



# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

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

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

## Regional Team Co-chairs:

	Name	Institution/School	Phone	Email
USD(s)	David M. Cooper	USD 305	(785) 309-4734	David.Cooper@usd305.com
USD(s)	Pam Kraus	Smoky Hill Education Service Center	(785) 825-9185 x2014	Pkraus@smokyhill.org
Postsecondary Institution(s)	Jennifer Callis	Salina Area Technical College	(785) 309-3120	Jennifer.Callis@salinatech.edu

Date Feb. 1, 2024 Regional Team Name Salina Region CTE Needs Assessment Taskforce

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

### **What is the purpose of this Template?**

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

### **What are the tasks of the Regional Needs Assessment Team?**

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

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

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

### **What is a comprehensive regional needs assessment?**

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

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

### **Why complete a comprehensive regional needs assessment?**

The federal “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) requires that eligible recipients complete and update a local needs assessment every two years. The assessment must be included with the Perkins local grant application. There are 3 components:

1. Evaluation of regional labor market data.
2. Evaluation of student performance.
3. Evaluation of programs of study:
  - Description of the CTE programs offered (size, scope, quality, and alignment to in-demand industry sectors).
  - Evaluation of the progress toward implementing CTE programs and programs of study.

- Description of recruitment, retention, and training for CTE educators.
- Description of progress toward implementing equal access to CTE for all students, including special populations.

**How often is a comprehensive regional needs assessment needed?**

The needs assessment must be:

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

**Who is required to participate in the needs assessment process?**

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

1. CTE program representatives at the secondary and postsecondary levels:
  - Teachers
  - Faculty
  - Administrators
  - Career guidance counselors and advocates
  - Advisement professionals
  - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives.
3. Representatives from a range of local businesses and industries.
4. Parents and students.
5. Representatives of special populations (see next section).
6. Representatives from agencies serving at-risk, homeless, and out-of-school youth.
7. Community members.
8. Representatives of Adult Education Programs (state requirement).
9. (Where applicable) Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (state requirement).
10. (Where applicable) Representatives of Indian Tribes and Tribal organizations.
11. (Where applicable) Representatives from CTE programs at correctional institutions.

**Who is considered a member of special populations?**

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

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

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

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

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

**Needs Assessment Process:**

1. Assign co-chairs for the regional team.
2. Assemble the regional team. **All categories of community partners must be represented on each regional team. A minimum of two community partners for each category are required.**
3. Gather, review, and analyze data.
4. Convene the regional 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](mailto:PerkinsV@ksbor.org) by February 1, 2024.
7. Depending on service areas and partnerships, secondary and postsecondary partners can participate in multiple regions.

## **Template:**

### **STEP 1: Analyze Labor Market Information**

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

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

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

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

FY21-22 Needs Assessments can be found at [https://kansasregents.org/workforce\\_development/perkins\\_grants/perkins-v](https://kansasregents.org/workforce_development/perkins_grants/perkins-v)

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

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

### **STEP 2: Analyze Student Performance**

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

### **STEP 3: Analyze CTE Programs**

**Part 1:** Size, Scope, and Quality.

**Part 2:** Progress Toward Implementing Programs of Study.

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

**Part 4:** Progress toward Improving Access and Equity.

# COMPREHENSIVE REGIONAL NEEDS ASSESSMENT TEMPLATE

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

<b>Regional Team</b> <b>Name:</b> <u>Salina Region CTE Needs Assessment Taskforce</u> <b>Date:</b> <u>Feb. 1, 2024</u>		
<b>Regional Needs Assessment Team Co-chairs:</b>	<b>Email:</b>	<b>Phone number:</b>
<b>Secondary: David M. Cooper</b>	<u><b>David.Cooper@usd305.com</b></u>	<b>(785) 309-4734</b>
<b>Secondary: Pam Kraus</b>	<u><b>Pkraus@smokyhill.org</b></u>	<b>(785) 825-9185 x2014</b>
<b>Postsecondary: Jennifer Callis</b>	<u><b>Jennifer.Callis@salinatech.edu</b></u>	<b>(785) 309-3120</b>

Add rows as needed

## Regional Needs Assessment Team

At least **TWO** representatives for each category are **REQUIRED**

Representative	Name	Institution and Position
Secondary Co-chair(s)	David M. Cooper	USD 305, Grant Writer
Secondary Co-chair(s)	Pam Kraus	Smoky Hill Education Service Center, CTE Coordinator & STEM Consultant
Postsecondary Co-chair(s)	Jennifer Callis	Salina Area Technical College (SATC), Vice President of Instruction
Teachers - Secondary	Melissa Mahoney	USD 305, South High (Health Science)
Teachers - Secondary	Kiley Bishop	USD 305, South High (FACS/Teaching)
Teachers - Secondary	Cole Dow	USD 305, Central High (Welding)
Teachers - Secondary	Mike Kilgore	USD 305, Central High (Construction)
Teachers - Secondary	Gary Seibel	USD 305, South High (Construction)
Teachers - Secondary	Linda Edson	USD 305, South High (Restaurant)
Teachers - Secondary	Linda Drake	USD 284, Chase County Junior Senior High School (Graphic Arts)
Faculty - Postsecondary	Eric Kruckenberg	SATC, Police Science Instructor
Faculty - Postsecondary	Naomi Tatro	SATC, Director of Nursing & Allied Health & Instructor
Faculty - Postsecondary	Eric Vannoy	SATC, Welding Instructor
Secondary Administration	Dr. Curtis Stevens	USD 305, Director of Secondary Education Programs
Secondary Administration	Dr. Ginger Jones	USD 305, Principal at South High
Secondary Administration	Jamie Manhart	Greenbush, CTE Coordinator
Postsecondary Administration	Greg Nichols	Salina Area Technical College, President
Postsecondary Administration	Ericka Kruckenberg	Salina Area Technical College, Vice President of Student Services
Specialized instructional support and paraprofessionals	Catherine Fitzgerald	USD 305, Central High, Vocational Instructor
Specialized instructional support and paraprofessionals	Kim Bruner	USD 305, Central High, Vocational Instructor
Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Shielah Orchard	St. Francis-Salina West, Education Coordinator

Representatives of regional or local agencies serving out-of-school youth, homeless children/youth, and at-risk youth	Carissa Browman	St. Francis-Salina West, English and Special Education Teacher
Representatives of Special Populations	Ardis Bryan	Project SEARCH at SRHC, Instructor
Representatives of Special Populations	Angela Botz	USD 305, Central High, Special Education Instructor & Department Chair
Career Guidance and Academic Counselors	Candy Fitzpatrick	USD 305, Central High, Counseling Chair
Career Guidance and Academic Counselors	Andrea Young	USD 305, Central High, Junior-Senior Counselor
Career Guidance and Academic Counselors	Melissa Farmer	SATC, Enrollment Specialist (Transportation, ECE)
Career Guidance and Academic Counselors	Irma Diaz	SATC, Enrollment Specialist (Building Trades, Public Safety, Business)
Career Guidance and Academic Counselors	Emily Ingalls	SATC, Enrollment Specialist (Medical/Dental)
Career Guidance and Academic Counselors	Rachel Holt	SATC, Enrollment Specialist (Concurrent High School)
Students	Annabelle Burr	USD 305, Health Science pathway concentrator
Students	Kaitlyn Albert	SATC, Business Administrative Technology Management/Leadership concentrator
Community Members	Kate Lindsay	Salina Education Foundation, Executive Director
Community Members	Claire Ludes	Salina Area United Way, Executive Director
Business & Industry Representatives	Steve Dunning	Salina Planing Mill, President
Business & Industry Representatives	Bob Haworth	Lee Haworth Construction, LLC, President/Owner
Business & Industry Representatives	Slade Spratlen	Great Plains Manufacturing, Recruiter
Business & Industry Representatives	Jonna Struble	Salina Regional Health Center, Director of Organizational Development
Business & Industry Representatives	Jeff Thompson	Schwan's, Director of Real Estate
Business & Industry Representatives	Jennifer Brantley	Schwan's, Director of Human Resources
Business & Industry Representatives	Madeline Garretson	Schwan's, Senior Human Resources Manager
Business & Industry Representatives	Christopher Wiseman	Schwan's, Senior Director of Manufacturing
Workforce Development Representatives	Tucky Allen	Kansas WorkforceONE, Business Services Director
Workforce Development Representatives	Santiago Talamantes	Kansas WorkforceONE, Youth Career Facilitator
Workforce Development Representatives	Jaclyn Crow	Salina Area Chamber of Commerce, Economic and Workforce Development Director
Parents	Rocio Burr	USD 305, parent of Health Science concentrator
Parents	Amy Langen	USD 305, parent of Health Science concentrator
Representative of Adult Education Programs (one representative is sufficient per state requirement)	Kelly Mobray	Salina Adult Education Center, Director



Representatives from CTE programs at state/local organizations/institutions serving students with disabilities (one representative is sufficient per state requirement)	Jeff Hayes	CKCIE, Executive Director
Representatives of Indian Tribes and Tribal organizations (where applicable)	N/A	---
Representatives from CTE programs at correctional institutions (where applicable)	Chris Baker	Barton CCC, Executive Director of Healthcare & Public Service Education, coordinates education services at Ellsworth Correctional Facility
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Pat Haas	USD 305, Early Childhood Family & Community Liaison
Other Optional Partners (Data Support, Admin Assistant, HR, Business Office, etc.)	Brenda Gutierrez	SATC, Executive Director of SATC Foundation

**Minutes and resources of two required meetings are enclosed in Appendix A**

## STEP 1: Analyze Labor Market Information

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

*The local needs assessment shall include...*

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

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

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

### What does the law mean?

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

### Part 1: Identify sources of labor market data

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

If you wish to use a source of local data that is not included on this list, email [PerkinsV@ksbor.org](mailto: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](https://www.ksdegreestats.org/program_search.jsp)
4. K-TIP Report: [https://kansasregents.org/workforce\\_development/k-tip-report](https://kansasregents.org/workforce_development/k-tip-report)
5. Other reputable sources of local data. Seek State Team approval by emailing the source to [PerkinsV@ksbor.org](mailto:PerkinsV@ksbor.org)

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

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

**Part 2:** Use additional approved sources of data

Request approval for additional local sources of labor market data by email - [PerkinsV@ksbor.org](mailto:PerkinsV@ksbor.org)

**Part 3:** Conduct preliminary data analysis

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

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

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

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

List pathways/programs with adequate concentrator count for the job openings	List pathways/programs with too few concentrators for the job openings	List pathways/programs with too many concentrators for the job openings
<p>Secondary:</p> <ul style="list-style-type: none"> <li>• Agribusiness Systems (01.0101)</li> <li>• Animal Science (01.0901)</li> <li>• BioChemistry (14.1401)</li> <li>• BioMedical (14.0501)</li> <li>• Family, Community &amp; Consumer Services (19.0799)</li> <li>• Food Products &amp; Processing Systems (01.0401)</li> <li>• Natural Resources &amp; Environmental Systems (03.0101)</li> <li>• Plant Systems (01.1101)</li> </ul> <p>Postsecondary (Salina Area Technical College):</p> <ul style="list-style-type: none"> <li>• Computer Aided Drafting (15.1302)</li> <li>• Fire Science/ Fire Fighter (43.0203)</li> <li>• Automotive Collision And Refinishing Technology (47.0603)</li> <li>• Diesel Technology (47.0613)</li> <li>• Dental Hygiene (51.0602)</li> <li>• Home Health Aide (51.2602)</li> <li>• Medication Aide (51.2603)</li> </ul>	<p>Secondary:</p> <ul style="list-style-type: none"> <li>• Business Finance (52.0801)</li> <li>• Business Management and Entrepreneurship (52.0799)</li> <li>• Construction &amp; Design (46.0000)</li> <li>• Corrections, Security, Law &amp; Law Enforcement (43.0199)</li> <li>• Early Childhood Development &amp; Services (19.0709)</li> <li>• Engineering &amp; Applied Mathematics (14.0101)</li> <li>• Government and Public Administration (44.0401)</li> <li>• Health Science (51.9999)</li> <li>• Information Support &amp; Services (11.0301)</li> <li>• Manufacturing (48.0000)</li> <li>• Marketing (52.1402)</li> <li>• Programming &amp; Software Development (11.0201)</li> <li>• Restaurant and Event Management (12.0504)</li> <li>• Teaching/Training (13.0101)</li> <li>• Travel and Tourism (52.0901)</li> <li>• Web &amp; Digital Communications (11.1004)</li> </ul> <p>Postsecondary (Salina Area Technical College):</p> <ul style="list-style-type: none"> <li>• Early Childhood Education (19.0708)</li> <li>• Police Science (43.0107)</li> <li>• Construction Technology (46.0201)</li> <li>• Electrical Technology (46.0302)</li> <li>• HVAC (47.0201)</li> <li>• Automotive Technology (47.0604)</li> <li>• Machine Tool Technology (48.0501)</li> <li>• Welding Technology (48.0508)</li> </ul>	<p>Secondary:</p> <ul style="list-style-type: none"> <li>• Comprehensive Agriculture (01.9999)</li> <li>• Digital Media (09.0702)</li> <li>• Graphic Design (50.0499)</li> <li>• Power, Structural, &amp; Technical Systems (01.0201)</li> </ul>

	<ul style="list-style-type: none"><li>• Dental Assistant (51.0601)</li><li>• Medical Assistant (51.0801)</li><li>• Pharmacy Technician (51.0805) (Program will not officially start until 2024)</li><li>• EMT: Basic (51.081)</li><li>• Nursing (51.3801)</li><li>• Practical Nursing (51.3901)</li><li>• Nursing Aide (51.3902)</li><li>• Business Administrative Technology (52.0401)</li></ul>	
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**Q2: What pathways and/or programs (if any) are not currently offered, but are needed in the region based on occupational demands?**

Pathways/Program	Evidence from the Kansas Department of Labor Market Data	Evidence from Regional Sources
Aviation Maintenance (47.0608)	Demand could not be determined with Occupational Outlook data alone, but taskforce saw high degree of overlap with Mobile Equipment Maintenance pathway (see below).	<p>The taskforce discussed a recent initiative that may have a significant impact on occupational growth in this pathway in the region. The Aviation Innovation &amp; Maintenance (AIM) Center of Excellence is a training program formed through a partnership that includes the Salina Airport Authority, 1 Vision Aviation, Dreiling Aviation Services, Salina Area Technical College, KSU-Salina, and other stakeholders seeking to address the need for skilled aviation maintenance workers. Details about AIM can be found here:</p> <p><a data-bbox="905 659 1990 797" href="https://salina311.com/aviation-innovation-maintenance-center-of-excellence-set-to-reach-new-heights-in-salina/#:~:text=The%20AIM%20Center%20of%20Excellence%20will%20provide%20an%20additional%20150,and%20the%20State%20of%20Kansas.">https://salina311.com/aviation-innovation-maintenance-center-of-excellence-set-to-reach-new-heights-in-salina/#:~:text=The%20AIM%20Center%20of%20Excellence%20will%20provide%20an%20additional%20150,and%20the%20State%20of%20Kansas.</a></p> <p>and</p> <p><a data-bbox="905 911 1919 976" href="https://www.salinaairport.com/media/37194/aviation-innovation-and-maintenance-center-of-excellence-set-to-reach-new-heights-in-salina.html">https://www.salinaairport.com/media/37194/aviation-innovation-and-maintenance-center-of-excellence-set-to-reach-new-heights-in-salina.html</a></p>
Emergency & Fire Management Services (43.0299)	Demand suggests at least 40 annual openings projected in this region, although it was noted that 40 jobs for EMT or paramedics have median salary below the Kansas Living Wage for single person without dependents (\$32,635).	Although school districts in this region do not currently provide this pathway, Salina Area Technical College has opened up its Fire Science/Fire Fighter program (43.0203) to all surrounding school districts, no longer limiting enrollment to USD 305. The college also offers an EMT: Basic (51.081) program to address the need for EMTs and paramedics in the region. The college has been approached by industry partners to possibly start a paramedic program that can feed from the EMT course and move into the Practical Nursing (51.3901) program.
Energy (17.2071)	Demand could not be determined with Occupational Outlook data alone; possibly as many as 14 annual openings projected in this region, but depends on how occupations are classified.	Taskforce members for previous assessments cited research on energy consumption and career growth at a national/global level, particularly two reports: <i>Energy Employment by State—2019</i> , a joint project of NASEO (National Association of State Energy Officials) and EFI (Energy Futures Initiative); and <i>Advanced Energy Now 2019 Market Report</i> prepared by Navigant Research for AEE (Advanced Energy Economy).

Mobile Equipment Maintenance (47.9999)	Demand could not be determined with Occupational Outlook data alone, but cross-walking CIP code with O*NET data suggests this is a pathway that should be addressed, with at least 77 annual openings projected in this region.	O*NET data for Facility & Mobile Equipment Maintenance, filtering occupations specifically related to maintenance/repair of vehicles including trucks, autos, buses, motorboats, motorcycles, rail cars, <i>etc.</i>
Network Systems (11.0901)	Demand could not be determined with Occupational Outlook data alone, but cross-walking CIP code with O*NET data suggests this is a pathway that should be addressed; at least 51 annual openings projected in this region.	O*NET data for Network Systems pathway. Salina Area Technical College has been approached about researching the possibility of offering Cybersecurity training as the demand in the region.
Health Sciences (Multiple programs in postsecondary CIP Subject Field 51)	Demand in the healthcare area using High Demand Occupations and Occupational Outlook data shows a consistent high demand needed in many healthcare technical areas.	Although, Salina Area Technical College has expanded its health sciences offerings over the past several years, taskforce members continue to express a need in the technologist areas including Radiology Tech, Respiratory Tech, and other healthcare technologists. As healthcare expands, this is an area the college will continue to work with industry partners to meet the needs of the region and state.  <a href="https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA==">https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MJE2Q7Rmn9KjAm0oNxA==</a>
Manufacturing (Multiple programs in postsecondary CIP Subject Field 15)	Demand in the manufacturing pathway using High Demand Occupations and Occupational Outlook data shows this is an area that should be addressed.	The Salina region is a manufacturing hub for many manufacturing corporations that are national and worldwide. As technology increases, training in these areas will be needed. Salina Area Technical recently received approval for an Industrial Machinery Mechanics and Automation program to start in Fall 2024. Industry taskforce members expressed workforce needs in the areas of production welding, robotics, mechanics, electrical, <i>etc.</i>

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

Pathways/Program	Reason for offering these Programs/Pathways	Kansas Department of Labor Market Data OR Local Labor Data Sources
Comprehensive Agriculture (01.9999)	<p>No SOC matches were available for this pathway in the initial crosswalk provided. As suggested by the name of the pathway, Comprehensive Agriculture encompasses skills, content knowledge, and potential employment across the entire Agriculture, Food, &amp; Natural Resources cluster.</p> <p>Additionally, it is not certain that 57 concentrators (in 2022) is too high for actual demand in this region. Only 27 annual projected occupational openings were confirmed (for Farm Equipment Mechanics and Service Technicians). Most other occupations had no data due to confidentiality, including</p> <ul style="list-style-type: none"> <li>• Farmers, Ranchers, and Other Agricultural Managers</li> <li>• Agricultural Engineers</li> <li>• Pesticide Handlers, Sprayers, and Applicators, Vegetation</li> <li>• Nonfarm Animal Caretakers</li> <li>• First-Line Supervisors of Farming, Fishing, and Forestry Workers</li> <li>• Animal Breeders</li> <li>• Agricultural Equipment Operators</li> <li>• Farmworkers and Laborers, Crop, Nursery, and Greenhouse</li> <li>• Farmworkers, Farm, Ranch, and Aquacultural Animals</li> <li>• Agricultural Workers, All Other</li> <li>• Fishing and Hunting Workers</li> </ul>	SOC matches from the Agriculture cluster were selected to include those occupations aligned to secondary content.
Digital Media (09.0702)	Student interest in Web & Digital Communications, Graphic Design, and Digital Media pathways has been very high across the region. Many high schools include a technology literacy requirement for graduation that can be met through coursework within 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.	Additional SOC matches used O*NET data for Journalism & Broadcasting, but most of these occupations had no verifiable projections in the region.

	<p>Additionally, it is not certain that 34 concentrators (in 2022) is too high for actual demand in this region. Only 4 annual projected occupational openings were confirmed (for Web Developers and Digital Interface Designers). Many occupations relevant to Digital Media, particularly in the areas of journalism and broadcasting, had no data due to confidentiality, including</p> <ul style="list-style-type: none"> <li>• Communications Teachers, Postsecondary</li> <li>• Audio and Video Equipment Technicians</li> <li>• Broadcast Announcers and Radio Disc Jockeys</li> <li>• News Analysts, Reporters, and Journalists</li> <li>• Editors</li> <li>• Technical Writers</li> <li>• Writers and Authors</li> <li>• Audio and Video Technicians</li> <li>• Broadcast Technicians</li> <li>• Photographers</li> <li>• Camera Operators, Television, Video, and Film</li> <li>• Film and Video Editors</li> </ul>	<p>Including occupations in Journalism &amp; Broadcasting creates closer alignment between this pathway and the Arts, Design, Entertainment, Sports, and Media Occupations cluster (27-0000), which encompasses a total of 196 annual occupational openings each year from 2020-2030.</p>
<p>Graphic Design (50.0499)</p>	<p>As mentioned in Digital Media, interest in Web &amp; Digital Communications, Graphic Design, and Digital Media pathways has been very high across the region, and many high schools include a technology literacy requirement for graduation. This exposure to communications technology may inspire many students to advance further within such pathways, include Graphic Design.</p> <p>Occupational projection data for the following careers was not available because of confidentiality:</p> <ul style="list-style-type: none"> <li>• Art Directors</li> <li>• Multimedia Artists and Animators</li> <li>• Graphic Designers</li> </ul> <p>These careers have significant connection to other pathways such as Business Administration &amp; Entrepreneurship and Marketing, so annual openings may be higher than expected. It was also noted by the taskforce that many careers in the Arts, AV Technology and Communications cluster can be done at home, so employers might be physical based outside the region—even outside the state or country—but still seek employees in the Salina region with the skills to succeed in these occupations.</p>	<p>Career interest inventories and historical enrollment numbers have indicated strong student interest in Web &amp; Digital, Graphic Design, and Digital Media.</p> <p>As with Digital Media, the Graphic Design pathway is heavily aligned to the Arts, Design, Entertainment, Sports, and Media Occupations cluster (27-0000), which totals 196 annual occupational openings each year from 2020-2030.</p>

<p>Power, Structural, &amp; Technical Systems (01.0201)</p>	<p>Concentrator numbers across the region are significantly higher than projected demand (though only Farm Equipment Mechanics and Service Technicians has verifiable numbers of anticipated annual openings).</p> <p>In many high schools, this pathway incorporates manufacturing production welding (MIG, TIG) <i>as well as</i> agricultural welding (stick/SMAW), and therefore helps prepare concentrators for Manufacturing occupations as well as Agriculture-based careers. There are four courses common to both Power, Structural, &amp; Technical Systems and Manufacturing:</p> <ul style="list-style-type: none"> <li>• Agricultural Welding (18404)</li> <li>• Welding Processes I (39207)</li> <li>• Agricultural Welding II (18407)</li> <li>• Welding Processes II (39208)</li> </ul> <p>There are many reasons a school might offer a Power, Structural, &amp; Technical Systems pathway without also offering Manufacturing. Cost of facilities and equipment is a prohibitive factor, so many schools choose to focus on welding but not machinist skills. The taskforce also noted that FFA support in the Ag pathways, especially in rural districts, is very helpful to encourage enrollment and promote CTE and local industry partnerships within those communities.</p>	<p>SOC matches provided from initial crosswalk were used.</p>
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## STEP 2: Analyze Student Performance

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

*The local needs assessment shall include...*

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

#### What does the law mean?

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

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

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

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

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

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

Major racial and ethnic groups included in federal Perkins reporting:

- 9. American Indian or Alaskan Native
- 10. Asian

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

## **Secondary Performance**

**1S1 – Four-year Graduation Cohort Rate:** The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965). **2022 Kansas benchmark for this indicator was 85.5%.**

**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. **2022 Kansas benchmark for this indicator was 31.1%.**

**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. **2022 Kansas benchmark for this indicator was 24.1%.**

**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. **2022 Kansas benchmark for this indicator was 27.1%.**

**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. **2022 Kansas benchmark for this indicator was 85.5%.**

**4S1 – Non-traditional Program Concentration:** The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. **2022 Kansas benchmark for this indicator was 30.5%.**

**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. **2022 Kansas benchmark for this indicator was 52.5%.**

## **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. **2022 Kansas benchmark for this indicator was 76.0%.**

**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. **2022 Kansas benchmark for this indicator was 71.0%.**

**3P1 – Non-traditional Participation:** The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. **2022 Kansas benchmark for this indicator was 8.0%.**

**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.**

	<p align="center"><b>Identify Strength(s)</b> <b>How are these strengths being sustained in the region?</b></p>	<p align="center"><b>Identify Gap(s)</b> <b>What are the root causes of the gaps?</b></p>
<p>Overall Student Performance in the Region</p>	<ul style="list-style-type: none"> <li>● See Appendix B for secondary strengths</li> <li>● See Appendix C for postsecondary strengths</li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Strong focus on increasing the graduation rate for all students has led districts in this region to implement supplemental programs or services (during or outside regular school hours) that help students remediate core academic credits. Schools also work to ensure that CTE concentrators have equitable access to such services, including flexible class schedules when remediation services might overlap with CTSO or CTE-related activities.</li> <li>● Post-graduation placement has remained strong partly because technology and social media help counseling departments, teachers, and CTE support staff remain connected to former students and determine where they currently are on their career journey. Fewer “unknown” placements are reported when graduates can be located within one year after leaving high school. Exit interviews with graduating seniors are helpful when students and families know the importance of post-graduation follow-up.</li> <li>● 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. Expanding credits available to high school is particularly helpful for supplementing CTE pathways where limited facilities, equipment, and teacher training make districts more reliant on the technical college. This is especially true in Construction &amp; Design, Health Science, Engineering &amp; Applied Mathematics, and (local) Manufacturing pathways.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Provide free/low-cost opportunities to earn articulated credit.</li> <li>● Award credit for prior learning/military experience/work experience.</li> <li>● Provide financial aid for learners from low-income families that cover tuition, equipment, fees, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● See Appendix B for secondary gaps</li> <li>● See Appendix C for postsecondary gaps</li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Support Networks</li> <li>● Challenges of Culture Change in CTE Fields</li> <li>● Community Engagement</li> <li>● Parent and Family Engagement</li> <li>● Student Voice</li> <li>● Intersecting Identities</li> <li>● Self-concept, Agency, Self-efficacy, and Self-determination</li> </ul>

	<ul style="list-style-type: none"> <li>● Establish formal dual or concurrent enrollment partnerships between secondary and postsecondary institutions to give high school students access to postsecondary instruction.</li> <li>● Provide access to instructors to Early Alert systems for early detection of struggling students.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> </ul>	
<b><i>Performance of Special Populations</i></b>		
Individuals with disabilities	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● 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, has been beneficial across the region.</li> <li>● Efforts to 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, has increased success and improved teamwork skills for all concentrators.</li> <li>● Many school districts have a professional development specialist or administrator who seeks high quality professional development in many areas, including instruction for students with physical, cognitive, and emotional needs. This training is usually available to all CTE teachers and support staff.</li> <li>● USD 305 and some other districts in the region 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.</li> <li>● CTE teachers work with school and district Test Coordinators to provide approved accommodations for students taking certification tests.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Access to and Participation in CTE</li> <li>● Instructional Strategies</li> <li>● Instructional Climate</li> <li>● Support Networks</li> <li>● Training, Recruitment, and Placement</li> <li>● Role Models and Mentors</li> <li>● Community Engagement</li> <li>● Employer Engagement</li> <li>● Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>● Mindset</li> <li>● Stereotype Threat</li> </ul>

	<ul style="list-style-type: none"> <li>• Many schools in the region are including CTE teachers in the IEP process, which can provide more consistency of accommodations and interventions across all classrooms.</li> <li>• Local industry representatives have assisted CTE advisory councils by sharing strategies used by their own businesses to accommodate the needs of employees with disabilities.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Provide accommodations for learners with disabilities and English learners.</li> <li>• Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>• Provide access to instructors to Early Alert systems for early detection of struggling students.</li> <li>• Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>• Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>• Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> </ul>	
<p>Individuals from economically disadvantaged families, including low-income youth and adults</p>	<ul style="list-style-type: none"> <li>• <b>See Appendix B for secondary strengths</b></li> <li>• <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Providing free or reduced-price classroom materials, PPE, tools, <i>etc.</i>, has alleviated financial barriers to postsecondary course enrollment that still exist even when tuition is covered by Excel in CTE.</li> <li>• Many schools in this region 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. These disadvantaged students include low SES households but also account for families with temporary financial need.</li> <li>• Counseling departments have more online resources at their disposal to gather information about 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 to many districts in this region.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>See Appendix B for secondary gaps</b></li> <li>• <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>• Support Networks</li> <li>• Employer Engagement</li> <li>• Parent and Family Engagement</li> <li>• Student Voice</li> <li>• Intersecting Identities</li> <li>• Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>• Mindset</li> </ul>

	<ul style="list-style-type: none"> <li>• Some districts provide free transportation to and from high school and Salina Area Technical College. Within Salina, students and families also get information on accessing the local CityGo bus system, which includes routes to/from SATC and K-State-Salina.</li> <li>• A few districts in our region have initiated dedicated funds exclusively for certification testing so students do not have to pay for these assessments. These funds may be provided through local industry donation or the district through School To Career services.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Provide free/low-cost opportunities to earn articulated credit.</li> <li>• Award credit for prior learning/military experience/work experience.</li> <li>• Provide financial aid for learners from low-income families that cover tuition, equipment, fees, <i>etc.</i></li> <li>• Establish formal dual or concurrent enrollment partnerships between secondary and postsecondary institutions to give high school students access to postsecondary instruction.</li> <li>• Develop recruitment materials and host recruitment events.</li> <li>• Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>• Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>• Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>• Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>• Continue participation in the use of the KS Promise Scholarship program.</li> <li>• Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
<p>Individuals preparing for non-traditional fields</p>	<ul style="list-style-type: none"> <li>• <b>See Appendix B for secondary strengths</b></li> <li>• <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Most schools in our region purposefully expose students to non-traditional careers and programs of study at least as early as 7<sup>th</sup> grade. Gender stereotyping in general (into strictly focused on workplace climate or career goals) is addressed in elementary school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>See Appendix B for secondary gaps</b></li> <li>• <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>• Instructional Climate</li> <li>• Support Networks</li> <li>• Challenges of Culture Change in CTE Fields</li> <li>• Role Models and Mentors</li> </ul>

	<ul style="list-style-type: none"> <li>• Some 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.</li> <li>• 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 &amp; Technology) Conference created by K-State-Salina.</li> <li>• When possible, it has been beneficial to have 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.</li> <li>• Many districts with large groups of non-traditional students 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.</li> <li>• 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.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Develop recruitment materials and host recruitment events.</li> <li>• Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>• Exposure to business and industry partners through speakers and field trips using non-traditional employees.</li> <li>• Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>• Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice</li> <li>• Mindset</li> <li>• Stereotype Threat</li> </ul>
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	<ul style="list-style-type: none"> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
<p>Single parents, including single pregnant women</p>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Pregnant/parenting students are not excluded from CTE programs or activities, including CTSOs. Many of these students enroll in FCCS courses such as Parenting &amp; Family Studies, Human Development, <i>etc.</i>, 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.</li> <li>● Free parenting skills and childcare services, including home visits, are available through Heartland Programs based in Salina. Students in USD 305, the largest district in this region, use these services while also taking parenting and child development classes at their high school. In the past, USD 305 provided licensed childcare on the Central High School campus but unfortunately this service could not be sustained.</li> <li>● In response to the COVID pandemic, districts in our region quickly created a variety of virtual, online, or hybrid options for students completing high school. Example: in 2021, USD 305 created a K-12 Virtual School for families in need—initially for health concerns but expanded for all needs. CTE students can earn credits for graduation through this program while taking CTE classes at Salina Area Technical College (there is no CTE component to the Virtual School because of the hands-on nature of that instruction).</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Provide free/low-cost opportunities to earn articulated credit.</li> <li>● Award credit for prior learning/military experience/work experience.</li> <li>● Provide financial aid for learners from low-income families that cover tuition, equipment, fees, <i>etc.</i></li> <li>● Establish formal dual or concurrent enrollment partnerships between secondary and postsecondary institutions to give high school students access to postsecondary instruction.</li> <li>● Develop recruitment materials and host recruitment events.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Access to and Participation in CTE</li> <li>● Support Networks</li> <li>● Training, Recruitment, and Placement</li> <li>● Community Engagement</li> <li>● Employer Engagement</li> <li>● Mindset</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
Out-of-workforce individuals	<p>Out-of-workforce performance data is not applicable to the secondary education level, and not available at the postsecondary level. Salina Area Technical College has informal and incomplete data on enrollees who meet the definition of “out-of-workforce individual” — displaced homemakers or individuals who have worked primarily without remuneration to care for a home or family and therefore have fewer marketable skills. At an individual level, postsecondary students in this category have access to career counseling services and coursework that enhances skills needed to seek and secure employment, including résumé-writing, interviewing, job searching, understanding of benefits, etc. High schools in our region also integrate many of those skills across CTE application-level coursework.</p>	
English Learners	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Nearly all high schools provide dedicated interpreters and translators of written materials distributed to families and students.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Instructional Strategies</li> <li>● Support Networks</li> <li>● Community Engagement</li> <li>● Employer Engagement</li> <li>● Parent and Family Engagement</li> <li>● Student Voice</li> <li>● Mindset</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Provide accommodations for learners with disabilities and English learners.</li> <li>• Develop recruitment materials and host recruitment events.</li> <li>• Provide informational materials in multiple languages.</li> <li>• Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>• Provide access to instructors to Early Alert systems for early detection of struggling students.</li> <li>• Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>• Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>• Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> </ul>	
<p>Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)</p>	<ul style="list-style-type: none"> <li>• <b>See Appendix B for secondary strengths</b></li> <li>• <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Most districts in our region have an administrator who coordinates Homeless Services &amp; Outreach services. This person serves on local homeless advocacy boards and works with community agencies to coordinate 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 &amp; 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.</li> <li>• 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, <i>etc.</i>, that are not or cannot be provided by schools themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>See Appendix B for secondary gaps</b></li> <li>• <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>• Access to and Participation in CTE</li> <li>• Support Networks</li> <li>• Training, Recruitment, and Placement</li> <li>• Community Engagement</li> <li>• Parent and Family Engagement</li> <li>• Student Voice</li> <li>• Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>• Mindset</li> </ul>

	<ul style="list-style-type: none"> <li>Financial assistance is provided to many homeless students similar to those in economic need, including students needing immediate emergency help because of unexpected circumstances. CTE participation costs (including CTSO membership) is usually included, and sometimes transportation to/from work-based learning experiences outside of school.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>Provide integrated student services including healthcare, mental health services, meals/food pantry, child care, academic services, <i>etc.</i></li> <li>Develop recruitment materials and host recruitment events.</li> <li>Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>Continue participation in the use of the KS Promise Scholarship program.</li> </ul>	
<p>Youth who are in, or have aged out of, the foster care system</p>	<ul style="list-style-type: none"> <li><b>See Appendix B for secondary strengths</b></li> <li><b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>Similar to homeless services, most districts in our region designate an administrative coordinator for services and outreach to students in foster care and families providing foster care. 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, <i>etc.</i>, that students may have experienced within or outside of foster care.</li> <li>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, <i>etc.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>See Appendix B for secondary gaps</b></li> <li><b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>Access to and Participation in CTE</li> <li>Support Networks</li> <li>Training, Recruitment, and Placement</li> <li>Community Engagement</li> <li>Parent and Family Engagement</li> <li>Student Voice</li> <li>Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>Mindset</li> </ul>

	<p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Provide integrated student services including healthcare, mental health services, meals/food pantry, child care, academic services, <i>etc.</i></li> <li>● Develop recruitment materials and host recruitment events.</li> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> <li>● Development materials explaining the Foster Care Waiver.</li> </ul>	
<p>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)</p>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● 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 at-risk student background that can affect school success: homelessness, financial insecurity, health concerns, <i>etc.</i>—but military service of parents/guardians remains less understood as a risk factor except in terms of high rate of family mobility. For many teams this populations was only recently viewed through the lens of “at risk,” but MTSS responsiveness is improving as counselors, teachers, and other support staff learn how this status affects student access/participation in school services including CTE.</li> <li>● 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, achievements, awards, <i>etc.</i>, can follow these students as their families relocate. Using an online career guidance program like Xello or Career Cruising helps immeasurably, as students can access their e-portfolio no matter where they move, and after graduation.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Support Networks</li> <li>● Parent and Family Engagement</li> <li>● Student Voice</li> <li>● Intersecting Identities</li> </ul>

	<p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Provide free/low-cost opportunities to earn articulated credit.</li> <li>● Develop recruitment materials and host recruitment events.</li> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> <li>● Continue providing materials to military family regarding use of benefits.</li> </ul>	
<b><i>Performance of Students from Major Racial and Ethnic Groups</i></b>		
<p>American Indian or Alaskan Native</p>	<ul style="list-style-type: none"> <li>● See Appendix B for secondary strengths</li> <li>● See Appendix C for postsecondary strengths</li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Districts 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.</li> <li>● At the secondary level, most schools in our region try to build diversity into their CTSOs 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.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Develop recruitment materials and host recruitment events.</li> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> </ul>	<ul style="list-style-type: none"> <li>● See Appendix B for secondary gaps</li> <li>● See Appendix C for postsecondary gaps</li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Access to and Participation in CTE</li> <li>● Support Networks</li> <li>● Role Models and Mentors</li> <li>● Intersecting Identities</li> <li>● Stereotype Threat</li> </ul>

	<ul style="list-style-type: none"> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
Asian	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Promoting diversity across every CTE classroom as well as the Salina Area Technical College campus remains a high priority (also see strategies for other racial/ethnic groups). One of the goals is to make college attractive to future graduates 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 college learning environment.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Develop recruitment materials and host recruitment events.</li> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Support Networks</li> <li>● Challenges of Culture Change in CTE Fields</li> <li>● Role Models and Mentors</li> <li>● Community Engagement</li> <li>● Employer Engagement</li> <li>● Stereotype Threat</li> </ul>
Black or African American	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Local/district Equity Councils help develop strategies for promoting an inclusive learning environment. Equity Councils are also essential for districts to identify the underserved minority populations within that community. In USD 305 and other similar-sized 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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Instructional Strategies</li> <li>● Instructional Climate</li> <li>● Role Models and Mentors</li> <li>● Employer Engagement</li> <li>● Student Voice</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Incorporating parent, student, family, and community perspectives on local Equity Councils is important. The 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.</li> <li>• Districts in our region have a professional development coordinator and/or staff development department that 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.</li> <li>• Districts use CTSOs not only to increase CTE student achievement and help build their portfolios but to provide networking and team-building opportunities for minority and non-traditional students to work with peers. CTSOs also provide a “public face” for diversity in action and foster leadership models for students considering CTE programs of study.</li> <li>• 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.</li> <li>• 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 established).</li> <li>• Nearly all districts/schools in our region support cooperative learning strategies across 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.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>• Develop recruitment materials and host recruitment events.</li> </ul>	<ul style="list-style-type: none"> <li>• Intersecting Identities</li> <li>• Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>• Mindset</li> <li>• Stereotype Threat</li> </ul>
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	<ul style="list-style-type: none"> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
Hispanic/Latino	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● 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 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.</li> <li>● Local Equity Councils seek representatives and input from Hispanic/Latino populations, which comprise a significant percentage of most districts and communities within this region.</li> <li>● Some districts/schools in our region invest 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 indicates is effective for racial minority students who have limited goals and self-expectations because of racial bias or cultural stereotyping.</li> <li>● As with other minorities and special populations, 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.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Instructional Strategies</li> <li>● Instructional Climate</li> <li>● Support Networks</li> <li>● Challenges of Culture Change in CTE Fields</li> <li>● Role Models and Mentors</li> <li>● Community Engagement</li> <li>● Employer Engagement</li> <li>● Parent and Family Engagement</li> <li>● Student Voice</li> <li>● Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>● Mindset</li> <li>● Stereotype Threat</li> </ul>

	<p>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).</p> <ul style="list-style-type: none"> <li>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 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.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>Develop recruitment materials and host recruitment events.</li> <li>Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>Continue participation in the use of the KS Promise Scholarship program.</li> <li>Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
<p>Native Hawaiian or Other Pacific Islander</p>	<ul style="list-style-type: none"> <li><b>See Appendix B for secondary strengths</b></li> <li><b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>This is a relatively small subgroup but the strategies described for other minorities may apply. It has been noted by the previous taskforce that Asian and Hawaiian/Pacific Islanders <i>should</i> 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, <i>etc.</i></li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>Develop recruitment materials and host recruitment events.</li> <li>Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> </ul>	<ul style="list-style-type: none"> <li><b>See Appendix B for secondary gaps</b></li> <li><b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>Support Networks</li> <li>Challenges of Culture Change in CTE Fields</li> <li>Role Models and Mentors</li> <li>Community Engagement</li> <li>Employer Engagement</li> <li>Stereotype Threat</li> </ul>

	<ul style="list-style-type: none"> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
White	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Every district in this region maintains an Advisory Council for every program, adding new or additional members frequently in order to reflect the changing economic and employment needs of the region as well as the growing diversity within the workforce.</li> <li>● Secondary postsecondary pathways and programs of study have been created throughout this region that align to the economic needs of the geographical area as well as across the state of Kansas.</li> <li>● At the postsecondary level, counselors work with students about to graduate in order to place them in local or regional employment.</li> <li>● There is a recognized need for more dual/concurrent credit opportunities between Salina Area Technical College and surrounding districts so that students can begin programs in high school leading to certification at SATC or other technical colleges. The motivating drive to create local agreements perhaps waned when statewide articulation agreements became available, but there is now renewed interest in strengthening transition from regional high schools to Salina Area Technical College.</li> <li>● Most districts in the region attempt to maintain lower-enrollment CTE classes by adding staff, facilities, flexible schedules, <i>etc.</i> This not only improves safety in certain classroom facilities but in general allows for more individualized and differentiated instruction.</li> <li>● Recommendation to extend content knowledge gained through diversity training to the classroom by integrating the essential components and principles of this training with CTE curricula, directly addressing unconscious biases, preconceptions, and limitations that students may perceive—or place upon themselves or other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Support Networks</li> <li>● Challenges of Culture Change in CTE Fields</li> <li>● Community Engagement</li> <li>● Parent and Family Engagement</li> <li>● Student Voice</li> <li>● Intersecting Identities</li> <li>● Self-concept, Agency, Self-efficacy, and Self-determination</li> </ul>

	<p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Develop recruitment materials and host recruitment events.</li> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	
Two or More Races	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary strengths</b></li> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Recommendation to 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 <i>primary</i> racial identity, and the Core Indicator strengths of biracial/multiracial students have historically aligned with those of students who identify as Black or African American.</li> </ul> <p><b>Postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Develop recruitment materials and host recruitment events.</li> <li>● Develop inclusive recruitment materials and strategies that depict diverse student populations.</li> <li>● Access to tutoring services in person and 24/7 online in English, math, writing, and program specific content.</li> <li>● Continue partnership with Salina Adult Education Center’s ESL, GED classes, and Skill building class.</li> <li>● Expand AO-K programs between Salina Area Technical College and Salina Adult Education Center.</li> <li>● Continue participation in the use of the KS Promise Scholarship program.</li> <li>● Partnership with NC3 National Technical Signing Day and scholarship program.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix B for secondary gaps</b></li> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Support Networks</li> <li>● Role Models and Mentors</li> <li>● Intersecting Identities</li> <li>● Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>● Mindset</li> <li>● Stereotype Threat</li> </ul>

Unknown	<p>At the secondary level, no performance data was available for concentrators with no racial/ethnic designation. At the postsecondary level, “unknown” is a category that students can select if they do not desire to report race or ethnicity. Numbers of such students are extremely small. In general, the needs of these individuals might be addressed through some of the same strategies recommended for other racial/ethnic groups. At the postsecondary level, numbers are extremely small and generally reflect student desire not to self-identify in any other offered racial/ethnic category.</p>	
	<ul style="list-style-type: none"> <li>● <b>See Appendix C for postsecondary strengths</b></li> </ul> <p><b>Secondary/postsecondary strategies to sustain these strengths:</b></p> <ul style="list-style-type: none"> <li>● Since “unknown” is a self-reported designation, providing academic and affective supports for this population suggests that staff should first determine what motivates students not to include racial/ethnic identity. Reasons may vary. There may be issues with trust, specifically students trusting institutions/organizations with what they personally consider very private information. Underlying distrust can be a root cause of lower performance, especially where participation and willingness to accept institution-based support services is concerned.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>See Appendix C for postsecondary gaps</b></li> </ul> <p><b>Root causes of these gaps</b> (using the Program Improvement Process for Equity-PIPE™):</p> <ul style="list-style-type: none"> <li>● Support Networks</li> <li>● Intersecting Identities</li> <li>● Self-concept, Agency, Self-efficacy, and Self-determination</li> <li>● Mindset</li> <li>● Stereotype Threat</li> </ul>

**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	<p><b>Secondary:</b> High schools in the Salina Region use input from local CTE Advisory Councils, but also look at current level of student interest for each pathway. This is measured through career interest inventories (in Xello or another college and career readiness program) and local enrollment trends in available pathways. Advisory Councils may recommend increasing pathway size to accommodate greater numbers of concentrators or large numbers of incoming freshmen intending to concentrate in that pathway. Councils may also recommend decreasing pathway size; or transitioning a pathway to one of higher-interest/higher-need in the same cluster or pathway with overlapping content and skills. Economic need and employer demand is strongly considered, especially through Advisory Council input, but pathway size depends on student enrollment because if student interest does not exist, completion rates, certifications, and placements go down.</p> <p><b>Postsecondary:</b> Salina Area Technical College uses industry input from its program Advisory Councils to determine how large or small each program needs to be, regardless of enrollment. A health science-related program with governing boards like CODA and KSBN dictate enrollment size of those programs.</p>	<p><b>Secondary:</b> Increase student interest in local high-demand occupations not just by providing information on wages, benefits, work environment, perks, and advancement opportunities, but by developing strategies that help students form a realistic long-term vision of where they want to be in every stage of adulthood (<i>i.e.</i>, consider success beyond the 14-year plan of study). Strategies need to address how students currently view their future career journeys: What are their expectations? How will their chosen careers evolve over time? What might maintain their enthusiasm and interest in these careers? Are they willing to be lifelong learners? Does each student have realistic expectations for advancement, compensation, employment, <i>etc.</i>?</p> <p><b>Postsecondary:</b> Support intensive guidance counseling for incoming students to help each student develop a strong sense of what their chosen career path entails, the need to gain new skills as the field changes, their own strategies for advancement and leadership, including entrepreneurship and management training.</p>
Relate to real-world work environment (Scope)	<p><b>Secondary:</b> Like most CTE programs, districts in the Salina Region continuously seek student internship opportunities in local industry, providing immersive learning in a real-world work environment. However, internships in many pathways may be limited due to employers' concerns about workplace safety, client confidentiality or privacy, time and focus needed for mentorship, <i>etc.</i> When necessary, high schools in this region engage students enrolled in pathway capstone courses in "real world" projects simulating the scope of industry as much as possible. Student-run businesses (coffee</p>	<p><b>Secondary:</b> There remains a significant need for resources, facilities, expertise, and especially industry mentors to prepare students for different workplaces, especially in pathways where internships and work-based learning experiences are not available or limited. School-based businesses and workplace simulations can help fill the gap, but industry-based experience is preferred by most schools in this region. The most frequently-sought workplace experiences are those in the Engineering, Finance, Animal Science, Health &amp; Bio Sciences, and Architecture &amp; Construction clusters.</p>

	<p>shops, catering, print shops, school spirit apparel and merchandise, crafts, <i>etc.</i>) are supported in many high schools to give students experience with real-world decision-making, planning, organization, promotion, and client service, when such experiences are not available in the community. Other simulations might be provided online so students can assume management/leadership roles without real world liability or financial risk.</p> <p><b>Postsecondary:</b> Advisory Councils for Salina Area Technical College regularly assess the quality and workplace alignment of each learning environment, including equipment, technology, resources, and PPE; <i>and</i> review program curriculum, standards, learning activities, assessments, enrollment data, and certification attainment, in order to monitor what skills students are taught and how effectively these are learned. Strong industry representation on each Advisory Council ensures that program completers are fully prepared for the current workplace and possess the skills needed to secure employment and advance within their chosen fields.</p>	<p><b>Postsecondary:</b> Professional development is challenging to locate and coordinate with faculty schedules, but instructors benefit greatly from opportunities to align their content knowledge to current industry standards and practices and network with colleagues in education and industry.</p>
<p>Help students advance to future education (Scope)</p>	<p><b>Secondary:</b> Districts in the Salina Region work with postsecondary institutions (Salina Area Technical College, Butler County Community College, Kansas Wesleyan University, K-State-Salina, Bethany College, Flint Hills Technical College, <i>et al.</i>) to offer dual credit coursework. Many districts provide support for students overcoming economic barriers (<i>e.g.</i>, flexible scheduling to accommodate work hours, scholarships for cost of class fees or tools, free transportation). Schools in more remote areas where postsecondary campuses are not close have facilitated dual credit coursework online.</p> <p><b>Postsecondary:</b> From the postsecondary side of dual credit partnerships, colleges and universities serving this region fully support the Kansas Challenge to Secondary School Students Act and work with district and school administrators to create</p>	<p><b>Secondary:</b> Many districts in this region agree that increasing collaboration time for CTE teachers, counselors, and support staff would help create a more seamless, efficient transition for high school graduates to postsecondary education, training, and/or full-time employment. Additional collaboration time would support the development of more cross-curricular projects, pilot new accommodations or instructional support strategies for special populations students; and think “outside the box” when addressing the need for a more inclusive, welcoming environment for special populations and non-traditional students. Currently, collaboration tends to focus solely on curriculum, resources, and assessment, but additional time can allow teachers and CTE support staff to go beyond those basic needs and think of other ways to ensure student success after graduation.</p>

	<p>and renew Dual Credit Cooperative Agreements, particularly for coursework in high-demand CTE programs of study. Postsecondary academic faculty and administrators provide districts with updated, detailed information on dual credit coursework so that these opportunities are promoted effectively within the community. Salina Area Technical College faculty have updated learning outcomes to align their courses to the Systemwide Transfer (SWT) courses. SWT courses transfer to any Kansas public institution offering an equivalent course. Salina Area Technical College has articulation agreements for easily transfer of credits to allow students to continue their post-secondary education with Fort Hays State University, Kansas Wesleyan University, Bethany College, Grand Canyon University, to name a few.</p>	<p><b>Postsecondary:</b> Across many pathways, many CTE students about to graduate high school, or just recently graduated from high school, have needs that may or may not define them as “special populations” but do negatively shape their perceptions of postsecondary education and their own potential for success in postsecondary education. These needs include socioeconomic status or limited financial resources, family and peer expectations, social/emotional disengagement with school, emotional health, <i>etc.</i> Building familiarity with, and a higher level of trust in, postsecondary education, should be a joint partnership between high schools and postsecondary institutions. There should be increased number of opportunities for CTE students, especially those identified in special populations, to visit college campuses, meet with college recruiters, get assistance with FAFSA and scholarship applications; and more opportunities should be available to families as well as individual prospective students. The challenge is coordinating these visits, meetings, help-sessions, <i>etc.</i>, with respect to student, teacher, faculty, administrator, and parent/guardian schedules.</p>
<p>Are of high quality</p>	<p><b>Secondary:</b> High schools in the Salina Region all support the seven KSDE-established measures of secondary CTE quality by</p> <ul style="list-style-type: none"> <li>● Reviewing local targets based on state and federal Core Indicators of Performance at one or more Advisory Council meetings for each pathway.</li> <li>● Using local labor market data provided by industry members of the Advisory Councils to ensure that pathways are meeting projected employment demand.</li> <li>● Helping CTE teachers and support staff locate and participate in appropriate professional development opportunities that improve instruction and increase student learning.</li> <li>● Maintaining advisory councils for each pathway and meeting twice each year in part to review the needs of local employers.</li> <li>● Maintaining at least one articulation agreement per pathway (statewide or local) and updating pathways and</li> </ul>	<p><b>Secondary:</b> The taskforce for this region recommended that all CTE programs provide more instruction or content that focuses on advancement within a business or industry—<i>i.e.</i>, teaching students how to “move up the ladder” and encouraging this goal for long-term career planning. CTE teachers, counselors, administrators, and support staff might ask themselves: <i>Do students see themselves as potential managers, supervisors, owners, entrepreneurs, or administrators?</i> And recognize that although the skills needed to seek, secure, and maintain entry-level employment are important, the values of longevity, experience, leadership, and interest in lifelong learning—the desire to continuously update/improve one’s technical knowledge and skills—are perhaps under-represented in CTE curricula at the secondary level.</p> <p><b>Postsecondary:</b> A challenge at the postsecondary level, which is shared by most districts/high schools, is the need for high-quality, experienced faculty to lead the programs in high demand.</p>

	<p>courses to qualify for additional articulation agreements when possible.</p> <ul style="list-style-type: none"> <li>● Creating for every student, beginning in middle school, an Individual Plan of Study (IPOS) which is updated every year in high school.</li> <li>● Acquiring and updating equipment and technology to maintain alignment with current workplace standards, as recommended by industry members of pathway Advisory Councils.</li> </ul> <p><b>Postsecondary:</b> Salina Area Technical College supports the six measures of postsecondary CTE quality established by the Kansas Board of Regents by</p> <ul style="list-style-type: none"> <li>● Reviewing progress toward local targets and if necessary negotiating local targets based on state and federal Core Indicators of Performance.</li> <li>● Using labor market data and economic development projections provided by industry members of all Advisory Councils, to ensure that programs are meeting projected employment demand.</li> <li>● Helping CTE faculty and support staff locate and participate in appropriate professional development opportunities that improve instruction and increase student learning.</li> <li>● Maintaining advisory councils for each pathway which review CTE programs of study to determine if they are meeting the needs of local employers.</li> <li>● Providing appropriate industry credentials and certifications in every CTE program.</li> <li>● Seeking to identify and eliminate all barriers to equitable access for students pursuing any program of study.</li> </ul>	<p>Teachers are essential to secondary and postsecondary education but in a technical college the loss of a single key faculty member can result in the dissolution of one or more programs for many years. College instructors are instrumental in bringing local industry representation into Advisory Councils and other channels of program support (donations, mentorship, resources, professional development, <i>etc.</i>). Many instructors have transitioned from industry with considerable prior work experience, so retirement is often high in several programs concurrently.</p>
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## 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
<p>(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</p>	<p><b>Secondary:</b> Most districts in our region provide some form of academic credit recovery program during or after school to help students master challenging state academic standards, encourage them to remain in school, and graduate on time with their peers. CTE students have equitable access to these programs, but also with the flexibility to fully participate in CTSOs, dual credit coursework, and internships or other work-based learning experiences.</p> <p><b>Postsecondary:</b> Salina Area Technical College meets all KBOR requirements for approval of new programs, including:</p> <ul style="list-style-type: none"> <li>• Evidence of labor market or local employer need for the program.</li> <li>• Assurance of non-duplication with programs offered at other colleges in close proximity.</li> <li>• Faculty with appropriate credentials and strong experience in an industry encompassed by this program.</li> <li>• Prepare promotional materials or update information provided to potential students, including those in area high schools.</li> </ul>	<p><b>Secondary:</b> Integration of rigorous academic and technical skills varies by CTE course, and curricula tends to focus on academic standards that are regularly and naturally applied in the workplace. Some pathway courses emphasize mathematics (measurement, accounting, graphing, <i>etc.</i>) while others rely more heavily on reading skills (written/oral communication, interpreting instructions/technical writing, research, report-writing, <i>etc.</i>)—or both subjects, but more selectively than a regular academic course. In the past, some schools in our region have tried to increase academic integration through collaborative instruction by CTE and core subject teachers (<i>e.g.</i>, Math-in-CTE pilot programs).</p> <p><b>Postsecondary:</b> Data collection on academic performance could be increased at the college level. Certifications and assessments specific to technical skills training provide information on employability and student potential for success in the workplace, but reading/math monitoring can perhaps reveal more about possibilities for advancement within each graduate’s chosen career field.</p>
<p>(B) addresses both academic and technical knowledge and skills, including employability skills</p>	<p><b>Secondary:</b> In our region many CTE students in high school are involved in a CTSO, or they participate in other CTE-related competitions (for example, Youth Entrepreneurship Challenge events for Marketing/Business students who may not participate in 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</p>	<p><b>Secondary:</b> 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</p>

	<p>ethic. Employability skills are also addressed through activities like mock interviews with local industry representatives.</p> <p><b>Postsecondary:</b> Salina Area Technical College also supports CTSO participation. Unlike many high schools in the region, CTSO activities at the college level are integrated into program coursework (<i>e.g.</i>, SkillsUSA in the Computer Aided Drafting program). In addition, technical programs have general education math courses integrated into the programs. All Associate Degree programs have written and verbal communications, math, computer/science, and social sciences/humanities 15 credit requirements for graduation. The Nursing and Dental Hygienist departments have additional science requirements.</p>	<p>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.</p> <p><b>Postsecondary:</b> Academic and technical skills integration would benefit from opportunities for General Education and Technical Program instructors to collaborate on curriculum and learning activities, particularly activities in CTE where reading and math skills might be explicitly related to content in the General Education curricula.</p>
<p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area</p>	<p><b>Secondary:</b> 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.</p> <p><b>Postsecondary:</b> Flexibility is a strength. Salina Area Technical College works very closely with all Advisory Councils, responding quickly to changing employment needs of the area by initiating outreach to communities and school districts to specifically promote and recruit for programs in high-demand career fields. An example cited in the initial CTE Needs Assessment was a partnership with the City of Salina and USD 305 to implement Fire Science and Police Science programs. Another example was expansion of</p>	<p><b>Secondary:</b> The greatest challenge for high schools in this region for meeting the economic needs of the area is the considerable cost of facilities, equipment, and technology required to address those career fields: manufacturing, construction, and (increasingly) aviation technology and mobile equipment maintenance.</p> <p><b>Postsecondary:</b> A concern is replacement of instructors in high-demand areas due to retirements and return to industry. Due to demand and industry pay increases, limits the availability of qualified instructors willing to leave the industry to teach. The college continues to meet regional high schools on possible ways to implement additional CTE programs at the high schools using either existing qualified high school CTE teachers or through the use of the college’s faculty. Through the development of new programs, high school students will have the ability to take additional industry credentials.</p>

	<p>the college’s welding program to accommodate sudden increased demand for production welders.</p> <p>Industry partners have strongly supported the college by providing donations, resources, and expertise. A relatively recent example is the opening of Salina Area Technical College’s Lincoln automotive and welding program. The location was developed through a partnership with the Lincoln school district to provide the space near the high school. This partnership allows students in the area, not just from Lincoln, to attend the programs.</p>	
<p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</p>	<p><b>Secondary:</b> 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.</p> <p>Many districts in our region have required career introduction classes in middle school or 9<sup>th</sup> 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.</p> <p><b>Postsecondary:</b> Ensuring that skills learned in each program course build upon, and deepen, student knowledge in a natural progression through the program sequence, requires annual review by all Salina Area Technical College advisory councils. These councils review sequencing of coursework and make recommendations for abridged programs that provide</p>	<p><b>Secondary:</b> 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 increasingly specific learning experiences requires more funding; 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 (<i>e.g.</i>, 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 through a school-based business, student volunteer service, or sales of student-produced work. More needs to be done in this area.</p> <p><b>Postsecondary:</b> Salina Area Technical College continues to work on development of shorter-term programs that allow students to earn an industry credential more quickly, so that they can enter the workforce while progressing toward a more advanced degree and</p>

	<p>high-need skills that can lead to more immediate employment in the region. Each program goes through a program review every three years to evaluate the program’s retention, persistence, and graduation rates.</p>	<p>additional certifications. All programs will adhere to KBOR guidelines and standards of quality.</p> <p>The college has also hired a Director of Business and Community Partnership to develop short-term, industry specialized continuing education trainings to meet the needs of industry partnerships.</p>
<p>(E) has multiple entry and exit points that incorporate credentialing</p>	<p><b>Secondary:</b> CTE in our region supports continuous improvement of pathway <i>sequences</i>, 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. Xello is used in many middle and high schools and helps clarify that focus for students, 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.</p> <p><b>Postsecondary:</b> Nearly every Salina Area Technical College program provides multiple award options (<i>i.e.</i>, Associate’s degree, Cert-A, -B, -C, and/or SAPP—see postsecondary handouts in Appendix A). Additional certifications have been added within the past four years: Cert-A in Welding Technology, Cert-B in Electrical Technology.</p>	<p><b>Secondary:</b> Bolstering the IPOS throughout the region has helped counselors and CTE support staff provide more effective guidance to 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 challenging.</p> <p><b>Postsecondary:</b> Numbers of concentrators pursuing certain certifications may be low if the certification has only recently been available. The college is currently supporting efforts to encourage more students to continue past certification to attain General Education credits needed for an Associate’s degree. Career counselors and faculty discuss with students the long-term financial and employment impact this degree can have in various fields, compared to a certification.</p>
<p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	<p><b>Secondary:</b> 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.</p>	<p><b>Secondary:</b> 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.</p>

	<p><b>Postsecondary:</b> In January 2022, Salina Area Technical College implemented an Early Childhood Education program; and in fall 2022, a Dental Hygienist program. The Allied Health program continues to be available on the SATC campus but is also taught at both high schools in USD 305. The Police Science and Fire Science programs, initially piloted for dual credit enrollment exclusively to USD 305, are now taught primarily on the SATC campus and open to regional high school students outside Salina Public Schools.</p>	<p><b>Postsecondary:</b> As mentioned before, the college strongly encourages students to pursue the Associate’s degree past initial certification, but we also recognize the economic needs of our graduates and the fact that immediate employment is a higher priority than longer-term planning for career advancement.</p>
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### 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?**

<b>RECRUITMENT</b>		
<b>Process</b>	<b>Strengths</b>	<b>Needs/Gaps</b>
<p><b>Secondary:</b> All districts in this region search for and recruit new CTE teachers with the same strategies used for non-CTE positions, including advertising in physical and electronic media; HR representatives attending teacher career fairs and reaching out to faculty for teacher preparation programs to connect with future graduates; administrative networking with other districts, including CTE events; <i>etc.</i> 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, so personal contacts between CTE Advisory Council members, CTE teachers, and local industry workers seeking to transition to teaching are critical.</p> <p><b>Postsecondary:</b> Salina Area Technical College also reaches out to potential educators through professional networks created by industry representatives on each program advisory council, the difference being that industry representation comes from management, ownership, or Board of Directors levels more frequently than secondary councils.</p>	<p><b>Secondary:</b> Many schools in this region regularly include postsecondary representatives on multiple CTE Advisory Councils, and these members can help connect districts to prospective teachers either retiring from the institution or adjunct faculty looking for additional employment.</p> <p><b>Postsecondary:</b> As per Higher Learning Commission standards, Salina Area Technical College 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.</p>	<p><b>Secondary:</b> For most high schools in this region, teachers with FCCS or industrial arts endorsements have been the most difficult to find and recruit. Construction &amp; Design and all Ag pathways rely heaviest on new teachers transitioning from industry, or industry workers with restricted licensure. Local data indicates that among high school CTE teachers, those in Ag or Construction are either among the longest-tenured instructors in the school <b>or</b> the most recently-added/short-tenured (especially if they transitioned from industry). This creates a situation where highly-experienced veterans retire and are replaced by newer, far less experienced teachers, which can affect student and family perceptions of the stability of the program and many of its related services (<i>e.g.</i>, CTSOs that new teachers must learn to sponsor)—and this can lower engagement with the pathway and add more stress to new teachers.</p> <p><b>Postsecondary:</b> For Salina Area Technical College, the most difficult instructors to locate and recruit have been those in the Practical Nursing and Electrical Technology programs. One barrier (and school districts face this as well) is the ability to provide competitive wages.</p>

**TRAINING**

Process	Strengths	Needs/Gaps
<p><b>Secondary:</b> Many high schools in this region provide a form of mentoring for new teachers, which is particularly beneficial for CTE teachers transitioning from industry. Veteran teachers mentor new teachers through a 1-2 year long formal or informal process. They may provide classroom observation and feedback, co-train with mentees, and offer recommendations on pedagogy and school protocols and procedures, in order to acclimate new teachers to the unique work environment. In addition, most districts provide staff development specifically for new teachers, focusing on district-wide initiatives (Kagan Cooperative Learning, Reading First, MTSS, Understanding by Design, <i>etc.</i>) or resources used the district (Canvas, Skyward, Xello, Chromebooks, Promethean boards). Perkins-funded staff development is also available to enhance content knowledge or help teachers gain skills in CTE activities (<i>e.g.</i>, setting up a student-run business).</p> <p><b>Postsecondary:</b> Salina Area Technical College benefits from a faculty motivated and capable of seeking and coordinating specific training in their fields, particularly externships and seasonal or part-time employment with local industry. These experiences enhance their skills and knowledge as instructors. In addition, college administrators regularly participate in CTE events such as the KSDE Annual CTE Conference, K-ACTE Summer Conference, Drive-In Workshops, and other trainings to keep them up-to-date on Perkins requirements, data collection, equity in CTE, strategies to support special populations, <i>etc.</i></p>	<p><b>Secondary:</b> 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 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.</p> <p><b>Postsecondary:</b> Though recruiting CTE educators is an ongoing challenge, Salina Area Technical College 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 careers where a college instructor’s wage is not competitive. It is often beneficial to have younger instructors who have a positive personal connection to the college.</p>	<p><b>Secondary:</b> High schools in the region report that many of their new CTE teachers often get overwhelmed by the scope and number of district/school trainings. Particularly with teachers transitioning from industry, where the classroom is an initially alien environment and high school students a unique clientele, there is a demand for what many consider “nuts and bolts” training: <i>i.e.</i>, the fundamentals of teaching (grading, analyzing performance data, classroom management, using classroom technology, <i>etc.</i>) rather than broader issues like history and vision of CTE.</p> <p><b>Postsecondary:</b> Salina Area Technical College faces many of the same challenges as high schools in the region with locating training opportunities that are appropriate to every CTE instructor and flexible in terms of participation/completion. Instructors are able to gain experience, improve technical skills, and update knowledge of current industry practices by working part-time or seasonally with local companies, but there is often little time or funding for pedagogical training.</p>

**RETENTION**

Process	Strengths	Needs/Gaps
<p><b>Secondary:</b> Some districts/schools within the region provide incentives available only to CTE teachers. For example, CTE teachers might earn an honorarium or stipend for sponsoring a CTSO (FFA, BPA, FCCLA, HOSA, SkillsUSA, <i>et al.</i>); extended contracts or additional pay for CTE-related activities (examples: Youth Entrepreneurship Challenge, FHSU Western Kansas Technology Education Fair, Missouri Welding Institute Competition, Teen Women in Science and Technology events); recognitions or awards at district/school events; and other material or financial compensation.</p> <p>At the same time, most districts/schools attempt to alleviate some of the stressful responsibilities or tasks that often fall upon CTE teachers (with no compensation): <i>e.g.</i>, Perkins reporting and data collection, recruiting Advisory Council members, locating internship placements, coordinating certification exams, <i>etc.</i> Administrators and CTE support staff frequently complete these tasks so teachers are not overwhelmed with additional work.</p> <p><b>Postsecondary:</b> Teachers transitioning 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</p>	<p><b>Secondary:</b> Some high schools in the region that have hired CTE teachers from industry help ease their transition to teaching, and are thus more successful in retaining these teachers, by providing ongoing support from the HR office to monitor and guide them through the process toward full licensure. Some districts include additional leave for these teachers to take college classes, referrals to online coursework so teachers don’t need to travel, and school-based opportunities for leadership projects that are related to coursework.</p> <p><b>Postsecondary:</b> Though recruiting CTE educators is an ongoing challenge, Salina Area Technical College has had success in encouraging younger alumni to return to the college as adjunct or full-time instructors. It is easier to attract alumni when these former students have not advanced to a point in their post-college careers where an instructor’s wage is not competitive. And not only is beneficial to have young instructors who have a strong, positive personal connection to the college where they earned their degree/certification, but retaining these individuals has proven easier because of that same desire to “give back” to the school and develop new generations of successful graduates in their program of interest.</p>	<p><b>Secondary:</b> For teachers transitioning from industry, even if they are working with a restricted license, connecting them with a veteran teacher during their first year often helps encourage them to stay in the profession. It also provides support for developing skills in pedagogy, RTI (Response To Intervention), brain-based learning, and other content that teachers coming directly from industry don’t necessarily have. Unfortunately, many CTE programs/pathways have faced significant losses in their departments so mentors are no always available within the same career field or discipline. The mentorships that really help retain newer CTE teachers are those where the mentor shares a similar career “journey,” background, or work history as the mentee.</p> <p><b>Postsecondary:</b> As with secondary level, the key to retaining excellent teachers who transitioned from industry is to effectively acclimate these teachers to a new work environment, new protocols and workplace policies, and the nature of the clients (students) they serve, who are not motivated in exactly the same ways that <i>employees</i> are motivated during on-the-job training. Many new instructors are not as experienced working with younger people, and generational differences can lead to conflict and diminished enthusiasm for the teaching profession.</p>

<p>networks of advisory council members. This is true for high schools as well, but more so for technical colleges because many industry workers want to train students with a strong focus on gaining employment immediately in their field.</p>		
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## 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
	<b><i>Perkins V – special populations Sec. 2(48)</i></b>
✓	(A) individuals with disabilities; (includes ESEA 1111(h)(1)(C)(ii)(C))
✓	(B) individuals from economically disadvantaged families, including low-income youth and adults; (includes ESEA 1111(h)(1)(C)(ii)(A))
✓	(C) individuals preparing for non-traditional fields;
✓	(D) single parents, including single pregnant women;
✓	(E) out-of-workforce individuals;
✓	(F) English learners; (includes ESEA 1111(h)(1)(C)(ii)(D))
✓	(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.
	<b><i>ESEA of 1965 Sec. 1111(h)(1)(C)(ii)</i></b> (B) students from major racial and ethnic groups;
✓	American Indian or Alaskan Native
✓	Asian
✓	Black or African American
✓	Hispanic/Latino
✓	Native Hawaiian or Other Pacific Islander
✓	White
✓	Two or More Races
✓	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.

NOTE: \* indicates that Core Indicator is a strength or gap for this special population in some pathways but not *all* pathways.

Strength	Which special population(s)	Strategies for Sustaining
1S1: Graduation	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• English learners</li> <li>• Non-traditional</li> <li>• Homeless</li> <li>• Parent in military</li> </ul>	<p>High schools in this region provide special education accommodations recommended and coordinated by the appropriate special education cooperative: Beloit Special Education Cooperative for USD 299 (Sylvan-Grove) and USD 298 (Lincoln); Flint Hills Special Education Cooperative for USD 284 (Chase County); and the Central Kansas Cooperative in Education for all other districts in the Salina Region, with administrative offices based in Salina.</p> <p>Some high schools in the region have emergency funds or “special need” funds for students who might be otherwise obstructed in CTE participation by economic hardship or unique circumstances related to a special populations status. These funds typically come from student fundraising by CTSOs or CTE student organizations (e.g., Robotics Club, Student Caterers), community partner donations, or local/building funds. Funds can cover a variety of needs that interfere with future graduation, including course fees/expenses for dual credit classes, CTSO participation costs, uniforms, travel for technical college coursework, etc.; special populations students generally receive assistance in a manner that preserves the student’s privacy and dignity.</p>
2S2: Math	<ul style="list-style-type: none"> <li>• Homeless*</li> <li>• Parent in military*</li> </ul>	<p>Many districts in this region continue to actively promote school-wide instruction that focuses on student development of a growth mindset: a strong sense of self-reliance, confidence, self-determination, and desire of students to take “ownership” of their own learning and achievement. Growth mindset may help address the psychological barriers imposed by prolonged history of bias, discrimination, racism, and stereotyping, particularly in mastering academic knowledge and skills that may be historically associated with certain subgroups but not others. Math and science are areas where historical and social bias may limit full engagement by “out” groups such as females, minority, and students with economic hardship.</p> <p>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 serving districts in this region, are able to find research-based training on building diversity and cultural sensitivity. District and building leadership is</p>
2S3: Science	<ul style="list-style-type: none"> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• Non-traditional*</li> <li>• Parent in military*</li> </ul>	

		<p>promoting more of this type of training for all staff, including CTE teachers, instead of just a few individuals actively seeking administrative positions.</p>
3S1: Placement	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged*</li> <li>• English learners*</li> <li>• Non-traditional</li> <li>• Homeless*</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>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 each student's experiences in school. This communication helps counselors make incisive recommendations not only for academic planning but for available opportunities work-based learning, CTSOs, community volunteer service, student leadership, postsecondary education and training, and industry-recognized certification. The IPOS is revised/updated in collaboration with students and families, adjusting to the changing needs of the student and ensuring placement in post-graduate training, education, and/or employment with the best chances of lifelong success.</p> <p>In addition, cooperative learning strategies are used in many classrooms but are 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. This in turn better prepares future graduates for the workplace environment in their pathway of interest.</p>
4S1: Non-Traditional	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Parent in military*</li> </ul>	<p>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, <i>etc.</i>, 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.</p>
5S2: Postsecondary Credits	<ul style="list-style-type: none"> <li>• Economically disadvantaged*</li> <li>• English learners*</li> <li>• Non-traditional</li> <li>• Homeless*</li> <li>• Foster care</li> </ul>	<p>Some high schools in the region provide physical and economic supports for CTE students to enroll, participate, and complete postsecondary coursework. These supports may include providing free transportation to and from Salina Area Technical College and/or work-based learning experiences; funds for college fees, uniforms, tools, PPE, certification-testing, <i>etc.</i>; and flexible scheduling during their senior year so students can leave high school early or come late in order to complete a longer block of college instruction time.</p>
1P1: Retention and Placement	<ul style="list-style-type: none"> <li>• All groups except students preparing for non-traditional fields</li> </ul>	<p>Salina Area Technical College maintains for every program a high-quality advisory council with members with strong industry experience, current knowledge of local employment needs, and extensive networks of regional contacts that work with the school to connect with postsecondary students preparing to enter the workforce, promoting their companies and</p>

		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, <i>etc.</i> , There are many job placements for Salina Area Technical College graduates in and around Salina alone, in addition to nearby adjacent areas where graduates may desire long-term residence.
2P1: Postsecondary Credential	<ul style="list-style-type: none"> <li>All groups except students preparing for non-traditional fields</li> </ul>	Salina Area Technical College has worked with USD 305 and other districts in the region to offer more post-secondary coursework opportunities. Many of these courses lead to quicker completion when those students graduate high school and enrolls in the college. Another strength has been relatively lower class sizes that offer more one-on-one instruction, which has helped students focus on preparing for industry-certification training. Individualized attention can be especially helpful for students suffering from test anxiety.
3P1: Non-traditional Participation	<ul style="list-style-type: none"> <li>Individuals with disabilities</li> <li>English learners</li> </ul>	Non-traditional participation was strong in the Business Management & Administration, Manufacturing, and the Law, Public Safety, Corrections & Security programs. The indicator was weaker in the Architecture & Construction, Health Science, Human Services, and Transportation, Distribution & Logistics programs. The college continues to support outreach to promote non-traditional enrollment in all programs, and efforts have been more successful with English learners and students with disabilities; for other special populations, recruitment is focusing on expanding potential students' perceptions of the career opportunities available to employees of their gender, across all fields. Bringing more non-traditional representatives from business and industry to recruitment events is an important component of those efforts.
<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
2S1: Reading	<ul style="list-style-type: none"> <li>Individuals with disabilities</li> <li>Economically disadvantaged</li> <li>Single parents/pregnant women</li> <li>English learners</li> <li>Non-traditional</li> <li>Migrant worker parents</li> <li>Homeless</li> <li>Parent in military</li> <li>Foster care</li> </ul>	Special education representatives on the CTE Needs Assessment taskforce for this region identified most prevalent/fastest increasing challenges seen by CTE concentrators as ASD (Autism Spectrum Disorder), Emotional Disturbance (ED), and Intellectual Disability (ID), with limited mobility, sensory impairment, and other physical issues less prevalent. This suggests that CTE classrooms need more than physical accommodations; the learning environment must be transformed so that <i>all</i> students understand and demonstrate collegiality, respect, empathy, teamwork, and communication in a professional setting. This is especially important in CTE where group projects and collaborative tasks are increasing in order to replicate workplace practices more effectively. Consequently, CTE teachers and support staff need professional development that is focused on ways to create a positive learning environment.
2S2: Math	<ul style="list-style-type: none"> <li>Individuals with disabilities</li> <li>Economically disadvantaged</li> <li>Single parents/pregnant women</li> <li>English learners</li> <li>Non-traditional</li> <li>Migrant worker parents</li> <li>Homeless*</li> </ul>	The Salina Region taskforce has suggested that in general, all CTE curricula could better support academic proficiency by integrating more rigorous academic skills across the entire pathway, not just upper-level coursework. Math, reading, and science content already tends to occur naturally in the capstone classes where students are engaged in work-based learning or real-world projects, but more integration needs to happen in the introductory and

	<ul style="list-style-type: none"> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>technical levels. Moreover, integration across the pathway should be aligned to the math, reading, and science standards aligned to the same grade levels (9-12) that CTE students are expected to enroll in pathway courses.</p>
2S3: Science	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged*</li> <li>• English learners</li> <li>• Non-traditional*</li> <li>• Migrant worker parents</li> <li>• Homeless</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>One challenge is that many introductory level CTE courses in the region allow students to enroll in any high school grade, so academic skills integrated into those curricula might not align to what every student is learning concurrently with that CTE course, which is the ideal for reinforcing content knowledge—when skills, principles, and common vocabulary are taught in both CTE and core academic courses during the same year.</p>
3S1: Placement	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military*</li> </ul>	<p>Creating schedules for special education students that facilitates pathway completion is often challenging for counseling departments. Counselors would benefit from greater administrative oversight of scheduling, so that they are not negotiating schedules with individual teachers alone. In the long term, improved scheduling requires more special education teachers and support staff in modified and class-within-a-class courses.</p> <p>For all special populations and many minority students, exposure to postsecondary education is key to pursuing advanced training/certification after high school. This is especially true for students from socioeconomically disadvantaged households and other subgroups that may have limited experience with college, or knowledge about college based on distorted information shared within their social circles. All high school students have preconceptions about what college is like, and the experiences of family, friends, and peers can limit those views or make postsecondary education seem unattainable.</p> <p>Postsecondary exposure for all special populations needs to occur in elementary or middle school; more frequently; and in contexts that build positive attitudes toward college—not an attitude that college is the absolute goal but an understanding of what postsecondary education can offer in terms of career development and advancement later in adult life. Connecting CTE students to postsecondary education needs to focus on what college can realistically do for them—especially economically and financially.</p>
4S1: Non-Traditional	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Homeless</li> <li>• Parent in military*</li> </ul>	<p>Nearly all districts in this region analyze local performance data and identify gaps based on race/ethnicity as well as special populations subgroups. For CTE, curriculum updating and revision almost always 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. In addition, many districts have attempted to facilitate equity training across all teaching staff, which is considered</p>

	<ul style="list-style-type: none"> <li>• Foster care</li> </ul>	preferable to selecting a relatively small cadre of identified “leaders” within a district to coordinate small-group, in-house training over a longer period of time. The inclusion of CTE teachers could be improved, however, as these efforts tend to favor core academic subject curricula and locally mandated coursework.
5S2: Postsecondary Credits	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military</li> </ul>	The taskforce suggested that some schools in this region could redirect some of the revenue generated by CTE initiatives ( <i>i.e.</i> , school stores, fundraisers, product sales) toward “scholarships” for students interested in enrolling in their first college course. Enrollment could be further incentivized by providing time in school to complete homework, prepare for certification exams, purchase practice tests for those exams, or offer financial assistance so students could join a postsecondary CTSO and/or compete in competitions at that level. Other supports to help students participate in and complete postsecondary coursework have been noted.
1P1: Retention and Placement	<ul style="list-style-type: none"> <li>• Non-traditional</li> </ul>	Meeting the needs of non-traditional concentrators is a challenge in all three Core Indicators: the college faces challenges in recruiting and enrolling larger numbers of non-traditional students ( <i>i.e.</i> , participation); supporting non-traditional students to complete their program successfully (retention and credentialing); and placing them after graduation. As previously mentioned, the programs where non-traditional students have largest gaps are in Architecture & Construction, Health Science, Human Services, and Transportation, Distribution & Logistics. These are programs in which many students enroll that have significant, immediate economic need for employment not just after graduation but during enrollment. For students with such needs, selecting “traditional,” or socially/culturally-embedded career fields, is the obvious choice. Choosing a non-traditional career may be perceived as financially risky or uncertain. Recruitment and outreach efforts have to address this mindset. An important focus is developing recruitment materials and hosting recruitment events in which diverse student, employee, and employer populations are represented.
2P1: Postsecondary Credential	<ul style="list-style-type: none"> <li>• Non-traditional</li> </ul>	
3P1: Non-traditional Participation	<ul style="list-style-type: none"> <li>• Economically disadvantaged</li> <li>• Non-traditional</li> <li>• Out of Workforce</li> <li>• Single parents/pregnant women</li> <li>• Parent in military</li> <li>• Foster care</li> </ul>	

## 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.

NOTE: \* indicates that Core Indicator is a strength or gap for this special population in some pathways but not *all* pathways.

Strength	Which special population(s)	Strategies for Sustaining
1S1: Graduation	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• English learners</li> <li>• Non-traditional</li> <li>• Homeless</li> <li>• Parent in military</li> </ul>	<p>For students receiving special education services, accommodations are integrated into CTE as well as core academic and elective classes and may include individualized support from paras, physical assistants, or interpreters. Physical accommodations in equipment, supplies, tools, technology, facilities, furniture, <i>etc.</i>, are also recommended by CTE Advisory Councils to address identified barriers in hands-on learning activities that should lead to mastery of technical skills and overall success in the pathway.</p> <p>Students with economic needs can benefit from support from building funds specifically created to increase CTE participation and success. This includes participation in CTSOs, dual credit enrollment, work-based learning, volunteer service in the community, mentorship outside the school, and other experiences where costs might prohibit full inclusion. Participation in CTE activities outside the classroom helps strength learner engagement with the content (technical skills, training, career planning) and keep students focused on graduation and continuing education and career development afterwards.</p>
2S2: Math	<ul style="list-style-type: none"> <li>• Homeless*</li> <li>• Parent in military*</li> </ul>	<p>As previously stated, most districts in the Salina Region are promoting school-wide instruction focusing on growth mindset, including strategies to develop a growth mindset it traditionally under-served populations, especially in core academic learning. The development of growth mindset does not mitigate responsibility of all educators, support staff, administrators, and local stakeholders in also recognizing possible biases, potential or actual discrimination, covert or explicit racism and stereotyping, or embedded attitudes that encourage special populations students to see themselves as incapable or limited in mastery of certain skills, including math and science, two areas of historical and social bias toward female, minority, and economically disadvantaged students.</p>
2S3: Science	<ul style="list-style-type: none"> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• Non-traditional*</li> <li>• Parent in military*</li> </ul>	
3S1: Placement	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged*</li> <li>• English learners*</li> <li>• Non-traditional</li> <li>• Homeless*</li> </ul>	<p>All high school students in this region receive college and career guidance through Individual Plans of Study, and most have opportunities for ongoing collaboration (with counselors, teachers, and support staff) on a 6-year IPS. This is especially beneficial for minority and disadvantaged populations that may have limited knowledge of the full scope of local/regional occupations aligned with their interests and skills. An example:</p>

	<ul style="list-style-type: none"> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>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.</p> <p>Most high schools in the Salina Region are currently using Xello to create an IPS for students beginning in either 7<sup>th</sup> or 8<sup>th</sup> 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.</p>
4S1: Non-Traditional	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Parent in military*</li> </ul>	<p>CTE teachers and support staff across the Salina Region purposefully strive toward diversity in classroom project teams, CTSO membership, selection of classroom speakers, workplace mentors, Advisory Council composition, <i>etc.</i>, because it's critical to include a diverse range of perspectives and knowledge to CTE decision-making. Local industry partners also support these efforts by connecting students and schools to diverse role models who have "unusual" or non-traditional career journeys to share.</p>
5S2: Postsecondary Credits	<ul style="list-style-type: none"> <li>• Economically disadvantaged*</li> <li>• English learners*</li> <li>• Non-traditional</li> <li>• Homeless*</li> <li>• Foster care</li> </ul>	<p>It has been previously noted that many high schools in this region have established special CTE student funds for emergencies, economic hardships, or other support needed in order to ensure that all students have equitable opportunity to participate and benefit from CTE experiences. Funds are frequently used to help students who are economically disadvantaged not just based on family household income, but may be dealing with economic uncertainty because of unique living situations or circumstances that have recently and unexpectedly arisen. These funds are predominantly used to help special populations seeking to attain postsecondary credits. Support may include transportation to and from college campus; flexible scheduling to accommodate longer blocks of college class time; certification exam fees; and costs of required tools, PPE, uniforms, or textbooks. In addition to financial assistance, counseling departments also work with CTE students to assist with applications for scholarships that may be offered through the college or local donors.</p>
1P1: Retention and Placement	<ul style="list-style-type: none"> <li>• All groups except students preparing for non-traditional fields</li> </ul>	<p>Several current strategies to address the needs of special populations have been described in Section Q4. Many strategies are duplicative because students fall into multiple special populations categories. Addressing student needs requires a network of interrelated services. For example: awarding credit to students for prior learning/military experience/work experience has direct benefit to economically disadvantaged students who need to earn college credit quickly in order to enter financially stable employment in their chosen field; but this flexibility also promotes a positive learning culture where</p>
2P1: Postsecondary Credential	<ul style="list-style-type: none"> <li>• All groups except students preparing for non-traditional fields</li> </ul>	
3P1: Non-traditional Participation	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• English learners</li> </ul>	

		<p>“unconventional” experiences or backgrounds are recognized as <i>learning</i> experiences that are just as essential to program success as seat time in a classroom or lab. Another recommendation was continuing to expand partnership with the Salina Adult Education Center to create a seamless transition to credentialing and employment. Partnerships with other entities such as OCCK, Inc., local industries, and school districts in the region, are also critical to reinforce services for special populations.</p>
<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
2S1: Reading	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• Single parents/pregnant women</li> <li>• English learners</li> <li>• Non-traditional</li> <li>• Migrant worker parents</li> <li>• Homeless</li> <li>• Parent in military</li> <li>• Foster care</li> </ul>	<p>Related to earlier discussions about academic and technical skill integration across all pathway curricula, it was noted that many CTE teachers find it challenging to integrate reading, math, and science into their curricula, lessons, and activities in ways that feel “natural” to the course content, relevant to the workplace, <i>and</i> reinforce/enhance the technical skills that students need to master, rather than feeling like adjuncts separate from those skills.</p> <p>The results are often what CTE teachers themselves see as artificial attempts to interject academic skills into a predominantly technical/workplace-based curriculum. Research reports are a popular example. These assignments help strengthen reading and writing skills, but as tasks they seem disconnected and incongruous with many work environments.</p>
2S2: Math	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• Single parents/pregnant women</li> <li>• English learners</li> <li>• Non-traditional</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>A recurring suggestion to address the overall quality of academic/technical content integration is for CTE and core academic teachers to collaborate on the CTE curriculum revision, rather than have CTE teachers work alone (or collaborate only with other CTE teachers in their pathway). However, this would require more collaboration time for both CTE and academic teachers and either require subs (and take regular teachers out of the classroom for possibly multiple days) or pay honorariums/additional pay for after-school or summer curriculum work.</p>
2S3: Science	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged*</li> <li>• English learners</li> <li>• Non-traditional*</li> <li>• Migrant worker parents</li> <li>• Homeless</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	
3S1: Placement	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> </ul>	<p>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</p>

	<ul style="list-style-type: none"> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military*</li> </ul>	<p>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 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, <i>etc.</i></p>
4S1: Non-Traditional	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Homeless</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>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.</p>
5S2: Postsecondary Credits	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military</li> </ul>	<p>There has been discussion between Salina Area Technical College and USD 305 administration about developing shortened CTE programs with lower tuition, but focusing on industry skills in high demand at specific worksites (<i>e.g.</i>, an abbreviated Welding Technology program that focuses exclusively on MIG welding for production work). A potential benefit of such programs is that they could attract students with financial barriers who want to be employable in shorter time; on the industry side, these programs could produce larger numbers of trained employees for entry-level positions.</p>
1P1: Retention and Placement	<ul style="list-style-type: none"> <li>• Non-traditional</li> </ul>	<p>The first two indicators (1P1, 2P1) are strongly dependent upon the third (3P1) because non-traditional recruitment is really the first phase of the process. Salina Area Technical College recognizes the need to recruit non-traditional potential students in a strategic manner that addresses student perceptions of future success in non-traditional fields. Developing more diverse recruitment materials is part of this initiative, as well as bringing more non-traditional role models to recruitment events. But connecting career opportunities to non-traditional fields of study is extremely important: potential students must believe that opportunities for high-wage, high-skill, high-demand careers are prevalent and readily available through training and certification at the college level. If students do not believe such opportunities exist, they are more likely to avoid risk and enter traditional fields (that may not align with their actual interests or skills).</p>
2P1: Postsecondary Credential	<ul style="list-style-type: none"> <li>• Non-traditional</li> </ul>	
3P1: Non-traditional Participation	<ul style="list-style-type: none"> <li>• Economically disadvantaged</li> <li>• Non-traditional</li> <li>• Out of Workforce</li> <li>• Single parents/pregnant women</li> <li>• Parent in military</li> <li>• Foster care</li> </ul>	

**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.

NOTE: \* indicates that Core Indicator is a strength or gap for this special population in some pathways but not *all* pathways.

Strength	Which special population(s)	Strategies for Sustaining
1S1: Graduation	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• English learners</li> <li>• Non-traditional</li> <li>• Homeless</li> <li>• Parent in military</li> </ul>	<p>High school counselors across the region annually update their own 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., a local Explorers programs, volunteer opportunities in relevant workplaces, potential internships or industries to visit, community scholarships in specific career fields, and so on).</p> <p>As a standalone district, USD 305 maintains support staff at the district level to facilitate and monitor use of Perkins funds, ensure reporting and data collection occurs on schedule, maintain fiscal records, and locate resources for CTE counseling. For other districts in the Salina Region, education service centers offer the same support services, as well as centralized archives for instructional resources, activities, and materials.</p>
2S2: Math	<ul style="list-style-type: none"> <li>• Homeless*</li> <li>• Parent in military*</li> </ul>	<p>Most districts in this region regularly schedule CTE curriculum updates/revision in alignment with updated standards/competencies developed by the Kansas State Department of Education. When technical standards/competencies change, CTE teachers will work on updating local curriculum, in collaborative groups when possible, either during the summer (requiring honorariums/additional pay for off-contract work) or the regular school day (requiring one or more subs) immediately after state revisions are provided.</p> <p>Curriculum updates not only ensure that technical skills remain aligned to contemporary workplace standards and practices, but provide CTE teachers with an opportunity to revisit their local standards and increase the level of rigor for math, reading, and science integration. Local standards supplement, not supplant, state-required competencies and are generally more responsive to the unique economic and employment characteristics of each district. These standards are generally recommended by the school’s pathway Advisory Council but may include input from school specialists (Reading/Math Coaches or Interventionists, ELA/Math/Science department chairs, <i>et al.</i>).</p>
2S3: Science	<ul style="list-style-type: none"> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• Non-traditional*</li> <li>• Parent in military*</li> </ul>	

3S1: Placement	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged*</li> <li>• English learners*</li> <li>• Non-traditional</li> <li>• Homeless*</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>Postsecondary placement data is frequently “Unknown” for special populations students—<i>i.e.</i>, efforts to locate and re-connect with students within one year of graduation are unsuccessful, so no postsecondary 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 service, English Learners, in or transitioning out of foster care, <i>etc.</i>), re-connecting after graduation is especially challenging. Increasing parent/family engagement is one strategy to improve efforts to gather postsecondary 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.</p>
4S1: Non-Traditional	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Parent in military*</li> </ul>	<p>All high school students have college and career guidance through Individual Plans of Study. Most high schools in this region support a 6-year IPOS, which benefits all students but is especially important for non-traditional, minority, and disadvantaged student populations who may have limited knowledge of the full scope of occupations (local or otherwise) aligned with their interests and skills. An example suggested by a previous taskforce for the region was the fact that many students interested in culinary arts tend to think only of cooks and chefs in restaurants, unaware that the Restaurant &amp; Event Management pathway includes related careers like restaurant and catering business owners, institutional kitchen managers, dieticians and nutritionists, event planners, and many others. Counseling departments use the IPOS as a “road map” for a wide variety of careers within each student’s chosen pathway. For non-traditional participation and completion, exposure to information covering a broader spectrum of different careers in their pathway helps encourage many students to continue pursuing that pathway and exploring multiple options for work-based learning experiences.</p>
5S2: Postsecondary Credits	<ul style="list-style-type: none"> <li>• Economically disadvantaged*</li> <li>• English learners*</li> <li>• Non-traditional</li> <li>• Homeless*</li> <li>• Foster care</li> </ul>	<p>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 Salina Area Technical College in partnership with the City of Salina have expanded to admit high school students from districts outside USD 305, and courses are now taught at the college campus and adjunct locations in Salina. In January 2022, the college implemented an Early Childhood Education program followed by a successful, very popular Dental Hygienist program later that fall. These programs and others approved for accreditation in the future can provide additional dual credit opportunities that will strengthen this Core Indicator.</p> <p>Previous reports also noted the efforts of USD 305 administration to work with colleges in the area to make more dual credit offerings available to high school students. The</p>

		most significant example was a partnership with KSU-Salina to create what was initially called the PolyCATS program, in which USD 305 students could 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 Kansas State University programs. This program is open to USD 305 students but has special relevance to concentrators in the Engineering and Web & Digital Communications pathways, as well as those with interests in career fields with no local secondary pathway ( <i>e.g.</i> , Manufacturing, Mobile Equipment Maintenance).
1P1: Retention and Placement	<ul style="list-style-type: none"> <li>All groups except students preparing for non-traditional fields</li> </ul>	Salina Area Technical College relies upon the strength of its individual program advisory councils, and the extensive and broad scope of expertise of those council members, to create connections between graduates/imminent graduates and local employers and industries. There are career opportunities throughout the region and Saline County alone has a large number of openings every year in several pathways. The numbers of job placements in the immediate geographic region is a benefit for many special populations students who are limited in their career search by economic, physical, social, or family needs. Having advisory councils with extensive networks of local industry connections has made it easier to place students with specific needs with the employer that best allows them to be successful contributors to the region.
2P1: Postsecondary Credential	<ul style="list-style-type: none"> <li>All groups except students preparing for non-traditional fields</li> </ul>	Salina Area Technical College works with counseling departments for USD 305 and other districts in the region not just to enroll high school students for dual credit, but to provide support services that address their needs if they are special populations. Strong support for dual credit enrollment helps many high school graduates complete the remainder of their SATC program more quickly, resulting in higher rates of credentialing.
3P1: Non-traditional Participation	<ul style="list-style-type: none"> <li>Individuals with disabilities</li> <li>English learners</li> </ul>	Non-traditional participation can be sustained and improved through strategic recruitment efforts that address non-traditional potential students' perceptions of their career "chances" after program completion. Increasing student and family knowledge of the non-traditional career opportunities available in this region might encourage students to enter a non-traditional field of study if they believe this could lead to high-wage employment quickly.
<b>Gap</b>	<b>Which special population(s)</b>	<b>Strategies for Improvement</b>
2S1: Reading	<ul style="list-style-type: none"> <li>Individuals with disabilities</li> <li>Economically disadvantaged</li> <li>Single parents/pregnant women</li> <li>English learners</li> <li>Non-traditional</li> <li>Migrant worker parents</li> <li>Homeless</li> </ul>	Multiple special populations subgroups struggle to reach state benchmarks for reading, math, and/or science performance. Although many of these groups are too small in number to disaggregate while retaining student confidentiality, and even accounting for duplication of students with multiple special populations statuses, the total number is a significant portion of CTE concentrators across the region. Because of the number of students with multiple statuses, many strategies could be effective across these groups (for example, interventions for ELL may encompass students of migrant worker parents

	<ul style="list-style-type: none"> <li>• Parent in military</li> <li>• Foster care</li> </ul>	<p>and economically disadvantaged households; single parents/pregnant women may overlap with non-traditional subgroup; and so on). The primary recommendations of the current and previous taskforces for the region include</p> <ul style="list-style-type: none"> <li>• Bolstering tiered interventions through MTSS (Multi-Tiered System of Supports) and school MTSS team itself, including representation from CTE teachers</li> <li>• Increasing quality of integration of academic and technical skills across every level (introductory, technical, application) of pathway curricula and making sure reading, math, and science skills are aligned to the standards typically taught in core subject coursework at the same grade levels</li> <li>• Increasing collaboration between CTE and core academic teachers (or subject area specialists/interventionists) in the development of integrated projects, with stronger emphasis on using the same vocabulary in CTE activities when reading, math, and science skills are applied</li> <li>• Acquiring adaptive technology/resources that help students with disabilities master the math, reading, or science content that may be embedded in CTE activities (<i>e.g.</i>, text-to-speech devices for technical manuals, measurement scales with larger texts/symbols, tactile models for anatomy, <i>etc.</i>)</li> <li>• Specialized translation services for English-language resources (technical manuals, written instructions, informational packets)</li> </ul>
2S2: Math	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• Single parents/pregnant women</li> <li>• English learners</li> <li>• Non-traditional</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	
2S3: Science	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged*</li> <li>• English learners</li> <li>• Non-traditional*</li> <li>• Migrant worker parents</li> <li>• Homeless</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	
3S1: Placement	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military*</li> </ul>	<p>Students in special populations (not limited to those from economically disadvantaged households) may not plan to enroll in postsecondary education or training after high school; that decision can limit their focus on pathways that seem to have more entry-level employment opportunities directly after high school. But these pathways may not align with students' genuine interests, resulting in discouragement and employment in low-wage jobs outside their preferred field. Pathways that appear to require at least one year of postsecondary training might be less inviting because of financial considerations. CTE teachers, counselors, and support staff across the Salina region need to better recognize and address this reluctance by emphasizing the long-term over short-term economic benefits of concentrating in a pathway of genuine interest; benefits including</p> <ul style="list-style-type: none"> <li>○ transferability of skills learned in postsecondary education</li> <li>○ students' greater overall earning power with some college credits</li> <li>○ improved ability to advance within a company or industry</li> <li>○ long-term financial gain as well as non-salary benefits and compensation available through advanced training</li> </ul>
4S1: Non-Traditional	<ul style="list-style-type: none"> <li>• Individuals with disabilities*</li> <li>• Economically disadvantaged</li> </ul>	<p>All special populations students, but especially those in non-traditional pathways of study, can benefit from individual connections made with local role models. These</p>

	<ul style="list-style-type: none"> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Homeless</li> <li>• Parent in military*</li> <li>• Foster care</li> </ul>	<p>connections may not be formal mentorships or internships, but they should be professional relationships that allow students to hear how an adult that shares their barriers, culture, or values has achieved success in high-wage, high-skill, high-demand occupations through education, training, and certification that was all strategically planned. Non-traditional students in particular need to see what is achievable and relatable to their own unique experiences. The stories of local community/industry representatives can be very powerful if the process of the success journey is explicated effectively (not just the challenges overcome). Perhaps the most important benefit is encouraging non-traditional students (and other special populations) to pursue career goals that without such context might seem overly ambitious or unattainable.</p>
5S2: Postsecondary Credits	<ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged*</li> <li>• Single parents/pregnant women</li> <li>• English learners*</li> <li>• Migrant worker parents</li> <li>• Homeless*</li> <li>• Parent in military</li> </ul>	<p>As mentioned in previous sections of this assessment, districts in our region strongly support efforts to expand every student’s vision of what they are capable of doing (in education and career) over the long term—years and decades from graduation, not just their economic needs immediately following high school. Special populations students are often focused on short-term financial need and the goal of achieving minimal self-sufficiency, with no definite career plan for advancement or building their employability and knowledge further. Instilling a sense of <i>ambition</i> in students is challenging but essential to continued success. Educators are working against learned helplessness that stems from a variety of home, family, cultural, and social factors.</p> <p>Equity Councils have been frequently mentioned and our region recognizes that these groups are not the solution solely by themselves; but local Equity Councils (and other public education-supportive community groups and foundations) <i>are</i> valuable for bringing diverse perspectives to understanding the root causes of learned helplessness, especially among students of special populations. Learned helplessness is one of the underlying factors that diminish student interest in pursuing dual credit opportunities: when students see themselves as incapable—or see themselves as members of a group they see as considered incapable—of completing college-level work, they retreat from fear of failure. Within education, teachers and support staff may have difficulty really understanding this point of view, so having outside perspectives provide clarification is important. Widening the “net” catching these perspectives requires more than reliance on Equity Councils or even CTE Advisory Councils. Additional community-based groups and organizations must be approached to partner with districts in developing strategies to address learned helplessness.</p>
1P1: Retention and Placement	<ul style="list-style-type: none"> <li>• Non-traditional</li> </ul>	<p>Promoting diversity across every CTE classroom is a challenge at the postsecondary level as well as the secondary level. Colleges do not have a lengthy counseling continuum to</p>

2P1: Postsecondary Credential	<ul style="list-style-type: none"> <li>• Non-traditional</li> </ul>	<p>identify prospective non-traditional concentrators, monitor their secondary IPOS, and nurture/encourage that interest into college or advanced training. For that reason, dual credit enrollment is an important opportunity for high schools and colleges to collaborate on individualized support services for non-traditional high school students. Administrative and counseling department connections between secondary and postsecondary institutions are essential for preserving non-traditional career goals. Many young people might concentrate in a non-traditional program of study while in high school, then abandon that field when entering postsecondary education. Salina Area Technical College recognizes the need for college and high school staff to identify (for students taking dual credit courses) any specific individual barriers that might curtail their non-traditional career path.</p>
3P1: Non-traditional Participation	<ul style="list-style-type: none"> <li>• Economically disadvantaged</li> <li>• Non-traditional</li> <li>• Out of Workforce</li> <li>• Single parents/pregnant women</li> <li>• Parent in military</li> <li>• Foster care</li> </ul>	