COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

Due Date: February 1, 2022

Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	David M. Cooper	USD 305	(785) 309-4734	david.cooper@usd305.com
Postsecondary Institution(s)	James Knapp	Salina Area Technical College	(785) 309-3135	james.knapp@salinatech.edu

Date Feb. 1, 2022 Regional Team Salina

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

What is the purpose of this Template?

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

What are the tasks of the Regional Needs Assessment Stakeholder Team?

1. Use evidence-based strategies to recognize needs of the regional industry
2. Identify strengths and gaps of CTE programs in the region
3. Identify strengths and gaps in student performance

What are the tasks of the regional team co-chairs?

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

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine regional CTE strengths and gaps and consists of the following steps:

1. Identify participants on the regional stakeholder team
2. Identify data sources for the assessment. A list of approved data sources is provided in STEP 1: Analyze Labor Market Information section.
3. Engage stakeholders in a review and analysis of focused data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity and gaps (what is not working)

Why complete a comprehensive regional needs assessment?

The federal "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are six components of the comprehensive regional needs assessment:

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

How often is a comprehensive regional needs assessment needed?

The needs assessment must be:

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

Who should participate in the needs assessment process?

The regional needs assessment stakeholder team is comprised of a diverse group of local stakeholders who will develop, review, and analyze assessment results. Perkins V requires, at a minimum, the following stakeholders to participate in the needs assessment, the local grant application development, and the on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels:
    - Teachers
    - Faculty
    - Administrators
    - Career guidance counselors and advocates
    - Advisement professionals
    - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations (see next section)
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth
7. Representatives of Indian Tribes and Tribal organizations (where applicable)

Who is considered a member of special populations?

According to Perkins V Sec. 2(48), the term "special populations" means--

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

Process:

1. Assign co-chairs for the regional team
2. Assemble the regional stakeholder team. **All groups of stakeholders must be represented on each regional team.**
3. Gather, review, and analyze data
4. Convene the regional stakeholder team (must **meet at least twice** throughout this process; virtual meetings are acceptable)
5. Complete the needs assessment Template
    - All steps and all parts are required
    - Incomplete assessments will not be approved
    - Add rows to tables as needed
    - Include the data evaluation tools, spreadsheets, and other materials that show how labor data was evaluated
    - Include a copy of meeting documentation and/or minutes
6. Submit the finalized Template for the state approval at PerkinsV@ksbor.org

Template:

STEP 1: Analyze Labor Market Information

Part 1: Identify state labor market data sources for each pathway and program offered in your region
Part 2: Identify local labor market data sources and request approval from the state
Part 3: Analyze data and compare to the last regional needs assessment
Part 4: Bring the regional stakeholder team together to discuss the findings from Parts 1, 2, and 3
Part 5: Based on the input from local stakeholders, use this template to provide or update answers to the needs assessment questions

STEP 2: Analyze Student Performance

- Evaluate student performance in your region with respect to state-determined and local performance levels (core indicators)
- Include an evaluation of performance for special populations

STEP 3: Analyze CTE Programs

Part 1: Size, Scope, and Quality
Part 2: Progress Toward Implementing Programs of Study
Part 3: Recruitment, Retention, and Training of CTE Educators
Part 4: Progress toward Improving Access and Equity

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

- The assessment must be completed prior to completion of the local grant application
- Only activities and expenditures for which the eligible recipient can demonstrate a need can be included in the local grant application
- Local applications will not be accepted without the approved corresponding regional needs assessment
- The needs assessment must be completed/updated every two years with a review of progress in the interim

Regional Team Name: Salina Region CTE Needs Assessment Taskforce **Date:** Feb. 1, 2022		
Regional Needs Assessment Team Co-chairs:	**Email:**	**Phone number:**
Secondary: David M. Cooper	**david.cooper@usd305.com**	**(785) 309-4734**
Postsecondary: James Knapp	**james.knapp@salinatech.edu**	**(785) 309-3135**

Regional Needs Assessment Stakeholder Team

At least one stakeholder for each category is REQUIRED

Representative	Name	Institution and Position
Secondary Co-chair	David M. Cooper	USD 305, Perkins grant writer
Postsecondary Co-chair	James Knapp	Salina Area Technical College, math instructor
Teacher(s) - Secondary	Linda Edson	South High School (USD 305), culinary arts teacher
Teacher(s) - Secondary	Gary Seibel	South High School (USD 305), industrial arts/construction teacher
Teacher(s) - Secondary	Mike Kilgore	Central High School (USD 305), industrial arts/welding teacher
Teacher(s) - Secondary	Karl Dawn Stover	Ellsworth High School (USD 327), agriculture teacher
Teacher(s) - Secondary	Marysa McCartney	Central High School (USD 305), business/marketing teacher
Teacher(s) - Secondary	Lori Train	Central High School (USD 305), health science teacher
Teacher(s) - Secondary	Linda Drake	Chase County Jnr./Snr. High School (USD 284), CTE Coordinator
Faculty - Postsecondary	Eric Vannoy	Salina Area Technical College, welding instructor
Secondary Administration	Dr. Curtis Stevens	USD 305, Secondary Programs Director
Secondary Administration	Steve Kimmi	Tescott High School (USD 240), Principal
Secondary Administration	Dr. Charles Kipp	South High School (USD 305), Principal
Secondary Administration	Pam Kraus	Smoky Hill Education Service Center, CTE Coordinator
Secondary Administration	Jennifer Bingham	Greenbush Education Service Center, Project Manager
Postsecondary Administration	Greg Nichols	Salina Area Technical College, President
Postsecondary Administration	Jennifer Callis	Salina Area Technical College, Vice President of Student Services
Specialized instructional support and paraprofessional(s)	Lindsey Sellers	South High School (USD 305), Director of Performance-Based Diploma Lab

Representative(s) of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Brenda Gutierrez	Salina Area United Way, Executive Director
Representative(s) of Special Populations	Jeff Hayes	Central Kansas Cooperative in Education, Executive Director
Career Guidance and Academic Counselor(s)	Lara Duran	Salina Area Technical College, Educational Services Coordinator
Student(s)	Amaya Langen	South High School (USD 305), Health Science concentrator
Student(s)	Preston Cressler	Salina Area Technical College, student body representative
Community	Brian Blackwood	Member of Salina Area Technical College Board of Trustees
Business & Industry	Steve Dunning	Salina Planing Mill, Product Manager
Business & Industry	Pat Mahoney	Coperion K-Tron, Global Systems Manager
Workforce Development	Tucky Allen	Kansas WorkforceONE, Business Services Director
Parent(s)	Amy Langen	Parent of Health Science student, USD 305
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	---
Other Optional Stakeholders (Data Support, Admin Assistant, HR, Business Office, etc.)	Marnie Mattek	USD 305, IPS support staff

STEP 1: Analyze Labor Market Information

Perkins V Act - Section 134(c)(2)(B)(ii):
The local needs assessment shall include…

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

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

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

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

Part 1: Identify sources of labor market data
All data sources must come from the approved labor market data list (see below).
If you have a source of local data that is not included on this list, email PerkinsV@ksbor.org to request approval.

Approved Sources of Data:

1. Kansas Department of Labor Reports – Kansas Labor Information Center (KLIC) https://klic.dol.ks.gov/vosnet/Default.aspx including but not limited to:
    a. Long Term Projection Data
    b. Short Term Projection Data
    c. Vacancy Reports
    d. High Demand Occupations
    e. Occupational Reports
2. Kansas Career Navigator Data
   https://kscareernav.gov/
3. KSDegreeStats.org
   https://www.ksdegreestats.org/program_search.jsp
4. K-TIP Report
   https://kansasregents.org/workforce_development/k-tip-report

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

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

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

Part 3: Conduct preliminary data analysis

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

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

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

Q1: How do the pathways and programs <u>already offered</u> in the region compare to regional job demand?

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
● Restaurant & Event Management ● Health Science ● Teaching/Training ● Construction & Design ● Power, Structural, & Technical Systems ● Welding Program ● Plant Systems ● Animal Science	● Marketing ● Manufacturing ● Nursing (ADN), Health Aide, Home Health Aide, and other medical-related postsecondary programs ● Business Finance ● Travel & Tourism ● FCCS ● Electrical Technology Program ● Business Management & Entrepreneurship ● Early Childhood Development & Services ● Corrections, Security, Law, & Law Enforcement Services ● Emergency & Fire Management Services	● Web & Digital Communications ● Graphic Design ● Digital Media ● Comprehensive Agriculture ● Engineering & Applied Mathematics

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

Pathway/Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources
Travel & Tourism	This pathway is among the top 10 in-demand pathways in the Salina region based on Kansas Labor Projections (2016-2026) data provided by the Kansas Board of Regents.	No additional sources used in this analysis.
Mobile Equipment Maintenance	These two pathways have projected total annual openings of 200 or more in the Salina region based on Kansas Labor Projections (2018-2028) data provided by the Kansas Board of Regents.	No additional sources used in this analysis.
Information Support & Services	This pathway has projected total annual openings or 100 or more in the Salina region based on Kansas Labor Projections (2018-2028) data provided by the Kansas Board of Regents.	No additional sources used in this analysis.
Energy	This pathway has relatively lower projected annual openings in the Salina region; however, the taskforce did note that skills and knowledge in this pathway are highly transferrable across the state, the U.S., and the world. It was also noted by the taskforce that there is some overlap in content with Engineering, especially in the area of alternative fuel sources (wind, solar).	Taskforce members reviewed relevant research on energy consumption and career growth, particularly two reports: *Energy Employment by State—2019*, a joint project of NASEO (National Association of State Energy Officials) and EFI (Energy Futures Initiative); and *Advanced Energy Now 2019 Market Report* prepared by Navigant Research for AEE (Advanced Energy Economy).

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

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source
Web & Digital Communications	The Web & Digital pathway includes course-work, skills, and content common across the Information Technology cluster, and most occupations in this cluster exceed the growth rate (4.3%) for all occupations in Kansas; three occupations in the IT cluster are in the top 5 fastest growing jobs in Kansas, exceeding 25% growth by 2026.	Kansas Labor Projections (2018-2028) for the Northcentral Kansas region provides growth rate for all occupations, which can be aggregated by pathway and cluster using their SOC codes.
Graphic Design	Student interest in the Web & Digital, Graphic Design, and Digital Media pathways is very high across the region and corresponds to high annual enrollment in multiple pathway courses. Many high schools include a technology literacy requirement for graduation that can be met through coursework in these pathways, which encourages more students to explore them. Many students are also interested in technology related to video production, webpage design, and development and distribution of social media content. These interests and skills are not exclusive to these career pathways but support a general need for increased technology literacy across a wide range of career fields.	Career interest inventories and historical enrollment numbers have indicated strong student interest in Web & Digital, Graphic Design, and Digital Media. For labor data we used O*NET data. The 2012-22 projections indicated Kansas job growth ranging from 7-28% for most occupations in Web & Digital, the outlier being Multimedia Artist & Animator, decreasing at -1%. In the A/V Communications pathway that encompasses what are now identified as Graphic Design and Digital Media, Kansas job growth ranged from 6-12%. In addition, national job growth in Web & Digital occupations (2014-2024) ranged from 3-27%, and national job growth for A/V Communications occupations (2014-2024) ranged from 1-18%.
Digital Media	Student interest in the Web & Digital, Graphic Design, and Digital Media pathways is very high across the region and corresponds to high annual enrollment in multiple pathway courses. Many high schools include a technology literacy requirement for graduation that can be met through coursework in these pathways, which encourages more students to explore them. Many students are also interested in technology related to video production, webpage design, and development and distribution of social media content. These interests and skills are not exclusive to these career pathways but	

	support a general need for increased technology literacy across a wide range of career fields.	
Comprehensive Agriculture	Comprehensive Ag includes coursework, skills, and content common across the Agriculture, Food, & Natural Resources cluster, which is among the top 10 in-demand clusters in the Salina region, with over 496 projected annual job openings. In addition, the occupations of farmers, ranchers, and other agricultural managers combined are among the top 10 in-demand high-wage occupations in Local Area 1 – West, which includes all 7 counties of the Salina region. Other Ag pathways such as Animal Science and Power, Structural, & Technical Systems, which are offered by some districts in the region, have higher demand.	Data for Salina region provided by KBOR for Ag *cluster* instead of pathway because much of the pathway data is confidential and therefore accurate numbers are not available. Data on high-demand high-wage occupations in Local Area 1 – West came from Kansas Career Navigator. The occupation grouping of "Farmers, ranchers, and other agricultural managers" (which aligns with the Comprehensive Ag pathway) ranked #6 in the region for in-demand high-wage occupations. The taskforce also looked at overall economic impact of agriculture and related occupations for the state of Kansas, not just this region.
Engineering & Applied Mathematics	STEM was identified as a pathway of strong demand by the Salina Career Pathway Advisory Committee formed in fall 2009. The committee included representatives from USD 305, CTE students, local industries, city offices, and administrators from KSU-Salina, Kansas Wesleyan University, Cloud County Community College, and Salina Regional Health Center. The committee analyzed industry needs and occupational trends, identified gaps in secondary CTE services, and recommended new pathways for future development. STEM was the #1 priority for implementation, and a STEM Advisory Committee was formed in 2010 to research implementation, including costs of resources, equipment, and training.	The Salina Career Pathway Advisory Committee identified pathways not offered in USD 305 in 2009 but were needed in order to address employment trends and industry needs. Committee members made their recommendations based on labor market data from O*NET and the Kansas Department of Labor, as well as projections from industry publications and professional organizations (*e.g.*, American Society of Engineering Education), as well as their personal experience and observations within the industry. The focus was not exclusively on regional need but statewide, national, and global needs.

STEP 2: Analyze Student Performance

Perkins V Section 134(c)(2)(A)
The local needs assessment shall include…

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

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

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

According to Perkins V Sec. 2(48), the term "special populations" means--

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

According to ESEA of 1965 Sec. 1111(h)(1)(C)(ii), the term ''subgroup of students'' means—

(A) economically disadvantaged students;
(B) students from major racial and ethnic groups;
(C) children with disabilities; and
(D) English learners.

Major racial and ethnic groups included in federal Perkins reporting:

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

Secondary Performance

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

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

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

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

3S1 – Post-Program Placement
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 – Nontraditional Program Concentration
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

5S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Postsecondary Performance

1P1 – Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Q4: Based on the secondary and postsecondary performance data, what are the region's strengths and gaps in student performance? Address overall student performance as well as each special population and subgroup.

	Identify Strength(s) How are these strengths being sustained in the region?	Identify Gap(s) What are the root causes of the gaps?
Overall Student Performance in the Region	● **Secondary Core Indicator 1S1** (Four Year Graduation Rate) continues to exceed 97%. Overall focus on increasing graduation rates (all students) has encouraged districts to implement supplemental programs or services, within or outside of school hours, that help students remediate core academic credits. Schools also work to ensure that CTE concentrators have equitable access to such services, including schedules in which remediation services overlap with CTSO activities. ● **Secondary Core Indicator 2S2** (Academic Proficiency in Mathematics) exceeded state benchmark and increased over 3%ile points from 2018 performance for this region. Math proficiency has been raised significantly through increased integration across multiple CTE courses and more explicit connections made between the math principles and the technical skills that rely on math skill. Strengthening this connection is helping students understand the "real world" relevance of math within a variety of industries and workplaces and improved retention of math concepts by observing how math "works" in industry. ● **Secondary Core Indicator 2S3** (Academic Proficiency in Science) exceeded state benchmark but did decline from 2018 performance for this region. Like math, science proficiency has been integrated into more CTE courses, which have sought to explicitly connect the science principles with the technical skills students are learning. This has increased the relevance; students are able to see how science is used in daily workplace tasks. ● **Post-Secondary Core Indicator 1P1** (Placement) exceeded 95% and has been above 92% the past 4 years. Salina Area Technical College (SATC) maintains for every program a high-quality advisory council with members with strong industry experience, current knowledge of local employment needs, and	● **Secondary Core Indicator 2S1** (Academic Proficiency in Reading) remains slightly below the annual state benchmark (by <1%ile point). High schools in our region strive to integrate academic skills across CTE curricula, but reading is stronger in technical and application than introductory classes. When CTE concentrators take the Kansas State Assessment in Reading toward the end of their sophomore year in high school, most have taken only one technical level course. Introductory courses need to increase reading practice in order to help build proficiency earlier. Reading proficiency is low for both CTE and non-CTE. Increasing use of electronic media (e-mails, texts, instant-messaging) has changed how younger generations commonly communicate and how they perceive communication in general. Students are reading and writing a lot of text that doesn't reinforce, model, encourage, or demonstrate technical proficiency (grammar, spelling, vocabulary, *etc*.). CTE courses need to increase use of higher-level reading materials (*e.g*., technical manuals, instructions, research articles) without reducing time for hands-on practice of technical skills. Reading needs to fit more naturally into the CTE curriculum rather than be used strictly for independent research assignments. ● **Secondary Core Indicator 3S1** (Placement of Concentrators Who Exited) had exceeded 96% the prior 3 years but unfortunately fell below benchmark in 2020. Significant numbers of exiting concentrators could not be located within 6 months

	extensive networks of regional contacts that work with the school to connect with SATC students preparing to enter the workforce, promoting their companies and encouraging future graduates to apply for employment with them. A contributing strength of Saline County is the diverse market for skilled trades professionals in multiple pathways: Health Science, Construction, Manufacturing, Marketing, Information Technology, *etc*., There are many job placements for SATC graduates around Salina. ● **Post-Secondary Core Indicator 2P1** (Certification) has exceeded average % of state of Kansas the past 4 years. SATC has worked with USD 305 to offer more post-secondary coursework opportunities. Many of these courses lead to completion when the student graduates high school and enrolls in SATC. Another strength has been relatively lower class sizes that offer more one-on-one instruction, and this has helped students focus on preparing for industry certification training. ● **Secondary Core Indicator 4S2** (Post-Secondary Credits) trended upward even further above the state benchmark, slightly more than 70%. Dual credit opportunities through Salina Area Technical College are increasing: for example, the Fire Science and Police Science programs formerly exclusive to USD 305 students are now open to surrounding districts. ● **Secondary Core Indicator 5S1** (Non-Traditional for Concentrators) has risen the past 3 years and in 2020 was more than 7%ile points above state benchmark. The caveat from the initial report remains: non-traditional concentration tends to be cyclical in our region, with "peaks" often followed by "valleys" as a particularly strong student cohort group graduates. Sustaining our success and promoting a continuing upward trend is a challenge.	of graduation, partly because communication between families and schools deteriorated during the pandemic. Many students completed their CTE programs in a hybrid or virtual learning environment and this resulted in widespread dissatisfaction with the pathway and lower confidence and enthusiasm for employment and postgraduate training. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional for Concentrators) has been below Kansas average the past 4 years. A lack of non-traditional role models in local communities, workplaces, and schools (high schools and college) limits students' perception of what they can do and where they can work. Role models in popular media are not sufficient. Students in high school and college need non-traditional teachers, employer-mentors, peers, and peer organizations; not only for students with interest and aptitude for non-traditional employment, but for students who are not "non-traditional" but may support unconscious bias because of their beliefs and perceptions. However, it is also not enough just to support and encourage the students identified as non-traditional for their career goals, though this is essential. In fact, we tend to focus more on the non-traditional individuals than on the culture as a whole. We need a wider effort to transform the culture of the classroom, school, workplace, and community so that every teacher, staff person, student, employer, mentor, *et al*. is supportive of non-traditional participation and not only welcomes but *expects* their school or work environment to be diverse and inclusive. We will be successful when preconceived ideas of "traditional" and "non-traditional" disappear entirely.

Performance of Special Populations		
	Identify Strength(s) **How are these strengths being sustained in the region?**	**Identify Gap(s)** **What are the root causes of the gaps?**
Individuals with disabilities	• **Secondary Core Indicator 4S2** (Post-Secondary Credits) was 7%ile points above state benchmark though below performance level for the region as a whole (70.5%). • **Post-Secondary Core Indicator 1P1** (Placement) exceeded state and SATC-negotiated benchmarks though fell below performance of total SATC students. • **Post-Secondary Core Indicator 2P1** (Credentials) met state and SATC-negotiated benchmarks though fell below performance of total SATC students by over 6%ile points. • **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 10%, slightly above state benchmark. **Strategies to sustain these strengths:** • Continue including students with IEPs and their families in the career counseling process used with all students, including development and annual review and updating of 6-year Individualized Plans of Study that include CTE and dual credit coursework. • Involve students with disabilities in classroom project teams, modifying assignments as needed in order to provide these students with essential roles in their peer teams/work groups. • Each school district has a professional development specialist and/or department that seeks ongoing high quality professional development in many areas, including instruction for students with physical, cognitive, and emotional needs. This training is available to all CTE teachers and support staff. • USD 305 and other districts use the Understanding by Design or similar strategies to deepen learning and help students make connections between course content and knowledge used in other fields. Transferability of knowledge helps strengthen relevance of the curriculum and motivate all students to learn. • CTE teachers work with school and district Test Coordinators to provide approved accommodations for students taking certification tests. • Many schools in the region are including CTE teachers in the IEP process.	• **Secondary Core Indicator 1S1** (Graduation) was below state benchmark by over 20%ile points, comparable to the performance of students who were non-traditional for their career pathway. • **Secondary Core Indicator 2S1** (Reading) was 0%. • **Secondary Core Indicator 2S2** (Math) was 3%. • **Secondary Core Indicator 2S3** (Science) was 2%. • **Secondary Core Indicator 3S1** (Placement) was 45%, in the mid-range among all special population groups. • **Secondary Core Indicator 5S1** (Non-Traditional) was the lowest among special population groups in the region (13%). **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Access to and Participation in CTE • Instructional Strategies • Instructional Climate • Support Networks • Training, Recruitment, and Placement • Role Models and Mentors • Community Engagement • Employer Engagement • Self-concept, Agency, Self-efficacy, and Self-determination • Mindset • Stereotype Threat

	• Local industry representatives have assisted CTE advisory councils by sharing strategies used by their own businesses to accommodate the needs of employees with disabilities.	
Individuals from economically disadvantaged families, including low-income youth and adults	● **Secondary Core Indicator 4S2** (Post-Secondary Credits) was 17%ile points above state benchmark and only 1.5%ile points below performance level for the region. ● **Secondary Core Indicator 5S1** (Non-Traditional) exceeded state benchmark and performance of the region as a whole. ● **Post-Secondary Core Indicator 1P1** (Placement) exceeded state and SATC-negotiated benchmarks though not by as much as nearly all other special populations groups. ● **Post-Secondary Core Indicator 2P1** (Credentials) exceeded all benchmarks as well as total SATC performance. **Strategies to sustain these strengths:** • Provide free or reduced-price classroom materials, PPE, tools, *etc*. Maintain a dedicated emergency fund through revenue of donations and/or CTSO fundraising initiatives in order to provide short-term financial assistance to students with unexpected economic hardships that impact CTE participation. • Provide information about accessing local and regionally available financial aid and scholarships. For example, the Earl Bane Foundation provides micro scholarships for high school students enrolling in their first college course. • Provide transportation to and from high school and SATC. Within Salina, students and families also receive information on accessing the local CityGo bus system, which includes SATC and K-State-Salina in its routes. • Recently because of the pandemic, districts have extended free (boxed/bagged) lunch availability. • Some districts within our region maintain dedicated funds for certification testing so students do not have to pay out of pocket. These funds may be provided through local industry donation or the district through School To Career services.	● **Secondary Core Indicator 1S1** (Graduation) was below state benchmark by 12%ile points. ● **Secondary Core Indicator 2S1** (Reading) was 7%. ● **Secondary Core Indicator 2S2** (Math) was 7%. ● **Secondary Core Indicator 2S3** (Science) was 21%, or 6%ile points below state benchmark. ● **Secondary Core Indicator 3S1** (Placement) was 43%, in the mid-range among all special population groups. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was less than 1%ile point below state benchmark, but higher than total SATC performance. **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Support Networks • Employer Engagement • Parent and Family Engagement • Student Voice • Intersecting Identities • Self-concept, Agency, Self-efficacy, and Self-determination • Mindset
Individuals preparing for non-traditional fields	● **Secondary Core Indicator 2S3** (Science) met state benchmark for 2020 though it was below performance level for the region as a whole (35.79%). ● **Secondary Core Indicator 4S2** (Post-Secondary Credits) exceeded both state benchmark and the performance of the region as a whole.	● **Secondary Core Indicator 1S1** (Graduation) was below state benchmark by over 20%ile points, comparable to the performance of students with disabilities.

	● **Secondary Core Indicator 5S1** (Non-Traditional) was 85%, though the fact that 15% of this group was not identified as concentrating in their non-traditional pathway will require further research within individual districts. ● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 2P1** (Credentials) exceeded state and SATC-negotiated benchmarks though it fell less than 1%ile point below the total SATC performance. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 100%. **Strategies to sustain these strengths:** • Most schools in our region purposefully expose students to non-traditional careers and programs of study at least as early as 7th grade. Gender stereotyping in general (into strictly focused on workplace climate or career goals) is addressed in elementary school. • Many districts employ math curriculum specialists who work with teachers (including CTE teachers) to identify and create instructional strategies to reduce "math anxiety" with female students. This includes addressing with teachers the cultural and historical roots of prejudices and low expectations for women and girls in mathematical fields. • Many schools sponsor or partner with a local community agency to co-sponsor a summer or after-school program/event that introduces female students to math or science activities. Example: USD 305 and other districts send female students to the TWIST (Teen Women In Science & Technology) Conference created by K-State-Salina. • CTE teachers work with school/district purchasing agents to ensure that safety equipment (gloves, masks, gowns, eyewear) comes in a variety of sizes and is appropriate for different body types. Teachers also make recommendations on furniture and equipment that can be flexibly sized to accommodate users of different heights. • Many districts with large groups of non-traditional students will attempt to enroll these students in cohorts so they can take CTE classes together and no one non-traditional student is the only person of their gender in a classroom. This strategy has been highly recommended by CTE Advisory Councils for helping students build confidence and teamwork skills. • Technical level classes in CTE pathways include content on sexual harassment and non-discrimination policies for both school and workplace, so that all students know their rights and responsibilities on the job and are also encouraged to report violations when they see or experience them.	● **Secondary Core Indicator 2S1** (Reading) was 25%, or 6%ile points below state benchmark. ● **Secondary Core Indicator 2S2** (Math) was 18%, or 6%ile points below state benchmark. ● **Secondary Core Indicator 3S1** (Placement) was 52%, in the upper-range among all special population groups but still below state benchmark. **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Instructional Climate • Support Networks • Challenges of Culture Change in CTE Fields • Role Models and Mentors • Student Voice • Mindset • Stereotype Threat

<table>
<tr>
<td>Single parents, including single pregnant women</td>
<td>
● Post-Secondary Core Indicator 2P1 (Credentials) matched performance level (85.71%) of non-traditional students.
● Post-Secondary Core Indicator 3P1 (Non-Traditional) was 10.53%, above state benchmark.

Strategies to sustain these strengths:
• Pregnant/parenting students are not excluded from CTE programs or activities, including CTSOs. Many of these students enroll in FCCS courses such as Parenting & Family Studies, Human Development, etc., in order to gain critical parenting skills. Culinary Arts classes, Financial Literacy, and other courses providing “domestic economy” skills (as well as employment outside the home) are also available and recruit many students from this target population.
• Free parenting skills and childcare services, including home visits, are available through Heartland Programs based in Salina. USD 305 students use these services while also taking parenting and child development classes at their high school. USD 305 did at one time provide licensed childcare on the high school campus but unfortunately this service could not be maintained.
• With the pandemic have come throughout our region a variety of virtual, online, or hybrid options for completing high school. For example, USD 305 in 2021 created a K-12 Virtual School for families in need. CTE students can earn credits for graduation through this program while taking CTE classes at SATC (there is no CTE component to the Virtual School because of the hands-on nature of that instruction).
</td>
<td>
● Secondary Core Indicator 1S1 (Graduation) was 0%, with no students in this category graduating with their peers. Data on drop-outs vs. students who graduated after their cohort class is not available.
● Secondary Core Indicator 2S1 (Reading) was 0%.
● Secondary Core Indicator 2S2 (Math) was 2%.
● Secondary Core Indicator 2S3 (Science) was 5%.
● Secondary Core Indicator 3S1 (Placement) was 65%, in the upper range among all special population groups but still below state benchmark.
● Secondary Core Indicator 4S2 (Post-Secondary Credits) was 5%ile points below state benchmark.
● Secondary Core Indicator 5S1 (Non-Traditional) was 17%, higher only than students with disabilities.
● Post-Secondary Core Indicator 1P1 (Placement)

Root causes of these gaps (using the Program Improvement Process for Equity-PIPE™):
• Access to and Participation in CTE
• Support Networks
• Training, Recruitment, and Placement
• Community Engagement
• Employer Engagement
• Mindset
</td>
</tr>
<tr>
<td>Out-of-workforce individuals</td>
<td colspan="2">Out-of-workforce performance data is not applicable to the secondary education level, and not available at the post-secondary level. SATC has informal and incomplete data on enrollees who meet the definition of “out-of-workforce individual”—i.e., are displaced homemakers or have worked primarily without remuneration to care for a home or family and therefore have diminished marketable skills. At an individual level, SATC students in this special populations category do have access to career counseling services and coursework that enhances skills needed to seek and secure employment, including resume-writing, interviewing, job searching, understanding of benefits, etc. High schools in our region also integrate many of those skills across CTE application-level coursework.</td>
</tr>
</table>

English learners	● **Secondary Core Indicator 1S1** (Graduation) was 100%, exceeding the total regional percentage as well as state benchmark. ● **Secondary Core Indicator 2S1** (Reading) was 100%, exceeding the total regional percentage as well as state benchmark. ● **Secondary Core Indicator 2S2** (Math) was 100%, exceeding the total regional percentage as well as state benchmark. ● **Secondary Core Indicator 2S3** (Science) was 100%, exceeding the total regional percentage as well as state benchmark. ● **Secondary Core Indicator 5S1** (Non-Traditional) was 100%, exceeding the total regional percentage as well as state benchmark. ● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 2P1** (Credentials) was 100%. **Strategies to sustain these strengths:** • Counseling departments at high schools in our region work with families of English Learners to encourage these students to complete a CTE program of study, join a CTSO, enroll in work-based learning experiences, and earn the Kansas Seal of Biliteracy as well as industry-recognized certifications and CTE awards/honors. • Nearly all high schools provide dedicated interpreters and translators of written materials distributed to families and students. • Districts are utilizing technology to provide students with instantaneous translation apps and bilingual dictionaries. These are installed on student Chromebooks or other take-home devices. • Districts are encouraging CTE as well as academic subject teachers to work toward an ESL endorsement through Emporia State University or other institutions. Professional development departments or specialists at the schools help facilitate any support (time off, materials, peer networking) needed for such training. • Many CTE Advisory Councils have been able to provide or connect schools with a local industry role model for English Learners, particularly in fields like Construction and STEM.	● **Secondary Core Indicator 3S1** (Placement) was 0%, the lowest performance among all special population groups in this region. ● **Secondary Core Indicator 4S2** (Post-Secondary Credits) was reported at 0%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 0%. The Salina Region CTE Needs Assessment Taskforce was concerned by these numbers, and there was discussion on the accuracy of the data reported. Low placement may be linked to the mobility of this population and the challenge of locating them after graduation and getting responses to follow-up questions on their current employment/education status. The other indicators, however, looked inaccurate. District leaders were asked to independently review their own data, knowing that performance gaps are highly likely even if they are not as low as these figures indicate. **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Instructional Strategies • Support Networks • Community Engagement • Employer Engagement • Parent and Family Engagement • Student Voice • Mindset
Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) had no data available. **Strategies to sustain these strengths:** • Most districts in our region have an administrator who coordinated Homeless Services & Outreach. This person serves on local homeless advocacy boards and works with community agencies to coordinate	● **Secondary Core Indicator 1S1** (Graduation) was 50%, below state benchmark by 35%ile points and comparable to the performance of students with one or more active military parents/guardians. ● **Secondary Core Indicator 2S1** (Reading) was 0%.

(42 U.S.C. 11434a)	school-based services for students identified as homeless. This administrator is also the district's chief point of contact for the Office of Educating Homeless Children & Youth (EHCY) and ensures that homeless students and families know their rights under McKinney-Vento Homeless Assistance Act. This administrator works with district and school support staff to provide help as needed so homeless students can remain on track to graduate, earn industry certifications, and participate fully in CTE programs. Districts/schools in our region have strong networks with community health and human service agencies that provide wraparound services including transportation, health care referrals, shelters, employment skills training, *etc*., that are not or cannot be provided by schools themselves. • Financial assistance is provided to many homeless students similar to those in economic need (see Economically Disadvantaged summary), including students needing immediate emergency help because of unexpected circumstances. CTE participation costs (including CTSO membership) is included, as well as transportation to/from work-based learning experiences outside the school.	● **Secondary Core Indicator 2S2** (Math) was 12.5%. ● **Secondary Core Indicator 2S3** (Science) was 0%. ● **Secondary Core Indicator 3S1** (Placement) was 25%, in the lower-range among all special population groups and higher only than English Learners. ● **Secondary Core Indicator 4S2** (Post-Secondary Credits) was 50%, slightly below state benchmark. ● **Secondary Core Indicator 5S1** (Non-Traditional) was 25%, just 5%ile points below the state benchmark but more than 12%ile points below regional performance. ● **Post-Secondary Core Indicator 2P1** (Credentials) was 50%, the only special populations group that fell below state and SATC-negotiated benchmarks. **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Access to and Participation in CTE • Support Networks • Training, Recruitment, and Placement • Community Engagement • Parent and Family Engagement • Student Voice • Self-concept, Agency, Self-efficacy, and Self-determination • Mindset
Youth who are in, or have aged out of, the foster care system	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 2P1** (Credentials) was 100%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 25%, exceeding state benchmark. **Strategies to sustain these strengths:** • Similar to homeless services (see previous section), most districts in our region designate an administrative coordinator for services and outreach to students in foster care and families providing foster care.	Foster care student performance data was not disaggregated at the secondary level in the region, but individual districts/schools analyze their own data and are implementing interventions through At-Risk services.

	This administrator works with other staff to provide services for specific needs including not just academic remediation and credit recovery but issues of emotional health, trauma, abuse, malnutrition, absenteeism, school engagement, *etc*., that students may have experienced within or outside of foster care. • Most schools in our region, having built relationships with students in foster care or other living situations, encourage teachers to be flexible with assignments—extended time, additional coaching, alternative testing dates, and so on—in consideration of each student's unique challenges. This is applicable to students who are homeless, have parents in the military, live with other family or acquaintances, *etc*.	
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)	● **Secondary Core Indicator 2S1** (Reading) was 33%, slightly exceeding the total regional percentage as well as state benchmark. ● **Secondary Core Indicator 2S3** (Science) was 31%, exceeding state benchmark but slightly below the total regional percentage. ● **Secondary Core Indicator 5S1** (Non-Traditional) was slightly above state benchmark but lower than performance of the region as a whole. ● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 2P1** (Credentials) was 100%. **Strategies to sustain these strengths:** • Many districts in our region support a Multi-Tiered Systems of Support (MTSS) or similar program in which staff collaborate on individualized interventions for both academic and emotional/behavioral needs. These teams look at a wide range of factors in the at-risk student's background that can affect school success: homelessness, foster care or recent transition from foster care, financial insecurity, health concerns—and military service of parents/guardians. For many teams this special populations status has only recently been addressed, as it was not considered "at risk." It is now recognized as an important home environment factor that can affect students' access to, and participation in, many school services, including CTE. • Because many military family students are highly mobile and transition to and from multiple school districts, our region strives to make records-sharing more efficient so that not only school transcripts but records of CTE activities, volunteerism, community service, work-based learning, awards/achievements, *etc*., can follow these students as their families relocate. Using an online career guidance program like Xello or Career Cruising has helped immeasurably, as students can access an e-portfolio no matter where they move, as well as after graduation.	● **Secondary Core Indicator 1S1** (Graduation) was below 50%, comparable to the performance of students who were homeless or migrant. ● **Secondary Core Indicator 2S2** (Math) was 17%, comparable to the performance of students who were non-traditional for their pathway. ● **Secondary Core Indicator 3S1** (Placement) was 50%, in the mid-range among all special population groups and comparable to performance of students who were non-traditional for their pathways. ● **Secondary Core Indicator 4S2** (Post-Secondary Credits) was 6%ile points below state benchmark, comparable to performance of pregnant/parenting students. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 0%. **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Support Networks • Parent and Family Engagement • Student Voice • Intersecting Identities

Performance of Students from Major Racial and Ethnic Groups		
	Identify Strength(s) **How are these strengths being sustained in the region?**	**Identify Gap(s)** **What are the root causes of the gaps?**
	Core Indicator data was not disaggregated at the secondary level by race/ethnicity. The Salina Region CTE Needs Assessment Taskforce analyzed strengths and weaknesses at the post-secondary level, while individual districts and schools reviewed their own data through the CAR Reports.	
American Indian or Alaskan Native	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 2P1** (Credentials) was 100%. **Strategies to sustain these strengths:** • Continue to seek high quality professional development focusing on creating a welcoming learning environment and utilizing teaching strategies that are culturally responsive, not just culturally sensitive. • At the secondary level, most schools in our region try to build diversity into their Career Technical Student Organizations and support building-level initiatives to attract minority students. Minority role models are also sought among industry representatives for CTE Advisory Councils and work-based learning mentors.	● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 0%. **Root causes of this gap** (using the Program Improvement Process for Equity-PIPE™): • Access to and Participation in CTE • Support Networks • Role Models and Mentors • Intersecting Identities • Stereotype Threat
Asian	● **Post-Secondary Core Indicator 1P1** (Placement) had no data available. ● **Post-Secondary Core Indicator 2P1** (Credentials) had no data available. Low numbers of Asian students provided limited performance data for this group. Promoting diversity across the SATC campus and within each classroom remains a high priority (see strategies for other racial/ ethnic groups), and the goal is to make the college attractive to potential students from a variety of cultural and ethnic backgrounds, including those who did not enroll in dual credit coursework in high school and are therefore less familiar with the quality of SATC instruction.	● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 0%. **Root causes of this gap** (using the Program Improvement Process for Equity-PIPE™): • Support Networks • Challenges of Culture Change in CTE Fields • Role Models and Mentors • Community Engagement • Employer Engagement • Stereotype Threat
Black or African American	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 25%. **Strategies to sustain these strengths:** • Utilize local/district Equity Councils to develop strategies for promoting an inclusive learning environment. Equity Councils are also essential	● **Post-Secondary Core Indicator 2P1** (Credentials) was 50%. **Root causes of this gap** (using the Program Improvement Process for Equity-PIPE™): • Instructional Strategies

	for districts to identify the underserved minority populations within that community. In USD 305 and other relatively larger districts, Black or African-American students comprise a significant population and those Equity Councils are effective in helping districts connect with parents, students, and community members with diverse backgrounds to provide perspectives on those needs. Equity Councils look at all minorities within a district, as well as special populations like students with disabilities or students from low socioeconomic status households. • Incorporating parent, student, family, and community perspectives on local Equity Councils is important. These councils are less effective if they are (or are viewed as) a primarily district administration-driven initiative with token representation outside of education. Assembling truly diverse, energetic, and dedicated councils is critical for success. • Districts in our region have a professional development coordinator and/or staff development department that continually seeks district or school-wide training in diversity, cultural sensitivity, equity, discrimination, unconscious bias, family engagement, and other issues relevant to supporting diverse student needs. • Districts use CTSOs not only to increase CTE student achievement and help build their portfolios; CTSOs also provide additional networking and team-building opportunities for minority and non-traditional students to work together and with peers. CTSOs provide a "public face" for diversity in action and foster leadership models for other students who may be considering a CTE program of study. • Advisory Councils, CTE teachers, and school support staff continually seek minority role models for classroom speakers/presenters, council members, and work-based learning mentors—this is especially important because it shows minority students the local relevance of diversity in the workforce and reinforce the value of their own experience and identity. • Not just in CTE classrooms but across all academic areas, teachers attempt to address current news or events that might be relevant to minority students, in a sensitive and empathetic manner. For example: the issue of Black Lives Matter protests, if they touch upon current subject matter, could be discussed in the classroom when rules of professional discourse are firmly in place. • Nearly all districts/schools in our region support cooperative learning strategies across all local CTE programs, and this ensures that different roles and responsibilities within a peer group/team rotate among all students. This helps eliminate pigeonholing minority students in the same roles or leadership positions within the groups.	• Instructional Climate • Role Models and Mentors • Employer Engagement • Student Voice • Intersecting Identities • Self-concept, Agency, Self-efficacy, and Self-determination • Mindset • Stereotype Threat

Hispanic/Latino	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. **Strategies to sustain this strength:** • Professional development specialists, coordinators, and/or district offices continually seek diversity training that includes intersectionality with English Learners of Latino/Hispanic heritage. Teachers taking coursework to earn ESL endorsements (see English Learners summary) are encouraged to supplement that training with content focused on Latino/Hispanic culture and the challenges of students who may be 1.5, 2, or 2.5 Generation Immigrants. • Local Equity Councils seek representatives and input from Hispanic/Latino populations, which comprise a significant percentage of most districts and communities within this region. • Some districts/schools in our region have invested in all-school training in strategies to provide constructive teacher feedback that promotes high expectations and positive reinforcement. Wise Feedback is an example of this kind of strategy, which research has indicated is effective for racial minority students who have limited goals and self-expectations because of racial bias or cultural stereotyping. • As with other minorities and special populations (see Black or African American students summary), schools in our region use CTSOs to increase the visibility of diverse student work-groups and provide models for all students to see what this kind of collaboration and teamwork looks like. Latino/Hispanic students are especially encouraged to join CTSOs aligned to their CTE fields and apply for leadership positions. • In counseling and instruction, there is support for cultural and not just academic/scholastic engagement with English Learners and families. Rather than focusing exclusively on gaps in English proficiency, educators in our region are attempting to learn about and respect Latino/Hispanic heritage while addressing learning needs of English Learners, the majority being SAFL (Spanish As First Language). • Partnerships with Latino/Hispanic-owned and operated local businesses and industries have helped enrich many of the CTE programs in this region—not just by having the ability to connect Latino/Hispanic students with Latino/Hispanic role models in work-based learning experiences, but also by providing these experiences to white and non-Latino/Hispanic students to reinforce the diversity found in the global workplace.	● **Post-Secondary Core Indicator 2P1** (Credentials) was 66.67%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 4%. **Root causes of these gaps** (using the Program Improvement Process for Equity-PIPE™): • Instructional Strategies • Instructional Climate • Support Networks • Challenges of Culture Change in CTE Fields • Role Models and Mentors • Community Engagement • Employer Engagement • Parent and Family Engagement • Student Voice • Self-concept, Agency, Self-efficacy, and Self-determination • Mindset • Stereotype Threat

Native Hawaiian or Other Pacific Islander	● **Post-Secondary Core Indicator 1P1** (Placement) had no data available. ● **Post-Secondary Core Indicator 2P1** (Credentials) had no data available. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 50%. **Strategies to sustain strength of Core Indicator 3P1:** Reinforce the strategies for described for white and other races. Low numbers of this racial/ethnic group provide limited information on actual performance but non-traditional participation appears strong. It was noted that Asian and Hawaiian/Pacific Islander should be treated as separate identities though they are often conflated in practice. Diversity training should include content on how these identities differ in terms of culture, educational engagement, bias and discrimination, representation in the workforce, *etc*.	Low numbers of Asian (see above), as well as Native Hawaiian or Other Pacific Islander students resulted in limited data but this also spotlights an overall need for greater racial/ethnic diversity, suggesting that strategies to locate, contact, and "recruit" future enrollees from this group should be developed by SATC and regional school districts.
White	● **Post-Secondary Core Indicator 1P1** (Placement) was 94.55%, which exceeded state and SATC-negotiated benchmarks but fell slightly below total SATC performance. ● **Post-Secondary Core Indicator 2P1** (Credentials) was 90%, which exceeded state and SATC-negotiated benchmarks. **Strategies to sustain these strengths:** ● Maintain advisory council for every program, adding new or additional members as needed to reflect the changing economic and employment needs of the region. ● Provide secondary and postsecondary pathways and programs of study that align to the diverse market in the region, especially Saline County. ● Work closely with students about to graduate SATC to place them in local or regional positions, providing information from the companies and businesses. ● Create more dual/concurrent credit opportunities between SATC and surrounding districts so that students can begin programs in high school leading to certification at SATC or other technical colleges. ● Maintain low classes by adding staff, facilities, flexible schedules, *etc*., in order to provide more individualized instruction. ● Extend content knowledge gained through diversity training to the classroom: integrate essential components and principles of such training with CTE curricula in order to diminish unconscious biases, preconceptions, and limitations that students may place on themselves or other cultures, both in school and in the workplace.	● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 4.65%. **Root causes of this gap** (using the Program Improvement Process for Equity-PIPE™): • Support Networks • Challenges of Culture Change in CTE Fields • Community Engagement • Parent and Family Engagement • Student Voice • Intersecting Identities • Self-concept, Agency, Self-efficacy, and Self-determination

Two or More Races	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 25%. **Strategies to sustain these strengths:** Reinforce the previously outlined strategies for Black or African American students, as many if not most biracial/multiracial students in this region identify Black/African American as a primary racial identity, and the strengths of biracial/multiracial students mirror those of Black or African American.	● **Post-Secondary Core Indicator 2P1** (Credentials) was 75%. **Root causes of this gap** (using the Program Improvement Process for Equity-PIPE™): • Support Networks • Role Models and Mentors • Intersecting Identities • Self-concept, Agency, Self-efficacy, and Self-determination • Mindset • Stereotype Threat
Unknown	● **Post-Secondary Core Indicator 1P1** (Placement) was 100%. ● **Post-Secondary Core Indicator 3P1** (Non-Traditional) was 20%. **Strategies to sustain these strengths:** No additional recommendations to the strategies already identified for white and other races (see all previous racial/ethnic summaries).	● **Post-Secondary Core Indicator 2P1** (Credentials) was 50%. **Root causes of this gap:** Performance gap comparable to that identified in biracial/multiracial, Black, and Hispanic races/ethnicities. Root causes may be similar.

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	SATC uses local industry input from its advisory councils to determine how large or small each program needs to be, regardless of what enrollment might look like. High schools in this region also rely heavily on input from their local Advisory Councils but also look at student interest based on Xello or other career guidance program data as well as enrollment trends. Pathway sizes often increase to accommodate greater numbers of students becoming pathway concentrators or increasing numbers of middle school students expressing their intention to concentrate in a specific pathway.	Increasing student interest in jobs available in the local area requires not just promoting wages, benefits, opportunities for advancement, and "traditional" lures. For high school students, we need to develop strategies that also identify and address what students consider important at that age, while also helping guide them toward a long-term vision of where they want to be late in adulthood. Strategies (counseling, CTE classroom support, leadership opportunities, work-based learning) need to reconcile the gap between what students want and expect from a career, with the actual workforce needs of the region. Traditionally, we've gathered data on what students are interested in, and what pathways they pursue, but not much research into *why* they're interested in these areas or how they perceive these career fields that makes them interested. In summary, high school students have a conception of "work" that needs to be reconciled with the reality of the workplace—including what might surprise students in a positive way, and excite interest in careers they hadn't considered.
Relate to real-world work environment (Scope)	High schools in the region attempt to integrate work-based learning experiences into their application level courses, especially through local internships. When internships are not possible due to lack of available placements, mentors, safety or privacy issues, or other concerns, the capstone classes engage students in "real world" projects that simulate the actual scope of industry as much as possible. In-house businesses (school stores or coffee shops, catering services, poster or T-shirt design/print shops, *etc*.) are supported in many regional high schools to give students experience with real-world decision-making, planning, organization, and client service, where such experiences are not available in the community.	There is a significant need for resources, facilities, expertise, and mentors to prepare students for different workplaces, especially for pathways where internships and work-based learning experiences are not available or are limited by issues of safety, access, client confidentiality and privacy, *etc*. When work-based learning is scarce, workplace simulations can fill the gap. But these simulations require a lot of material support. Most commonly needed workplace simulations and related projects are in the engineering, manufacturing, construction, finance, comprehensive agriculture, and animal science pathways. Professional development, especially training that helps connect teachers to other educators, can help give districts ideas about what resources that can simulate actual workplace tasks or the decision-making opportunities found more often in the workplace.

Help students advance to future education (Scope)	High schools work with SATC to offer dual credit courses that can transfer to SATC or other technical college programs after graduation, providing support as needed (transportation, fee scholarships, flexible scheduling) to allow students to participate in these opportunities.	Many districts in the region feel that more collaboration time for CTE teachers, counselors, and support staff would help with seamless and efficient transition to postsecondary education, training, or work. CTE teachers could use this time to develop cross-curricular projects; develop accommodations or instructional support for special populations students; and brainstorm and pilot strategies to create a more inclusive and welcoming environment for special populations and non-traditional students. Across multiple pathways there are certain needs common to CTE students: limited financial resources at home, overall disengagement with school, inexperience or lack of knowledge about postsecondary education, limited career and college goals because of social, family, and peer influences, *etc*. CTE students need more opportunities to visit college campuses and local industries with their peers and CTE teachers, in order to gain familiarity and level of comfort in these environments—which because of family circumstances or disadvantages many do not have.
Are of high quality	Regional high schools support the seven KSDE-established measures of secondary CTE quality by: ● Reviewing local targets based on state and federal Core Indicators of Performance at one or more Advisory Council meetings for each pathway. ● Using local labor market data provided by industry members of the Advisory Councils to ensure that pathways are meeting projected employment demand. ● Helping CTE teachers and support staff locate and participate in appropriate professional development opportunities that improve instruction and increase student learning. ● Maintaining advisory councils for each pathway and meeting twice each year in part to review the needs of local employers. ● Maintaining at least one articulation agreement per pathway and updating pathways and courses to qualify for additional articulation agreements.	CTE programs across the region need to provide more instruction or content that focuses on helping and encouraging students to “move up the ladder” within a chosen career, so that they think about how to move toward the management/ownership level rather than remain in entry level positions. Much of this is provided only in the capstone courses or the very first career introductory class at the 9th grade or middle school level; there is less content in courses at the technical level, when concentrators are at the critical junction where they could go on to complete the pathway—or leave it unfinished. This ought to occur at the curricular level, with explicit content on instructional activities, projects, and work-based learning experiences that help students strengthen the skills needed to move up in a company or organization: independent thinking, creativity, decision-making ability, leadership, teamwork, and ambition or “vision.” Currently this kind of content varies from individual teacher to teacher, and often when an experienced veteran CTE teacher leaves, a new teacher doesn’t have any structures in place to continue offering this content. Teachers new to the community itself are even more at a disadvantage. A recommended strategy related to the above is for each school and each pathway to maintain and continuously update a local industry

	● Creating for every student, beginning in middle school, an Individual Plan of Study which is updated every year in high school. ● Acquiring and updating equipment and technology to maintain alignment with current workplace standards. SATC supports the six KBOR-established measures of postsecondary CTE quality by: ● Reviewing progress toward local targets and if necessary negotiating local targets based on state and federal Core Indicators of Performance. ● Using labor market data and economic development projections provided by industry members of Advisory Councils to ensure that programs are meeting projected employment demand. ● Helping CTE faculty and support staff locate and participate in appropriate professional development opportunities that improve instruction and increase student learning. ● Maintaining advisory councils for each pathway which review CTE programs of study to determine if they are meeting the needs of local employers. ● Providing appropriate industry credentials and certifications in every CTE program. ● Eliminating all barriers to equitable access for students pursuing any program of study.	contact list that includes not just advisory council members and internship mentors, but professionals in the field who regularly contribute to CTE in other ways: presenting in the classroom, mentoring individual students, sharing informational literature, donating materials or resources, hosting field trips or job shadowings, *etc*. New CTE teachers could forge professional relationships with local industry contacts if they had such information immediately available.

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	Most of our school districts provide some form of academic credit recovery program, during school or after school, to help students master challenging state academic standards, remain in school, and graduate on time with their peers. CTE students have equitable access to these services, with flexibility to participate in CTSO and/or internship and other work-based learning experiences. Integration of rigorous academic and technical skills within CTE classes is variable and focuses heavily on the academic standards that "fit" naturally into the CTE curriculum: for example, some CTE areas provide naturally occurring applications of math skills, or reading skills, or some of both areas but not nearly as comprehensively as a dedicated academic course. In the past, some schools in our region have supported academic and CTE teacher collaboration on instruction (*e.g.,* Math-in-CTE pilots).	Academic recovery programs and other at-risk and drop-out prevention services require qualified staffing, and many teachers are already involved in extracurriculars such as coaching athletics, facilitating clubs, sponsoring CTSOs, band, theater, *etc*. Similarly, CTE and academic teacher collaboration is limited because academic teachers are needed in core classes that confer an essential academic credit toward graduation. Technical-academic integration that results in more CTE classes becoming recognized math or science credits could address this concern.
(B) addresses both academic and technical knowledge and skills, including employability skills	In our region many CTE students in high school and/or Salina Area Technical College are involved in a CTSO, or they participate in other CTE-related competitions (such as local Youth Entrepreneurship Challenge events for Marketing/Business students not members of BPA or DECA). These experiences provide not only student leadership but real-world integration of rigorous academic and technical skills, including employability skills such as teamwork, public presentation and communication, professional demeanor, and work ethic.	CTSOs need dedicated, experienced, energetic, enthusiastic, and knowledgeable teacher-sponsors; when there is high turnover in CTE, the CTSOs tend to suffer, especially when new teachers take over the organization and don't maintain it at the same high level that students and families might be expecting. Financial and other inducements for CTSO sponsorship might encourage more CTE teachers to start new chapters or take over current chapters. Another support could be flexible scheduling so that CTSO activities can be integrated into CTE classes and/or utilize seminar periods where sponsors are allowed to meet at least once a week exclusively with CTSO member students.

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area	Local industries in our region have repeatedly emphasized a need for building “soft” skills and employability skills in graduates. In response, many high schools in our region are beginning to dedicate at least one seminar period a week or every two weeks to focus exclusively on skills like professional conduct, dress, and demeanor; work ethic; positive attitude; flexibility; leadership, self-motivation, and initiative; ethics in the workplace; and so on. Flexibility is a strength. SATC works very closely with its advisory councils to respond quickly to changing employment needs of the area. A recent example is the development, through partnership with the City of Salina and USD 305, Fire Science and Police Science programs. Another example is the recent expansion of the SATC welding program to accommodate the increased short-term demand in the area. Industry partners of SATC have in turn strongly supported the college by providing donations, resources, and expertise. Recently for example, Airgas hosted a summer welding camp to train teachers and faculty from across the area.	A major concern is turnover of instructors in high-demand areas. Most recently there was a need for Diesel Technology and Electrical Technology instructors. SATC has attempted to fill these positions but in this, and in other cases in the past, the only available instructors don’t live in Salina or are still employed in industry and can only teach part-time.
(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)	High schools in our region develop and submit new pathways for KSDE approval with sequences of courses that progress in specificity from introductory level to capstone experiences that require real-world application of academic and technical skills. Creating these pathway sequences involves CTE teacher collaboration to develop curricula that are aligned to state competency profiles but also include local skills recommended by advisory councils. Maintaining the progressive specificity of each pathway, and ensuring that skills learned in each class build upon and deepen student knowledge level from prerequisite coursework, requires annual pathway review by the local advisory councils. These councils meet each semester and include industry representation and, to the greatest extent possible, CTE students, parents, community leaders, and postsecondary faculty. Councils also provide input on	CTE curriculum is solid in terms of pathway sequences progressing appropriately from introductory level through technical skill mastery and culminating in application of academic and technical skills in a real-world context or internship. Supporting these increasingly specific learning experiences requires more funding than most classrooms, and traditionally much of that funding, particularly for CTSO activities, comes from student fundraising. These are sometimes limited in larger schools where multiple student organizations are competing for the same events (*e.g.*, working concessions at a home sporting event); and in smaller districts where a large number of students are involved in multiple organizations and other extracurricular activities that take a great deal of their time. CTE pathways have other options such as generating revenue

	potential work-based learning experiences that are appropriate to students at each grade level. Many districts in our region have required career introduction classes in middle school or 9th grade, which have provided time and resources for students to explore their talents, interests, and career goals. These classes help many students learn about the broad range of careers available within a particular field of interest.	through a school-based business, student volunteer service, or sales of student-produced work. More needs to be done in this area.
(E) has multiple entry and exit points that incorporate credentialing	At both the secondary and postsecondary levels, CTE in our region supports continuous improvement of pathway *sequences*, not just individual courses within pathways or programs. Sequencing is critical for introducing students to the full range of career opportunities within a selected field; then developing both academic and technical skills through WBL, service activities, CTSOs, and real-world projects and simulations; then culminating in more specific career focus based on individual student interests, aptitudes, and goals. The Xello program helps clarify that focus for students and their teachers and counselors. Sequences are designed with the awareness that students may transfer into the local pathway from outside the district, or enter the pathway later than expected or with different prior experience and skills.	Bolstering the IPOS throughout the region has helped counselors and CTE support staff provide more effective guidance to CTE concentrators. However, in our region, particularly Salina, there is a high number of students transferring in and out of secondary schools, and ensuring that all students have the skills and content knowledge to earn credentials is a challenge.
(F) culminates in the attainment of a recognized postsecondary credential.	Dual credit opportunities through SATC culminating in a postsecondary credential have expanded within the past 3 years. For example: The Fire Science and Police Science programs, formerly exclusive to USD 305 students, are now open to all high schools in the region. In January 2022 SATC implemented an Early Childhood Education program; in Fall 2022, a Dental Hygienist program will be offered. In USD 305, Allied Health classes are now taught at both high schools rather than just one.	Academic coursework and required credits for graduation are always the highest priority for high schools, and every IPOS is subject to changes needed if students fail one or more core (non-CTE) classes. The need to remediate and retake core classes often delays progress through CTE pathways leading to a credential.

STEP 3: Analyze CTE Programs

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

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

The local needs assessment shall include…

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What does the law mean?

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

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

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

Process	Strengths	Needs/Gaps
	Recruitment	
SATC and school districts in this region seek and recruit new CTE teachers using the same strategies as non-CTE teachers (*e.g.*, advertising in physical and electronic media, HR representatives attending teacher career fairs and teacher preparation programs to connect with future graduates, networking with other districts, and so on). The major difference in recruitment strategies is that a larger number of new CTE teachers and college instructors come directly from industry or have more prior experience in industry than education. SATC reaches out to potential educators through professional networks (and recommendations) of the industry representatives on each program advisory council. High schools also depend a great deal on personal contacts and professional networks of the industry representatives on their pathway advisory councils.	As per Higher Learning Commission standards, SATC seeks instructors who have attained certification or degree above what their program offers: for programs offering a certification but no degree, instructors need to have an Associate's degree; for programs that lead to an Associate's degree, instructors need a Bachelor's. This requirement can be waived if the instructor has a significant amount of documented work experience in the program area.	For SATC, Practical Nursing and Electrical Technology instructors have been the most difficult educators to recruit. For high schools, teachers with FCCS or industrial arts endorsements have been most difficult to find. Construction and Ag are the pathways that rely heaviest on new teachers transitioning from industry or industry workers with restricted licensure. Recruiting teachers from industry is a challenge. Local data indicates that among high school CTE teachers, those in Ag or Construction are either among the longest-tenured instructors in the school or very short-tenured (especially if they transitioned from industry). This creates a situation where highly-experienced veterans retire, leaving gaps for new, far less experienced teachers, and this transitional period can affect student and family perceptions of the program and lower their engagement with it. High schools face the same barrier as SATC trying to get CTE educators from industry: providing competitive wages. Teachers who transition from industry usually do so because they have a strong personal desire to share their knowledge and skills with younger generations; are "burned out" in their current field and looking for a change; or have physical issues that limit their ability to work in industry but don't exclude

		them from teaching. Locating industry employees or former industry employees who meet one or more of those criteria depends largely on personal and professional networks of advisory council members, so expanding those networks could help future searches for CTE educators.
Training		
Many high schools provide professional development that can include: ● Veteran teachers mentoring in a formal or informal process. They may provide classroom observation and feedback, co-participation in trainings, and advice on pedagogy, school protocols, and other procedures. ● Flexibly scheduled, district-hosted staff development sessions for new teachers. These might focus on district-wide initiatives (Kagan Cooperative Learning, Reading First, MTSS, Understanding by Design, *etc*.) or help new teachers master specific resources (Canvas, Skyward, Xello, Chromebooks, Promethean boards). ● Perkins-funded professional development for all CTE teachers and support staff (not just those transitioning from industry) that focus on Perkins and CTE initiatives, such as the KSDE Annual CTE Conference, K-ACTE Summer Conference, and workshops on specific topics like pathway maintenance, data collection, equity in CTE, strategies to support non-traditional student success, *etc*.	Though recruiting CTE educators is an ongoing challenge, SATC has had success in attracting alumni to return as instructors. This is easier when the former students have not advanced to a point in their post-completion jobs where an instructor's wage is not competitive; and it is often beneficial to have younger instructors with a positive personal connection to SATC.	Staff development is essential for all teachers but especially new teachers, but many new CTE teachers can get overwhelmed by the scope and number of trainings. Many teacher transitioning from industry would prefer stronger focus on the "nuts and bolts" of how to teach (classroom management, grading, using classroom technology) rather than broader issues like CTE. For teachers transitioning from industry, even if they are working with a restricted license, connecting them with a veteran teacher during their first year would help encourage them to stay in the profession. It would also provide support for developing skills in pedagogy, RTI (Response To Intervention), brain-based learning, and other content that teacher directly from industry don't necessarily have.
Retention		
Some high schools hiring CTE teachers from industry help ease the transition to teaching and retain these individuals by providing support from the Human Resources office. HR will work with transitioning teachers to ensure	High schools in this region have generally done well in connecting CTE teachers, particularly beginning teachers and those transitioning from industry, to professional development opportunities	The greatest challenge to retaining excellent teachers who have transitioned from industry is effectively acclimating these teachers to a new learning environment, different instructional protocols, workplace policies, procedures, and

that they are on track to finish coursework needed for full licensure: may include additional leave to take college classes, referrals to online coursework so teachers don't need to travel as much, monitoring by HR to make sure coursework targets are being met, and school-based opportunities for leadership projects related to coursework. Some districts/schools within the region have provided incentives available only to CTE teachers. For example, honorariums for sponsoring CTSOs (FFA, BPA, SkillsUSA) reward time and effort outside the school day, and also encourage CTE teachers to sponsor CTSOs, which builds strong connections between teachers and students.	that help them learn more about CTE and network with other CTE educators from outside their community. Such training not only helps teachers improve curriculum, instruction, and content, but provides assurance that CTE is extremely important to this region and not an "adjunct" to academic coursework.	the students themselves, who are not motivated to succeed in the same ways that employees are motivated to complete on-the-job training and remain employed. Transitioning teachers may not be as experienced working with young people, and generational differences can lead to conflict. Transitioning teachers have also raised concerns about not receiving staff development focused on daily procedures and protocols within their district or building. These can include aspects of teaching that seem rudimentary or commonplace to teachers who took a traditional career path. For example, maintaining a grade book. Classroom management is a major stressor for transitioning teachers (not just in CTE).

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)
Yes	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
Yes	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
Yes	(C) individuals preparing for non-traditional fields;
Yes	(D) single parents, including single pregnant women;
Yes	(E) out-of-workforce individuals;
Yes	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
Yes	(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
Yes	(H) youth who are in, or have aged out of, the foster care system; and
Yes	(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;
Yes	American Indian or Alaskan Native
Yes	Asian
Yes	Black or African American
Yes	Hispanic/Latino
Yes	Native Hawaiian or Other Pacific Islander
Yes	White
Yes	Two or More Races
Yes	Unknown

Q8: What strategies are used to remove barriers to success of students in special populations? Refer to STEP 2: Analyze Student Performance for performance strengths and gaps in your region.

Strength	Which special population(s)	Strategies for Sustaining
● Secondary Core Indicator 2S3 (Science) ● Secondary Core Indicator 4S2 (Post-Secondary Credits) ● Secondary Core Indicator 5S1 (Non-Traditional) ● Post-Secondary Core Indicator 1P1 (Placement) ● Post-Secondary Core Indicator 1P2 (Certification)	● Individuals from economically disadvantaged families ● Single parents, including single pregnant women ● Out-of-workforce individuals ● Homeless individuals ● Youth who are in, or have aged out of, the foster care system ● Youth with a parent who is a member of the armed forces on active duty	● SATC employs a part-time (75% FTE) Foundation Director to reach out to local industries to create scholarship funds and other kinds of funds for students who may face economic or other barriers to enrollment or completion. ● SATC maintains an Emergency Fund through staff donations and revenue raised by student government to pay expenses for students in sudden financial need. These could include car repairs, gas, bus passes, utility bills, medicine, uniforms, and other costs that a student might not be able to meet because of an unexpected hardship. ● Some region high schools have emergency funds or special needs funds for students potentially limited in their CTE participation by economic hardship. Funds may cover college course fees, CTSO participation costs, uniforms, travel, tools, *etc*., provided without identifying the students receiving this assistance. ● Some region high schools provide free transportation to and from SATC and/or work-based learning experiences. ● SATC utilizes an “Early Alert for Academic Risk” system in which teachers will identify students who may be at risk due to a change in their behavior, attendance, hygiene, demeanor, performance, *etc*. These students can be referred to help through online tutoring or community services from agencies such as the Central Kansas Mental Health Center. ● SATC also partners with Salina Adult Education Center (SAEC) to help interested SAEC students enroll in SATC after they earn their GED. While in the SAEC program, adult learners can participate in college counseling sessions to learn how to apply for financial aid, seek scholarships, develop a plan of study, *etc*.—skills especially needed by people from families where no one has graduated or attended college.

● Secondary Core Indicator 4S2 (Post-Secondary Credits) ● Post-Secondary Core Indicator 1P1 (Placement) ● Post-Secondary Core Indicator 2P1 (Certification) ● Post-Secondary Core Indicator 3P1 (Non-Traditional)	● Individuals with disabilities	● High schools include CTE coursework in all special education accommodations, including classroom support from paras or interpreters. Physical accommodations in equipment, supplies, tools, technology, facilities, furniture, *etc*., are recommended by CTE Advisory Councils and/or the Central Kansas Cooperative In Education, which serves several districts in the Salina region. ● SATC does not have the staff to provide extensive medical or counseling/therapy services, but the college does maintain partnerships with agencies in Salina that do provide these services and will help students that SATC refers to them. OCCK, Inc., for example, is an agency that assists many people with physical needs.
● Secondary Core Indicator 2S3 (Science) ● Secondary Core Indicator 4S2 (Post-Secondary Credits) ● Post-Secondary Core Indicator 1P1 (Placement)	● Individuals preparing for non-traditional fields ● English learners ● American Indian or Alaskan Native ● Asian ● Black or African American ● Hispanic/Latino ● Native Hawaiian or Other Pacific Islander ● White ● Two or More Races ● Unknown	• Most districts in this region are partners on a local Equity Council that explores how educational structures, policies, communications, messaging, facilities, technology, resources, protocols, traditions, testing, etc., may support or reinforce inequity for different groups of students. Councils build community and school awareness of biases embedded in multiple facets of the local educational system. Identifying these biases and why they occur is the first step to addressing issues, but it's critical to have a diverse, dedicated, proactive Equity Council with the differing perspectives needed to see what has often been invisible or overlooked. • Professional development opportunities for learning about culturally sensitive teaching and leadership are becoming more available. Staff development coordinators, particularly those in the Education Service Centers working with many smaller districts, are able to find research-based training on building diversity and cultural sensitivity. District leadership is promoting such training for all staff, not just a few individuals who are then expected to be "diversity leaders" in their buildings. • Using the 6-year Individualized Plans of Study has increased parent and family engagement in each student's school and career goals. This engagement has provided parents and guardians more opportunity to share their cultural perspectives and add context to the student's experiences in school. This communication helps counselors make incisive recommendations not only for academic planning but work-based learning, community volunteer service, CTSOs and other student leadership experiences, postsecondary education and training, certification, *etc*.

		• Many districts and schools in the region are actively promoting schoolwide instruction that focuses on growth mindset—i.e., techniques to build within each student a sense of self-reliance, confidence, self-determination, and "ownership" of one's own learning and achievement. Growth mindset may help address the psychological barriers imposed by prolonged history of bias, discrimination, racism, and stereotyping. • CTE teachers and support staff purposefully strive toward diversity in classroom project teams, CTSOs, classroom speakers, workplace mentors, Advisory Councils, etc. Local industry partners support these efforts by connecting students and schools to diverse role models with unusual career journeys to share. • Cooperative learning strategies are used in many classrooms, but particularly effective in CTE classes because team projects frequently replicate the protocols and expectations of the real workplace. Several application level classes that cannot place students in work-based learning outside the school have replicated a work environment very effectively. Cooperative learning permits teachers to modulate the diversity of multiple work groups, ensuring that many perspectives (including non-traditional representation) are present on each team.
Gap	**Which special population(s)**	**Strategies for Improvement**
● Secondary Core Indicator 1S1 (Graduation) ● Secondary Core Indicator 2S1 (Reading) ● Secondary Core Indicator 2S2 (Math) ● Secondary Core Indicator 3S1 (Placement) ● Post-Secondary Core Indicator 2P1 (Certification) ● Post-Secondary Core Indicator 3P1 (Non-Traditional)	● Individuals from economically disadvantaged families ● Individuals preparing for non-traditional fields ● Single parents, including single pregnant women ● Out-of-workforce individuals ● English learners ● Homeless individuals ● Youth who are in, or have aged out of, the foster care system ● Youth with a parent who is a member of the armed forces on active duty ● American Indian or Alaskan Native ● Asian ● Black or African American ● Hispanic/Latino	• Exposure to postsecondary education is key, particularly for students from socioeconomically disadvantaged households who may have limited experience or knowledge about college based on what they've assimilated from their own families, friends, and acquaintances. • Post-secondary exposure needs to occur early (elementary or middle school), more frequently, and in contexts that build positive attitudes toward college—not an attitude that college is an absolute goal but an understanding of what postsecondary education can and cannot offer in terms of career development. • All high school students have preconceptions about what college is like, and different ideas about what they'll get from the experience. Therefore, connecting CTE students to postsecondary education needs to focus on what college can realistically do for them—especially economically and financially. • At the postsecondary level, there has been discussion about developing shortened CTE programs at lower tuition but focusing on industry skills in high demand at specific worksites (*e.g.*, an

	● Native Hawaiian or Other Pacific Islander ● White ● Two or More Races ● Unknown	abbreviated Welding Technology program that focuses on MIG welding). A potential benefit of such programs is that they can attract students with financial barriers, who want to be employable in shorter time. • Schools can redirect some of the revenue generated by CTE initiatives (*i.e*., school stores, fundraisers, product sales) toward "scholarships" for students interested in higher-level (but often expensive) certification tests, as well as costs of helping these students take the tests (*e.g*., transportation to certification sites outside of the community, test prep materials, *etc*.).
● Secondary Core Indicator 1S1 (Graduation) ● Secondary Core Indicator 2S1 (Reading) ● Secondary Core Indicator 2S2 (Math) ● Secondary Core Indicator 2S3 (Science) ● Secondary Core Indicator 3S1 (Placement) ● Secondary Core Indicator 5S1 (Non-Traditional)	● Individuals with disabilities	● Across our region, the numbers/percentages of CTE students with needs covered by an IEP or 504 plan vary widely from school to school, and from pathway to pathway within the same school. All districts regardless of numbers/ percentages make accommodations as needed in CTE classrooms. The Central Kansas Cooperative in Education (CKCIE) coordinates special education services for 11 school districts in this region. ● Special education staff provide the expertise in classroom accommodations and resources, but more emphasis in the CTE classroom needs to be placed on transforming the learning environment—not just with ASD, ED, and ID students as mentioned but with all special populations, especially those with physical or cognitive challenges that affect their contribution to group projects and teamwork. Teachers need more resources to help them teach all students how to support their peers and identify within themselves unconscious biases and prejudices. ● Creating schedules for special education students is challenging for providing full inclusion in elective coursework, including CTE classes. Some improvement in this area is possible with administrative oversight of scheduling, so that counselors alone are not negotiating schedules with individual teachers. In the long term, however, improved scheduling will require the availability of more special education teachers and support staff to allow some flexibility in the modified and CWC course scheduling.
● Secondary Core Indicator 1S1 (Graduation) ● Secondary Core Indicator 2S1 (Reading) ● Secondary Core Indicator 2S2 (Math)	● Individuals preparing for non-traditional fields ● American Indian or Alaskan Native ● Asian ● Black or African American ● Hispanic/Latino	● CTE courses can better support academic proficiency by integrating higher-level math and reading skills across the curriculum. This occurs more frequently in the capstone classes where students are engaged in work-based learning or real-world projects, but it also needs to happen in the introductory and technical levels.

● Secondary Core Indicator 3S1 (Placement) ● Post-Secondary Core Indicator 2P1 (Certification)	● Native Hawaiian or Other Pacific Islander ● White ● Two or More Races ● Unknown	● The challenge is integrating reading and math in ways that are “natural” to the technical skills that students also need to master. Assignments like research reports do help strengthen reading skills but such tasks are not always relevant to the technical content or align well with the workplace. ● One suggested strategy for better academic and technical integration is for CTE and core academic teachers to collaborate on CTE curriculum revision, when it’s updated to align with state competency profiles. This would require more collaboration time for both CTE and academic teachers. ● Districts in the region analyze local performance data and identify gaps based on race/ethnicity. Within CTE, curriculum updating and revision includes strategies to eliminate gender and racial bias, particularly related to academic skills (reading, math, science), and the unconscious expectations for performance of male and female, white and non-white students. Districts overall have attempted to facilitate equity training across all teaching staff rather than limit efforts to a single equity council or cadre of concerned administrators.

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
At the secondary level in the Salina Region, Secondary Core Indicator 5S1 (Non-Traditional Concentrators) may be the greatest strength, although there are some groups (see Gaps) that need attention. Overall, 5S1 had strong performance among all CTE students as well as socioeconomically disadvantaged students, students with parents in military service, English Learners, and students preparing for non-traditional careers. Another notable strength at the secondary level was Secondary Core Indicator 2S3 (Science), where all students, English Learners, students with parents in military service, and students preparing for non-traditional careers exceeded the benchmark. A few other secondary indicators were positive for at least one subgroup: Secondary Core Indicator 1S1 (Graduation) was above benchmark for all students and English Learners; Core Indicator 2S1 (Reading) was below benchmark for all students but English Learners and students with parents in military service excelled; and Core Indicator 2S2 (Math) like 1S1 was strong for all students and English Learners. At the post-secondary level in this region, non-traditional student success was more positive. Several subgroups of students made benchmark in Post-Secondary Core Indicator 3P1 (Non-Traditional) including students with	● Individuals with disabilities ● Individuals from economically disadvantaged families ● Individuals preparing for non-traditional fields ● Single parents, including single pregnant women ● Out-of-workforce individuals ● English learners ● Homeless individuals ● Youth who are in, or have aged out of, the foster care system ● Youth with a parent who is a member of the armed forces on active duty ● American Indian or Alaskan Native ● Asian ● Black or African American ● Hispanic/Latino ● Native Hawaiian or Other Pacific Islander ● White ● Two or More Races ● Unknown	All high school students have college and career guidance through Individual Plans of Study. Most region high schools support a 6-year IPS. This is beneficial for all students but especially for minority and disadvantaged populations that may have limited knowledge of the full scope of occupations (local or otherwise) aligned with their interests and skills. An example: students interested in the culinary arts may think only of cooks and chefs, unaware that this pathway includes jobs like restaurant or catering business owners, institutional kitchen managers, dieticians and nutritionists, event planners, and many others. Most region high schools are using Xello to create an IPS for every student beginning in either 7th or 8th grade. In many of our districts, middle schools offer a career exploration class or rotation of introductory sessions (3-9 weeks) that provide some preparation on pathways offered at the high school. Often these are mandatory classes that also introduce students to a form of electronic career development portfolio which they will subsequently review and update with their counselors each year in high school. High school counselors annually update their knowledge of local pathways and any supporting resources or services such as statewide articulation agreements, postsecondary programs of study, locally available certifications, financial aid, and opportunities outside of school to enhance career knowledge and experience (*e.g.*, local Explorers programs, volunteer opportunities in related workplaces, potential internships or industries to

disabilities, pregnant or parenting students, students in or transitioning from foster care, students preparing for non-traditional careers, and these racial/ethnic groups: Black or African American, Native Hawaiian or Pacific Islander, Biracial or Multiracial, and students of Unknown race/ethnicity.		visit, community scholarships in specific career fields, and so on). Education Service Centers for the region (Smoky Hill and Greenbush), as well as USD 305 (standalone district) provide support staff to help facilitate use of Perkins funds and provide CTE counseling resources/services. All high school students have college and career guidance through Individual Plans of Study. Most region high schools support a 6-year IPS. This is beneficial for all students but especially for minority and disadvantaged populations that may have limited knowledge of the full scope of occupations (local or otherwise) aligned with their interests and skills. An example: students interested in the culinary arts may think only of cooks and chefs, unaware that this pathway includes jobs like restaurant or catering business owners, institutional kitchen managers, dieticians and nutritionists, event planners, and many others.
Gap	**Which special population(s)**	**Strategies for Improvement**
At the secondary level in the Salina Region, the greatest concerns were identified in Secondary Core Indicators 1S1 (Graduation), 2S1 (Reading), and 2S2 (Math). Each of these indicators had 5 or 6 special populations groups performing below the benchmark, even when all CTE students were above as a group (*i.e*., 1S1 and 2S2). The same special populations groups were below benchmark for 1S1 and 2S2: students with disabilities, pregnant or parenting students, socioeconomically disadvantaged students, students with parents in military service, homeless students, and students preparing for non-traditional careers. For 2S1, all CTE students fell below benchmark, as well as these special population groups: students with disabilities, pregnant or	● Individuals with disabilities ● Individuals from economically disadvantaged families ● Individuals preparing for non-traditional fields ● Single parents, including single pregnant women ● Out-of-workforce individuals ● English learners ● Homeless individuals ● Youth who are in, or have aged out of, the foster care system ● Youth with a parent who is a member of the armed forces on active duty ● American Indian or Alaskan Native ● Asian ● Black or African American ● Hispanic/Latino	Students need to connect with adults in the local community who actually model how economic advancement has worked for them. Students (and their families) need to hear the stories of these individuals and develop the belief that a high-skill, high-wage, and personally fulfilling career is not only a possibility but something that should be expected. Many students plan on full-time, low-wage employment while in high school because of financial concerns and the short-term gains of earning income immediately. Other students seek immediate employment because of artificial parameters on how they see themselves and their relationship to the community and workforce. Redirecting students toward a more ambitious vision of where they could be in 5, 10, 20 or more years is difficult. Because of family experiences or background, many students have a strongly ingrained learned helplessness, a belief that they

parenting students, homeless students, socioeconomically disadvantaged students, and students preparing for non-traditional careers. Secondary Core Indicator 2S3 (Science) is also a concern although CTE students as a whole exceeded the benchmark. These special populations groups were below: students with disabilities, socioeconomically disadvantaged students, pregnant or parenting students, and homeless students. Secondary Core Indicator 5S1 (Non-Traditional) was overall positive but representation within the following special populations groups needs to be addressed: students with disabilities, pregnant or parenting students, and homeless students. Non-traditional representation is a concern at the post-secondary level for all students as well as racial/ethnic groups (Native American or Alaskan Native, Asian, Hispanic or Latino, and White) and special populations groups: socioeconomically disadvantaged and students with parents in military service.	● Native Hawaiian or Other Pacific Islander ● White ● Two or More Races ● Unknown	cannot change their situation for the better. Most districts in the Salina Region are now using the input, perspectives, and recommendations of local Equity Councils to provide direction on how to address learned helplessness that may be reinforced by family, peer, societal, cultural, and popular media expectations based on gender, race/ethnicity, economic status, *etc*.

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
At the secondary level in the Salina Region, a notable strength is the increased number of students earning one or more college credits while in high school. Secondary Core Indicator 4S2 (Post-Secondary Credits) is above benchmark not only for all CTE students but for students with disabilities, students preparing for non-traditional careers, and socioeconomically disadvantaged students. Secondary Core Indicator 1S1 (Graduation) was also somewhat positive, as noted in the previous section. Secondary Core Indicator 3S1 (Placement) was exceptional for all CTE students but is a concern when looking at special populations groups that are below benchmark (see Gaps). At the post-secondary level, placement after program completion/graduation was much stronger. Post-Secondary Core Indicator 1P1 (Placement) greatly exceeded the benchmark for all students, homeless students, students in or transitioning out of foster care, students with parents in military service, English Learners, students preparing for non-traditional careers; and slightly lower (but still positive) for students with disabilities and socioeconomically disadvantaged students. Nearly all racial/ethnic groups had exceptional performance in this indicator, with White students slightly less but still above benchmark.	● Individuals with disabilities ● Individuals from economically disadvantaged families ● Individuals preparing for non-traditional fields ● Single parents, including single pregnant women ● Out-of-workforce individuals ● English learners ● Homeless individuals ● Youth who are in, or have aged out of, the foster care system ● Youth with a parent who is a member of the armed forces on active duty ● American Indian or Alaskan Native ● Asian ● Black or African American ● Hispanic/Latino ● Native Hawaiian or Other Pacific Islander ● White ● Two or More Races ● Unknown	Expanding opportunities for dual credit enrollment is a high priority in nearly all districts/high schools across our region. As previously mentioned, the Fire Science and Police Science programs offered by SATC in partnership with the City of Salina have expanded to admit high school students from other districts outside USD 305, and the courses are now taught at the SATC campus and adjunct facilities within Salina. In January 2022, SATC implemented an Early Childhood Education program and is planning a Dental Hygienist program (after external accreditation) for Fall 2022. These programs could provide additional dual credit opportunities in the future. USD 305 recently partnered with K-State-Salina to create the PolyCATS program, wherein USD 305 high school students can earn an associate degree, certification, or significant number of college credits in Applied Business, Applied Manufacturing, Mechanical Engineering Technology, Web Development, Social Work, and other KSU programs. Post-secondary placement data is frequently "Unknown" for special populations students—*i.e.*, efforts to locate and re-connect with students within one year of graduation are unsuccessful, so no post-secondary education or employment status can be provided. Counseling departments and CTE support staff find it easier to find and get responses from graduates when the schools also stay connected with families. With many students who are highly mobile in high school (those with parents in military

Post-Secondary Core Indicator 2P1 (Certification) was also a strength, with all students, socioeconomically disadvantaged students, students in or transitioning out of foster care, English Learners, and students with parents in military service all well above benchmark; and students with disabilities, pregnant or parenting students, and students preparing for non-traditional careers slightly lower but still above benchmark. Among racial/ethnic groups, White and Native American or Alaskan Native students were strong.		service, English Learners, in or transitioning out of foster care, *etc*.), re-connecting after graduation is especially challenging. Increasing parent/family engagement is one strategy to improve efforts to gather post-secondary placement data. IPS-based Parent-Teacher Conferences help increase this engagement by reinforcing student success after graduation. Use of social media to stay connected with graduates has helped as well.
Gap	**Which special population(s)**	**Strategies for Improvement**
At the secondary level in the Salina Region, there are significant gaps in performance comparing all CTE students as a whole with several special populations groups. Secondary Core Indicator 3S1 (Placement) was met for total students but these groups were below benchmark: students with disabilities, pregnant or parenting students, homeless students, socioeconomically disadvantaged students, students with parents in military service, English Learners, and students preparing for non-traditional careers. Homeless students and English Learners were considerably below benchmark. Secondary Core Indicator 1S1 (Graduation) is similar in that, total, all CTE students exceeded benchmark, but several special populations groups did not: students with disabilities, socioeconomically disadvantaged students, pregnant or parenting students, homeless students, students with parents in military service, and students preparing for non-traditional careers. All these groups were far below benchmark.	• Individuals with disabilities • Individuals from economically disadvantaged families • Individuals preparing for non-traditional fields • Single parents, including single pregnant women • Out-of-workforce individuals • English learners • Homeless individuals • Youth who are in, or have aged out of, the foster care system • Youth with a parent who is a member of the armed forces on active duty • American Indian or Alaskan Native • Asian • Black or African American • Hispanic/Latino • Native Hawaiian or Other Pacific Islander • White • Two or More Races • Unknown	Students in special populations, included but not limited to those from economically disadvantaged households, may not plan to enroll in *any* postsecondary education or training after high school, and this limits their interest to pathways that can provide industry certification/preparation entirely in high school. Pathways that require some postsecondary training are less inviting because of financial considerations. CTE teachers, counselors, and support staff in the Salina region address this reluctance with individual students by emphasizing • transferability of skills learned in postsecondary education • students' greater overall earning power with some college credits • improved ability to advance within a company or industry • long-term financial gain as well as non-salary benefits and compensation available through advanced training As with Strategies to Ensure Success (see previous section), special populations students need to connect with local, real-world role models for how they have achieved success in high-wage, high-skill,

Secondary Core Indicator 4S2 (Post-Secondary Credits) performance was a concern for pregnant or parenting students, homeless students, students with parents in military service, and English Learners (which was far below benchmark). At the post-secondary level, the most significant concerns were identified in Post-Secondary Core Indicator 2P1 (Certification), which had performance gaps among Black or African American, Hispanic or Latino, Biracial or Multiracial, and students of Unknown race/ ethnicity. Among special populations, homeless students were below benchmark for this indicator as well. Post-Secondary Core Indicator 1P1 (Placement) was strong overall, but pregnant or parenting students were below benchmark, which is a point of concern.		and in-demand occupations through education, training, and certification that are strategically planned. These role models are especially valuable to special populations students if their own career journeys were not traditional or faced many challenges. Individual stories can be very powerful, particularly if they come from people in our own communities, with backgrounds similar to those of our students. Perhaps the most important benefit is reinforcing the idea that students' career goals, no matter how ambitious or difficult, are attainable. Again, as with Strategies to Ensure Success, districts in our region are attempting to expand students' vision of what they could be doing in the long term—years and decades from graduation. Special populations students tend to be focused on short-term financial need and simply achieving baseline self-sufficiency. Instilling greater ambition in students is challenging but essential to their continued success. Educators are working against learned helplessness that stems from a variety of home, family, cultural, and social factors. Equity Councils have been frequently mentioned and our region recognizes that these groups are not in and of themselves the solution; but local Equity Councils and other community-based groups that bring together diverse perspectives addressing the needs of education are valuable for helping educators understand the root causes of learned helplessness based on special population status.