

# President's Office Signature Request Form (Agreements, Contracts, MOUs, etc.)

Economic & Workforce

1. Division/Department: Development Division

2. Today's Date: May 12, 2021

3. Document Description: 22-23 Perkins  
Comprehensive Local Needs Assessment (CLNA)  
to be included in Perkins Application

*President's Office Stamp Use:*

4. Does this document need Board approval?  Yes  No

**IF YES:**

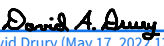
- a) Please submit a resolution and attach a clean electronic PDF copy of the document via BoardDocs.
- b) Type out or print out all areas where President Johnson's name is required as follows: Lennor M. Johnson, Ed.D., Int. Superintendent/President or Dr. Lennor M. Johnson, Int. Superintendent/President
- c) Flag all areas where President Johnson needs to sign.
- d) Board meeting date scheduled: N/A

5. When completed, return Document to: Patricia Robles x6217  
*Name Extension*

Dean reviewed document on: May 17, 2022  
*Date*

  
Efrain Silva (May 17, 2022 08:55 PDT)  
*Signature*

Vice President of Area/Division reviewed and approved document on: May 17, 2022 (Date)

VP Signature:   
David Drury (May 17, 2022 12:44 PDT)

Chief Business Officer reviewed and approved document on: \_\_\_\_\_ (Date)

CBO Signature: \_\_\_\_\_

## INSTRUCTIONS

- 1. Name the division or department requesting the President's Signature.
- 2. Add the date you are filling this form.
- 3. Document Description.
- 4. All NEW, REVISED, and/or RENEWAL agreements must be approved/ratified by the Board.
- 5. When completed, who do we return the document to?

*References: All agreements (new or renewal) will go to the Board per Board Policy BP 6340.*

### WHEN TO EXPECT YOUR DOCUMENT BACK

Please give the President at least 48 hours to review and sign the document. If it requires Board Approval, it will be returned after the Board Meeting.

**Should you have any questions, please do not hesitate to call  
Adriana Sano at the President's Office, Extension 6219.**



California  
Community  
Colleges

**PERKINS V  
COMPREHENSIVE LOCAL NEEDS  
ASSESSMENT (CLNA)  
REPORTING FRAMEWORK**

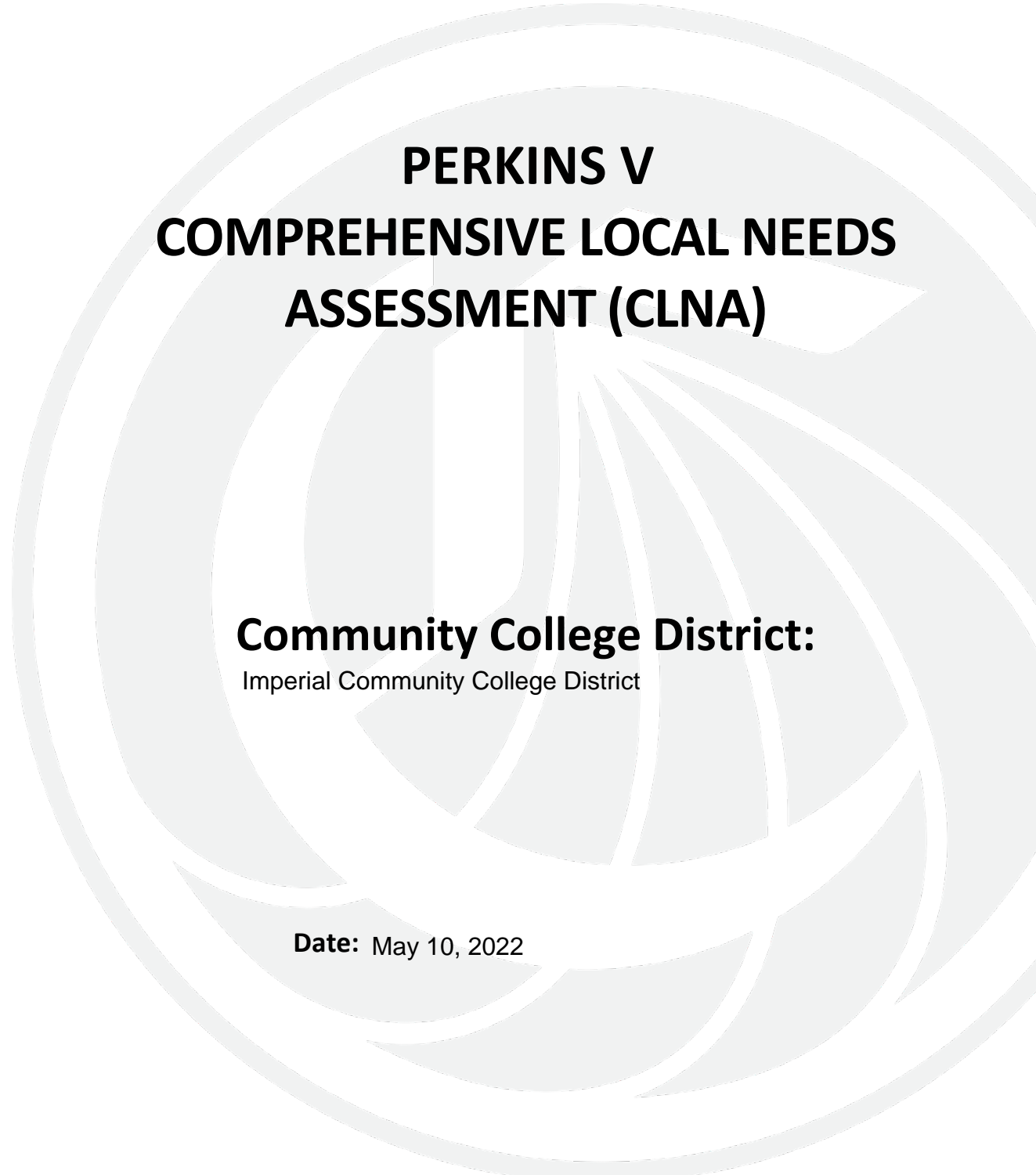
**To be submitted with the 2022-2023 Local Application**

[www.cccco.edu](http://www.cccco.edu)

# Introduction

The purpose of this document is to assist Perkins V recipients in preparing the content of the Comprehensive Local Needs Assessment (CLNA). One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the introduction of the CLNA that requires data-driven decision-making on local spending. This process involves a wide group of stakeholders, reviewing a number of elements including student performance data, program quality, labor market needs, educator development and special populations' access to programs.

The goal of a needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence-based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results. The following pages contain information that will help LEAs understand and develop a needs assessment.



**PERKINS V  
COMPREHENSIVE LOCAL NEEDS  
ASSESSMENT (CLNA)**

**Community College District:**

Imperial Community College District

**Date:** May 10, 2022

# Executive Summary

**NOTE:** Required supporting documents used in the needs assessment must be available on file for review during monitoring visits or upon request. Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, and list of participants (names, Institution, title, phone and email).

**Directions:** Complete this section after all other sections.

Summarize the specific insight gained in the needs assessment related to each required element (below).

1. **Element #1: Student Performance on Required Performance Indicators (Disaggregated)**
2. **Element #2: Program Size, Scope, and Quality to meet the needs of all Students**
3. **Element #3: Progress towards Implementation of CTE Programs of Study**



## Section 1: What the Perkins V law says about stakeholders in the needs assessment process

In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- a. representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- b. representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- c. representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- d. parents and students;
- e. representatives of special populations<sup>1</sup>;
- f. representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- g. Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and any other stakeholders that the eligible agency may require the eligible recipient to consult.

**1.1 Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:**

**1.2 List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the needs assessment:**

**1.3 Summarize the key stakeholder feedback**

**NOTE:** Evidence of stakeholder engagement would include such documentation as meeting agendas and notes.





## Perkins LPT Meeting

Friday, April 8, 2022  
11:00am – 1:00pm  
IVC Room 3117



### Agenda

1. Call to Order
2. Welcome
3. Perkins Overview
4. Program Assessments
  - a. Institutional Data
  - b. Perkins Core Indicator Reports
  - c. Perkins Comprehensive Local Needs Assessment (CLNA)
  - d. District Comprehensive Program Reviews and Annual Updates
  - e. CA Ed Code Occupational Program Review Requirement
5. 21-22 Perkins Plan
6. 22-23 Perkins Plan
7. Timeline
8. Other
9. Adjourn



# Perkins LPT Meeting

Friday, April 8, 2022  
11:00am – 1:00pm  
IVC Room 3117



Working Lunch Meeting

## Minutes

### 1. Call to Order

The meeting was called to order at 11:13am by Efrain Silva.

### 2. Welcome

Efrain welcomed everyone and thanked them for their attendance.

### 3. Perkins Overview

Efrain gave an overview of Perkins to all attendees. A PowerPoint presentation was shown with slides about the Perkins purpose, specific assurances, special populations, program reviews and assessments, institutional data, core indicator reports, the CLNA, 21-22 funded programs, 22-23 budget, and a timeline.

It was stressed that all Career Education programs that apply for Perkins are responsible for submitting quotes and the required information and forms to the EWD Division Office, as requested and by the deadlines.

### 4. Program Assessments

#### a. Institutional Data

Jose Carrillo, IVC Institutional Research Analyst, explained the data that was presented for the CLNA to the programs who were interested in being included in the 22-23 plan. The data is to help the programs determine what needs they may have and what areas need to be improved, such as enrollment in their programs, ratio of male/female students enrolled in their programs, etc. Efrain reviewed the institutional data of those programs.

The Dual Enrollment program was explained. Increasing Dual Enrollment offerings helps us to begin growing our student base at the high school level.

b. Perkins Core Indicator Reports

There was an overview of the Core Indicator Reports. Meeting 90% of the negotiated targeted goals is considered successful. Programs are to review them annually and determine what needs to be done to improve any areas that may fall below the targets. Some programs need to work on the male/female student ratios.

c. Perkins Comprehensive Local Needs Assessment (CLNA)

Efrain briefly went over the needs for each program. One of the suggestions is to bring back the Agriculture Program to

d. District Comprehensive Program Reviews and Annual Updates

e. CA Ed Code Occupational Program Review Requirement

5. 21-22 Perkins Plan

The Perkins plan is going as planned.

6. 22-23 Perkins Plan

The 22-23 Perkins plan includes the following programs: Child Development, Business Office Technologies, Agriculture, Automotive Technology, Air-Conditioning & Refrigeration Technology, Building Construction Technology, Welding Technology, Registered Nursing, the Fire Academy, and Across all CTE programs.

7. Timeline

The 22-23 Perkins application is due to the State on May 17<sup>th</sup>. Funding becomes available on July 1<sup>st</sup>. The committee approved the plan.

8. Other

Equivalency

The equivalency policy is being reviewed by the Board of Trustees. It is difficult hiring Career Education instructors that meet the minimum qualifications regarding educational degrees. Equivalency would validate their experience as being equivalent to the degrees required, therefore, more people would qualify to teach.

### Program Advisory Committees

It was stressed that each Career Education program must have at least one Program Advisory Committee meeting per year.

### Fast-Track Programs

Some Industrial Technology programs will be offered on a Fast-Track schedule, in addition to the regular semester schedule. This will allow students to complete their certificate programs in one year instead of two. Students successfully completing the Automotive Technology Fast-Track Program will receive a tool box that they will be able to use at future automotive jobs, since most employers require that new hires bring their own tool boxes. This will increase their chances of employment.

### 9. Adjourn

The meeting was adjourned at 12:30pm

**Perkins V Overview**  
STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

### Purpose

- ▶ To develop more fully the academic knowledge, technical, and employability skills of secondary and postsecondary students enrolled in Career Education programs of study.
- ▶ Evaluate how overall CTE offerings measure up on:
  - ▶ Performance on federal accountability indicators
  - ▶ Alignment to labor market needs
  - ▶ Scope, size, and quality of programs offered
  - ▶ Progress toward implementing programs and programs of study
  - ▶ Recruitment, retention, and training of faculty and staff
  - ▶ Progress toward improving access and equity

### Specific Assurances

▶ Skill Strengthening	(c)(1) Involvement	(c)(11) Entrepreneurship
▶ Linkages	(c)(12) Guidance	(c)(12) Course Development
▶ Industry Experience	(c)(3) Industry Experience	(c)(13) Learning Communities
▶ Technology	(c)(4) Special Populations	(c)(14) N/A
▶ Professional Development	(c)(5) CTE Organizations	(c)(15) N/A
▶ Program Evaluation	(c)(6) Support Services	(c)(16) Continuing Education or Job
▶ Modernize Equipment	(c)(7) Instructional Resources	(c)(17) Mentoring
▶ Size, Scope, Quality	(c)(8) Teacher Preparation	(c)(18) N/A
▶ Special Populations	(c)(9) Accessibility	(c)(19) Innovative Initiatives
	(c)(10) Transition	(c)(20) Other CTE Activities

### Special Populations

- ▶ Individuals with disabilities
- ▶ Individuals from economically disadvantaged families, including low-income youth and adults
- ▶ Individuals preparing for nontraditional fields
- ▶ Single parents, including single pregnant women
- ▶ Out-of-workforce individuals
- ▶ English learners
- ▶ Homeless individuals
- ▶ Youth who are in, or have aged out of, the foster care system
- ▶ Youth with a parent who is a member of the armed forces and is on active duty

### Program Reviews & Assessments

- ▶ Institutional Data
- ▶ Perkins Core Indicator Reports
- ▶ Perkins Comprehensive Local Needs Assessment
- ▶ District Comprehensive Program Reviews and Annual Updates
- ▶ CA Ed Code Occupational Program Review Requirement

### Institutional Data

	2020-2021	2019-2020	2018-2019	Average
# of CTE Students Enrolled	4786	5816	5706	5462.7
# of Female Students Enrolled	2479	3007	3038	2954.7
Minimum Class Size	1	1	1	1
Average Class Size	23.58	25	24.07	24.2
Maximum Class Size	69	79	68	72
# of Dual Enrollment	95	71	25	63.7
# of CTE Instructors	97	112	117	108.7
# of CTE Coaches				
# of Articulations	14	16	21	17
WBL	40	3	1	14.67
Certificates Awarded	275	244	354	291
Associate Degrees Awarded	496	463	462	473.7
# of Classes Aligned with Industry	234	255	258	249
# of Job Openings Program Advisory Committee (Y/P)	N/A	N/A	N/A	N/A

## Core Indicator Reports

- ▶ Data is based on MIS data submitted to the State.
- ▶ Purpose is to help programs assess gaps and identify strategies to close those gaps.
- ▶ Core Indicators:
  1. Postsecondary Retention & Placement
  2. Earned Postsecondary Credential
  3. Nontraditional Program Enrollment
  4. Employment

## Core Indicator Reports – District/Aggregate

Core Indicator	2021-22	2020-21	% Change	2021-22	2020-21	% Change
1. Postsecondary Retention & Placement	11,175	10,800	3.4%	11,175	10,800	3.4%
2. Earned Postsecondary Credential	4,800	4,500	6.7%	4,800	4,500	6.7%
3. Nontraditional Program Enrollment	1,200	1,100	9.1%	1,200	1,100	9.1%
4. Employment	10,000	9,800	2.0%	10,000	9,800	2.0%

## Comprehensive Local Needs Assessment (CLNA)

- ▶ Required Elements
  - ▶ Performance on federal accountability indicators
  - ▶ Alignment to labor market needs
  - ▶ Scope, size, and quality of program offered
  - ▶ Progress toward implementing programs and programs of study
  - ▶ Recruitment, retention, and training of faculty and staff
  - ▶ Progress toward improving access and equity

## CLNA Element: Program Size, Scope, and Quality to Meet Needs of All Students

1. What strengths and gaps were identified by your needs assessment regarding student performance?
2. What subpopulation of students could benefit from additional evidence-based services/supports?
3. What priorities are you setting to address the gaps or challenges identified for this element that will be prioritized in your local application?
4. What new or current partners will support student performance priorities identified?
5. What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?
6. Action Plan. Determine the strategies/action steps to reach the goal of this element. No more than 5 strategies; one sheet per strategy.

## 21-22 Funded Programs

21-22 Funded Programs	22-23 Pre-Approved Programs
Business	X
Digital Design & Production	X
Office Technologies	X
Agriculture	X
Air-Conditioning & Refrigeration Technology	X
Automotive Technology	X
Building Construction Technology	X
Child Development	X
Construction Science	X
IT/IT Academy	X
Emergency Medical Services	X
Fire Academy	X
Registered Nursing	X
Access CE Program	X

## 22-23 Perkins Budget (Draft)

Program	Total
Child Development	\$18,000
Office Technologies	\$16,070
Agriculture	\$19,610
Automotive Technology	\$51,657
Air-Conditioning & Refrigeration Technology	\$14,535
Building Construction Technology	\$17,070
Welding Technology	\$20,920
Registered Nursing	\$46,000
Fire Technology	\$76,000
Across: Other Instructional Support	\$20,800
Across: CTE Student Counseling/Guidance	\$36,850
Across: Dissemination/Public Relations	\$21,780
Across: Professional Development	\$16,000
Program Indirect Costs/Across Administration	\$18,653
<b>Estimated Total Allocation</b>	<b>\$391,872</b>

Timeline

- ▶ April 8<sup>th</sup>, 2022 LPT/Stakeholders meeting
- ▶ April-May 2022 Individual meetings, as needed
- ▶ May 17<sup>th</sup>, 2022 Application due to the State
- ▶ July 1<sup>st</sup>, 2022 Funding becomes available

The End

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Agriculture

Top Code Information 0101.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	204	220	233
2. # of female Enrolled	91	101	117
3. Min class size	22	19	20
4. # of students enrolled in Dual Enrollment	0	0	0
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	0	0	0 Fall 2021 TBD Spring 2022 (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	N	N	N



## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

One of the strengths in our Agriculture Plant Science program is that there is a lot of rich agricultural land in Imperial County. Some of the gaps include the need for more hands-on activities and insufficient instructional materials.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

We have prioritized acquiring more instructional resources for hands-on and laboratory work. We would like to have students be involved in more hands-on activities to prepare them for the workforce.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

Having a facility dedicated specifically to the Agriculture programs would allow for it to be fully equipped and staffed and this would improve student performance. Also, the adoption of both face-to-face classes and online classes would better serve the students with different needs and schedules.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

**3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

The action plan includes improving instructional modalities, acquiring additional instructional materials and resources, adopting a short-term, eight-week semester, program to improve retention, adopting both online and face-to-face instructional modalities to cater to students with different preferences and needs, as well as students who have rather rigid inflexible work schedules.

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Office Technician

Top Code Information 0514.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	314	210	229
2. # of female Enrolled	230	168	169
3. Min class size	19	11	13
4. # of students enrolled in Dual Enrollment	0	0	0
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	5 Certificates, 7 Associates	3 Certificates, 4 Associates	2 Certificates, 2 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	N	N	Y

## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

We have a large percentage of English learners (second language learners), but with the tools and assistance added to our programs, they have demonstrated to become more successful.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

We have prioritized offering tutoring for students, updating the full-time professor on current teaching tools and technology that other colleges and universities are using to assist similar student population, and offer more work-based learning projects in order to prepare our students and build their confidence level for the workplace.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

More collaboration and participation will be expected of the students. Support services are available to all students, if needed.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

#### **3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

One of the action plans is utilizing a Second Life Virtual World Platform. Students will engage in a second life platform where they will gain work experience virtually by participating in many scenarios, such as:

- \*Offering customer service at a retail store
- \*Taking orders at a Starbucks and working as a barista
- \*Interviewing for jobs
- \*Learning how to place orders
- \*Learning how to give directions
- \*Learning how to persuade an audience on a specific topic
- \*and many more.

With this teaching and learning tool, students can choose their own person or avatar in Second Life and this allows them to be whoever they want to be and not feel intimidated speaking in front of a real audience. They speak behind a screen and this allows them to feel more confident and comfortable while strengthening their language skills.

Another action plan is networking with colleges, which allows our programs to know how other colleges are meeting the needs of special population students, such as underprivileged, low-income, and single-parents. Some needs could include services, technology updates, textbooks, etc.

Unfortunately, students were affected mentally and emotionally during the pandemic and at times don't know if they are coming or going. Knowing that they have a tutor available to explain what was covered in class one-on-one provides extra support they need in order to succeed in their classes. Also, if absent due to illness or other personal reasons, content is explained one-on-one by the tutor and they are able to submit assignments. Having a tutor available helps students feel the support they need during difficult times.

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Air-Conditioning & Refrigeration Technology

Top Code Information 0946.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	78	33	62
2. # of female Enrolled	2	1	2
3. Min class size	9	5	11
4. # of students enrolled in Dual Enrollment	0	0	0
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	9 Certificates, 2 Associates	6 Certificates, 1 Associates	4 Certificates, 1 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	Y	Y	Y



## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

With the help of Perkins grant money the HVAC program has been able stay in touch with modern advances and technologies. The tools that used to be analog are now tools that are wi-fi and can data- log as well as produce written reports . These are tools such as volt meters and refrigerant gauges. We do are best to accommodate all students including morning and nite classes

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

The HVAC classes have a student tutor in order to help the learning experience of the student because the instructors one-on-one instruction is limited by the numb of student. With the use of a student tutor it helps close this gap. The instructor and student tutor are bilingual (English-Spanish) some students did not know the lenguaje even thought, there are students that in the moment are ESL

(English as Second Languaje) students.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

HVAC program will emplement more students-lab stations so that we can acomidate fewer students per station, also the program has bend using WiFi and data logging tools that incorporate new technology base on industry standars for the benefit of the students.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator

and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

### **3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

The HVAC program foresees a need to update its present list of ACR courses. With the assistance and advice from the Program Advisory Committee, we plan to create two new courses: an advanced sheet metal class and an advanced refrigeration class. Together the plan is to create one new certificate in the HVAC program. Curriculum will include the addition of impurities to a pure semiconductor to alter its conductivity.

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Automotive Technology

Top Code Information 0948.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	167	91	154
2. # of female Enrolled	9	1	19
3. Min class size	13	10	10
4. # of students enrolled in Dual Enrollment	0	0	47
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	9 Certificates, 6 Associates	7 Certificates, 5 Associates	1 Certificate, 2 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	Y	Y	Y

## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

The Automotive Program is accredited by the (ASE) Automotive Service Excellence Education Foundation. This certification ensures the student will receive training in automotive repair that meets automotive industry standards. Degrees and certificates awarded are impacted by students leaving early with job opportunities. Although the majority of students intend to earn a certificate or degree, many gain employment after enrolling in only one or two classes.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

Our goal is to continue with requirements for (ASE) Automotive Service Excellence Education Foundation accreditation. These achievable goals will bring the Automotive Technology Department to the forefront of automotive technology education. Updating our curriculum as needed based on industry needs, updating tools, and equipment. Maintaining our facilities to industry standards. Professional development is needed to maintain a high level of training.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

The modern vehicle continues to rapidly evolve, becoming more sophisticated in operation as well as diagnosis, the equipment and methods used in preparing students for successful employment in industry must include updates and modifications, chasing this changes requires constant changes in curriculum to improve enrollment, retention, and success. update tools, equipment, and computer softwares whith new industry information for an efficient training, and keeping our facities to industry standars for students safety.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

### **3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

The Automotive Technology Program will keep working to maintain Automotive Service Excellence (ASE) Education Foundation certification, form stronger partnerships with industry, and conducting program advisory committee meetings, articulate with local high schools, and faculty will continue attending professional development activities to stay current with all aspects of industry. The Automotive Technology Program will procure new tools and equipment to provide a safe and efficient learning environment. These new tools and equipment will integrate and represent the latest technology and will meet industry standards.

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Building Construction Technology

Top Code Information 0952.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	42	30	44
2. # of female Enrolled	9	5	6
3. Min class size	23	17	22
4. # of students enrolled in Dual Enrollment	0	0	0
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	10 Certificates, 3 Associates	7 Certificates, 2 Associates	2 Certificates, 1 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	Y	Y	Y



## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

The main strengths identified in the Building Construction Technology are the increase demand for qualified technicians in all areas of the construction industry. In addition another strength of the program is that the advisory committee is very supportive of the program and provides excellent guidance for the program's curriculum. One of the gaps identified in the program is the need to add additional training modules requested by the industry in order to meet and close the labor gaps currently experienced. One of those areas is the need for training students to become proficient in Auto-Cad so they can be of more value to employers when they graduate. Another need identified is the need for new tools to ensure that students are trained using the latest technology. Student Performance is directly tied to technology and having a current and up to date program. Having the latest tools and equipment will help students increase their performance and skill attainment.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

One of the program priorities has always been to stay current by acquiring the latest tools of the trade but a main priority at the moment is the need for a student tutor in order to accommodate an increased student cap that has recently been increased from 20 to 25. With the help of the tutor in the labs students have more support during classes and can attain the required skills faster.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

A continuous policy that has helped improve the program is the continuous curriculum revisions for updates that are guided by the industry. In addition the creation and continuous modification of student learning outcomes helps the students achieve better skill attainment and performance, to better prepare them for the industry.

**3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

**3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

One strategy is to improve the Building Construction Technology Program is to implement new curriculum to increase student interest and increase program enrollment.

Another strategy to improve the program is to seek industry certifications so students can finish the program with an industry certification and be more employable in the construction industry.

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Welding Technology

Top Code Information 0956.50

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	125	54	94
2. # of female Enrolled	4	1	6
3. Min class size	9	6	13
4. # of students enrolled in Dual Enrollment	0	0	13
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	15 Certificates, 2 Associates	20 Certificates, 2 Associates	1 Certificate, 0 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	Y	Y	Y

## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

By provide professional development programs to train students specifically in the use and applications of technology , the students must understand how this new technology works in order to successfully use the equipment .

Along with use of a Welding Equipment to help the students how to correct welding technique.

and be able to integrate this technology and curriculum into their classes.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

Subpopulation of students could benefit this classes like female,disable ,senior , and retirement as subpopulation of students in this field..

The Welding Deparment has classes in the morning and afternoon for working students in order to give more opportunities to all students on this field.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

Our grant criteria is to strengthen student academic achievement by building skills to become successful in welding .

It included career exploration , foundational knowledge and safety information, training and professional development in order to integrate the technology into their classes.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional

development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

### **3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

Some of the action plans include strengthening student academic achievement, providing professional development to faculty, developing, improving, and expanding the use of technology, expanding and modernizing technical education programs, and employing valid and reliable research strategies.

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Registered Nursing

Top Code Information 1230.10

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	459	335	367
2. # of female Enrolled	365	266	283
3. Min class size	5	4	1
4. # of students enrolled in Dual Enrollment	0	0	0
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	37 Associates	42 Associates	0 Certificates, 14 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	Y	Y	Y



## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

Trends obtained from the institutional data worksheet indicate a decreasing trend in number of Career Education students enrolled in Nursing courses from the 2018 through 2021 periods. Furthermore, the average class size of 17 is below the physical class maximum of 40. This gap is due to regulatory limits of Registered Nursing (RN) cohort limits of 30 students per class. Separate attrition issues in the program result in number of students who complete the program.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

We will do more outreach to employers and program advisory committees to ensure our program: 1) meets academic rigor and 2) prepares students to perform the skills necessary in today's healthcare arena. By preparing students with Perkins-funded equipment and simultaneously providing faculty development opportunities, more students may be able to obtain a high-caliber educational preparation.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

In collaboration with licensing agencies such as the Board of Registered Nursing, having an available repository of available clinical sites will be helpful in increasing the number of students accepted into the nursing program and more closely meet the maximum class size and directly improving the prospects of degrees awarded, students entering the workforce.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator

and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

**3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

In collaboration with licensing agencies, such as the Board of Registered Nursing, having an available repository of available clinical sites will be helpful in increasing the number of students accepted into the Nursing program and more closely meet the maximum class size, directly improving the prospects of degrees awarded and students entering the workforce.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

The Registered Nursing Program will:

- 1) Meet with local and state stakeholders to identify revisions to enrollments in nursing programs,
- 2) Increase the number of clinical sites available to students that best prepares them for employment,
- 3) Continuously improve academic preparation and methods of instruction to prepare students with industry-leading teaching strategies and equipment that is up-to-date,
- 4) Prepare faculty through professional development opportunities, and
- 5) Increase the number of eligible applicants enrolled in the Nursing Program to mirror physical capacity (n=40)

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Child Development

Top Code Information 1305.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	518	464	515
2. # of female Enrolled	481	427	473
3. Min class size	14	13	9
4. # of students enrolled in Dual Enrollment	0	0	0
5. # of priority CTE Career pathways			
6. # of credentials awarded (CTE students)	31 Certificates, 20 Associates	36 Certificates, 38 Associates	17 Certificates, 11 Associates (Currently ongoing. Applications still being processed. Spring semester has not ended.)
7. # of students in Apprenticeship	0	0	0
8. Do you have an Advisory Committee (Y/N)	Y	Y	Y

## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

Completion and success rates have been greatly dropping in the past years. In 2019-2020, success rates were 71.4 %; in 2020-2021, success rates were 46.7%

Our Capstone course CDEV 200 (15 cap) in Fall 2020 had 13 students enrolled and only 9 passed. In Spring Spring 2021, 15 were enrolled and only 7 passed.

COVID and moving online in many of our courses took away the hands-on experience from the students. Students could no longer observe. Currently, very few child care facilities are open to our students to observe and to try activities with children.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

Provide mentoring and support services to our students. Students will be tracked as part of the services. Modeling and practice of communication skills with children, families and educational staff will be also be provided. Best practices in working with children with different abilities and ages as well as working with second language learners will be incorporated in the mentoring.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

We will create a system by which we track our students that have requested inclusion in the Mentoring and Support Project. Students wishing to be part of the program will be required to meet with the team (instructors and preschool teachers) at least twice per semester to evaluate the students' performance in the course.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness. Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

### **3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

The Child Development Program will create a team composed of both faculty and preschool teachers. Students must sign an agreement to meet with the team at least twice per semester to insure continuous improvement. The team will provide feedback to the students in regards to improvement. The preschool teachers will provide mentoring and support to the students

## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following: Program:

Career Cluster: Industrial Automation

Top Code Information 0945.00

Description	FY 19-20	FY 20-21	FY 21-22
1. # of CTE Students Enrolled	N/A	N/A	N/A
2. # of female Enrolled	N/A	N/A	N/A
3. Min class size	N/A	N/A	N/A
4. # of students enrolled in Dual Enrollment	N/A	N/A	N/A
5. # of priority CTE Career pathways	N/A	N/A	N/A
6. # of credentials awarded (CTE students)	N/A	N/A	N/A
7. # of students in Apprenticeship	N/A	N/A	N/A
8. Do you have an Advisory Committee (Y/N)	N/A	N/A	N/A



## **Section 3: Needs Assessment Element #2 Results**

### **Program Size, Scope, and Quality to meet the needs of all Students**

#### **3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

Industrial Automation is a new program created in response to the identification of local workforce needs of the farming industry, identifying specific gaps of candidates for jobs and their difficulty in finding a qualified workforce. The need for this new program was validated with a labor market report that quantified the need for the program in both short-term and long-term environments.

#### **3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

As a new program, the priority is the acquisition of appropriate and sufficient instructional equipment to ensure a quality educational experience for students.

#### **3.1.3 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

The program was vetted by local industry, academic deans, and the State Chancellor's Office for scope and rigor. The program will be required to have at minimum one program advisory committee per year for industry to continuously validate and/or endorse the curriculum. The program will also be required to comply with local program improvement policies, such as yearly updates and comprehensive program review, student learning outcomes, and program learning outcomes. As a new program, the priority is the acquisition of appropriate and sufficient instructional equipment to ensure a quality educational experience for students.

#### **3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

Professional development is made available to both full-time and part-time faculty through an internal travel policy to justify the request to travel and that the particular professional development request provides instructional value to the program. The discipline administrator and/or the designated Perkins/CE Dean vet the request and determines its appropriateness.

Faculty attending conferences and/or professional development activities are expected to share findings or points of interest from the conference with other discipline faculty.

### **3.1.5 What changes might be made to career exploration/guidance to improve size, scope, and quality?**

Stronger marketing and outreach is needed to reach high school faculty and counselors so that they understand the value and opportunities in Career Education careers and can recommend the College to students who are not planning to enroll in a 4-year university. Local and general outreach is also necessary, particularly in the area of non-traditional careers. The use of social media is also an elementary and necessary tool for exposure and recruitment.

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3: Action Plan for Element

### Program Size, Scope, and Quality to meet the needs of all Students

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

The new Industrial Automation Program will develop a marketing strategy and sustainability with industry.

# Perkins Meeting

4/8/22

11:00 am – 1:00 pm

IVC 3117

#	Print Name	Organization	Signature
1	Betsy Lindbergh	B Lindbergh	
2	Oliver Zambrano	OIR	
3	Jose Carrillo	Institutional Research	
4	Gail WARNER	HPS	
5	Salvador Flores	Fire Tech	
6	ALLAN Eskli	Fire Tech	
7	Albert Rodriguez	Fire Tech	
8	Yolanda Catano	Institutional Effect.	
9	Mercedes Gonzales-Diaz	BUS OFFICE & BUS ADMIN. Program	
10	Analisa Veliz	Nursing & Allied Health	
11	Cristal Mora	NATH	
12	Viridiana Velasquez	CFCS	
13	ALEXIS Castorena	CFCS	
14	Tisha Nelson	EWD/Industrial Tech	
15	SEAN WILCOCK	IVEDC	
16	Ricardo Pradis	AUTO TECH.	
17	Frank Miranda	HVAC	
18	Jacqueline Rodriguez	Bld, weld, and HVAC	
19	Carlos Araizu	Welding Dep.	
20	Briana Torres Partida	EWD/WORKSTUDY & Nursing Student	
21	Jose Velasquez	BIDC / EWD	
22	Efrain Silva	IVC	
23			
24			
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31			
32			

# Section 2: Needs Assessment Element #1

## STUDENT PERFORMANCE DATA REVIEWED

**Directions:** For District/College Actual Performances, please use MIS data report for FY 20-21 and FY 21-22 (Click [Here](#)).

Report can be downloaded from MIS and should view as referenced below:

California Community Colleges Chancellor's Office  
Management Information Systems Division  
*Career Technical Education (CTE) (Perkins V)*

Negotiation Reports | Core Indicator Reports | Documentation | Contact Us

You are here : Core Indicator Reports/Forms

Forms - Parameter Selection Area

Select Form Type: Form 1 Part E-D - Distri  
Select District/College: Compton District  
Select Fiscal Year: 2021-2022  
Select TOP Code: [Dropdown]  
View Report

Forms - Report

Section 1 Part E-D Page 1 of 1

**District Aggregate Core Indicator Information (2021-2022)**  
Perkins V, Title I, Part D Local Application

Agreement # \_\_\_\_\_ **COMPTON DISTRICT**

Instructions: Print out forms. Complete and sign bottom of last page.

**Cohort Year CTE Enrollments: 3,924**      **CTE Headcount: 2,150**  
(includes CTE enrollments above introductory level only)      (CTE students enrolled above introductory level only)

Core Indicator 1	Postsecondary Retention & Placement		Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	568	608	91.75	81.19	93.42	12.2
2 Individuals Preparing for Non-Traditional Fields	102	107	91.75	81.19	95.33	14.1
3 Out of Workforce Individuals	257	271	91.75	81.19	94.83	13.6
4 Individuals with Economically Disadvantaged Families	487	520	91.75	81.19	93.65	12.5
5 English Learners	2	3	91.75	81.19	66.67	N/A
6 Single Parents	263	280	91.75	81.19	93.93	12.7
7 Individuals with Disabilities	35	41	91.75	81.19	85.37	4.2
8 Homeless Individuals	0	0	91.75	81.19	N/R	N/R
9 Youth in Foster Care	1	1	91.75	81.19	100.00	N/A
10 Youth with Parent in Active Military	0	0	91.75	81.19	N/R	N/R

<sup>1</sup> The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

**District Aggregate Core Indicator Information (2022-2023)**

Perkins V, Title I, Part D Local Application

Agreement # 22-C01-030

**IMPERIAL DISTRICT**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 7,208**

**CTE Headcount: 3,327**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

<b>Core Indicator 1 - Cohort Yr: 2019- 2020 Postsecondary Retention &amp; Placement</b>			<b>Negotiated Level</b>		<b>District Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
1 CTE Cohort*	1,552	1,646	74.53	74.53	94.29	19.8
2 Individuals Preparing for Non-Traditional Fields	380	397	74.53	74.53	95.72	21.2
3 Out of Workforce Individuals	37	39	74.53	74.53	94.87	20.3
4 Individuals with Economically Disadvantaged Families	1,318	1,388	74.53	74.53	94.96	20.4
5 English Learners	269	293	74.53	74.53	91.81	17.3
6 Single Parents	158	164	74.53	74.53	96.34	21.8
7 Individuals with Disabilities	127	138	74.53	74.53	92.03	17.5
8 Homeless Individuals	5	5	74.53	74.53	100.00	N/A
9 Youth in Foster Care	7	7	74.53	74.53	100.00	N/A
10 Youth with Parent in Active Military	0	0	74.53	74.53	N/R	N/R

<b>Core Indicator 2 - Cohort Yr: 2019- 2020 Earned Postsecondary Credential</b>			<b>Negotiated Level</b>		<b>District Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
11 CTE Cohort*	632	802	81.32	81.32	78.80	-2.5
12 Individuals Preparing for Non-Traditional Fields	179	207	81.32	81.32	86.47	5.2
13 Out of Workforce Individuals	13	15	81.32	81.32	86.67	5.3
14 Individuals with Economically Disadvantaged Families	517	644	81.32	81.32	80.28	-1.0
15 English Learners	103	126	81.32	81.32	81.75	0.4
16 Single Parents	56	69	81.32	81.32	81.16	-0.2
17 Individuals with Disabilities	51	62	81.32	81.32	82.26	0.9
18 Homeless Individuals	2	3	81.32	81.32	66.67	N/A
19 Youth in Foster Care	3	3	81.32	81.32	100.00	N/A
20 Youth with Parent in Active Military	0	0	81.32	81.32	N/R	N/R

<b>Core Indicator 3 - Cohort Yr: 2019- 2020 Non-traditional Program Enrollment</b>			<b>Negotiated Level</b>		<b>District Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
21 CTE Cohort*	459	1,713	23.43	23.43	26.80	3.4
22 Individuals Preparing for Non-Traditional Fields	458	1,713	23.43	23.43	26.74	3.3
23 Out of Workforce Individuals	13	42	23.43	23.43	30.95	7.5
24 Individuals with Economically Disadvantaged Families	404	1,448	23.43	23.43	27.90	4.5

\* If no district target is available then state targets will be used.

### District Aggregate Core Indicator Information (2022-2023)

#### Perkins V, Title I, Part D Local Application

25 English Learners	49	314	23.43	23.43	15.61	-7.8
26 Single Parents	50	164	23.43	23.43	30.49	7.1
27 Individuals with Disabilities	27	118	23.43	23.43	22.88	-0.5
28 Homeless Individuals	1	6	23.43	23.43	16.67	N/A
29 Youth in Foster Care	1	8	23.43	23.43	12.50	N/A
30 Youth with Parent in Active Military	0	0	23.43	23.43	N/R	N/R


Core Indicator 4 - Cohort Yr: 2019- 2020 Employment			Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	419	566	73.00	73.00	74.03	1.0
32 Individuals Preparing for Non-Traditional Fields	78	102	73.00	73.00	76.47	3.5
33 Out of Workforce Individuals	8	11	73.00	73.00	72.73	-0.3
34 Individuals with Economically Disadvantaged Families	311	432	73.00	73.00	71.99	-1.0
35 English Learners	62	94	73.00	73.00	65.96	-7.0
36 Single Parents	35	52	73.00	73.00	67.31	-5.7
37 Individuals with Disabilities	31	48	73.00	73.00	64.58	-8.4
38 Homeless Individuals	DR	DR	73.00	73.00	DR	N/A
39 Youth in Foster Care	DR	DR	73.00	73.00	DR	N/A
40 Youth with Parent in Active Military	0	0	73.00	73.00	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

18 of the 40 are at or above the District negotiated level(s);  
10 of the 40 are below the District negotiated level(s);  
12 of the 40 are list as (N/A, N/R)

District Chief Executive Officer:  Lennor Johnson (May 9, 2022 16:42 PDT) **May 9, 2022**  
**Dr. Lennor Johnson,**  
**Superintendent/President**

**College Aggregate Core Indicator Information (2022-2023)**

Perkins V, Title I, Part C Local Application

Agreement # 22-C01-030 District/College: IMPERIAL/IMPERIAL VALLEY

Instructions: Print out forms. Complete and sign bottom of last page.

**Cohort Year CTE Enrollments: 7,208**

**CTE Headcount: 3,327**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2019- 2020 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	1,552	1,646	74.53	74.53	94.29	19.8
2 Individuals Preparing for Non-Traditional Fields	380	397	74.53	74.53	95.72	21.2
3 Out of Workforce Individuals	37	39	74.53	74.53	94.87	20.3
4 Individuals with Economically Disadvantaged Families	1,318	1,388	74.53	74.53	94.96	20.4
5 English Learners	269	293	74.53	74.53	91.81	17.3
6 Single Parents	158	164	74.53	74.53	96.34	21.8
7 Individuals with Disabilities	127	138	74.53	74.53	92.03	17.5
8 Homeless Individuals	5	5	74.53	74.53	100.00	N/A
9 Youth in Foster Care	7	7	74.53	74.53	100.00	N/A
10 Youth with Parent in Active Military	0	0	74.53	74.53	N/R	N/R

Core Indicator 2 - Cohort Yr: 2019- 2020 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	632	802	81.32	81.32	78.80	-2.5
12 Individuals Preparing for Non-Traditional Fields	179	207	81.32	81.32	86.47	5.2
13 Out of Workforce Individuals	13	15	81.32	81.32	86.67	5.3
14 Individuals with Economically Disadvantaged Families	517	644	81.32	81.32	80.28	-1.0
15 English Learners	103	126	81.32	81.32	81.75	0.4
16 Single Parents	56	69	81.32	81.32	81.16	-0.2
17 Individuals with Disabilities	51	62	81.32	81.32	82.26	0.9
18 Homeless Individuals	2	3	81.32	81.32	66.67	N/A
19 Youth in Foster Care	3	3	81.32	81.32	100.00	N/A
20 Youth with Parent in Active Military	0	0	81.32	81.32	N/R	N/R

Core Indicator 3 - Cohort Yr: 2019- 2020 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	459	1,713	23.43	23.43	26.80	3.4
22 Individuals Preparing for Non-Traditional Fields	458	1,713	23.43	23.43	26.74	3.3
23 Out of Workforce Individuals	13	42	23.43	23.43	30.95	7.5
24 Individuals with Economically Disadvantaged Families	404	1,448	23.43	23.43	27.90	4.5

\* If no district target is available then state targets will be used.



**College Aggregate Core Indicator Information (2022-2023)**

Perkins V, Title I, Part C Local Application

25 English Learners	49	314	23.43	23.43	15.61	-7.8
26 Single Parents	50	164	23.43	23.43	30.49	7.1
27 Individuals with Disabilities	27	118	23.43	23.43	22.88	-0.5
28 Homeless Individuals	1	6	23.43	23.43	16.67	N/A
29 Youth in Foster Care	1	8	23.43	23.43	12.50	N/A
30 Youth with Parent in Active Military	0	0	23.43	23.43	N/R	N/R


Core Indicator 4 - Cohort Yr: 2019- 2020 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	419	566	73.00	73.00	74.03	1.0
32 Individuals Preparing for Non-Traditional Fields	78	102	73.00	73.00	76.47	3.5
33 Out of Workforce Individuals	8	11	73.00	73.00	72.73	-0.3
34 Individuals with Economically Disadvantaged Families	311	432	73.00	73.00	71.99	-1.0
35 English Learners	62	94	73.00	73.00	65.96	-7.0
36 Single Parents	35	52	73.00	73.00	67.31	-5.7
37 Individuals with Disabilities	31	48	73.00	73.00	64.58	-8.4
38 Homeless Individuals	DR	DR	73.00	73.00	DR	N/A
39 Youth in Foster Care	DR	DR	73.00	73.00	DR	N/A
40 Youth with Parent in Active Military	0	0	73.00	73.00	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

18 of the 40 are at or above the District negotiated level(s);  
10 of the 40 are below the District negotiated level(s);  
12 of the 40 are list as (N/A, N/R)

District Chief Executive Officer:  May 9, 2022  
 Dr. Lennor Johnson,  
 Superintendent/President

**College Aggregate Core Indicator Information (2021-2022)**

Perkins V, Title I, Part C Local Application

Agreement # 21-C01-030 District/College: **IMPERIAL/IMPERIAL VALLEY**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 7,115**

**CTE Headcount: 3,294**

*(includes CTE enrollments above introductory level only)*

*(CTE students enrolled above introductory level only)*

<b>Core Indicator 1 Postsecondary Retention &amp; Placement</b>			<b>Negotiated Level</b>		<b>College Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
1 CTE Cohort*	1,617	1,693	91.75	90.19	95.51	5.3
2 Individuals Preparing for Non-Traditional Fields	365	382	91.75	90.19	95.55	5.4
3 Out of Workforce Individuals	27	27	91.75	90.19	100.00	9.8
4 Individuals with Economically Disadvantaged Families	1,364	1,426	91.75	90.19	95.65	5.5
5 English Learners	298	311	91.75	90.19	95.82	5.6
6 Single Parents	143	146	91.75	90.19	97.95	7.8
7 Individuals with Disabilities	124	128	91.75	90.19	96.88	6.7
8 Homeless Individuals	6	6	91.75	90.19	100.00	N/A
9 Youth in Foster Care	9	9	91.75	90.19	100.00	N/A
10 Youth with Parent in Active Military	0	0	91.75	90.19	N/R	N/R

<b>Core Indicator 2 Earned Postsecondary Credential</b>			<b>Negotiated Level</b>		<b>College Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
11 CTE Cohort*	692	850	89.00	85.20	81.41	-3.8
12 Individuals Preparing for Non-Traditional Fields	175	195	89.00	85.20	89.74	4.5
13 Out of Workforce Individuals	7	8	89.00	85.20	87.50	N/A
14 Individuals with Economically Disadvantaged Families	564	675	89.00	85.20	83.56	-1.6
15 English Learners	126	153	89.00	85.20	82.35	-2.8
16 Single Parents	56	66	89.00	85.20	84.85	-0.4
17 Individuals with Disabilities	42	52	89.00	85.20	80.77	-4.4
18 Homeless Individuals	1	2	89.00	85.20	50.00	N/A
19 Youth in Foster Care	2	2	89.00	85.20	100.00	N/A
20 Youth with Parent in Active Military	0	0	89.00	85.20	N/R	N/R

<b>Core Indicator 3 Non-traditional Program Enrollment</b>			<b>Negotiated Level</b>		<b>College Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
21 CTE Cohort*	440	1,717	26.00	22.31	25.63	3.3
22 Individuals Preparing for Non-Traditional Fields	440	440	26.00	22.31	100.00	77.7
23 Out of Workforce Individuals	8	31	26.00	22.31	25.81	3.5
24 Individuals with Economically Disadvantaged Families	384	1,433	26.00	22.31	26.80	4.5

\* If no district target is available then state targets will be used.

### College Aggregate Core Indicator Information (2021-2022)

Perkins V, Title I, Part C Local Application

25 English Learners	46	310	26.00	22.31	14.84	-7.5
26 Single Parents	33	136	26.00	22.31	24.26	2.0
27 Individuals with Disabilities	27	125	26.00	22.31	21.60	-0.7
28 Homeless Individuals	1	4	26.00	22.31	25.00	N/A
29 Youth in Foster Care	1	8	26.00	22.31	12.50	N/A
30 Youth with Parent in Active Military	0	0	26.00	22.31	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	481	616	73.23	73.23	78.08	4.9
Individuals Preparing for Non-Traditional Fields	78	104	73.23	73.23	75.00	1.8
Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A
Individuals with Economically Disadvantaged Families	354	472	73.23	73.23	75.00	1.8
English Learners	98	127	73.23	73.23	77.17	3.9
Single Parents	43	55	73.23	73.23	78.18	5.0
Individuals with Disabilities	28	38	73.23	73.23	73.68	0.5
Homeless Individuals	DR	DR	73.23	73.23	DR	N/A
Youth in Foster Care	0	0	73.23	73.23	N/R	N/R
Youth with Parent in Active Military	0	0	73.23	73.23	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

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By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 31, I certify and acknowledge that performance in the 31 Core Indicator categories is as follows:

14 of the 31 are at or above the District negotiated level(s);  
7 of the 31 are below the District negotiated level(s);  
10 of the 31 are list as (N/A, N/R)

District Chief Executive Officer:  Martha Garcia (May 5, 2021 09:31 PDT)

Dr. Martha Garcia, Superintendent/President

### District Aggregate Core Indicator Information (2021-2022)

Perkins V, Title I, Part D Local Application

Agreement # 21-C01-030

**IMPERIAL DISTRICT**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 7,115**

**CTE Headcount: 3,294**

*(includes CTE enrollments above introductory level only)*

*(CTE students enrolled above introductory level only)*

<b>Core Indicator 1 Postsecondary Retention &amp; Placement</b>			<b>Negotiated Level</b>		<b>District Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
1 CTE Cohort*	1,617	1,693	91.75	90.19	95.51	5.3
2 Individuals Preparing for Non-Traditional Fields	365	382	91.75	90.19	95.55	5.4
3 Out of Workforce Individuals	27	27	91.75	90.19	100.00	9.8
4 Individuals with Economically Disadvantaged Families	1,364	1,426	91.75	90.19	95.65	5.5
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8 Homeless Individuals	6	6	91.75	90.19	100.00	N/A
9 Youth in Foster Care	9	9	91.75	90.19	100.00	N/A
10 Youth with Parent in Active Military	0	0	91.75	90.19	N/R	N/R

<b>Core Indicator 2 Earned Postsecondary Credential</b>			<b>Negotiated Level</b>		<b>District Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
11 CTE Cohort*	692	850	89.00	85.20	81.41	-3.8
12 Individuals Preparing for Non-Traditional Fields	175	195	89.00	85.20	89.74	4.5
13 Out of Workforce Individuals	7	8	89.00	85.20	87.50	N/A
14 Individuals with Economically Disadvantaged Families	564	675	89.00	85.20	83.56	-1.6
15 English Learners	126	153	89.00	85.20	82.35	-2.8
16 Single Parents	56	66	89.00	85.20	84.85	-0.4
17 Individuals with Disabilities	42	52	89.00	85.20	80.77	-4.4
18 Homeless Individuals	1	2	89.00	85.20	50.00	N/A
19 Youth in Foster Care	2	2	89.00	85.20	100.00	N/A
20 Youth with Parent in Active Military	0	0	89.00	85.20	N/R	N/R

<b>Core Indicator 3 Non-traditional Program Enrollment</b>			<b>Negotiated Level</b>		<b>District Performance</b>	<b>Percent Above or Below Negotiated Level</b>
	Count	Total	State	District		
21 CTE Cohort*	440	1,717	26.00	22.31	25.63	3.3
22 Individuals Preparing for Non-Traditional Fields	440	440	26.00	22.31	100.00	77.7
23 Out of Workforce Individuals	8	31	26.00	22.31	25.81	3.5
24 Individuals with Economically Disadvantaged Families	384	1,433	26.00	22.31	26.80	4.5

\* If no district target is available then state targets will be used.

### District Aggregate Core Indicator Information (2021-2022)

#### Perkins V, Title I, Part D Local Application

25 English Learners	46	310	26.00	22.31	14.84	-7.5
26 Single Parents	33	136	26.00	22.31	24.26	2.0
27 Individuals with Disabilities	27	125	26.00	22.31	21.60	-0.7
28 Homeless Individuals	1	4	26.00	22.31	25.00	N/A
29 Youth in Foster Care	1	8	26.00	22.31	12.50	N/A
30 Youth with Parent in Active Military	0	0	26.00	22.31	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	481	616	73.23	73.23	78.08	4.9
Individuals Preparing for Non-Traditional Fields	78	104	73.23	73.23	75.00	1.8
Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A
Individuals with Economically Disadvantaged Families	354	472	73.23	73.23	75.00	1.8
English Learners	98	127	73.23	73.23	77.17	3.9
Single Parents	43	55	73.23	73.23	78.18	5.0
Individuals with Disabilities	28	38	73.23	73.23	73.68	0.5
Homeless Individuals	DR	DR	73.23	73.23	DR	N/A
Youth in Foster Care	0	0	73.23	73.23	N/R	N/R
Youth with Parent in Active Military	0	0	73.23	73.23	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 31, I certify and acknowledge that performance in the 31 Core Indicator categories is as follows:

14 of the 31 are at or above the District negotiated level(s);  
7 of the 3 are below the District negotiated level(s);  
10 of the 31 are list as (N/A, N/R)

District Chief Executive Officer:   
 Martha Garcia (May 5, 2021 09:31 PDT)  
 Dr. Martha Garcia, Superintendent/President

## **Section 2.1: Needs Assessment Element #1 Results**

**2.1.1 What strengths and gaps were identified by your needs assessment regarding student performance?**

**2.1.2 What subpopulation of students could benefit from additional evidence-based services/supports?**

**2.1.3 What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?**

**2.1.4 What new or current partners will support student performance priorities identified?**

**2.1.5 What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?**

List data sources used to examine element: (Check all that apply)

- [Link to: Launchboard data reporting system](#)
- [Link to: PERKINS, TITLE IC LOCAL APPLICATION](#)
- [Link to MIS- Core Indicators \(Form 1 Section 1 Part E-D: District Aggregate Core Indicator Information\)](#)
- [Link to Career Technical Education Act \(Perkins V\) - Negotiation Spreadsheets](#)
- Other (list/describe):

**NOTE:** California Secondary and Postsecondary education systems are working to develop reporting tools that will provide Perkins V postsecondary participants, concentrators, and each performance indicator disaggregated by special populations and reporting cluster. Your college's program review data may also be a good supplemental data source. Although you will have access to all data, some disaggregation may result in small cell sizes that can be considered private data. **Please exercise caution to ensure no private data is reported in the needs assessment because these documents will be publicly available.**

## Section 2.2: Action Plan for Element #1

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #1: Student Performance. We recommend no more than three strategies under this element. (One sheet per strategy). You may use Appendix B.





## Section 3: Needs Assessment Element #2

### Program Size, Scope, and Quality to meet the needs of all Students

California defines size, scope and quality as follows:

- **Size:** Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- **Scope:** Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- **Quality:** A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
  - **High-wage:** High-wage is anything that is above the median wage for all occupations
  - **In-demand:** Occupations that are identified in the [Occupation in Demand](#) index and/or through comprehensive local needs assessment.

For each program to be considered funded for FY 22-23, provide the following:

Program:

See attached

Career Cluster:

**Top Code Information**

Description	FY 19 20	FY 20 21	FY 21 22
1. # of CTE Students Enrolled			
2. # of female Enrolled			
3. Min Class size			
4. # of students enrolled in Dual Enrollment			
5. # of priority CTE Career pathways			
6. # Credential Awarded (CTE students)			
7. # of students in Apprenticeship			
8. Do you have Advisory Committee(Y/N)?			

## **Section 3.1: Needs Assessment Element #2 Results**

**Program Size, Scope, and Quality to meet the needs of all Students**

**3.1.1 What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

**3.1.2 What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?**

**3.1.3 What new and/or modified policies, activities, or structures must be developed and implemented?**

**3.1.4 What professional development, resources, or support is required to enhance program size, scope, and quality?**

**3.1.5 What changes might be made to career exploration/guidance to improve program size, scope, and quality?**

**List data sources used to examine element: (Check all that apply)**

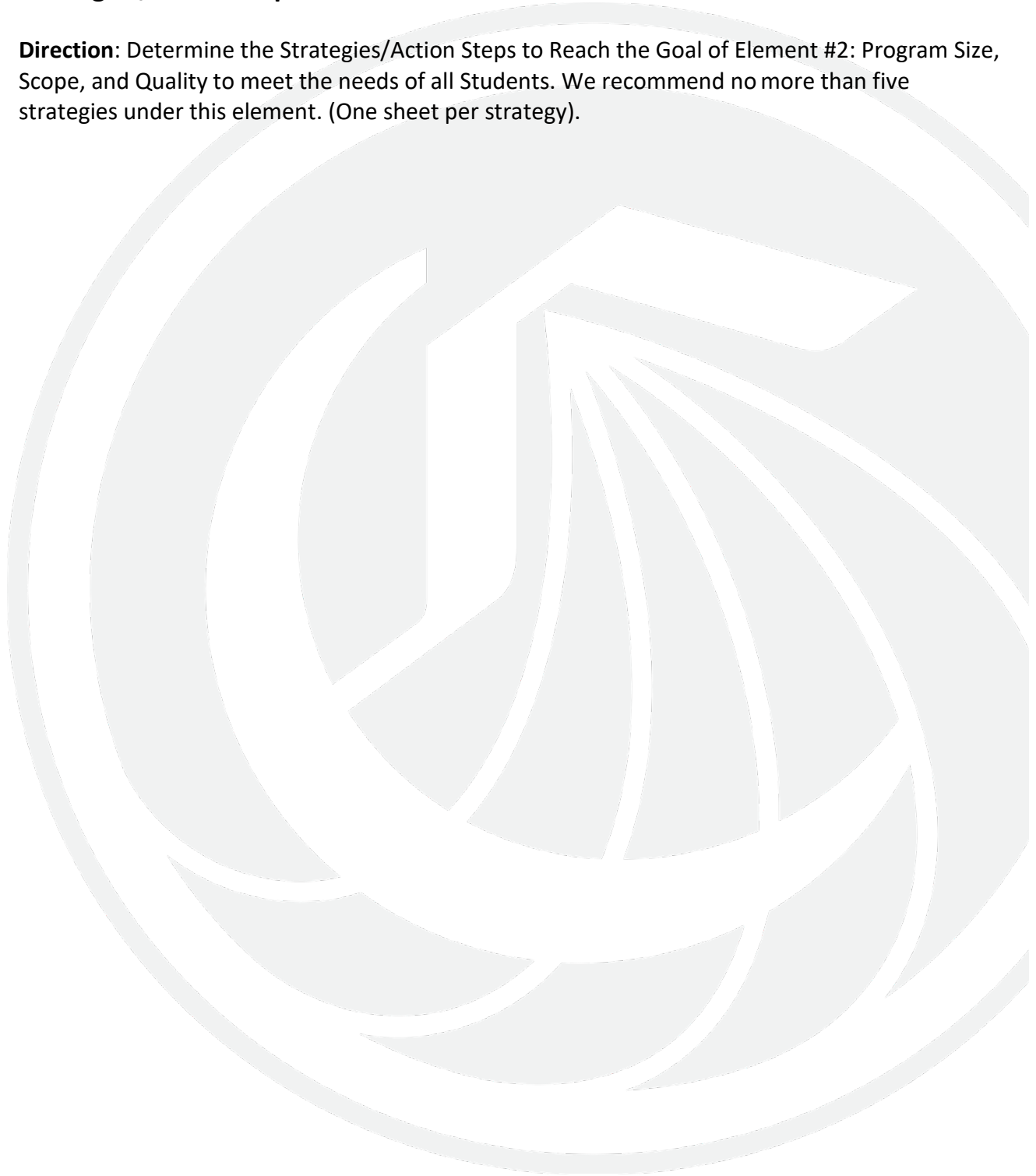
- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 3.2: Action Plan for Element #2

Program Size, Scope, and Quality to meet the needs of all Students

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).



## **Section 4.1: Action Plan for Element #3**

### **Progress towards Implementation of CTE Programs of Study/Career Pathways \***

**1. What strengths and gaps were identified by your needs assessment regarding CTE?**

**2. What priorities have been identified in the needs assessment process to address gaps or deficits in CTE?**

**3. What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?**

## Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways \*

4. What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE?

5. What professional development, resources, or support is needed to recruit and retain special population students in your CTE?

List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## **Section 4.1: Action Plan for Element #3**

**Progress towards Implementation of CTE Programs of Study/Career Pathways \***



## Section 4.1: Action Plan for Element #3

Progress towards Implementation of CTE Programs of Study/Career Pathways \*

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #3: Progress towards Implementation of CTE Programs of Study/Career Pathways. We recommend no more than five strategies under this element. (One sheet per strategy).





## **Section 5.1: Action Plan Element #4**

### **Improving recruitment, retention, and training of CTE professionals, including underrepresented<sup>3</sup> groups**

- 1. What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?**

- 2. What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?**

## Section 5.1: Action Plan Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented<sup>3</sup> groups

3. What new and/or modified policies, activities or structures must be developed and implemented?

4. What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

List data sources used to examine element: (Check all that apply)

- Consortium member data
- Association reports
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 5.1: Action Plan Element #4

Improving recruitment, retention, and training of CTE professionals, including underrepresented<sup>3</sup> groups

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action steps to reach the goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. We recommend no more than five strategies under this element.

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<sup>3</sup> "Underrepresented" as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

## Section 6.1: Action Plan Element #5

### Progress towards equal access to CTE programs for all students

**NOTE:** Review your data documented in Element #1: Student Performance on Required Performance Indicators. .

1. What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?

2. What priorities regarding equal access for all students were uncovered in the needs assessment?

## Section 6.1: Action Plan Element #5

### Progress towards equal access to CTE programs for all students

3. What new and/or modified policies, activities, or structures must be developed and implemented?

4. What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

#### List data sources used to examine element: (Check all that apply)

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

## Section 6.1: Action Plan Element #5

Progress towards equal access to CTE programs for all students

### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #5: Progress towards equal access to CTE programs for all. We recommend no more than five strategies under this element. (One sheet per strategy).



## **Section 7: Needs Assessment Element #6**

### **Alignment to Labor Market Information (LMI)**

- 1. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?**

- 2. What industries are projected to grow the most in my local area? What occupations? (LMI)**

## Section 7: Needs Assessment Element #6

### Alignment to Labor Market Information (LMI)

3. What new and/or modified policies, activities, or structures must be developed and implemented in response to the Labor Market Information (LMI)?

4. What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

**List data sources used to examine element: (Check all that apply)**

- COE Data
- EED/Workforce data
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

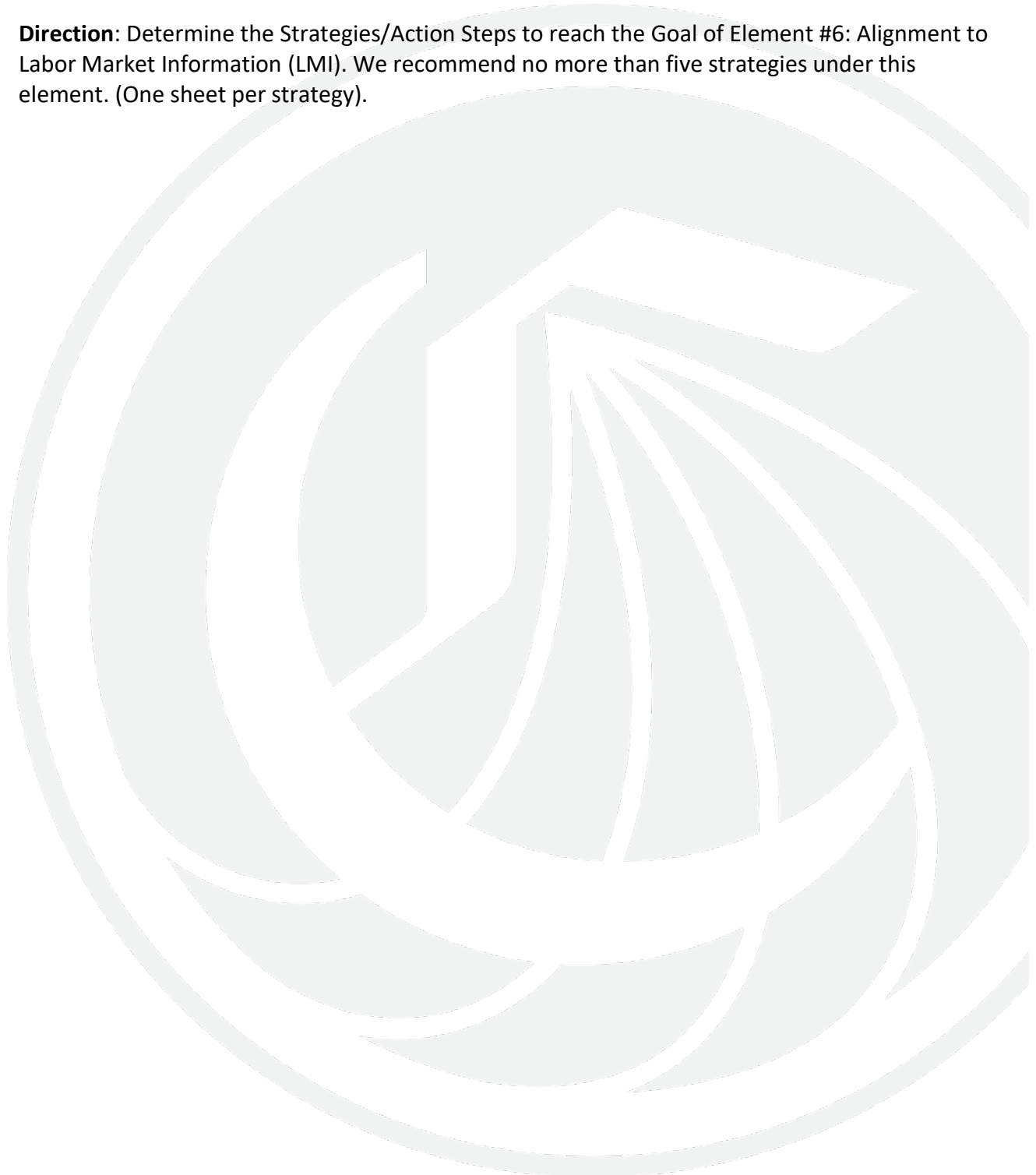


## Section 7.1: Action Plan Element #6

### Alignment to Labor Market Information (LMI)

#### Strategies/Action Steps

**Direction:** Determine the Strategies/Action Steps to reach the Goal of Element #6: Alignment to Labor Market Information (LMI). We recommend no more than five strategies under this element. (One sheet per strategy).



Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this need assessment is used, with fidelity, to inform local and regional planning and decision-making.

**1. What went well in your CLNA process?**

**2. What could have been done differently to achieve better results?**

**3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?**

**4. What other initiatives can be leveraged and aligned across sectors to make this work successful?**

**5. How will you build connections to and through those other initiatives?**

**6. On what established schedule will you continue to meet and work together?**

**7. How will you demonstrate collective commitment to on-going engagement in this work?**

## Recommended Resources

- Labor Market Information: <https://www.labormarketinfo.edd.ca.gov/>
- Center of excellence: <http://www.coecc.net/#studybyregion>
- MIS Data Mart: <https://datamart.cccco.edu/DataMart.aspx>
- MIS Perkins Core Indicators:  
[https://misweb.cccco.edu/perkinsv/Core\\_Indicator\\_Reports/Default.aspx](https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx)
- LaunchBoard: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- Chancellor office, Vision for success goals: <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>
- Advance CTE: <https://careertech.org/>
- The California Joint Special Populations Advisory Committee (JSPAC):  
<https://www.jspac.org/special-populations>
- National Alliance for Partnerships in Equity (NAPE): <https://napequity.org/about-us/>

# District CBO/Designee Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local needs assessment document was conducted in accordance to the Perkins V rules and regulations.

**Dr. Lennor Johnson**

(Print Name)

**Superintendent/President**

Title



[Lennor Johnson \(May 17, 2022 16:50 PDT\)](#)

Signature

**5/17/22**

Date







# 2022-2023 Perkins CLNA

Final Audit Report

2022-05-17

Created:	2022-05-13
By:	Patricia Robles (patricia.robles@imperial.edu)
Status:	Signed
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