growth, occupational replacement rates, estimated annual median wages, and typical education level needed for entry.

	Southeast Kansas Long Term Occupational Projects (2018 - 2028)										
	Employment		Change in Employment		Openings due to			Total	Wages		Education and Training
Occupational Title	Base Year 2020	Projected Year 2030	Numerical	Percent	Exits	Transfers	Numerical Change	Openings	Annual Mean	Annual Median	Typical Education Needed for Entry
Childcare Workers	268	401	133	49.6%	247	252	133	632	$21,184	$19,852	High school diploma or equivalent
Preschool Teachers, Except Special Education	107	113	6	5.6%	44	67	6	117	$38,533	$40,557	Associate's degree

As can be seen in the Kansas Department of Labor's Long-Term Occupational Outlook, Southeast Kansas needs almost 750 new childcare teachers and workers through 2028. With the small number of graduates from Early Childhood Education programs from institutes in Southeast Kansas (27 graduates from Allen CC, Butler CC and Cowley College) according to the K-TIP data shown in the Duplication of Existing Programs section, there is yet great need for additional ECE program and graduates. According to Child Care Aware of Kansas 2022 data, Lyon County itself has need for 791 childcare spots. This translates into approximately 100 new childcare teachers/workers yet needed for these children. According to Jobs EQ data from the 3rd quarter of 2021, FHTC's seven-county service area (Chase, Coffey, Greenwood, Lyon, Morris, Osage, and Wabaunsee) alone will need 251 new or replacement workers by 2028.

- Show demand from the local community. Provide letters of support from <u>at least three</u> potential employers, <u>which state the specific type of support</u> they will provide to the proposed program.

  Community letters of support from Care Arc, East Central Kansas Economic Opportunity Corporation (ECKAN), Emporia Child Care, Mobilizing Literacy (USD 253), and the city of Emporia are in the Appendices.

- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

  High School Letters of Support from Burlington, Emporia, Iola, Lebo/Waverly, and Osage City High Schools are in the Appendices.

- Describe how the Perkins Comprehensive Local Needs Assessment supports the program initiation.

  The Emporia Region's Comprehensive Local Needs Assessment (CLNA) for FY '23 – 24 supports the need for an Early Childhood Education (ECE) program in at least two ways throughout the document. One significant need is to expand the supply of early childhood educators/child care workers needed to fill the demand in the region. In the Southeast Kansas region alone, 99 workers were needed with only 44 concentrators studying ECE at the secondary level and none at the post-secondary level (Question1, page 12; and Question 2, page 15). The second crucial need is to help take away barriers to student success for those students who need quality childcare for their educational preparation. The lack of childcare options presents a major hurdle to successful College and employment experiences for both students and faculty. For students who are part of a special population group like single parents, this can particularly be a big barrier to both starting a program of study in the first place and then successfully completing it (CLNA – Question 4, page 26; Question 7, pages 47 & 48; and Question 9, page 56).

- Describe/explain any business/industry partnerships specific to the proposed program.

  Currently, the Emporia Child Care center and the East Central Kansas Economic Opportunity Corporation (ECKAN) are supporting the Flint Hills Technical College Early Childhood Education (ECE) program through membership on the Program Advisory Committee. As well, both entities have expressed interest in providing observation and internship opportunities for FHTC students enrolled in the program. Crosswinds in Emporia has offered training on being a mandatory reporter for students of the Early Childhood Education program as well as offering their Therapeutic Preschool as a place of observation and internship. Also, the North Lyon County Child Development Center will partner with the ECE program through observations and internships for students enrolled in dual credits through their local high school and students enrolled exclusively at FHTC. The Child Care Licensing division that serves Chase, Coffey, Lyon, Marion, Morris, Osage, and Wabaunsee counties has offered resources towards preparing students for observations and internships in licensed facilities.

  Additionally, the child care facilities listed above have expressed interest in encouraging their incumbent staff to receive continuing education training through the ECE program. As part of this, the Kansas Child Care Training Opportunities are discussing a partnership in facilities usage for training of professionals currently practicing in the field of early childhood.

  Finally, the City of Emporia has given monetary support to the ECE program through local grant funds.

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates existing the system and employed.

CIP Code	Program Name	Institution	Total # Declared Majors	Total # Graduates	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed	Median Wage: Graduates Exited and Employed
19.0708	Child Care & Support Services Mgmt.	Allen CC	13	10	^	^	^
19.0708	Child Care & Support Services Mgmt.	Barton CC	43	6	^	^	^
19.0708	Child Care & Support Services Mgmt.	Butler CC	94	7	^	^	^
19.0708	Child Care & Support Services Mgmt.	Cloud County CC	28	8	^	^	^
19.0708	Child Care & Support Services Mgmt.	Cowley College	39	10	6	$14,935	$15,597
19.0708	Child Care & Support Services Mgmt.	Dodge City CC	20	^	^	^	^
19.0708	Child Care & Support Services Mgmt.	Highland CC	28	^	^	^	^
19.0708	Child Care & Support Services Mgmt.	Hutchinson CC	^	^	^	^	^
19.0708	Child Care & Support Services Mgmt.	Independence CC	^	^	^	^	^
19.0708	Child Care & Support Services Mgmt.	Kansas City Kansas CC	67	^	^	^	^
19.0709	Child Care Provider/Assistant	Garden City CC	^	^	^	^	^
19.0709	Child Care Provider/Assistant	Washburn Inst. of Tech.	21	10	^	^	^
	Grand Total		353	51	6	$ 14,935.00	$ 15,597.00

While Butler Community College and Washburn Institute of Technology are both within 60 miles of Emporia, neither program graduates enough students (17) to help with the significant childcare worker needs in the area. In addition, the large majority of these programs' graduates continue on in pursuing their education. The six graduates who exited and are employed (from Cowley College) are not even close to being enough to meet the workforce challenges in the state, and especially for Emporia, nor are they close in proximity for taking a job here.

- Was collaboration with similar programs pursued:
  - Please explain the collaboration attempt or rationale for why collaboration was not a viable option.

FHTC initially looked to the great need for child care workers in the Emporia area. As identified in the Program Rationale section above, Lyon County (Emporia's home county) currently needs an additional 791 childcare spots for their children—with 60 more spots beyond that needed for the coming academic year. The City of Emporia, in conjunction with Ignite Emporia initiatives, specifically gave grant funds to help the College start an Early Childhood Education program. The purpose was two-fold: to increase a much-needed supply of child care providers and workers, and to increase the student population at Flint Hills Technical College. The support of the City was predicated on the funds being used for local purposes and needs.

During the process of starting the Early Childhood Education program, FHTC visited Salina Area Technical College's Early Childhood Education facilities and also communicated with Washburn Institute of Technology's Director of Assessment, Curriculum and Distance Learning about the initiation of the ECE program.

FHTC has become involved in collaboration with EQIP: Early Childhood Quality Instructional Partners. Brought together in 2003, EQIP has decided on seven common courses. FHTC has compared the courses offered by other 2-year and technical colleges and aligned its core curriculum to meet these courses as seen in the chart below.

EQIP Common Courses	Corresponding FHTC Courses
Health, Safety & Nutrition	Child Nutrition, Health, and Safety
Creative Experiences	Creative Play for Child Development
Infant & Toddler Education & Care	Child Development and Care
Observing & Interacting with Young Children	Interaction Techniques in Early Childhood Settings
Early Childhood Administration	Supervision and Management in Child Care Facilities
Principles of Early Childhood	Introduction to Early Childhood Education
Parenting	Building Relationships with Families and Communities

The Early Childhood Education director has been consulting with Salina Technical Area College, Allen Community College, Hutchinson Community College, ECKAN, Care Arc, Emporia Community Day Care Center, and Child Care Aware to create this program to be part of a cohesive effort across the state of Kansas to address the growing child care crisis.

Further, FHTC's Early Childhood director has committed to staying apprised of new information in the realm of early childhood by logging in to the Kansas Children's Cabinet & Trust Fund Board Meetings, being active in Child Care Aware of Kansas, and looking to the National Association for the Education of Young Children's professional standards and competencies for early childhood educators.

Program Information
- List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program.

  The ECE Program Profile is provided, with prefixes, numbers, titles, descriptions, course-level outcomes and program-level outcomes are included in the Appendices.

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

  There is only one track for the Early Childhood Education program at this time.

- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.

The following degree plan shows the 2-semester Technical Certificate B and the 4-semester Associate of Applied Science degree program, which are the two exit points for the program. The courses in both award years are all required.

Early Childhood Education (ECE) – Technical Certificate B

Course #	Course Title	Credit Hours
Fall Semester		
ECE 100	Introduction to Early Childhood Education (KCOG ECE1010)	3
ECE 101	Child Nutrition, Health and Safety	3
ECE 102	Child Development and Care	3
ECE 103	Building Relationships with Families and Communities	3
HHS 268	FA/Heart Saver (KCOG HSC1040)	2
PY100	*Introduction to Psychology*	*3*
	Total 1st Semester Credit Hours	**17**
Spring Semester		
PY 150	Developmental Psychology (KCOG PSY2020)	3
ECE 150	Creative Play for Child Development	3
ECE 151	Teaching and Caring for the Exceptional Child	3
ECE 152	Interaction Techniques in Early Childhood Settings	3
ECE 153	Childcare Internship I	2
	General Ed (Oral Communications Required for Technical Certificate)	*3*
	Total 2nd Semester Credit Hours	**17**
	Total Technical Certificate B Credit Hours	**34**

Early Childhood Education (ECE) – Associate of Applied Science Degree

Course #	Course Title	Credit Hours
Fall Semester		
PY 200	Childhood Growth & Development (KCOG PSY2030)	3
ECE 200	Laws, Regulations, and Operations of a Childcare Facility	3
ECE 201	Supervision & Management in Childcare Facilities	3
	General Education (Recommend 2 courses)	*7-8*
	Total 3rd Semester Credit Hours	**16-17**
Spring Semester		
ECE 250	Early Numeracy and Science	3
ECE 251	Early Childhood Language and Literacy	3
ECE 252	Childcare Internship II	3
	General Education (Recommend 2 courses)	*6*
	Total 4th Semester Hours	**15**
	Total Associate of Applied Science Credit Hours	**65**

Required General Education Course Options

Course Titles	Credit Hours
Written Communications: *English for Tech Professions or Composition I*	3
Oral Communications: *Interpersonal Communications or Public Speaking*	3
Mathematics: *College Algebra or Essentials Math*	3
Life/Natural Science with Lab: *Physical Science, Biology w/ Lab, Chemistry with Lab*	4-5
Behavioral Science: *Introduction to Sociology*	3
Introduction to Psychology (Prerequisite for Other PY Courses)	3

- List any pertinent program accreditation available:
    - Provide a rationale for seeking or not seeking said accreditation.
    - If seeking accreditation, also describe the plan to achieve it.

    At this time, the Flint Hills Technical College is not seeking a program accreditation because it is not required for the delivery of the program and the tight timeframe for getting the program/curriculum developed and initiated. Once the initial steps have been completed and the ECE program becomes established, the college will investigate and, if appropriate for adding value to the program and the students, pursue becoming accredited through the National Association for the Education of Young Children (NAEYC). While accreditation typically improves quality outcomes and shows a commitment to higher standards, FHTC's ultimate goal is to send students into the world of early childhood education with a firm and practical knowledge in and experience of developmentally appropriate practice.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

    Director/Faculty Member of Early Childhood Education Program Qualifications:
    - Bachelor of Science in Elementary Education
    - Degree in Early Childhood Education
    - At least 10 years of experience in the field of Early Childhood Education (3rd grade and below)

    Faculty Member of Early Childhood Education Program Qualifications:
    - Bachelor of Science in Elementary Education
    - At least 2 years of experience in the field of Early Childhood Education (3rd grade and below)

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).

    FHTC has the financial resources to build and maintain the Early Childhood Education program, as well as the instructional, library, technology and student services and resources to support the ECE students in their pursuit of a career in early childhood care and their success as students. Financial resources to support the program will include Local General Operating funds, Capital Outlay funds, Carl Perkins Local Grant funding, and City of Emporia grant funds. Additional funding for the program will come from student tuition and fee revenues and tiered/non-tiered funding from the state. In terms of costs for the program, these will include instructors' salaries, instructional materials and supplies, travel, program membership, equipment repairs/replacements and indirect expenses.

- Provide detail on **CA-1a form.**

  See Appendices for Form CA-1a.

- Provide Excel in CTE fee details on the **CA-1b form.**

  See Appendices for Form CA-1b.

- If the program is requesting Perkins funding, provide details on the **CA-1c form**.

  See Appendices for Form CA-1c.

- If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

  See Appendices for Form CA-1d.

- Describe any grants or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.

  For the start-up of the ECE program, City of Emporia Grant funds are being utilized to help pay for the Director/Faculty member's salary to develop the program, curriculum and partnerships during the spring and summer semesters of 2023. After the program initiates in the fall of 2023, additional funding sources will be utilized to maintain and sustain the program. These include the Perkins V Program Local Grant funds which will be utilized for a variety of purposes in implementing and expanding the ECE program. In FY'24, it is anticipated that the ECE program will be allocated approximately $8,000 - $10,000 (whatever figure is within the 5% new program maximum) to be spent on professional development and for curriculum development.

  Additionally, FHTC will use state capital outlay funds for needed equipment and classroom/lab furnishing purchases, although these items should be at a minimum. While the College will request additional grant funds from the City of Emporia, it is not known at this time whether or not the request will be granted. If they are, the funds will be used for the general operating expenses of the program, like salaries and instructional supplies.

Program Review and Assessment
- Describe the institution's program review cycle.

  FHTC has a comprehensive program review process for measuring instructional, staffing, facilities, support/resources and financial effectiveness of their programs. The College also uses course and program assessments, including an internally created Student Satisfaction Survey, to monitor and assess the programs' effectiveness. The program review process involves collecting, analyzing and responding to objective program data in the areas of 1) Mission & Uniqueness, 2) Faculty & Staff, 3) Curriculum & Student

Learning, 4) Facilities, Support & Resources, 5) Need Assurance & Diversity, 6) External Review & Feedback, and 7) Vision & Planning.   The information for each section is collected annually for four years, with an Action Plan (including 3 overall program goals) being developed in the fourth year—with specific strategies/steps, criterion for success and the link to strategic initiatives that need to be taken to improve performance.

The fiscal review starts with the College's Vice President of Business Services and the Business Office staff preparing an annual Program Revenue vs. Expenses document. This spreadsheet tracks all sources of program revenue, direct expenses and indirect expenses. The information is shared with programs in the middle of the fall semester following the academic year for which the data was collected. It is used to help the program instructors in finding ways to increase student enrollment, preparing cost sheets, looking at adjunct costs or finding ways to become more efficient in the program's expenditures. This is also used as part of the annual budgeting process, as each program prepares its request for the following year's allocation.

Additionally, each program has an advisory committee (PAC) that guides and reviews the major components of the program. These PACs meet twice annually to analyze the program's guiding documents (program mission, program-level outcomes, course-level outcomes, course descriptions), curriculum, third-party validations, assessment/test results, admissions requirements, major program changes, budgetary information, professional development activities, involvement with the professional and business community, student involvement in activities and internship/employment opportunities. Any major changes that a program intends to make must be approved by the PAC before the College's internal approval process is initiated.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:
  - Program Advisory Committee
    (Including a list of the business and industry members)
  - Curriculum Committee
  - Governing Board
    (Including a list of all Board members and indicate those in attendance at the approval meeting)

See Appendices for Minutes of Early Childhood Education Program Advisory Committee, Curriculum Subcommittee, and Board of Trustees Approvals of the ECE program.

APPENDICES

Community Letters of Support

TO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

February 9, 2023

Dear Kansas Board of Regents,

I am writing in support of the new Early Childhood Education Program at Flint Hills Technical College (FHTC). I am the Child Care Licensing Specialist for Lyon County and six surrounding counties. I am thrilled to support FHTC in this new program to continue working toward quality child care available to everyone. Emporia State University does not offer an undergraduate degree in Early Childhood Education, so this will be a great way for our community to retain individuals looking for higher education prior to entering the field. Students will gain valuable experience and knowledge, setting them up for success in caring for one of our most vulnerable populations.

I would be happy to partner with FHTC to talk to students about laws and regulations, what they are, why we have them, and why they are important. I am also willing to connect the program with quality child care providers to facilitate observation opportunities.

Early childhood educators are vital to our community and I look forward to supporting FHTC in any way I can.

Regards,

Jamie Roberts
Child Care Licensing Specialist
CareArc

January 26, 2023

Kansas Board of Regents

On behalf of the City of Emporia, I would like to state support for the application of the Flint Hills Technical College to the Kansas Board of Regents. It is my understanding that Flint Hills Technical College is applying for the creation and operation of an Early Childhood Education Program.

The FHTC Early Childhood Education Program would prepare students to become professionals in various infant to Pre-K facilities as childcare providers, daycare workers, preschool teachers, and nannies, or continue their education from an associate degree to a bachelor's degree in education. The program will cover early childhood development, education, and care. I believe this is a wonderful opportunity for students to obtain the knowledge and skills that will provide them with greater opportunities following their schooling.

The Flint Hills Technical College has demonstrated a record of producing graduates with the knowledge and tools needed to become viable and productive members of our community. This program will provide the community as a whole with a much-needed resource. I am confident that the organization will continue to be successful and provide beneficial services.

Therefore, I urge your favorable consideration of their application.

Sincerely,

Trey Cocking
City Manager
City of Emporia

Kansas Board of Regents:

I am writing on behalf of ECKAN Head Start in support of the Flint Hills Technical College new program proposal for the Early Childhood Education program. I am the Child Development Specialist and have 19 years of experience in working with local childcare providers and preschool teachers to increase the quality of early learning opportunities in our community.

I believe the proposed program will increase the quality of early learning programs as well as increase the availability of high-quality childcare in the local community as well as surrounding communities. The proposed program includes a wide variety of coursework to support student's understanding of child development, classroom management and leadership within the early childhood setting.

ECKAN Head Start would be interested in hosting students for observation hours as well as practicum opportunities. In addition, we will be encouraging our own staff, and partnership staff, to seek their early childhood degree through Flint Hills Technical College. We are also open to supporting this program through guest lectures as the need arises.

It is the intent of ECKAN Head Start to hire staff that meet the credentialing requirements of our Head Start Program Performance Standards. The programming that Flint Hills Technical College will be offering will provide students with the credentialing they need to be hired in many of our Head Start positions. It is our intention to offer Flint Hills Technical College graduates precedent in interviewing for positions within our program.

I have volunteered to further support this program through participation as a PAC member. This opportunity will allow me to support the further development of the early childhood program and share the needs of the early childhood community.

ECKAN Head Start fully supports Flint Hills Technical College in their proposal for the Early Childhood Education program.

Sincerely

Theresa Whalen, MSE

Child Development Specialist

ECKAN Head Start

January 16, 2023

Kansas Board of Regents:

Emporia Community Day Care Center, Inc. DBA Emporia Child Care has operated since 1971. We serve children 2 weeks old to age 6. We had multiple locations until 2021. In March of 2021 we completed a capital campaign and construction to put all our programs under one roof. We currently have open classrooms since we are unable to hire teachers.

I am excited about the proposed early childhood program at Flint Hills Technical College. This program will allow our staff and area Family Child Care Providers to further their education and knowledge while working with children.

The Center is proud to offer the third floor of our building to house the program. This will provide onsite observation opportunities for the students as needed. It also has potential to provide possible teachers for our program. The Center would prioritize these students when interviewing and hiring for our program. Since they will be observing and doing a practicum at the Center we will be able to see the skills they have obtained through the FHTC program. Overall the children in the Emporia area will benefit from the program. The more understanding and education teachers have in child development benefits all children and increases their Kindergarten Readiness.

We fully support the Flint Hills Technical College with this program.

Yours truly,

Deb Crowl

Deb Crowl

Administrator

Empória
PUBLIC SCHOOLS

Emporia, KS 66801
www.usd253.org

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Education Center**
1700 W 7th Avenue
PO Box 1008
Telephone 620-341-2200
Fax 620-341-2325

**Flint Hills Special
Education Cooperative**
1700 W 7th Avenue
Telephone 620-341-2325

Emporia High School
3302 W 18th Avenue
Telephone 620-341-2365

Emporia Middle School
2300 Graphic Arts Road
Telephone 620-341-2335

Flint Hills Learning Center
1624 Industrial Road
Telephone 620-341-2251

**Jones Early Childhood
Development Center**
327 S. Walnut
Telephone 620-412-8150

Logan Avenue Elementary
521 S East Street
Telephone 620-341-2264

Riverside Elementary
327 S West Street
Telephone 620-341-2276

Timmerman Elementary
2901 Timmerman Drive
Telephone 620-341-2270

Village Elementary
2302 W 15th Avenue
Telephone 620-341-2282

Walnut Elementary
801 Grove Avenue
Telephone 620-341-2288

William Allen White Elementary
902 Exchange Street
Telephone 620-341-2294

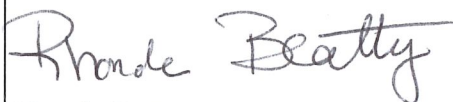January 25, 2023

Dear Kansas Board of Regents,

Do you know the quote, "It takes a village to raise a child?" While I believe that parents should be a child's first and foremost teacher, I also know that due to a variety of circumstances, biological parents are not always available. The early childhood years are foundational for a child's future learning. It really does take a village to raise a child!

Our Emporia "village" has a great need for quality, educated, early childhood care providers. The need is so great, that the Emporia Gazette recently reported that a number of our USD 253 district teachers are opting to resign from teaching to stay at home, some starting their own daycares, to meet this need for their own children. Many parents must work and many child care centers cannot keep qualified staff. It is with great enthusiasm that I am writing to encourage your approval for the new Early Childhood Development program at the Flint Hills Technical College to help all families in our Emporia "village."

I am a Mobilizing Literacy Family Liaison for USD 253. My primary role is to promote early literacy and kindergarten readiness with families with children ages birth to five. Through this role, I collaborate and communicate with many Emporia early childhood agencies, including Newman Regional's *Becoming a Mom* program, preschools, day care centers, and home providers. I am a certified Kansas Children's League training facilitator, sharing the importance of early childhood connections with parents and providers. I also work closely with the Care Arc child care licensing specialist, Jamie Roberts, to provide monthly professional development opportunities for our community providers to keep up their required continuing education hours.

If the FHTC Early Childhood Development program is approved, I am willing to extend collaboration with this new program. I am willing to assist in recruiting students for the program, connect the program to possible centers for hands-on learning and then advertise to the Emporia "village" when these qualified early childhood care providers are ready to help raise children who are ready to learn!

Thank you for your consideration,

Rhonda Beatty
Mobilizing Literacy Family Liaison
Jones Early Childhood Development Center
(620) 412-8231
rhonda.beatty@usd253.net

High School Letters of Support

Burlington

Unified School District No. 244

301 Neosho Street
Burlington, KS 66839
620-364-8478

January 16, 2023

To whom it may concern:

USD 244 would be very supportive of Flint Hills Technical College creating an early childhood education program. This is vital in many communities in the state of Kansas.

USD 244 created the Burlington Early Learning Center for kids ages birth to 5 years old. This business started on June 1, 2021 with 18 kids. Currently, we have 45 kids in our program, and we have a waiting list. We have applied to the state of Kansas to increase our license so we can add kids to our program.

Excellent childcare is essential for communities to attract businesses into the community. It is also valuable for employees to have excellent and affordable daycare so they can work and feel comfortable about where their kids are during the workday.

We have worked well with FHTC in the past seven years since I have been superintendent of schools. I could see internships and practicums for FHTC students in our early learning center. We would be very excited to partner with FHTC in this endeavor.

In closing, this early childhood education program would be an excellent idea to implement. The importance of this program helps train daycare workers, it increases jobs, it helps increase the number of daycare slots in a community with trained providers, and helps businesses attract good employees.

Sincerely,

Craig Marshall
USD 244 Superintendent

Emporia
PUBLIC SCHOOLS

Emporia, KS 66801
www.usd253.org

Mary Herbert
Education Center
1700 W 7th Avenue
PO Box 1008
Telephone 620-341-2200
Fax 620-341-2325

Flint Hills Special
Education Cooperative
1700 W 7th Avenue
Telephone 620-341-2325

Emporia High School
3302 W 18th Avenue
Telephone 620-341-2365

Emporia Middle School
2300 Graphic Arts Road
Telephone 620-341-2335

Flint Hills Learning Center
1624 Industrial Road
Telephone 620-341-2251

Jones Early Childhood
Development Center
327 S Walnut Street
Telephone 620-412-8150

Logan Avenue Elementary
521 S East Street
Telephone 620-341-2264

Riverside Elementary
327 S West Street
Telephone 620-341-2276

Timmerman Elementary
2901 Timmerman Drive
Telephone 620-341-2270

Village Elementary
2302 W 15th Avenue
Telephone 620-341-2282

Walnut Elementary
801 Grove Avenue
Telephone 620-341-2288

William Allen White Elementary
902 Exchange Street
Telephone 620-341-2294

January 13, 2023

Dear Kansas Board of Regents,

We are writing this letter to support the Flint Hills Technical College's application to add an early childhood program. This program will benefit our students, families and district by providing graduates who we can hire for our Infant Toddler program, our Preschool and primary grade classrooms as well as our child care classrooms. We are able to work collaboratively with FHTC by providing opportunities for observation or practicum opportunities in our classrooms, which is how we work with Emporia State University. This program offers an opportunity to continue to increase our cooperative work with the three of our educational organizations in Emporia.

Early childhood is an area of significant need in our community through lack of child care options for parents (which is why our school district is developing our own child care classrooms for staff members) and difficulty recruiting highly qualified teachers and staff members for early childhood positions. This is an opportunity for students to continue their education after FHTC with ESU to obtain a Bachelor's degree to become highly qualified teachers.

Emporia High School has a CTE pathway that introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques and strategies of effective teaching. The study of childhood development helps students better understand the learning process. We believe our pathway courses and the future program at FHTC will closely align and continue building our working relationship with FHTC.

We offer this letter in support of the efforts FHTC is making to add their early childhood program and are happy to answer any questions you may have.

Sincerely,

Dr. Allison Harder, Superintendent

Mr. Dathan Fischer, Principal of Emporia High School

Mr. Stacey Fager
Superintendent

Jenna
Higginbotham
Curriculum Director

Aaron Cole
Director of Operations

Teresa Taylor
Human Resources/
Payroll Clerk/ Board
Clerk

Marcie Boring
Business Manager/
Accounts Payable

Staci Talkington
Food Service
Coordinator

Ben Prasko
Technology
Coordinator

Phone:
(620) 365-4700

Fax:
(620) 365-4708

www.usd257.org

January 12, 2023

Kansas Board of Regents

To Whom This May Concern:

Flint Hills Technical College is creating an Early Childhood Education program for area students, that will prepare them to become professionals in various infant to Pre-K facilities as childcare providers, daycare workers, preschool teachers, etc… All these occupations are of need in the Iola area, and in the Iola School District.

Early Childhood opportunities has become a focus for the Iola School District, and we strive to offer internship opportunities for our students when possible. Flint Hills Technical College is working to fill a need in this area, and we would be open to possibilities their program could offer our students.

The Iola District has been a recipient of KPP funding for the past 4 years, which has greatly expanded our District Pre-K offerings, and assisted in paying the cost of tuition in our partnering District/private Pre-K facilities. This has been one of our greatest accomplishments as a District, with almost 100% our District students having a quality Pre-K experience now.

But to continue this progress, our District needs qualified workers going forward. We support the efforts of Flint Hills Technical College in creating an Early Childhood Education program.

Sincerely,

Mr. Stacey Fager
Superintendent of Schools
USD 257-Iola

Lebo Waverly Unified School District #243

Corey Reese, Superintendent

Wolves   Bulldogs

Dear Kansas Board of Regents,

I am writing to express my support for an Early Childhood program of study at Flint Hills Technical College. In Kansas there is a tremendous shortage of daycare and childcare. An Early Childhood program will help provide a means of staffing and developing new avenues to foster childcare in the state.

If a school district's goal is to have every child kindergarten ready, training a workforce that will incorporate early learning into childcare will serve to assist schools to better prepare students for kindergarten and early literacy. If schools can get students on grade level prepared to learn at an early age, it is far less difficult to catch student up once they fall behind. The cost of remediation in education is 2:1. If we can get more students learning on grade level, I believe schools can keep students learning on grade level.

It is my opinion that preparing this workforce by developing an Early Childhood Program at Flint Hills technical College will not only increase employment opportunities for young college graduates but, will also benefit families by providing extremely valuable childcare that will help prepare children to become kindergarten ready and prepared for the rigor of early literacy.

I support the addition of this program of study.

Sincerely,

Corey Reese, Superintendent
Lebo Waverly USD 243

January 24, 2023

Kansas Board of Regents

Dear Board Directors,

My name is Natosha Jenkins and I am the Osage City High School principal. I have been working in the field of education for nine years and realize the importance of students getting hands-on experience in programs of their interest. Our district is excited to partner with students from the Flint Hills Technical College (FHTC). We would like to offer support for the students who are in the Early Childhood Education program at FHTC. We will contribute by using Osage City Elementary preschool as an observation site for students to gain an idea of what working with early childhood students would look like.

The Early Childhood Education program will benefit the students who attend preschool in our community, while also allowing high school students practical application into the teaching field with early learners. In addition, these high school students will be in direct correlation with a certified early childhood teacher. By partnering with the FHTC Early Childhood Education program, Osage City School district is providing the opportunity to our next generation of students who enter the early childhood teaching profession. We are proud to be a part of fostering the education profession by helping prepare for a stronger teacher workforce.

Sincerely,

Natosha Jenkins

Natosha Jenkins
Principal
Osage City High School

Program Profile

EARLY CHILDHOOD EDUCATION

College Mission:
The mission of Flint Hills Technical College is to provide a diverse community of learners with life-long educational opportunities for personal growth and preparation for professional and civic responsibilities that meet the needs of society.

Division of Health & Human Services Mission:
The student will participate in planned experiences directed toward performing health-related activities with precision, safety, and efficiency consistent with concepts and practices of all-encompassing health care entities and disciplines.

Program Mission:
The students will be prepared to work as professionals in various infant to Pre-K childcare settings with the skills and knowledge of early childhood development, education, and care.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

ISLO 1 Students will be able to effectively communicate with a diverse group of people.
ISLO 2 Students will demonstrate professionalism.
ISLO 3 Students will apply problem solving skills.

PROGRAM LEVEL OUTCOMES

Technical Certificate:
TC 1 Students will apply learned skills in real-world settings.
TC 2 Students will demonstrate a knowledge of health, safety, and nutrition within early
      childhood settings.
TC 3 Students will describe child development from conception to age 6.
TC 4 Students will recognize the importance of family engagement to the overall development
      of the child.
TC 5 Students will plan developmentally appropriate activities for interacting
      with young children.

Associate Degree:
AAS 1 Students will apply the Kansas Early Learning Standards to create
       developmentally appropriate activities through planned classroom activities.
AAS 2 Students will summarize child care licensing laws and regulations as they apply to the
       Kansas Department of Health and Environment Bureau of Family Health Child Care
       Licensing Program.
AAS 3 Students will demonstrate an understanding of budget management, facilities
       management, and general supervisory skills of employees.
AAS 4 Students will apply language and literacy techniques to developmentally appropriate
       practices with young children.
AAS 5 Students will apply higher order thinking strategies to developmentally appropriate
       practices with young children.

COURSE LEVEL OUTCOMES (Competencies)

**ECE 100: Introduction to Early Childhood (3)
The students will demonstrate knowledge of early childhood education through history, philosophies, program models, and common teaching approaches as demonstrated through planned classroom activities. Students will review the current trends, issues, professional expectations, and community resources related to childcare in the United States. **This course includes 10 hours of observation in a certified early childhood classroom and will require students to obtain a background check and Tuberculin skin test.** *~KCOG Systemwide Transfer Alignment ECE1010*

1. Connect developmentally appropriate practice, curriculum methods and materials, including technology, to early learning standards.
2. Explain the historical, legal, social, and theoretical foundations of early childhood education and the current trends associated with the profession.
3. Apply the National Association for the Education of Young Children's Code of Ethical Conduct and other professional standards to resolve basic ethical dilemmas in early childhood education.
4. Describe the cultural, linguistic, and individual characteristics that affect the child's development and learning in early childhood setting.
5. Identify the types and roles of observation, documentation, and assessment in early childhood education.

ECE 101: Child Nutrition, Health, and Safety (3)
Students will cover the importance of a safe and healthy environment in the growth and development of a child. Students will look at factors of nutrition in the physical development of a child and the core nutrition guidelines in developing menu planning, as well as food program participation. Key environmental health and safety factors for the care and activity of children including the observation, documentation, and reporting of abuse or neglect will also be covered.
1. Recognize environmental hazards such as communicable diseases and how to control their spread.
2. Differentiate between safe practices that further the growth and development of young children versus those practices that are not developmentally appropriate and possibly dangerous.
3. Explain the need for observation, documentation, and reporting of child abuse or neglect to the proper authorities.
4. Demonstrate knowledge of health, safety, and nutrition interactions within program planning for early childhood settings.
5. Create menus that meet Child and Adult Care Food Program (CACFP) guidelines, based on the Dietary Guidelines for Americans for early childhood settings.

ECE 102: Child Development and Care (3)
Students will gain knowledge about human development from conception to age six. Students will be able to demonstrate the fluidity of developmental milestones in the domains of physical skills, speech and language development, cognitive and intellectual skills, and social and emotional growth of the child and developmentally appropriate practices relating to those domains through planned classroom activities. Child development will be studied in the context of societal roles and economic standing, culture and diversity.

1. Describe the stages of development from conception to age six.
2. Show examples of developmentally appropriate practice when working with infants, toddlers, and preschoolers including an understanding of approaches to learning.
3. Demonstrate an understanding of socioeconomics, societal roles, and cultural diversity through planned activities.
4. Classify developmental milestones in relationship to the child and, in comparison, typically developing peer expectations.
5. Demonstrate an understanding of the domains of development: physical skills, speech and language development, cognitive and intellectual skills, and social and emotional growth.

ECE 103: Building Relationships with Families and Communities (3)
Students will appraise how creating interpersonal relationships that support and empower families in the care team process increases children's overall success in education. Strategies for involving families in the development and learning progress of the child will be evaluated. Family dynamics in the larger societal role in regard to family values, child-rearing expectations, discipline, parenting styles, diversity and biases will be discussed.
1. Recognize that family engagement improves social skills, relationships, and behavior of children as well as supporting the over-all learning and development of children.
2. Apply, through planned activities, National Association for Family, School and Community Engagement (NAFSCE) core competencies.
3. Appraise how parental involvement in education influence child welfare, juvenile justice, mental and physical health across various service systems.
4. Compare and contrast parenting-styles, child-rearing expectations, discipline techniques, family values, diversity and biases.
5. Accept the difference of the personal values of the student from those of family members of the child.

ECE 150: Creative Play for Child Development (3)
Students will focus on developmentally appropriate experiences for physical health and development, social-emotional development, and creativity skills of the young child. The course will cover both fine and gross motor movement, artistic expression, social-emotional development through imaginative play, and musicality. Students will develop methods and materials that incorporate creative experiences into curriculum building, use of technology, and family engagement.
1. Present activities that focus on developmentally appropriate practices in the areas of physical health and development, social-emotional development, and creativity skills of the young child.
2. Differentiate between fine and gross motor development at all levels of early learning from birth to age 6.
3. Explain the importance of imaginative play, musicality, and artistic expression as they apply to social emotional development.
4. Demonstrate the use of technology and family engagement in creative play experiences for young children.
5. Demonstrate culturally appropriate guidance for young children as it applies to diversity, social expectations, and family engagement.

ECE 151: Teaching and Caring for the Exceptional Child (3)
Students will examine the caring for and working with children who have exceptionalities in regard to neuro development, physical development, emotional development, or impacts of chronic health conditions. Legal cases, laws, regulations, and guidelines that affect the delivery of care and learning services to this population will be researched. Observation procedures, use of findings and collaboration with existing service providers, adaptation techniques, accommodations, inclusion, acceleration, and assessments will be employed through planned activities.
1. Collaborate with fellow students over case-studies regarding students who have diagnosis or may require further services.
2. Develop differentiated instruction strategies tailored to meeting the individual needs of students through dynamic and targeted instruction.
3. Employ observational procedures and student documentation to determine student needs.
4. Research developmentally appropriate practice, early learning standards, curriculum methods and materials.
5. Apply knowledge shared by professionals in the field of special education to planned classroom activities.

**ECE 152: Interaction Techniques in Early Childhood Settings (3)
Students will apply principles and techniques for observing and guiding children ages birth to six. The emphasis will be in developing and creating positive learning environments with positive expectations for groups of children. Students will also apply techniques and guidelines for managing difficult behaviors in young children. Students will design developmentally appropriate curriculum and activities including the use of technology. **This course must be taken with ECE 153 Childcare Internship I.**
1.   Identify developmentally appropriate practices and curriculum as found in the Kansas Early Learning Standards and National Association for the Education of Young Children (NAEYC).
2.   Assess early childhood learning environments for health and safety items including positive interactions, appropriate expectations, nutrition, and nurturing spaces such as classroom set-up, play areas, and areas for caregiving routines.
3.   Compile a list of ways to approach student management that includes techniques to avoid difficult behaviors in young children.
4.   Practice developmentally appropriate activities for interacting with young children.
5.   Demonstrate the appropriate use of technology in the education and/or evaluation of young children.

**ECE 153: Childcare Internship I (2)
Students will apply skills learned in the technical certificate level courses in a childcare environment. Students will begin the semester with observation and documentation skill building. Students will then assist with the development and execution of activities and curriculum. **This course must be taken with ECE 152 Interaction Techniques in Early Childhood Settings.**
1.   Employ lesson plans that include the main areas of child development and the Kansas Early Learning Standards.
2.   Identify developmentally appropriate practices and curriculum as found in the Kansas Early Learning Standards and National Association for the Education of Young Children (NAEYC).
3.   Demonstrate an awareness of appropriate interactions with co-workers, families, and young children through planned classroom activities.
4.   Implement developmentally appropriate practices, under the supervision of facility employees, in the areas of assisting children, executing daily caregiving routines, and caring for the learning environment.
5.   Apply documentation and observation skills as they apply to children who may exhibit learning or behavior exceptionalities (either high or low) as compared to typically developing peers.

*ECE 200: Laws, Regulations, and Operations of a Childcare Facility (3)
Students will evaluate the laws and regulations that define the different levels and types of childcare environments. The licensure process for facilities, Child Development Associate (CDA) certification, continued education or certification requirements, as well as health and safety inspections will be covered. This course is intended to help both those students looking to work in an establish facility as well as those looking to open a home care service.
1.   Summarize child care licensing laws and regulations as they apply to the Kansas Department of Health and Environment Bureau of Family Health Child Care Licensing Program.
2.   Identify child care licensing statutes, procedures, and regulations that apply to licensed child care facilities (centers, preschools, day care homes, and school-age programs).
3.   Evaluate compliance with safety and health standards as they apply to Child and Adult Care Food Program (CACFP), National Association for the Education of Young Children (NAEYC), and the Kansas Department of Health and Environment (KDHE).
4.   Break down certification requirements for to licensed child care facilities (centers, preschools, day care homes, and school-age programs).
5.   Design a plan for a child care facility, focusing on the laws and regulations that apply in your home county.

*ECE 201: Supervision & Management in Childcare Facilities (3)
Students will demonstrate an understanding of budget management, facilities management, and general supervisory skills of employees. This course will cover an in depth look at professional and ethical responsibilities related to the care of children. Topics will include morality of the childcare professional, ethical responsibilities to the family, social expectations of decorum, and perceptions of others in a professional setting.
1.   Categorize child care income sources: tuition, service, and enrollment fees and determine appropriate amounts. Understanding the application for and use of grants and fundraising.
2.   Prioritize operating and capital expenses and the components of a budget: estimated revenue, fixed costs, variable costs, cash flow, profit.
3.   Follow guidelines in facility care and sizes, staff to child ratio, staff qualifications through planned classroom activities.
4.   Role-play difficult discussions with staff including morality, ethical responsibilities, social expectations of decorum and perceptions in a professional setting.
5.   Develop staff expectations and facility goals based on professional and academic standards.

*ECE 250: Early Numeracy and Science (3)
Students will understand the development in the young child and apply this knowledge in the areas of: early numeracy and science. Techniques for observing, developing, and advancing of higher order thinking in young children will be demonstrated through planned activities. Students will use developmentally appropriate activities to build a differentiated learning environment. This course will include a lesson demonstration, by the student, with a child of their choosing. **This course must be taken with ECE 252 Childcare Internship II.**
1.   Define higher order thinking and its relationship to approaches to learning, early numeracy and science activities.
2.   Engage young children in early numeracy activities that include developmentally appropriate practices.
3.   Apply the Kansas Early Learning Standards to create developmentally appropriate activities through planned classroom activities.
4.   Investigate higher order thinking activities and present ideas to fellow students.
5.   Apply technology in teaching early numeracy and science.

*ECE 251: Early Childhood Language & Literacy (3)
Students will cover the development of language and literacy skills in the young child, including techniques for observing, developing, and advancing language acquisition and pronunciation. Students will also utilize a selection of developmentally appropriate reading material, games, and other literacy building tools. This course will include a lesson demonstration, by the student, with a child of their choosing. **This course must be taken with ECE 252 Childcare Internship II.**
1. Examine early childhood literacy milestones, literacy strategies, and pillars of literacy.
2. Create language and literacy learning activities with children using Kansas Early Learning Standards.
3. Explain the stages of language development and how they apply to a child's ability to communicate, express and understand feelings, support cognitive abilities, and help children develop and maintain relationships.
4. Demonstrate strategies that support the link between language development and literacy acquisition.
5. Explain the negative consequences of delayed or improper language development and its possible impacts.

*ECE 252: Childcare Internship II (3)
Students will apply the content and skills developed throughout the program of study in a childcare setting. Students will be expected to demonstrate skill and ability to work independently in a childcare setting that supports child development and well-being. **This course must be taken with ECE 251 Early Childhood Language & Literacy and ECE 250 Early Numeracy and Science.**
1. Documentation of child development and growth.
2. Implement age-appropriate curriculum and/or activities for children.
3. Demonstrate ability to adhere to professional and ethical expectations.
4. Provide and maintain a safe and healthy learning environment for children.
5. Demonstrate interpersonal skills by fostering family engagement in child development process.

**PY 100: Introduction to Psychology (3)
This is a general introductory course in Psychology intended to satisfy general education requirements in Behavioral Sciences. During this course, students will complete a comprehensive survey of psychology with an emphasis on research, personality theory and assessment, biology, consciousness, intelligence and cognitive processes, motivation and emotion, memory, sexuality and gender, personality, psychological disorders and associated therapies and treatments. *~KCOG System wide Transfer Alignment PSY 1010*
1. Identify historical foundations and current trends in psychology.
2. Distinguish methods of research in psychology.
3. Identify the biological basis of behavior including physiology of the brain.
4. Distinguish principles and theories of learning and cognition.
5. Recognize theories and applications of motivation and emotion.
6. Demonstrate an understanding of human life span development.
7. Identify the major theories of personality.
8. Recognize categories of psychological disorders and treatments.
9. Recognize the major theories and findings in social psychology.

**PY 150: Developmental Psychology (3)
This course will cover the physical, social, and cognitive changes that take place from conception to death. Students will learn about developmental theories and research methodology used to explore developmental changes. The course will survey leading theorists like Jean Piaget, Erik Erickson, and Lev Vygotsky. **PREREQUISITE: PY 100 Introduction to Psychology** *~KCOG Systemwide Transfer Alignment PSY2020*
1. Distinguish among developmental theories.
2. Distinguish research methods in development.
3. Describe social and emotional development throughout the lifespan.
4. Explain cognitive development throughout the lifespan.
5. Examine the processes of physical development throughout the lifespan.
6. Describe the processes of death and dying.

*PY 200: Childhood Growth and Development (3)
This course focuses on the development of social, emotional, cognitive, and physical development of a child from neonatal to adolescence. The course will expand on foundational elements and research methods covered in Developmental Psychology and explore in greater details the role of environment and cultural influences on the development of the child. **PREREQUISITE: PY 150 Developmental Psychology**
~KCOG Systemwide Transfer Alignment PSY2030
1. Explain foundational concepts and terminology appropriate to the development of a child.
2. Differentiate developmental theories.
3. Differentiate development research methods.
4. Describe the social and emotional development of a child.
5. Describe cognitive and neurological development of a child.
6. Describe the physical development of a child.
7. Analyze the effects of biological, environmental, and cultural influences on the development of a child.

**HHS 268 First Aid/Heart Saver CPR (2)
Students will demonstrate the basics of first aid from breathing and cardiac emergencies to the care of sudden illnesses or injuries.
~KCOG System wide Transfer Alignment HSC 1040
1. Demonstrate patient assessment and obtaining vital signs.
2. Demonstrate the immediate care of wounds, bleeding, and shock.
3. Demonstrate the immediate care of burns, head injuries and spinal immobilization.
4. Demonstrate the immediate care of chest, abdominal and pelvic injuries.
5. Demonstrate the immediate care of fractures.
6. Demonstrate bandaging and care of dressings.
7. Demonstrates CPR on mannequins.
8. Demonstrates ability to explain step by step procedure by telephone.

*General Education Courses (16-17)

(Outcomes for General Education courses listed separately.)
*ENG: Written Communication (3)
**SP: Oral Communication (3)
*MA: Mathematics (3)
*BI/PS: Life/Natural Sciences -Lab Required (4-5)
*SO Behavioral Science (3)

*Associate Degree Courses   **Technical Certificate Courses

Cost and Funding of Proposed Program Forms

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (2020)

Institution: Flint Hills Technical College
Proposed Program: Early Childhood Education

IMPLEMENTATION COSTS				
Part I. Anticipated Enrollment		Implementation Year		
Please state how many students/credit hours are expected during the initial year of the program? 10 students / 255 credit hours				
		Full-Time	Part-Time	
A. Headcount:		5	5	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	1	$	$68,048	City of Emporia Grant/Local General Operating Funds
Part-time/Adjunct	0	$	$	
		Amount	Funding Source	
B. Equipment required for program		$10,000	Local General Operating Funds	
C. Tools and/or supplies required for the program		$1,000	Local General Operating Funds or State Capital Outlay	
D. Instructional Supplies and Materials		$3,500	Student Fees	
E. Facility requirements, including facility modifications and/or classroom renovations		$0.00		
F. Technology and/or Software		$14,000	Local General Operating Funds	
G. Other Travel Expenses		$1,100	Local General Operating Funds	
Program Membership		$ 150		
Total for Implementation Year		$97,798		

PROGRAM SUSTAINABILITY COSTS (Second and Third Years)				
Part I. Program Enrollment		Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program? 40 students / 1020 credits				
		Full-Time		Part-Time
A. Headcount:		20		20
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing: (1)	New: (1)	Funding Source:
Full-time	2	$142,283	$112,975	Local General Operating Funds
Part-time	0	$	$	
		Amount		Funding Source
B. Equipment required for program		$		
C. Tools and/or supplies required for the program		$		
D. Instructional Supplies and Materials		$7,000		Student Fees
E. Facility requirements, including facility modifications and/or classroom renovations		$		
F. Technology and/or Software		$		
G. Other Continuing Education/Travel		$2,500		Local General Operating Funds
Program Membership		$ 500		Local General Operating Funds
Total for Program Sustainability		$265,258		

Please indicate any additional support and/or funding for the proposed program:

The City of Emporia has allocated $63,000 to Flint Hills Technical College to be used to fund the start-up of this Early Childhood Education program. The College will request additional funding from the City for future years as well, although no speculative funds are reflected on this fiscal summary.

KBOR Excel in CTE Fee Summary for Proposed Academic Programs
CA - 1b Form (2020)

Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval.
*Please include all costs charged to **high school students** for the proposed new program.*

Institution Name:	Flint Hills Technical College	
Program Title:	Early Childhood Education	
Program CIP Code:	19.0708	

*Please list all fees associated with this **program**:*
*Only list costs the institution **is** charging students.*

Fee	*Short Description*	*Amount*
Software Access Fee	*Cengage Unlimited Access*	$ 250.00

*Please list all courses within the program and any fees associated to those **courses**:*
*Only list costs the institution **is** charging students. Do not duplicate expenses.*

Course ID	*Short Description*	*Amount*
ECE 150	Textbook – "Art & Creative Development for Young Children" (Fee is for textbook purchase; rental options are available)	$ 220.00
ECE 151	Textbook – "Strategies for Including Children w/ Special Needs in EC Settings" (Fee is for textbook purchase; rental options are available)	$ 165.00

Please list items the student will need to purchase on their own for this program:
*Institution **is not** charging students these costs, rather students are expected to have these items for the program.*

Item	*Short Description*	*Estimated Amount*

Carl D. Perkins Funding
Eligibility Request Form

Strengthening Career and Technical Education for the 21st Century Act

CA-1c Form (2022)

Name of Institution	Flint Hills Technical College
Name, title, phone, and email of person submitting the Perkins Eligibility application *(contact person for the approval process)*	Steve Loewen, Vice President of Academic Affairs 620-341-1361 sloewen@fhtc.edu
Name, title, phone, and email of the Perkins Coordinator	Steve Loewen, Vice President of Academic Affairs 620-341-1361 sloewen@fhtc.edu
Program Name	Early Childhood Education (ECE)
Program CIP Code	19.0708 – Child Care and Support Services Management
Educational award levels <u>and</u> credit hours for the proposed request(s)	Technical Certificate B – 34 Credit Hours Associate of Applied Science Degree – 65 Credit Hours
Number of concentrators for the educational level	Not applicable for start-up of the Early Childhood Education program.
Does the program meet program alignment?	There is no state-wide program alignment for ECE programs.
How does the needs assessment address the occupation and the program *(provide page number/section number from the CLNA and describe the need for the program)*	Early Childhood Education and care is addressed in a couple of ways in the Comprehensive Local Needs Assessment (CLNA). One is the lack of supply for childcare workers needed compared to the demand in the region. 99 workers were needed, with only 44 concentrators at the secondary level and none at the post-secondary level (Q1, page 12; Q2, page 15). Second is the success of students who need quality childcare for their educational preparation. The lack of childcare options presents a barrier to successful College and employment experiences for both students and faculty. For students who are part of a special population group like single parents, this can particularly be a barrier to program enrollment and completion (Q4, page 26; Q7, pages 47 & 48; and Q9, page 56).
Justification for conditional approval: *(how will Perkins funds will be used to develop/improve the program)*	The ECE program is requesting initial approval for the delivery of the program in the fall of 2023.

Pursuant to Americans with Disabilities Act, the proposed program will be offered in a location or format is fully accessible, according to applicable ADA laws?	Yes, the ECE program location is fully accessible and compliant with applicable ADA laws.

Signature of College Official___*Steve Loewen*_____Date_2/10/23____

Signature of KBOR Official_____ Date_____

<div align="center">

Kansas Promise
Eligibility Request Form
</div>

<div align="right">CA-1d Form (2022)</div>

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Kansas Promise eligibility.

Program Eligibility

Per statutory language (Section 28), a "promise eligible program" means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

    1) approved by the Board of Regents;
    2) high wage, high demand or critical need; and
    3) identified as a "promise eligible program" by the Board of Regents pursuant to K.S.A. 2021 Supp. 74-32,272:

- Information Technology and Security
- Mental and Physical Healthcare
- Advanced Manufacturing and Building Trades
- Early Childhood Education and Development

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

1) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
2) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor's degree.

Section 30 states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

    1) Agriculture;
    2) Food and Natural Resources;
    3) Education and Training;
    4) Law, Public Safety, Corrections, and Security; or
    5) Distribution and Logistics

Name of Institution	Flint Hills Technical College
Name, title, and email of person responsible for Academic program	Nancy Robinson, Director of Early Childhood Education 620-341-1326 narobinson@fhtc.edu
Name, title, and email of Financial Aid contact	Erica Clark, Director of Financial Aid eclark@fhtc.edu

Information Technology and Security

CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Mental and Physical Healthcare

CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Advanced Manufacturing and Building Trades

CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Early Childhood Education and Development

CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date
19.0708	Early Childhood Education	High Demand	Technical Certificate B, AAS	Fall, 2023

College Designated Field of Study:

CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

**If any programs are claiming "critical need" status, please provide supporting documentation:

Signature of College Official___*Steve Loewen*_____ Date_2/10/23____

Signature of KBOR Official_____ Date_____

Special Note to Kansas Independent Colleges:
Please carbon copy the KICA contact below when submitting this application to the Kansas Board of Regent office:

    Matt Lindsey, President KICA

            matt@kscolleges.org

Minutes of Program Approval at the Institutional Level

Flint Hills Technical College
Early Childhood Education Program Advisory Committee
Spring Advisory Committee Meeting Minutes
January 13, 2023, 4 PM

Call to Order: 4:05 PM

Members Present: Theresa Whalen, Deb Crowl, Lisa Kirmer, Lendi Bland, Jenny Long (Online)

Other Staff: Nancy Robinson, Steve Loewen

Introductions:

Agenda

1. Election of PAC Chair—

    Nomination of Lisa Kirmer for Chair, Deb Crowl, Motion, Theresa Whalen, 2nd. Unanimous Approval.

2. Approval of Spring Agenda

    Spring Agenda as Presented - Lendi Bland, Motion, Deb Crowl, 2nd. Unanimous Approval.

3. Discussion and Action Agenda (D/A)

(Vote to approve each item a-f All items are on the Program Profile in the Public Drive)

   a. Review and approval of Program mission statements
      Motion to approve the Program Mission, Deb Crowl Motion, Lendi Bland, 2nd. Unanimous Approval. (See Attached Program Profile)
   b. Review and approval of Program Outcomes
      Motion to approve the Program Outcomes - Technical Certificate, Deb Crowl Motion, Theresa Whalen, 2nd. Unanimous Approval. (See Attached Program Profile)
      Motion to approve the Program Outcomes - Associate of Applied Science Degree, Deb Crowl Motion, Lendi Bland, 2nd. Unanimous Approval. (See Attached Program Profile)
   c. Review and approval of Course Description from syllabi

   d. Review and approval of Course competencies from syllabi

   e. Review and approval of Course prerequisites and corequisites
       Motion to approve the Course Descriptions, Course Competencies, and Course Pre- and Co-Requisites, Deb Crowl Motion, Lendi Bland, 2nd. Unanimous Approval. (See Attached Program Profile)

Also Discussed Degree Plan, talked about having the Oral Communications (Interpersonal Communications or Public Speaking) as a requirement for the Technical Certificate. Consensus for Doing so.

    f.   Admission requirements
Entrance - 2.5 GPA (HS or College transcripts) or ACCUPLACER scores - Look at Other Program Scores, (Advising while Enrolling - Fingerprint/Background Check, TB Skin Test, Bloodborne Pathogens - Done During ECE 100 before 10 hours of observation). Ask Monte Miller.

4.   Adjournment - 5:30 PM.

(A) – Action Item   (D) – Discussion Item   (R) – Reporting Item

Flint Hills Technical College
CURRICULUM SUBCOMMITTEE TO INSTRUCTIONAL SERVICES COMMITTEE

Meeting Minutes

Meeting Title	Approval of ECE program review	**Start Time**	
Results Desired		**Stop Time**	
Date	Jan. 13, 2023-Jan. 19, 2023	**Place**	email

PERSONS ATTENDING

1	Leann Garcia – Chair-present	**2**	Denise Gilligan-present
3	Brenda Carmichael-present	**4**	Chris Wilson-present
5	Nicole Freeland-present	**6**	Troy Hobelmann-present
7	Russell Thrailkill-present	**8**	
9		**10**	

ITEMS TO BE DISCUSSED

	Approval of Early Childhood Education program	**X**
1		
	MINUTES	
	Leann Garcia sent the initial email with a link to the P: drive and necessary materials to review for the Early Childhood Education Program review. Troy Hobelmann made a motion to approve the program as presented. Chris Wilson seconded. The members voted via email. Motion carried unanimously.	

Flint Hills Technical College

January 25, 2023 Special Voting Meeting (Wednesday, January 25, 2023) <u>DRAFT</u>
Generated by Jacqui Anderson on Wednesday, January 25, 2023

Members present
Pat Wiederholt, Amanda Dreasher, Angie Gilpin, Brian Potter, Leslie Seeley, Shelly Gehrke, Mandy Steffes

The meeting was called to order at 7:45 AM

1. OPENING
Procedural: 1.1 Call to Order and Roll Call

2. ADOPTION OF THE AGENDA

Action: 2.1 Approval of the Agenda
Motion: Approve the Agenda

Motion by Amanda Dreasher, second by Shelly Gehrke.
Final Resolution: Motion Carries
Yes: Pat Wiederholt, Amanda Dreasher, Angie Gilpin, Brian Potter, Leslie Seeley, Shelly Gehrke, Mandy Steffes

3. OLD BUSINESS

Action: 3.1 Early Childhood Education Program - 2nd Reading
Motion: Approve to submit the new Early Childhood Education Program application to the Kansas Board of Regents.

Motion by Shelly Gehrke, second by Brian Potter.
Final Resolution: Motion Carries
Yes: Pat Wiederholt, Amanda Dreasher, Angie Gilpin, Brian Potter, Leslie Seeley, Shelly Gehrke, Mandy Steffes

4. ADJOURNMENT

Action: 4.1 Adjournment
Motion: Adjourn the meeting

Motion by Leslie Seeley, second by Amanda Dreasher.
The meeting adjourned at 7:52 AM

Submit the completed application and supporting documents to the following:
    Director of Workforce Development
    Kansas Board of Regents
    1000 SW Jackson St., Suite 520
    Topeka, Kansas 66612-1368