



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Air-Conditioning & Refrigeration Technology

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	79	62
Number of female students enrolled	3	2
Minimum class size	13	11
Average class size	21	17
Number of students enrolled in Dual Enrollment	0	0
Number of articulations	0	0
Number of certificates awarded	14	8
Number of associate degrees awarded	0	1
Is there a Program Advisory Committee? (Y/N)	Y	Y



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Air-Conditioning & Refrigeration Technology

Comprehensive Local Needs Assessment (CLNA)

Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #3

Connect with third-party industry certifications that validate program curriculum with local, state, and national standards.

Strategy #4

Review program curriculum to maximize work-based learning content including internship and industry visits.



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Program: Air-Conditioning & Refrigeration Technology

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #3

Conduct broad outreach to special populations and adult learners to promote CTE programs.

Strategy #4

Attend professional development opportunities to learn from “best practices” and model programs.



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Program: Air-Conditioning & Refrigeration Technology

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet title 5 requirements.

Strategy #2

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion.

Strategy #3

Attend professional development opportunities to learn from “best practices” and model programs.



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Program: Air-Conditioning & Refrigeration Technology

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors and embedded tutors to provide academic support and access to all students.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Air-Conditioning & Refrigeration Technology

Comprehensive Local Needs Assessment (CLNA) Element #6 Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates program LMI.

Strategy #2

Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.”

Strategy #3

Include discussions on program advisory committee meetings on projected job openings and industry workforce trends.



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Program: Addiction Disorder Studies

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	287	341
Number of female students enrolled	179	201
Minimum class size	5	4
Average class size	22.96	26.91
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	7	5
Number of credentials awarded (CTE students)	10	8
Number of articulations	0	0
Work-based learning	12	12
Number of certificates awarded	10	8
Number of associate degrees awarded	9	9
Credentials awarded (CTE students)	10	8
Is there a Program Advisory Committee? (Y/N)	YES	YES



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Program: Addiction Disorder Studies

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

ADS program is flourishing in many areas and there is a huge interest from the community to learn about addiction. One of the improvement required to work on is the practicum sites offered in the community are limited due to COVID-19. Many places serving the addiction treatment centers are not allowing students to volunteer or have closed down and limiting the number of students that can be allowed to volunteer at their agency.

Strategy #2

Addressing and guidance from the advisory committee. to promote the ADS program to the various agencies to allow ADS students to do their practicum hours.

Strategy #3

Working with the dean and department chair to help the students complete their required 300 hours required for the practicum classes. Some students in the past were given incomplete grade to help them complete their hours.

Strategy #4

ADS program is designed to adhere to care pathway. Students are required to complete 39 units of class work in various subjects.

Strategy #5

Quality of high standard of education in the field of addiction is maintained by faculties that have certification in Addiction Disorder study, psychology, social work, Sociology and Dual Diagnoses for mental Health with Substance use disorder.



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Program: Addiction Disorder Studies

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

The Online classes introduced to offer ADS classes has increased the number of enrolment.

Strategy #2

There has been a great interest to continue to offer a career pathway for completion of 39 units to focus towards certification or associate degree in Addiction disorder counseling.

Strategy #3

Focus is to motivate students to stay on the ADS pathway to work towards completing their ADS degree.

Strategy #4

Introducing students for different practicum work sites to be able to help them what is available in the community job wise in the field of addiction counseling.

Strategy #5

Great motivation to encourage student enrollment with students who are in the work force with Marriage family therapy, social work, criminal justice majors and nurses who are showing interest to understand addiction taking online classes to work towards ADS certification.



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Program: Addiction Disorder Studies

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Certification teaching online classes got ADS program by certified ADS counselors.

Strategy #2

Continual strict requirement from California Alcohol and Drug Educators (CAADE) to maintain the state ADS certification helps with professional certified faculty to teach ADS classes.

Strategy #3

ADS classes are offered at Imperial County Jail office as Inside/Out ADS classes motivate our IVC students to continue to receive hands on experience for students who would want to work in the jail system.

Strategy #4

Offering one unit classes for Anger Management, Non Substance addictions, example sex and gambling addiction sparks awareness in students to learn more about addictions in general.

Strategy #5

Focus is also on community interest to help family members learn about addiction by offering training in intervention process, introduction to family dynamics and self care. ADS classes are designed to teach any age group, who wants to learn and help the family members fight addiction.



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Program: Addiction Disorder Studies

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

1. Complete the ADS program within two year at Imperial Valey college. Motivation to allow the students to stay on course to complete 39 unites required for ADS associate degree or certification.

Strategy #2

Prepare the students to take state exams after completing the courses at IVC - ADS program. California Association for Alcohol/Drug Educators (CAADE) is a state wide organization established as a accredited college profram that IVC ADS Program follows. CAADE remains committed to high accreditation standards for ADS programs, such as at IVC, as well as rigorous standarts for counselors certification. This process includes regular review of curriculum, instructional courses content, supervised practicum and intership, and continuing education intended to assure effecti and ethical service to the public by counselors who will demonstrate such competence.

Strategy #3

3.Aid the students to prepare for the standerdized test required for entry level counselors. CAADE has also developed educational. practicum, and supervised intership stansarts for advanced/ special ty certifications. Help the students find a placement practicum site to complete their 2240 hours practicum to become eligible for getting certified as Alcohol and Drug Counselors.

Strategy #4

4. Aid the students to pick the right agency to get certified with. This is addressed in the ADS 220/221 practicun classes.Choosing the different areas of Aclohol and drug counseling is important to recognize. For example getting certified as a DUI counselor to work in the State program, Prevention program, Intervention, serving LGBT community, Mental health associated with substance use, adolecent population, education and counselcing family members ETC.

Strategy #5

The on going keeping up with the Renewal certificationevery two years, choosing the right field within the scope of practice, exceling further in their education to be able to continue to receive Bachelor, Masters, or PhD degrees programs that is available in this field. This increases their pay scale and position in the work force.



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Program: Addiction Disorder Studies

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

ADS program is flourishing in many areas and there is a huge interest from the community to learn about addiction. One of the improvement required to work on is the practicum sites offered in the community are limited due to COVID-19. Many places serving the addiction treatment centers are not allowing students to volunteer or have closed down and limiting the number of students that can be allowed to volunteer at their agency.

Strategy #2

One of the improvement required to work on is the practicum sites offered in the community are limited due to COVID-19. Many places serving the addiction treatment centers are not allowing students to volunteer or have closed down and limiting the number of students that can be allowed to

Strategy #3

Imperial Valley County jail and the two state prisons have recognized the need for trained professional Addiction or Substance Abuse counselors to promote education in this field. ADS Classes are offered at their facilities to educate the inmates and train students to help with this population.

Strategy #4

DUI program offered through California Association of DUI Treatment Program (CADTP) allows the ADS students to be certified in DUI Addiction counseling.

Strategy #5

There is a great demand for Substance Abuse Counselors due to rise in Fentanyl overdose crises, legalization of Marijuana in California, use of E-cigarettes. The younger group of adolescents experimenting with drugs all contribute to addiction counseling.



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Program: Agriculture

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	32	26
Number of female students enrolled	16	10
Minimum class size	32	26
Average class size	32	26
Number of students enrolled in Dual Enrollment	0	0
Number of articulations	0	2
Number of certificates awarded	0	0
Number of associate degrees awarded	5	3
Is there a Program Advisory Committee? (Y/N)	Y	Y



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Program: Agriculture

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Seek input from the Agriculture Program Advisory Committee members for ideas on program improvement, ensuring alignment with local industry needs, as well as transfer requirements.

Strategy #2

Participate in professional development (conferences and workshops) designed for agriculture education, incorporating successful teaching methods and engagement strategies into the classes to enhance the success of college students studying agriculture.

Strategy #3

Connect with the local four-year colleges/universities to ensure seamless transition of transfer students in agriculture-related programs.

Strategy #4

Ensure a wide representation of industry representatives in the program advisory committee to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #5

Continue with program expansion through the acquisition of instructional resources and equipment that are in line with the technological advancements in the agriculture industry.



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Program: Agriculture

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Provide opportunities for students to apply theoretical knowledge in real-world settings through fieldtrips, farm visits, and laboratory sessions, fostering critical thinking and problem-solving skills. Promote and strengthen hands-on and experiential learning to augment theoretical learning approaches. Ensure students have access to resources that expose them to real world experiences.

Strategy #2

Integrate innovative agricultural technologies into the curriculum, such as precision farming tools and research in farming, to prepare students for modern agricultural practices.

Strategy #3

Collaborate with local agricultural businesses and organizations to offer hands-on experiences, internships, and career opportunities, while also informing curriculum development to match industry needs.

Strategy #4

Attend professional development opportunities in agricultural sciences to learn from “best practices,” model programs, and innovative teaching methods, including the integration of technology and AI, to enhance my skills and effectiveness as an educator

Strategy #5

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students



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Program: Agriculture

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Encourage students to make use of the support services such as tutoring, mentoring, and counseling to assist students who may face barriers to success, ensuring they receive the guidance and resources needed to excel in their chosen CTE programs.

Strategy #2

Implement outreach programs targeting underrepresented communities, including high schools with diverse student populations, to raise awareness about agriculture program and other available CTE programs and opportunities at Imperial Valley College.

Strategy #3

Attending professional development to enhance instructional skills. I will participate in agriculture education-focused professional development to incorporate proven teaching methods and engagement strategies into my classes, enhancing college students' success in agriculture.

Strategy #4

To ensure high recruitment and retention, students from diverse backgrounds and alternative credentials in recruitment processes will be applied. This will ensure compliance with regulations supporting underrepresented groups, and also enriching the educational experience for students in agriculture.

Strategy #5

Provide instructional facilities and equipment that stimulate innovation. Also encourage work-based learning and hands-on experience. These will inspire and motivate students to succeed in agricultural science studies at college level.



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Program: Agriculture

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Explore possibility of implementing flexible scheduling options, including evening 8-weeks semester courses, online courses, and hybrid learning models, to accommodate students with work or family responsibilities, enabling them to access CTE programs without disrupting their other commitments.

Strategy #2

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers. Also enlist qualified students tutors to provide academic support and access to all students.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.

Strategy #4

Hiring of a agriculture lab technician and increase budget allocation to implement agriculture field establishment.

Strategy #5

Establish working partnerships with community organizations and local schools to increase awareness of the various opportunities available in agriculture



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Program: Agriculture

Comprehensive Local Needs Assessment (CLNA) Element #6 Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Implement advisory committees comprised of industry professionals to provide feedback on alignment of curriculum with labor market demands

Strategy #2

Conduct regular consultative meetings with current students, agriculture club and alumni to assess industry needs and employment trends.

Strategy #3

Include discussions on program advisory committee meetings on projected job openings and industry workforce trends.

Strategy #4

Develop internship and job placement programs with local employers to provide students with direct exposure to current industry practices and employment opportunities.

Strategy #5

Ensure that the mandated 2-year CTE program review is conducted to evaluate and validate the agriculture program in line with the labor market information (LMI). Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.



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Program: Automotive Technology

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	162	154
Number of female students enrolled	16	18
Minimum class size	11	10
Average class size	20.8	19.63
Number of students enrolled in Dual Enrollment	22	45
Number of articulations	22	45
Work-based learning		
Number of certificates awarded	9	8
Number of associate degrees awarded	2	5
Is there a Program Advisory Committee? (Y/N)	y	y



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Program: Automotive Technology

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue with advisory committees to analyze program trends, to ensure the current needs of the industry

Strategy #2

Maintain advisory committee meetings in order to meet industry standards. Facilities, curriculum, and equipment

Strategy #3

Continue with industry certifications local, state, and national standards.

Strategy #4

Meet with advisory committee to keep curriculum up to date, or make changes as needed to keep curriculum current.

Strategy #5

Continue with ASE entry level certifications



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Program: Automotive Technology

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students

Strategy #3

Conduct broad outreach to special populations and adult learners to promote CTE programs.

Strategy #4

Attend professional development opportunities to learn from “best practices” and model programs.

Strategy #5

Provide a pathway to students for technical skill proficiency that lead to a credential or certificate.



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Program: Automotive Technology

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet title 5 requirements.

Strategy #2

Attend university day, career education expo, and field trips, will make the students realize the need for highly trained technicians and will learn more about the broad range of opportunities in automotive technology.

Strategy #3

Faculty will attend professional development activities to stay current with all aspects of industry.

Strategy #4

Incorporate material addressing diagnosing and repairing procedures to gain experience in the latest techniques. Keeping up to date with all technical areas,

Strategy #5

Obtain equipment that comes with industry standardized curriculum that will allow us to train the students to industry requirements, and therefore better prepared for their career.



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Program: Automotive Technology

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors and embedded tutors to provide academic support and access to all students.

Strategy #3

Continue student support programs in department meetings to streamline communication and services across programs to facilitate student success.



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Program: Automotive Technology

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates program LMI.

Strategy #2

Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.”

Strategy #3

Program advisory committee meetings to discuss current labor demands.

Strategy #4

Offer training based up on current and future labor market demands

Strategy #5

Maintain facilities and equipment to industry standards to offer training based up on industry demand and sufficient student interest and needs.



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Program: Building Construction Technology

Comprehensive Local Needs Assessment

The CLNA is a requirement that is included in the Perkins Local Application and 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.

Refer to the Perkins V CLNA Guidance Checklist for more information.



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Program: Building Construction Technology

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	48	44
Number of female students enrolled	6	6
Minimum class size	28	22
Average class size	29	26.5
Number of students enrolled in Dual Enrollment	0	0
Number of articulations	1	1
Number of certificates awarded	7	2
Number of associate degrees awarded	2	8
Credentials awarded (CTE students)	10	9
Is there a Program Advisory Committee? (Y/N)	Y	Y



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Program: Building Construction Technology

Comprehensive Local Needs Assessment (CLNA)

Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that the building construction program follows and adheres to the recommendations and endorsements are an accurate representation of local industry needs, as supported by the bi-annual advisory committees.

Strategy #3

Connect with third-party industry certifications that validate program curriculum with local, state, and national standards.

Strategy #4

Review program curriculum to maximize work-based learning in the construction industry to create relevant and current content including internship and industry visits which could lead to employment.



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Program: Building Construction Technology

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling in building construction that maximizes student and institutional efficiencies and allows students to take morning and evening classes.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students to have more opportunities to articulate more high schools to the building construction program.

Strategy #3

Conduct broad outreach to special populations and adult learners to promote the building construction programs.

Strategy #4

Attend professional development opportunities to learn from “best practices” and model programs and have instructors attend train the trainer seminars to be able to certify other instructors and students with various industry recognized credentials.



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Program: Building Construction Technology

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet title 5 requirements. Expand and promote equivalency process to be able to have access to more trained professionals.

Strategy #2

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion for both students and faculty.

Strategy #3

Attend professional development opportunities to learn from “best practices” and model programs that lead to industry certifications.



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Program: Building Construction Technology

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers to increase the number of non-traditional students in the building construction program.

Strategy #2

Continue to use peer tutors and embedded tutors and lab assistants to provide academic support and access to all students in the building construction program.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success, and include student representatives in all of our advisory committee meetings.



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Program: Building Construction Technology

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates program LMI to ensure that our program is not training more students than are needed in the industry.

Strategy #2

Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.”

Strategy #3

Include discussions on program advisory committee meetings on projected job openings and industry workforce trends.



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Program: Child Development

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	539	513
Number of female students enrolled	495	472
Minimum class size	6	9
Average class size	25.8	26.1
Number of students enrolled in Dual Enrollment	58	0
Number of priority CTE career pathways	5	5
Number of articulations		
Number of certificates awarded	66	42
Number of associate degrees awarded	23	17
Is there a Program Advisory Committee? (Y/N)	Y	Y



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Program: Child Development

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #3

Continue representation on Imperial County First Five Commission

Strategy #4

Review program curriculum to maximize and ensure California Teacher Expectations are covered.



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Program: Child Development

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Provide orientation and student success strategies to increase student success.

Strategy #2

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #3

Conduct outreach to special populations and adult learners to promote Child Development/ Early Childhood Education

Strategy #4

Attend Professional development opportunities to learn "best practices" and to keep up with regulatory changes to the field.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Child Development

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote special populations to provide equitable representation in the field

Strategy #2

Provide professional development opportunities



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Child Development

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with Early Childhood Education stakeholders and governmental agencies to facilitate student success and removal of barriers to that success

Strategy #2

Continue mentoring program to provide academic support

Strategy #3

Communicate student opportunities and services to all faculty through department and campus meetings



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Child Development

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Discussion in program advisory meetings on projected employment needs.

Strategy #2

Program review to continually evaluate program health

Strategy #3

Continue representation of Early Childhood Education/Child Development Campus representation on First Five Committee, County LPC, and other governmental agencies to promote the needs of Imperial County



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Computer Information Technology (CIT)

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	772	581
Number of female students enrolled	358	258
Minimum class size	11	24
Average class size	26.68	29.3
Number of students enrolled in Dual Enrollment	41	38
Number of priority CTE career pathways	0	0
Number of articulations	0	0
Number of certificates awarded	13	26
Number of associate degrees awarded	8	11
Is there a Program Advisory Committee? (Y/N)	Y	Y



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: CIT/Cybersecurity

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsements of the Computer Information Technology and Cybersecurity curriculum, ensuring it aligns with the evolving needs and standards of the local cybersecurity and IT industries.

Strategy #2

Ensure a broad and diverse representation of industry professionals in advisory committees, including experts in cybersecurity, network administration, data analytics, and software development, to ensure that program recommendations and endorsements accurately reflect the current demands and trends of the local industry.

Strategy #3

Establish connections with third-party industry certification bodies to ensure that the Computer Information Technology and Cybersecurity program curriculum is validated against local, state, and national standards, providing students with credentials that are widely recognized and respected in the industry.

Strategy #4

Regularly review and update the Computer Information Technology and Cybersecurity curriculum to maximize work-based learning opportunities, including internships, industry visits, and practical projects, to provide students with hands-on experience and real-world exposure that enhance their readiness for the workforce.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: CIT/Cybersecurity

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices by strategically scheduling Computer Information Technology and Cybersecurity courses to optimize both student engagement and institutional efficiency, ensuring that course offerings align with student demand and industry needs.

Strategy #2

Enhance early college credit opportunities in Computer Information Technology and Cybersecurity pathways by collaborating with local high schools to offer articulation and dual enrollment courses, creating seamless transitions and increased opportunities for students to gain relevant skills and certifications before graduating.

Strategy #3

Conduct extensive outreach to special populations and adult learners to promote Computer Information Technology and Cybersecurity programs, highlighting the career opportunities and addressing the specific needs and interests of these groups to ensure inclusivity and accessibility in the field.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: CIT/Cybersecurity

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of Computer Information Technology and Cybersecurity professionals to meet Title 5 requirements, ensuring that candidates with diverse experiences and non-traditional backgrounds are considered for teaching positions.

Strategy #2

Participate in faculty recruitment fairs and develop marketing materials that emphasize diversity and inclusion, specifically targeting underrepresented groups in the fields of Computer Information Technology and Cybersecurity to attract a more diverse pool of candidates.

Strategy #3

Engage in professional development opportunities to learn from best practices and exemplary programs in Computer Information Technology and Cybersecurity education, incorporating these insights into the recruitment, retention, and training strategies to continually improve the quality and inclusiveness of the faculty.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: CIT/Cybersecurity

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to collaborate with campus stakeholders and support programs to enhance student learning and eliminate barriers specific to Computer Information Technology and Cybersecurity students, ensuring all students have equal opportunities to succeed.

Strategy #2

Maintain and expand the use of peer tutors and embedded tutors within Computer Information Technology and Cybersecurity courses to provide targeted academic support and ensure all students have access to the resources they need to excel.

Strategy #3

Integrate student support programs into department meetings to improve communication and coordination of services across Computer Information Technology and Cybersecurity programs, thereby enhancing overall student success and ensuring streamlined access to necessary resources.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: CIT/Cybersecurity

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Regularly analyze local, state, and national labor market information (LMI) to ensure the Computer Information Technology and Cybersecurity curriculum aligns with current and projected industry demands. Adjust program offerings, course content, and skill emphasis based on LMI data to ensure graduates are prepared for in-demand job roles and emerging trends in the field.

Strategy #2

Collaborate with industry partners and local employers to gather real-time insights and feedback on labor market needs. Use this information to develop targeted training modules, workshops, and specialized courses within the Computer Information Technology and Cybersecurity program that address specific skills gaps and enhance students' employability in the evolving job market.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Digital Design and Production

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	147	143
Number of female students enrolled	62	66
Minimum class size	23	25
Average class size	28	31
Number of students enrolled in Dual Enrollment	0	0
Number of credentials awarded (CTE students)	9	12
Number of articulations	5	5
Work-based learning	Y	Y
Number of certificates awarded	0	12
Number of associate degrees awarded	17	17
Credentials awarded (CTE students)	26	29
Is there a Program Advisory Committee? (Y/N)	Y	Y



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Digital Design and Production

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsements of the DDP curriculum, ensuring it aligns with the evolving needs and standards of the DDP industries

Strategy #2

Ensure a broad and diverse representation of industry professionals in advisory committees, including experts in graphic design, video production, and website development, to ensure that program recommendations and endorsements accurately reflect the current demands and trends of the local industry

Strategy #3

Procuring appropriate software and hardware for the DDP students is always a huge factor. We want them to be able to produce projects using the latest software and hardware that they will come into contact with in the industry.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Digital Design and Production

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Enhance early college credit opportunities in DDP pathways by collaborating with local high schools to offer articulation and dual enrollment courses, creating seamless transitions and increased opportunities for students to gain relevant skills and certifications before graduating.

Strategy #2

Conduct extensive outreach to special populations and adult learners to promote DDP programs, highlighting the career opportunities and addressing the specific needs and interests of these groups to ensure inclusivity and accessibility in the field



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Digital Design and Production

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of DDP professionals to meet Title 5 requirements, ensuring that candidates with diverse experiences and non-traditional backgrounds are considered for teaching positions

Strategy #2

Engage in professional development opportunities to learn from best practices and exemplary programs in DDP education, incorporating these insights into the recruitment, retention, and training strategies to continually improve the quality and inclusiveness of the faculty



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Digital Design and Production

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to collaborate with campus stakeholders and support programs to enhance student learning and eliminate barriers specific to DDP students, ensuring all students have equal opportunities to succeed.

Strategy #2

Maintain and expand the use of peer tutors and embedded tutors within DDP courses to provide targeted academic support and ensure all students have access to the resources they need to excel.

Strategy #3

Continued student support by providing software access to all of our adobe products.

Strategy #4

Continued student support by providing laptops to those students who do not have access to an appropriate computers.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Digital Design and Production

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Regularly analyze local, state, and national labor market information (LMI) to ensure the DDP curriculum aligns with current and projected industry demands. Adjust program offerings, course content, and skill emphasis based on LMI data to ensure graduates are prepared for in-demand job roles and emerging trends in the field.

Strategy #2

Collaborate with industry partners and local employers to gather real-time insights and feedback on labor market needs. Use this information to develop targeted training modules, workshops, and specialized courses within the DDP program that address specific skills gaps and enhance students' employability in the evolving job market.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Diesel Farm Machinery & Heavy Equipment

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	30	14
Number of female students enrolled	1	1
Minimum class size	7	14
Average class size	13.33	140
Number of students enrolled in Dual Enrollment	0	0
Number of articulations	0	0
Number of certificates awarded	0	1
Number of associate degrees awarded	0	0
Credentials awarded (CTE students)	5	1
Is there a Program Advisory Committee? (Y/N)	Y	Y



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Diesel Farm Machinery & Heavy Equipment

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use the Diesel advisory committees to conduct annual reviews and endorsement of the program curriculum that recognise that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #3

Connect with third-party industry certifications that validate program curriculum with local, state, and national standards.

Strategy #4

Review program curriculum to maximize work-based learning content including internship and industry visits.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Diesel Farm Machinery & Heavy Equipment

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #3

Conduct broad outreach to special populations and adult learners to promote CTE programs.

Strategy #4

Attend professional development opportunities to learn from “best practices” and model programs.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Diesel Farm Machinery & Heavy Equipment

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet title 5 requirements.

Strategy #2

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion.

Strategy #3

Attend professional development opportunities to learn from “best practices” and model programs.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Diesel Farm Machinery & Heavy Equipment

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors and embedded tutors to provide academic support and access to all students

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: Electrical Technology

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	101	118
Number of female students enrolled	3	1
Minimum class size	1	1
Average class size	8	8
Number of students enrolled in Dual Enrollment	0	0
Number of articulations	0	0
Number of certificates awarded	7	11
Number of associate degrees awarded	10	8
Is there a Program Advisory Committee? (Y/N)	Y	Y



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The Strengthening Career and Technical Education for the 21st Century Act



EWIR

Comprehensive Local Needs Assessment (CLNA)

Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #3

Connect with third-party industry certifications that validate program curriculum with local, state, and national standards.

Strategy #4

Review program curriculum to maximize work-based learning content including internship and industry visits.



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The Strengthening Career and Technical Education for the 21st Century Act



EWIR

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #3

Conduct broad outreach to special populations and adult learners to promote CTE programs.

Strategy #4

Attend professional development opportunities to learn from “best practices” and model programs.



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The Strengthening Career and Technical Education for the 21st Century Act



EWIR

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet title 5 requirements.

Strategy #2

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion.

Strategy #3

Attend professional development opportunities to learn from “best practices” and model programs.



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The Strengthening Career and Technical Education for the 21st Century Act



EWIR

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors and embedded tutors to provide academic support and access to all students.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.



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EWIR

Comprehensive Local Needs Assessment (CLNA) Element #6 Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates program LMI.

Strategy #2

Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.”

Strategy #3

Include discussions on program advisory committee meetings on projected job openings and industry workforce trends.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Plant Operator

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #3

Connect with third-party industry certifications that validate program curriculum with local, state, and national standards.

Strategy #4

Review program curriculum to maximize work-based learning content including internship and industry visits



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Plant Operator

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #3

Conduct broad outreach to special populations and adult learners to promote CTE programs.

Strategy #4

Attend professional development opportunities to learn from “best practices” and model programs.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Plant Operator

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet title 5 requirements.

Strategy #2

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion.

Strategy #3

Attend professional development opportunities to learn from “best practices” and model programs.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Plant Operator

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors and embedded tutors to provide academic support and access to all students.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: Plant Operator

Comprehensive Local Needs Assessment (CLNA) Element #6 Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates program LMI.

Strategy #2

Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.”

Strategy #3

Include discussions on program advisory committee meetings on projected job openings and industry workforce trends.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: POST Academy

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

Description	FY 22-23	FY 21-22
Number of CTE students enrolled	41	41
Number of female students enrolled	14	14
Minimum class size	23	23
Average class size	29.3	28.3
Number of students enrolled in Dual Enrollment	0	0
Number of articulations	0	0
Number of certificates awarded	19	8
Number of associate degrees awarded	7	0
Credentials awarded (CTE students)	21	20
Is there a Program Advisory Committee? (Y/N)	Y	Y



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The Strengthening Career and Technical Education for the 21st Century Act



Program: POST Academy

Comprehensive Local Needs Assessment (CLNA) Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use industry advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with local industry needs.

Strategy #2

Ensure a wide representation of industry representatives in advisory committees to ensure that program recommendations and endorsements are an accurate representation of local industry needs.

Strategy #3

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #4

Review program curriculum to maximize work-based learning content including internship and industry visits.

Strategy #5

Stay abreast of ever changing POST guidelines and requirements.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: POST Academy

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment management practices via strategic course scheduling that maximizes student and institutional efficiencies.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and/or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #3

Create the new Modern Policing Degree as required by the State.

Strategy #4

Add a second mode of instruction.

Strategy #5

Increase number of courses offered to community partners



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: POST Academy

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion.

Strategy #2

Attend professional development opportunities to learn from “best practices” and model programs.

Strategy #3

Provide more opportunities as we increase the cap size of the academy

Strategy #4

Advisory committee discussion regarding the recruitment of current employees in public safety

Strategy #5

Provide additional professional development opportunities for current employees.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: POST Academy

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors and embedded tutors to provide academic support and access to all students.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.

Strategy #4

Fully engage the public safety assigned counselor

Strategy #5

Update the application documents to be more inclusive.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: POST Academy

Comprehensive Local Needs Assessment (CLNA) Element #6 Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates program LMI.

Strategy #2

Complete institutional comprehensive 3-year program review and yearly updates that evaluate “program health and efficiencies.”

Strategy #3

Include discussions on program advisory committee meetings on projected job openings and industry workforce trends.

Strategy #4

Encourage cadets to complete the current degree portion.

Strategy #5

Implement the Modern Degree Policing degree.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: **WELDING**

Comprehensive Local Needs Assessment (CLNA)

Element #1

Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 21-22 and 22-23.

<u>Description</u>	<u>FY 22-23</u>	<u>FY 21-22</u>
Number of CTE students enrolled	122	94
Number of female students enrolled	17	6
Minimum class size	9	13
Average class size	19.07	20.25
Number of students enrolled in Dual Enrollment	19	13
Number of articulations	2	2
Number of certificates awarded	13	1
Number of associate degrees awarded	9	3
Is there a Program Advisory Committee? (Y/N)	Y	Y



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The Strengthening Career and Technical Education for the 21st Century Act



Program: **WELDING**

Comprehensive Local Needs Assessment (CLNA)

Element #2

Program size, scope, and quality to meet the needs of all students.

Determine the strategies/action steps to reach the goal of Element #2.

CA defines size, scope, & quality as:

- 1) Size: Resources that affect whether program can adequately address SLOs.
- 2) Scope: Programs are part of a clearly defined career pathway.
- 3) Quality (high-skill, high-wage, high-demand)

Strategy #1

Continue to use Industry Welding Advisory committees to conduct annual reviews and endorsement of program curriculum that recognizes that the program is consistent with the local Industry needs.

Strategy #2

Ensure a wide representation of Welding Industry representatives in Advisory Committees to ensure that the program recommendations and endorsements are an accurate representation of local Industry needs.

Strategy #3

Connect with third -party Industry Certification that validated program curriculum with local, state, and national standards.

Strategy #4

Review program curriculum to maximize work-based learning content including internship and Industry visits.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: **WELDING**

Comprehensive Local Needs Assessment (CLNA)

Element #3

Progress towards implementation of CTE programs of study/career pathways.

Determine the strategies/action steps to reach the goal of Element #3.

Strategy #1

Strengthen enrollment practices via strategic course scheduling that maximizes student and Institutional efficiency.

Strategy #2

Strengthen early college credit efforts in CTE pathways with local high schools via articulation and or dual enrollment courses to create seamless pathways and opportunities for students.

Strategy #3

Conduct broad outreach to special population and adult learners to promote the CTE program..



24-25 Perkins V

The Strengthening Career and Technical Education for the 21st Century Act



Program: WELDING

Comprehensive Local Needs Assessment (CLNA)

Element #4

Improving, recruitment, retention, and training of CTE professionals, including underrepresented groups.

Determine the strategies/action steps to reach the goal of Element #4.

Strategy #1

Promote the use of equivalency alternatives for the recruitment of CTE professionals to meet Title 5 requirements.

Strategy #2

Attend faculty recruitment fairs and create marketing materials that promote diversity and inclusion.



24-25 Perkins V

The Strengthening Career and Technical Education for the 21' Century Act



Program: WELDING

Comprehensive Local Needs Assessment (CLNA)

Element #5

Progress towards equal access to CTE programs for all students.

Determine the strategies/action steps to reach the Goal of Element #5.

Strategy #1

Continue to work with campus stakeholders and support programs to facilitate student learning and remove student barriers.

Strategy #2

Continue to use peer tutors to provide academic support and access to all students.

Strategy #3

Include student support programs in department meetings to streamline communication and services across programs to facilitate student success.



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The Strengthening Career and Technical Education for the 21st Century Act



Program: WELDING

Comprehensive Local Needs Assessment (CLNA)

Element #6

Alignment to Labor Market Information (LMI)

Determine the strategies/action steps to reach the goal of Element #6.

Strategy #1

Complete mandated 2-year CTE program review that evaluates and validates programs LMI.

Strategy #2

Complete Institutional comprehensive 3-year program review and yearly updates that evaluate program health and efficiency.

Strategy #3

Include discussions on program Welding advisory committee meetings on projected job openings and Industry workforce trends.