



## 26-27 Perkins V

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act



### **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: Addiction Disorder Studies (ADS)

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	257	258
Number of female students enrolled	152	168
Minimum class size	10	2
Average class size	28	26.58
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	0	0
Number of articulations	0	0
Work-based learning	0	0
Number of certificates awarded	1	7
Number of associate degrees awarded	5	8
Number of credentials awarded	0	0
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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 and treatment of addiction with dual Diagnosis.. One of the improvement required to work on is the practicum sites offered in the community are limited due to COVID-19 residue. 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. In recent months more opportunities for the students to do their practicum has opened up.

The shift from 16 week classes to 8 week classes have caused a drop in student enrollment. Hopefully the consistant in scheduling online classes and face to face will improve number of students enrolling for ADS classes.

#### Strategy #2

Guidance from the advisory committee to promote the ADS program to various agencies and allow ADS students to complete their practicum hours. Outreach at community events have helped to spread the word of offering ADS program at IVC.

#### Strategy #3

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

#### Strategy #4

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.

Working with the dean and department chair to improve the scheduling semester classes can help.

#### 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 diagnosis for mental health with substance use disorder. There has been an increase number of faculties interested in getting certified to teach ADS program.



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### **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 offered for ADS classes has increased the number of enrollment and more students also from outside of IVC are enrolling for the classes.

##### 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 as the demand for substance use counselors has increased in the health provider community.

##### Strategy #3

Introducing students for different practicum work sites where ADS counseling is provided has helped student stay focused to continue finishing the ADS pathway. Awareness in the in the community job wise in the field of addiction counseling.

##### Strategy #4

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.

##### Strategy #5

Main focus is paid to motivate students to stay on the ADS pathway to work towards completing their ADS degree and prepare the students to become state board certified once they complete their associate degree in ADS at IVC.



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### 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 and certified ADS faculties strengthens the ADS program.

##### Strategy #2

An understanding of 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 motivates 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, life skills, telehealth classes has sparked 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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### **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

Interested parties of any age are eligible take these classes and complete the ADS program within two year at Imperial Valley 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 program that IVC ADS Program follows. CAADE remains committed to high accreditation standards for ADS programs, such as at IVC, as well as rigorous standards for counselors certification. This process includes regular review of curriculum, instructional courses content, supervised practicum and internship, and continuing education intended to assure effective and ethical service to the public by counselors who will demonstrate such competence.

##### Strategy #3

Aid the students to prepare for the standardized test required for entry level counselors. CAADE, CAAPP or CADTP has also developed educational. practicum, and supervised internship standard for advanced/ specialty 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

Aid the students to select the right agency and obtain certification is important. This is addressed in the ADS 220/221 practicum classes. Choosing the different areas of alcohol 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, adolescent population, education and counseling family members ETC.

##### Strategy #5

The on going keeping up with the renewal certification every two years, choosing the right field within the scope of practice, excelling 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.

There is an interest to develop an ADS Bachelor program to be offered at IVC. Work in progress.



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### **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. there is a 75% increase in addiction across the nation to opioid crises, alcohol intake and younger and younger generation are experimenting with vaping. There is a demand for training addiction counselors in the health community.

#### Strategy #2

One of the improvement required to work on is the practicum sites offered in the community are limited due to COVID-19 residue. Many places serving the addiction treatment centers are nor allowing students to volunteer or have closed down and limiting the number of students that can be allowed to complete their practicum This can be addressed at behavior health, inpatient treatment programs and students willing to temporarily move to bigger cities such as San Diego to gain experience in this field. May be allow students to be able to attend conferences for workshops offered to prepare them for certification process.

#### 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. Some of the students are offered paid internships for applying to work at this places. Behavior health is also offering training for ADS counseling.

#### 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 groups of adolescents experimenting with drugs all contribute to addiction counseling.



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## Program: Agriculture Plant Science

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	22	24
Number of female students enrolled	12	16
Minimum class size	22	24
Average class size	22	24
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	2	2
Number of articulations		
Work-based learning		
Number of certificates awarded	3	4
Number of associate degrees awarded	9	9
Number of credentials awarded		
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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

Expand enrollment capacity via hybrid/online sections to increase program size.

#### Strategy #2

Align curriculum with regional agriculture pathways (precision ag, irrigation tech, IPM).

#### Strategy #3

Upgrade lab/field equipment to meet industry standards (high-skill training).

#### Strategy #4

Integrate industry tours and visits (Yuma Ag Expo) into our regular coursework.

#### Strategy #5

Incorporate contribution of the advisory committee input to ensure high-wage, high-demand alignment.



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### 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

Embrace the AG Plant Science pathway for the ADT in Agriculture Plant Science.

##### Strategy #2

Establish agreements with regional/local research institutions as well as agriculture industry at large.

##### Strategy #3

Integrate work-based learning (internships, field labs, industry visits).

##### Strategy #4

Explore ways to embed stackable credentials within the program sequence

##### Strategy #5

Strengthen alignment of Ag courses to CSU/UC transfer pathways and workforce entry points



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### 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

Enhance recruitment of students from local high schools..

##### Strategy #2

Participate in professional development(conferences and workshops) in ag technology and pedagogy.

##### Strategy #3

Support faculty certification and industry credential attainment.

##### Strategy #4

Establish mentorship program for new and underrepresented instructors.

##### Strategy #5

Fund conference participation (Western Growers, UC/USDA trainings).



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### **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

Increase outreach by visiting high schools through L2L outreach initiative for recruitment).

#### Strategy #2

Provide tutoring and academic support for CTE students.

#### Strategy #3

Offer flexible scheduling (Hybrid and full online courses).

#### Strategy #4

Ensure compliant with the Americans with Disabilities Act (ADA) standards for accessible design labs and instructional materials.

#### Strategy #5

Enhance field activities



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### **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

Align curriculum with regional demand (irrigation tech, ag automation, crop management).

#### Strategy #2

Partner with local employers (Imperial Valley agriculture industry) for internship and potential job offers to students..

#### Strategy #3

Use local employment data to update course offerings annually.

#### Strategy #4

Integrate emerging technologies (precision ag, GIS, drone applications).

#### Strategy #5

Track graduate employment outcomes to inform program improvements



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## Program: Automotive Technology (AUTO)

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	258	235
Number of female students enrolled	39	32
Minimum class size	13	10
Average class size	19	22.23
Number of students enrolled in Dual Enrollment	190	193
Number of priority CTE career pathways	0	0
Number of articulations	4	4
Work-based learning	0	0
Number of certificates awarded	51	26
Number of associate degrees awarded	9	8
Number of credentials awarded	0	0
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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

Maintaining tools, equipment, and facilities up to date will help the student to complete SLO's with a higher rate of success.

#### 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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### **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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### 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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### **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 student support programs in department meetings to streamline communication and services across programs to facilitate student success

##### Strategy #2

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

##### Strategy #3

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

##### Strategy #4

##### Strategy #5



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### **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

Offer training based up on current and future labor market demands

#### Strategy #2

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

#### Strategy #3

Program advisory committee meetings to discuss current labor demands.

#### Strategy #4

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

#### Strategy #5

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



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## Program: Child Development/Early Childhood Education

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	585	554
Number of female students enrolled	538	495
Minimum class size	11	14
Average class size	27	27.09
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	7	7
Number of articulations		
Work-based learning	17	15
Number of certificates awarded	38	30
Number of associate degrees awarded	38	27
Number of credentials awarded		
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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:

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- 3) Quality (high-skill, high-wage, high-demand)

#### Strategy #1

Identified Need: Increased Access to Industry-Aligned Professional Development and Workforce Preparation Opportunities

The Child Development program serves a high percentage of economically disadvantaged students, first-generation college students, English language learners, and single parents. Due to geographic isolation and financial barriers, many students have limited access to professional conferences, industry training, networking opportunities, and workforce preparation experiences available outside Imperial County. To address this need, Imperial Valley College will develop and implement a local Child Development Mini-Conference and Professional Development Institute designed to provide students, community members, and early childhood professionals with access to high-quality, industry-aligned training and workforce preparation activities. Conference sessions will focus on current topics in Early Childhood Education, including developmentally appropriate practices, child observation and assessment, classroom management, family engagement, trauma-informed care, licensing and permit pathways, professionalism, and workforce readiness skills.

Perkins funds will support allowable expenditures including speaker stipends, instructional materials, conference supplies, student participation costs, facility support, and student support services necessary to ensure equitable access for special populations.

The conference will also provide opportunities for students to connect with local employers, mentor teachers, site supervisors, and community partners, strengthening the local workforce pipeline and supporting regional efforts to address anticipated workforce shortages and educator retirements. This strategy supports Perkins priorities related to program quality, student workforce preparation, equity and access, and labor market alignment.

#### Strategy #2

Identified Need: Ongoing Faculty and Administrator Professional Development

The field of Early Childhood Education continues to evolve through changes in research, instructional practices, workforce expectations, licensing requirements, and state and federal regulations. To maintain program quality and ensure curriculum remains aligned with industry standards, Child Development faculty and administrators must participate in ongoing professional learning and industry engagement activities.

This need will be addressed through targeted professional development opportunities for faculty, department leadership, and support personnel. Professional development activities may include attendance



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at California Community College Early Childhood Education (CCCECE) meetings, regional and state conferences, specialized trainings, workshops, and professional learning events focused on current trends and emerging practices in Early Childhood Education.

Perkins funds will support allowable professional development activities that strengthen instructional quality, curriculum relevance, workforce alignment, and educator effectiveness. Participation in these activities will ensure faculty remain current in developmentally appropriate practices, trauma-informed care, inclusive teaching strategies, family engagement, licensing updates, workforce trends, and emerging industry standards.

Knowledge and resources gained through these professional development activities will be incorporated into curriculum review, program planning, pathway development, and student support services, contributing to continuous program improvement and increased workforce readiness for Child Development students.

### Strategy #3

Identified Need: Enhanced Student Support, Mentoring, and Workforce Readiness Services

The Child Development program serves a student population with a disproportionately high percentage of females, economically disadvantaged students, English language learners, and single parents. While these demographics reflect the program's commitment to access and equity, they also represent populations that frequently encounter barriers to persistence, completion, and workforce entry.

Program data indicate that targeted support strategies have contributed to improved student outcomes, with course success rates increasing from 77.9 percent in 2023-2024 to 81.4 percent in 2024-2025.

Continued investment in mentoring and student support services is needed to sustain and further improve these outcomes.

To address this need, students will participate in structured mentoring experiences through the Imperial Valley College Child Development Lab Schools. Under the guidance of experienced Mentor Teachers, students will receive hands-on learning opportunities that reinforce classroom instruction, develop professional competencies, and build confidence in working with young children and families. These experiences also support students in progressing toward Child Development Permit requirements and employment within the Early Childhood Education workforce.

In addition, Perkins funds will support student workforce readiness activities, including specialized lectures, workshops, and training provided by industry professionals. Topics may include behavior guidance, inclusion of children with exceptional needs, support for dual language learners, professionalism, and workplace readiness skills.

These strategies are designed to reduce barriers for special populations, strengthen student retention and completion, improve workforce preparedness, and increase employment opportunities within the Early Childhood Education field.

### Strategy #4

### Strategy #5



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### **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

Students will participate in structured mentoring experiences through the Imperial Valley College Child Development Lab Schools. Under the guidance of experienced Mentor Teachers,

##### Strategy #2

##### Strategy #3

##### Strategy #4

##### Strategy #5



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### 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

Design strategies to reduce barriers for special populations, strengthen student retention and completion, improve workforce preparedness, and increase employment opportunities within the Early Childhood Education field.

##### Strategy #2

##### Strategy #3

##### Strategy #4

##### Strategy #5



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### 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

Prioritize program quality, student workforce preparation, equity and access, and labor market alignment.

##### Strategy #2

##### Strategy #3

##### Strategy #4

##### Strategy #5



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### **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 then annual Program Review Process for Child Development Programs.

#### Strategy #2

Meet and confer with the Child Development Program Advisory Committee on at least an annual basis.

#### Strategy #3

#### Strategy #4

#### Strategy #5



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## Program: Information Technology, General

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	844	778
Number of female students enrolled	405	355
Minimum class size	13	12
Average class size	26	27
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways		
Number of articulations		
Work-based learning		
Number of certificates awarded	71	64
Number of associate degrees awarded	56	50
Number of credentials awarded		
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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

Update program hardware, software, and instructional technologies on a continuing basis to help ensure students are learning in environments that reflect current industry standards and workforce expectations.

#### Strategy #2

Expand access to modern lab technologies, including security equipment, virtualization tools, and AI-related instructional resources, to strengthen hands-on learning and improve program quality.

#### Strategy #3

Review and improve course sequencing to support a clearer career pathway in information technology, cybersecurity, networking, and related areas of study.

#### Strategy #4

Increase the use of applied, lab-based instruction and case-based activities that strengthen practical problem-solving skills and better prepare students for real-world technology environments.

#### Strategy #5

Continue aligning curriculum, lab activities, and instructional resources with current industry needs so the program remains high-skill, high-demand, and workforce relevant.



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### **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 the program of study by continuing to align courses with clearly defined academic and career pathways in information technology and cybersecurity.

##### Strategy #2

Review curriculum and program offerings regularly to ensure students can progress through coursework in a logical sequence that supports skill development and completion.

##### Strategy #3

Expand hands-on lab experiences and course activities that connect classroom learning to career preparation in networking, systems administration, cybersecurity, and digital forensics.

##### Strategy #4

Identify opportunities to improve transitions between courses, certificates, and degree pathways so students can move more effectively toward educational and employment goals.

##### Strategy #5

Use program review, advisory input, student feedback, and labor market trends to continue refining the program pathway and maintaining industry relevance.



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### 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

Support faculty professional development in emerging technologies, including cybersecurity tools, AI-related instructional resources, updated operating systems, and current industry software.

##### Strategy #2

Encourage ongoing faculty training that strengthens instruction in hands-on lab environments and supports the effective use of new hardware, software, and security equipment.

##### Strategy #3

Promote recruitment and retention of qualified CTE professionals by maintaining a program environment that values current industry knowledge, applied instruction, and student-centered teaching practices.

##### Strategy #4

Increase opportunities for faculty to engage with industry trends, advisory committee feedback, and workforce expectations in order to keep instruction current and relevant.

##### Strategy #5

Support inclusive recruitment and professional development practices that encourage participation from underrepresented groups within CTE teaching and leadership roles.



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### **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

Promote equitable access to program coursework, lab activities, and instructional resources so that all students have opportunities to participate fully in the program.

##### Strategy #2

Continue improving instructional materials and lab environments to support a wider range of learners, including students who benefit from more hands-on, applied, and technology-supported learning experiences.

##### Strategy #3

Use current tools, software, and updated equipment to help reduce barriers that may limit student engagement, skill development, and workforce preparation.

##### Strategy #4

Encourage outreach and student support efforts that help broaden participation in information technology and cybersecurity pathways, particularly among underserved and underrepresented students.

##### Strategy #5

Review student participation and success data to identify gaps in access or outcomes and use that information to guide continuous program improvement.



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### **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

Continue reviewing labor market information to ensure the program remains aligned with regional and statewide workforce needs in information technology, cybersecurity, networking, and related fields.

#### Strategy #2

Update program resources, software, hardware, and security technologies to better reflect the tools and systems currently used in industry.

#### Strategy #3

Incorporate AI-related tools, modern lab technologies, and current software platforms where appropriate to support instruction in emerging and in-demand areas of the workforce.

#### Strategy #4

Use advisory committee input, labor market trends, and employer expectations to guide program improvements, curriculum updates, and equipment purchasing decisions.

#### Strategy #5

Strengthen students' workforce readiness by providing learning experiences that reflect current job skills, industry practices, and evolving technology environments.



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## Program: Fire Technology and Academy

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	122	113
Number of female students enrolled	12	13
Minimum class size	15.5	14
Average class size	20.5	19.07
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	0	0
Number of articulations	0	0
Work-based learning	0	0
Number of certificates awarded	35	21
Number of associate degrees awarded	2	2
Number of credentials awarded	0	0
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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

Review Program Curriculum to maximize work-based learning content including mentorship and industry visits.

#### Strategy #2

Conduct annual reviews and endorsement of program through advisory committees to recognize that the program is consistent with local industry needs

#### Strategy #3

#### Strategy #4

#### Strategy #5



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### **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

Start early college credits through CTE pathways with local high schools via articulation and/or dual enrollment courses for pathways and opportunities for students.

##### Strategy #2

Attend larger number of outreach events to promote CTE program

##### Strategy #3

##### Strategy #4

##### Strategy #5



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### 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 recruitment of CTE professionals through discussion during advisory meetings and local industry meetings.

##### Strategy #2

Attending more career fair in local Cities and High Schools.

##### Strategy #3

##### Strategy #4

##### Strategy #5



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### 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

Streamline communication and services across programs to facilitate student success by including student support programs in department meeting .

##### Strategy #2

Assist campus stakeholders and support programs to facilitate student learning and remove student barriers

##### Strategy #3

Proactive solicitation of Dual enrollment courses or articulation programs at local High Schools

##### Strategy #4

##### Strategy #5



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### **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

During program advisory committee meeting discuss projected job openings and industry workforce trends

#### Strategy #2

Complete yearly updates that evaluate "program efficiencies

#### Strategy #3

#### Strategy #4

#### Strategy #5



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## Program: Air Conditioning and Refrigeration Technology Program

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	131	96
Number of female students enrolled	6	3
Minimum class size	17	16
Average class size	23	21.4
Number of students enrolled in Dual Enrollment	17	0
Number of priority CTE career pathways	6	6
Number of articulations	1	1
Work-based learning	0	0
Number of certificates awarded	20	27
Number of associate degrees awarded	4	1
Number of credentials awarded	10	12
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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.

#### Strategy #5



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### 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



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### 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.

##### Strategy #4

##### Strategy #5



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### **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

##### Strategy #5



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### **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

#### Strategy #5



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## Program: Building Construction Technology Program

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	64	42
Number of female students enrolled	9	6
Minimum class size	20	27
Average class size	27	28.5
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	2	0
Number of articulations	2	2
Work-based learning	0	0
Number of certificates awarded	6	23
Number of associate degrees awarded	5	11
Number of credentials awarded	2	2
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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.

#### Strategy #5



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### 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



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### 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.

##### Strategy #4

##### Strategy #5



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### 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

##### Strategy #5



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### **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

#### Strategy #5



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## Program: DIESEL Technology Program

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	29	40
Number of female students enrolled	1	3
Minimum class size	19	8
Average class size	22	18.6
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	5	5
Number of articulations	0	0
Work-based learning	0	0
Number of certificates awarded	10	9
Number of associate degrees awarded	0	0
Number of credentials awarded	0	150
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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.

#### Strategy #5



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### 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



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### 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.

##### Strategy #4

##### Strategy #5



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### **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

##### Strategy #5



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### **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

#### Strategy #5



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## Program: Electrical Technology Program

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	68	74
Number of female students enrolled	0	0
Minimum class size	1	1
Average class size	5	5.4
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	13	13
Number of articulations	1	10
Work-based learning	0	0
Number of certificates awarded	1	11
Number of associate degrees awarded	1	01
Number of credentials awarded	0	0
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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.

#### Strategy #5



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### 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



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### 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.

##### Strategy #4

##### Strategy #5



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### **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

##### Strategy #5



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### **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

#### Strategy #5



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## Program: Instrumentation Technology Program

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	23	0
Number of female students enrolled	2	0
Minimum class size	23	0
Average class size	23	0
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	10	0
Number of articulations	0	0
Work-based learning	0	0
Number of certificates awarded	0	0
Number of associate degrees awarded	0	0
Number of credentials awarded	0	0
Is there a Program Advisory Committee? (Y/N)	Y	



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### 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.

#### Strategy #5



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### 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



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### 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.

##### Strategy #4

##### Strategy #5



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### **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

##### Strategy #5



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### **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

#### Strategy #5



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## Program: Plant Operator Technology Program

### Comprehensive Local Needs Assessment (CLNA)

### Element #1

### Student Performance Data Reviewed

Determine district/college actual performances using MIS data report for FY 23-24 and 24-25.

Description	FY 24-25	FY 23-24
Number of CTE students enrolled	60	84
Number of female students enrolled	10	7
Minimum class size	13	7
Average class size	20	23
Number of students enrolled in Dual Enrollment	0	0
Number of priority CTE career pathways	5	5
Number of articulations	0	0
Work-based learning	0	0
Number of certificates awarded	14	28
Number of associate degrees awarded	1	0
Number of credentials awarded	116	150
Is there a Program Advisory Committee? (Y/N)	Y	Y



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### 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.

#### Strategy #5



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### 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



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### 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.

##### Strategy #4

##### Strategy #5



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### **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

##### Strategy #5



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### **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

#### Strategy #5