



Career and Technical Education: Comprehensive Local Needs Assessment

A Systemic Review Guidebook for Postsecondary Schools

Office of College and Career Pathways

2024 - 2026

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2.0	April 2024	Modified data tables in Activity B.1

Purpose

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), provides funding to support educators in developing the technical and employability skills and academic knowledge of secondary and postsecondary education students enrolling in career and technical education (CTE) programming.

Perkins V requires that grant recipients complete a Comprehensive Local Needs Assessment (CLNA) every other year to identify needs or gaps that should be addressed to strengthen the delivery of high-quality CTE programming.

The Maryland State Department of Education (MSDE) has created this document to assist you in conducting your CLNA. Information contained within it also will help you to align your improvement efforts with the College and Career Readiness Pillar contained in the Blueprint for Maryland's Future. Key action steps include assessing the alignment of CTE programs of study (POS) to labor market needs; reviewing student participation and performance in CTE coursework; evaluating site progress in making CTE offerings accessible to students; and considering efforts to recruit, train, and retain CTE instructors.

Results from this CLNA should be incorporated into your Perkins V Local Application, which details how you plan to use federal funds to improve CTE instruction and expand equitable student access to quality programs.

The Comprehensive Local Needs Assessment and the Local Application will be reviewed and approved on a rolling basis, and must be fully completed by the Community College, negotiated (CC and MSDE), and approved by the State Director of Career and Technical Education or their designee prior to July 1st of each year.

If you have questions about how to use this guide, please contact your designated Postsecondary Program Coordinator in the Office of College and Career Pathways.

Instructions

Conducting this needs assessment will take several months to complete and must precede the creation of your 2024-25 Perkins V Local Application.

This guide provides a framework to help you investigate the status of your CTE programming and identify areas for improvement. It is organized into six sections:

- Guiding Principles
- Assembling a Stakeholder Team
- Component A: Labor Market Alignment
- Component B: Student Participation and Persistence
- Component C: Program Performance
- Component D: Professional Development

While you may choose to cover topics in any order, you should begin by assembling a stakeholder team to inform your effort. This group must include representatives from the stakeholder groups that are identified in the Perkins V legislation.

You may complete this document online or electronically by typing directly into the provided fillable fields. Alternatively, you may print out a copy of this form and enter information by hand. Do not alter or remove sections. Those choosing to complete the document offline should upload a completed copy using SharePoint.

Guiding Principles and Logic Model

OVERVIEW

MSDE has identified a set of guiding principles to inform the creation of CTE programming. It includes the expectation that all learners should have access to high-quality CTE coursework that:

- aligns to high-skill, high-wage, in-demand careers,
- leads to industry-recognized and/or postsecondary credentials that supports entrance or advancement in a specific career cluster, and
- offers career-based learning experiences (e.g., work-based learning, apprenticeship) that require the application of academic and technical knowledge and skills in a work setting.

LOGIC MODEL

Despite the growing emphasis on CTE as a pivotal pathway for students in Maryland, there is a significant gap in the systematic evaluation of current CTE programs. Maryland's dedication to aligning educational experiences with the demands of the real-world labor market faces challenges:

1. Lack of Comprehensive Oversight: There isn't a unified method to holistically assess the state's CTE programming capacity. This absence has led to disparities among various student groups across CTE clusters, hindering equitable access to quality education.
2. Inefficient Funding Application Process: Potential CTE grantees in Maryland lack a structured Local Application process for Perkins V grant funds, affecting their ability to optimally leverage these resources for student outcomes.

The combined effect of these challenges puts Maryland's CTE programs at risk of not fully aligning with the Perkins V requirements and, more importantly, not meeting the evolving needs of students and the labor market. Consequently, there is an urgent need for a systematic approach to bridge these gaps, ensuring the delivery of equitable, high-quality career and technical training that truly mirrors labor market demands.

Resources	Strategies	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impacts
Tangible: Funding from Perkins V	Develop a CLNA	Comprehensive report detailing current state of CTE programs	Identification of gaps and disparities in CTE programs	Enhanced quality and inclusivity of CTE programs	A workforce better prepared for Maryland's labor market demands
Tangible: Labor Market Information (LMI) Data	Analyze LMI to align CTE programs with labor market demands	List of high-demand sectors and occupations in Maryland	CTE curriculum adjustments based on labor market needs	Improved alignment of CTE tracks with workforce demands	Higher employment rates for CTE program graduates
Tangible: Interview and Focus Group	Conduct interviews and focus groups with stakeholders	Collection of feedback and insights from stakeholder groups	Immediate feedback loop established with stakeholders	Strengthened collaboration and partnerships	Enhanced stakeholder trust and investment in CTE programs
Intangible: Expertise in CTE Programming	Design a structured Local Application process for Perkins V funding	Guideline document for potential CTE grantees	Streamlined application process for Perkins V funding	Increased number of high-quality grant applications, earlier in the process	Optimal leverage of grant funds for improved student outcomes
Intangible: Stakeholder Relationships	Engage regularly with stakeholders for continuous feedback	Periodic stakeholder engagement sessions	Fostered sense of community ownership and involvement	Stronger community ties and support for CTE programs	CTE programs that resonate more deeply with community needs
Intangible: Knowledge of federal and state education guidelines	Ensure CTE programs align with Perkins V, the Blueprint for Maryland's Future, and other relevant guidelines	Regular compliance checks and reports	Immediate course correction when misalignments are found	Consistent alignment with state and federal guidelines	Sustained funding and support for CTE programs due to compliance

INTERPRETATION

1. **IF** we intentionally and strategically allocate Perkins funding in the planning process, **THEN** we can develop a CLNA leading to a comprehensive report that identifies gaps in the CTE programs, ultimately enhancing the quality and inclusivity of CTE programs and preparing the workforce better for Maryland's labor market demands.
2. **IF** we utilize LMI data, **THEN** we can better align CTE programs with current labor market demands, leading to adjustments in the CTE curriculum, improving the alignment of CTE tracks with workforce demands, and resulting in higher employment rates for CTE program graduates.
3. **IF** we employ interview and focus groups effectively, **THEN** we can gather valuable feedback from stakeholders, establishing an immediate feedback loop, strengthening collaboration, and enhancing stakeholder trust and investment in CTE programs.
4. **IF** we leverage our expertise in CTE programming, **THEN** we can design a structured Local Application process for Perkins V funding, streamlining the application process, increasing the number of successful grant applications, and optimizing the use of grant funds for improved student outcomes.
5. **IF** we nurture and maintain stakeholder relationships, **THEN** we can engage more deeply and regularly for feedback, fostering a sense of community ownership, strengthening community ties, and creating CTE programs that resonate more deeply with community needs.
6. **IF** we stay updated on federal and state education guidelines, **THEN** we can ensure consistent alignment of CTE programs with these guidelines, leading to immediate course corrections when needed, sustained alignment, and thereby securing sustained funding and support for CTE programs

PROGRAM DESIGN

All CTE programming in Maryland must be delivered through Programs of Study (POS) developed by the state or a local school system. To be considered "state approved," each program of study must meet these criteria:

- Strengthens the academic, career, and technical skills of students to prepare them for careers and further education.
- Incorporates input from diverse stakeholder groups, including industry and postsecondary partners
- Fits within one of 10 state-recognized career clusters that help students learn about their work options so that they may make informed career decisions.
- Includes opportunities for students to earn industry or postsecondary credentials and participate in career-based learning experiences.
- Prepares students for both college and careers through the completion of a planned sequence of coursework that blends academic, technical, and workplace skills.
- Incorporates a coherent set of academic, employability, and technical skills based on national and state standards that offer students a competitive advantage in the workplace.
- Offers multiple options to prepare students for entry into careers and further education through articulation agreements, supervised career-based learning experiences (e.g., work-based learning, internship, apprenticeship, etc.), and/or industry-mentored or capstone projects.
- Is based on enrollment and outcome data to inform program improvement and increase student performance.

Refer to these criteria as you conduct your CLNA to ensure your programming is rigorous and of uniformly high quality.

STUDENT ENGAGEMENT

A CTE POS includes a course sequence from grades nine through 12 and two or more years of postsecondary education courses. A student may meet the following thresholds of engagement:

Participant — Student completing not less than one credit in a MSDE approved CTE POS.

Concentrator — Students who have earned at least 12 credits in a CTE POS or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total in a MSDE approved CTE POS.

Completer — Student who meets all requirements in a state approved CTE POS.

PROGRAM DELIVERY

Local school systems must meet **Size, Scope, and Quality** criteria to qualify for federal funding. Detailed information on these and additional expectations relating to CTE programming can be found in Maryland's [Policies & Procedures for the Development & Continuous Improvement of Career and Technical Education Programs of Study](#).

Any program that fails to meet all the following criteria will need to be brought into compliance or removed from your program approval request, invalidating it for Perkins V funding. While you are not expected to develop plans to address deficiencies as part of the CLNA process, you are encouraged to assess each CTE POS against these criteria to help prepare for developing your local application.

SIZE
At least two state-approved CTE POSs are offered in recognized clusters.
Each POS consists of a coordinated, non-duplicative sequence of academic and technical coursework comprising at least 3 credits.
Each CTE concentrator-level course (typically the 3rd in a program) has a minimum of 10 concentrators over a 4-year period. If not, evidence must be offered of continued progress toward meeting this requirement.
Each POS has the required number of staff, availability of equipment, and student access to facilities.

SCOPE
Curricula are aligned to state-approved industry standards that allow students to earn recognized credentials, certifications, licenses, college credit, or degrees
Curricula offer a progression from secondary to postsecondary education and/or employment (including attainment of an industry-recognized credential or apprenticeship), and from community college to bachelor's degree programs
Curricula allow students to learn and demonstrate academic, technical, and employability skills
Curricula include differentiated supports and modifications to meet the needs of diverse learners
Each CTE student has a written career and academic plan in place that includes the: <ul style="list-style-type: none"> • required courses to complete a POS and graduate • required assessments to earn a certification, license, credential, or degree • required academic assessments to graduate • timeline to take courses, assessments, and complete career-based learning experiences.
All students, regardless of race, color, national origin, sex, or disability, have equitable access to high-quality CTE programs as required by Code of Maryland Regulation 13A.04.02.04
Approved POSs are guided by Local Advisory Councils and Program Advisory Committees according to the CTE Local Advisory Council and Program Advisory Committee Policies and Procedures (COMAR EA Title 21. Sec.101)
All CTE POS adhere to CTE Development Standards, which are required by Code of Maryland Regulations 13A.04.02.03
All programs meet the definitions for high-skill, high-wage, in-demand occupations

QUALITY
The site achieves or consistently makes progress towards local targets established for state and federal core indicators of performance
POS are delivered by instructors who meet state requirements to teach content at the secondary level
CTE POS are delivered by instructors who earned a minimum of effective on their teacher evaluation as defined by Code of Maryland Regulation 13A.07.09 within three years
Each CTE POS meets all the requirements of the MSDE evaluation criteria found in the Policies and Procedures for the Development and Continuous Improvement of CTE Programs of Study (page 45).
<p>All students, including students in special populations, are offered the opportunity to:</p> <ul style="list-style-type: none"> • Participate in at least one career-based learning experience (e.g., work-based learning, internship, apprenticeship, etc.) • Earn college credit and/or industry credentials • Participate in CTSOs
Professional learning opportunities, informed by data, are provided for administrators, instructors, faculty, counselors and support personnel to improve student learning outcomes. All secondary professional learning must be guided by the Maryland-endorsed National Learning Standards
Local and state annual data-reporting requirements are met, and reviews conducted of all annual Program Quality Index reports to inform improvement
Human resources are included in the recruitment process to ensure a diverse CTE teacher and faculty member candidate pool
Metrics are used to ensure that CTE teacher and faculty member recruitment strategies are successful
Teacher retention rates are reviewed annually, for the most recent 3 years, with data used to identify the top three contributing factors to CTE teacher and faculty member turnover

Assembling a Stakeholder Team

Assemble a diverse stakeholder team to assist you in conducting your CLNA. Representation in the listed categories is required by federal statute, except where indicated. While Perkins V requires more than one representative for each group (with an exception for CTE coordinators and data analysts), it is permissible for one person to fulfill up to two roles.

STAKEHOLDER TEAM COORDINATOR

[This is the individual responsible for planning and holding stakeholder meetings and completing CLNA]

Name	Candice Grayson, MS, MA, MLS (ASCP) CM
Organization	Community College of Baltimore County
Title	Histotechnology & Medical Laboratory Technology Program Director
Email	cgrayson@ccbcmd.edu

STAKEHOLDER TEAM MEMBERS

When Selecting Stakeholders, consider:

- Recruit individuals who are knowledgeable about CTE at your site and influential in the field.
- Ensure that members understand the time commitment and can attend all scheduled meetings.
- Perkins V requires *more than one representative for each group* (with an exception for the coordinators and data analyst). Members may not represent more than two stakeholder groups.
- If you are unable to recruit a member to fulfil a required role you should keep a record of your outreach efforts to demonstrate you acted in good faith.

Stakeholder Team Responsibilities

- Review Maryland Department of Labor employment and projections data, college student participation and performance data, and educator support efforts to identify priority areas for improvement.
- Ensure that program offerings are aligned to local, regional, and/or state employment priorities.
- Help to communicate the importance of delivering high-quality CTE POS in your site and champion local efforts to achieve improvement goals.
- Meet on a quarterly basis to track your progress in improving CTE programming and make annual updates to this needs assessment.

Note that stakeholder team meetings may be held in person, virtually, or using a hybrid approach. If scheduling conflicts make holding a full team meeting impractical, stakeholders may meet in subgroups to review data and consider strategies to strengthen programming. Ultimately, all stakeholders should contribute to identifying challenges and formulating solutions, and publicly support your findings.

Stakeholder Team Roster

SECONDARY FEEDER SCHOOLS

Role	Name	Title	Affiliation
Administration (e.g., principal, assistant principal)	Michael Grubbs	Coordinator, Career and Technical Education	BCPS
	Sam Wynkoop	Principal	BCPS
	Leah Warble	Assistant Principal	BCPS
	Rob Covert	Principal	BCPS
Professional career or academic counselor	Melissa Geigley	School Counselor	BCPS
	Maaten Re	Coordinator, School Counseling	BCPS
Instructors	Tracy Rehmert	Teacher	BCPS
	Will Knipscher	Teacher	BCPS
	Renee Kuhn	Teacher	BCPS
Instructional Support and Paraprofessionals (Psychologists, Social Workers, etc.)	David Green	Parapro Sollers Point	BCPS
	Connie Hayek	Retention Specialist	CCBC

POSTSECONDARY

Role	Name	Title	Affiliation
Administration (e.g., dean, division chair)	Candice Grayson	HT/MLT Program Coordinator	CCBC
	Jane Mattes	Dean	CCBC
	Diane Flint	Asst. Dean	CCBC
Faculty	Melissa Lane	Dept Chair, Criminal Justice	CCBC
	Adrienne Dougherty	Radiation Therapy Program Director	CCBC
	Doug Kendzierski	Dept Chair, Transportation	CCBC

WORKFORCE

Role	Name	Title	Affiliation
Local Workforce Development board member	Anita Hammon	Manager, Workforce Development	LifeBridge Health/WDB
	Todd Marks	CEO, Mindgrub	Mindgrub, WDB
*Regional Economic Development organization member	Carol Brooks	Supervisor	DEWD
	Loren Smalley	Blueprint Coordinator	DEWD
Local business & industry representative	Cindy Jones	Supervisor	First Financial
	Tim Hollensshade	CEO	Hollenshades Auto Group

OTHER

Role	Name	Title	Affiliation
Parent or caretaker	Alicia Fales	Parent	BCPS
Student	Alexie Isom	Radiation Therapy Student	CCBC
Representative of Special Populations	Joyce Serio	Supervisor, Transition Facilitators	BCPS
Out-of-School youth / unhoused youth / corrections	N/A		

* Not required under Perkins V but recommended to include.

Component A: Labor Market Alignment

OVERVIEW

Career programming in Maryland must address the economic and workforce development needs of the state and align to high-skill, high-wage, and/or in-demand (HS/HW/ID) careers. These are defined as:

High-Skill — Careers that: (1) require previous work-related skills, knowledge, or experience of one or more years; (2) have a Specific Vocational Preparation (SVP) rating of at least six as defined by [O*Net](#); (3) require state or federal licensing or industry-recognized certification; or (4). require a recognized postsecondary credential or degree.

High-Wage — Careers that exceed the state average annual wage of \$69,750 in 2022.

In-Demand — Careers with a growth rate over ten years of at least 7% or a two-year occupational projected growth of 2.5%.

The Division of Career and College Readiness has evaluated all secondary and postsecondary State and Local approved POS against these HS/HW/ID criteria. Ideally, your CTE POS will meet all three of the criteria, or at least one to qualify for funding. You may access additional information on these programs at the [Maryland CTE Data website](#). The Maryland Department of Labor has also developed [Long Term Occupational Projections](#) thru 2030, which can help you to identify high demand careers and the education and job training necessary to secure them.

ACTIVITY A.1 : TAKING STOCK

The following table details the CTE POS offered at your college in the 2022-23 school year, their alignment with high-skill, high-wage, and in-demand careers, and the relative proportion of students concentrating in each area. Although it is not *required* that each POS meet the criteria for high-skill, high-wage, *and* in-demand, it should be the goal of each POS to do so.

Note: Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your college policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35 students' in effected cells).

Program	Alignment to current statewide industries (enter ✓)			Number of CTE participants 2022-23	Percent of all CTE Participants 2022-23
All Programs	HS	HW	ID	11019	100%
Communications Techno/Technic & Support Services	Y		X	156	1.42%
Sign Language Interpretation & Translation	Y	X	X	83	0.75%
Graphic Design, Commercial Art and Illustration	Y	X	X	190	1.72%
Visual and Performing Arts, Other	Y	X	X	60	0.54%
Medical Records Tech./Technician	Y	X	X	41	0.37%
Medical Administrator/Executive Assistant	Y		X	17	0.15%
Business Administration and Management	Y	X	X	502	4.56%
Accounting	Y	X	X	255	2.31%
Accounting Technician	Y		X	166	1.51%
Human Resources Management	Y	X	X	30	0.27%
Management Information Systems	Y	X	X	438	3.97%
Surveying	Y	X	X	15	0.14%
Architectural Drafting & Architectural CAD/CADD	Y	X		42	0.38%
Bldg/Constr Site Mngmnt/Mgr	Y	X		7	0.06%
Construction and Building Finishers and Managers	Y	X		67	0.61%
Parks, Recreation, Leisure and Fitness Studies, General	Y	X	X	132	1.20%
Horticulture Services Operations and Management,	Y	X	X	148	1.34%
Veterinarian Assistant/Animal Health Technician	Y		X	163	1.48%
Health Professions/Allied Health Professions and Related Sciences	Y	X	X	67	0.61%
Dental Hygienist	Y	X	X	378	3.43%

ANESTHESIOLOGIST ASSISTANT	Y		X	41	0.37%
Medical Radiologic Tech./Technician	Y	X	X	492	4.47%
Respiratory Therapy Technician	Y	X	X	140	1.27%
Surgical/Operating Room Technician	Y	X	X	74	0.67%
Radiologic Technology/Science - Radiographer.	Y	X	X	12	0.11%
Physician Assistant	Y	X	X	66	0.60%
Medical Laboratory Technician	Y		X	85	0.77%
Histologic Technology/Histotechnologist.	Y		X	33	0.30%
Alcohol/Drug Abuse Counseling	Y		X	744	6.75%
Psychiatric/Mental Health Services Technician	Y		X	9	0.08%
Occupational Therapy	Y	X	X	128	1.16%
Medical Informatics	Y	X	X	181	1.64%
Registered Nursing	Y	X	X	2689	24.40%
Licensed Practical Nursing	Y		X	410	3.72%
Health Professions and Related Sciences, Other	Y		X	1	0.01%
Deaf Studies	Y	X	X	121	1.10%
Funeral Services and Mortuary Science	Y	X	X	214	1.94%
Child Care & Support Services Management	Y	X	X	124	1.13%
Legal Assistant/Paralegal	Y	X	X	208	1.89%
Corrections/Correctional Administration	Y	X	X	106	0.96%
Law Enforcement/Police Science	Y	X	X	588	5.34%
Cyber/Computer Forensics and Counterterrorism.	Y	X	X	23	0.21%
Emergency Medical Tech./Technician	Y		X	148	1.34%
Massage Therapy/Therapeutic Massage	Y		X	4	0.04%
Computer Programming Special Applications	Y	X		10	0.09%
Computer Systems Networking & Telecomm	Y	X	X	92	0.83%

Computer & Information Systems Security	Y	X	X	499	4.53%
Data Science, General		X	X	7	0.06%
Engineering Technology	Y	X	X	3	0.03%
Heating, Air Conditioning and Refrigeration Tech	Y	X	X	95	0.86%
Manufacturing Engineering Technology (MSSC)	Y	X		17	0.15%
Engineering-Related Technol./Technicians, Other	Y	X	X	136	1.23%
Geography	Y	X	X	11	0.10%
Machinist/Machine Technologist	Y		X	3	0.03%
Computer Numerically Controlled (CNC) Machinist Technology	Y	X	X	10	0.09%
Auto/Automotive Mechanic/Technician	Y	X	X	264	2.40%
Aeronautics, Aviation, Aerospace Science and Technology	Y	X	X	9	0.08%
Aircraft Pilot and Navigator (Professional)	Y	X	X	197	1.79%
Aviation Management	Y	X	X	16	0.15%
Air Traffic Controller	Y	X	X	33	0.30%
Transportation/Transportation Mngmnt	Y	X	X	19	0.17%

*Y indicates that in past years the program was listed as HS, however the data on the mdctedata.org website, does not indicate any program as HS. Additionally, the website was last updated on February 3, 2023.

Are you planning on adding any new or phasing out any existing POS in the upcoming year? If so, which CTE POS(s) are you considering and why?

Program/CIP Code	Adding or deleting	Rational for change
Medical Administrator/Executive Assistant/510716	Deleting	Program was removed from List A 08/15/2022

Massage Therapy/Therapeutic Massage/513501	Deleting	Program was removed from List A 08/15/2022
Biotechnology/410101	Adding	New program in development
Public health/512299	Adding	New program in development

ACTIVITY A.2: ASSESSING PROGRAM ALIGNMENT TO LABOR MARKET AND INDUSTRY NEEDS

Based on a review of the CTE POS data for high-skill, high-demand, and in-demand standards, rate each statement as a strength or area for improvement. Provide an explanation for any answer with which you identify as an 'area for improvement.'

	Meets	Area for Improvement	Explanation
Our CTE stakeholders review workforce and economic data to assess current and anticipate future local employment needs in HS/HW/ID industries	X		The developing and updating of career programs is multifaceted. The college's role is to support and provide for the current and long-term needs of the community. Recommendations may come from the college community including faculty and staff, specific requests from business and industry and labor, request from high schools or universities, advisory committee members, economic development liaison officers in the county and state, data from environmental scans, and inquiries from potential and current students. Programs can be assessed via multiple measures: internal data collection tools and participation of business and industry representatives through market analysis, career tech scan and DACUM workshops, and recommendations from advisory committees.
Processes are in place to identify and expand college level registered apprenticeship opportunities.	X		The college community including faculty and staff, business and industry and labor, high schools and universities, advisory committee members, and economic development liaison officers in the county and state are involved in providing students with strong experience in, and understanding of, all aspects of an industry, developing programs that lead to industry certification and increased articulation. Within each department, there are Coordinators who have responsibility for a transfer or CTE program. Coordinators with help from a variety of partners (faculty/staff, students, educational partners, and program advisory board) review and update curricula. The College has strategic directions designed to develop goals and provide appropriate student support services to assist them in achieving their goals. Create a culture that promotes collaborative learning and strengthens the ties of the college with the community. The college distributes Perkins funds between student services and instruction, if the program is not able to improve with assistance, the program will be phased out based on MHEC/College policy. Along with the items stated, providing local needs is part of the college's strategic initiatives and program needs are constantly reviewed through these measures, connections with BCPS and other stakeholders.

Processes are in place to update or phase out CTE POS that do not align with HS/HW/ID industries	X		The program review process presents a means by which Program Coordinators, Department Chairs, Academic Deans, and other administrators may: a. Establish a foundation and guide for future program development and improvement, b. Identify needs for institutional support, c. Assess the extent to which the program has achieved its objectives, and to determine the means to enhance this effort, and d. Evaluate the continued appropriateness of the program to the Community College of Baltimore County. e. Provides appropriate programmatic artifacts for accreditation (Middle States) and funding source (Perkins). If a program through this process is to be phased out, the program could transition to non-credit, be suspended for two years with proposed changes or discontinued following MHEC/College procedures.
A majority of our students are concentrating in POS aligned to HS/HW/ID industries		X	Students attending the college learn about their interests, skills, values, and personalities with free tools such as Focus2 which matches college programs and majors with over 1200 occupations, through orientation and the college's Transitioning to College-ACDV101 course, along with Pathways events. Career Coach provides up-to-date information about salary and demand for our region, and career tutorials prepared by the Career Services team. Students also meet with college advisers, whose role is to meet with, monitor and provide career guidance. CTE faculty and advisers are in communication with workforce representatives to remain current on occupational needs and trends. This question sheds light on an area that the college could improve upon. The college does not provide different counselors for each degree at the college. However, the college supports the various programs through Pathways events and through communication between student support and instruction. In addition, the college has reviewed their course maps and aided student counseling sessions using program course maps. Many programs encourage advising to attend an open house to share information about the program to those who are advising students. During advising meetings throughout the year, program directors/chairs are invited to give any updates or review the course requirements/information with the advisors.
Processes are in place to recruit business and industry stakeholders to participate on Program Advisory Committees		X	Business and industry are well represented on each local and program advisory committee. They also participate/consult during various events throughout the year to assist in implementation of CTE programs, such as clinical rotation experiences. Business and industry representatives participate in the

		<p>development and evaluation of program through market analysis, career tech scans and DACUM workshops, and recommendations from CTE program advisory committees. A key component to this development process is the identification of appropriate industry certifications that may be integrated into the program outcomes. Their involvement in the evaluations process includes biannual advisory board meetings as well as comprehensive reviews every five years. Representation is determined by each CTE Program, accreditation needs, and community interest. Business and industry stakeholders are sought out and invited with the intention of benefiting the professions they represent. Members are determined based on the program's needs and external accreditation requirements. Members can consist of professionals in the field, those who assist in externships/work-based learning opportunities, potential employers, fellow educators, and transfer programs. Each PAC has different needs, and the criteria is based on those program needs routinely aligned with external accreditation. Rarely if ever have there been more members than needed, as members may not be able to attend all, so a quorum is anticipated for the meetings. The members are vetted and determined by the programs needs aligned with external accreditation. The college has reviewed its PAC process to ensure alignment with Perkins needs as part of the Program Reviews.</p> <p>An advisory board representative, and a student representative are included as part of the Program Review Workgroup. Minutes of advisory board meetings are included as part of the Program Review document submission, as is a summary of any Advisory Board activities and feedback. Results of the Program Review process is shared with the Board of Trustees each June, and an annual report of Outcomes Assessment, inclusive of Program Review, is hosted on the College's website.</p> <p>CCBC offers Career and Technical Education (CTE) to students through a variety of continuing education and credit offerings, including a P-TECH pathway in Engineering Technology and dual enrollment expansion which supports the goals listed in the Blueprint for Maryland's Future. As part of the educational curriculum of CCBC, the CTE specific offerings are infused with the colleges</p>
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			<p>values (above). Specifically, CCBC is deploying an action plan to reimagine the provision of CTE through a 'Blueprint Action Plan' which will:</p> <ul style="list-style-type: none">i) connect high school students to academic pathways via dedicated case management advising and career assessment toolsii) make students aware of continuing education and credit stackable credentials, including industry certifications.iii) provide CTE dual-enrolled students with a recommended set of courses based on career interest or pathwayiv) provide dedicated faculty professional development in relation to dual-enrollment populations and,v) identify a holistic early warning system for struggling students, including identification, outreach, and resource support. <p>This action plan is part of the collaboration with BCPS to support the Blueprint goal of 45% of high school graduates having completed an apprenticeship and/or earned an industry - recognized credential.</p>
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ACTIVITY A.3: REFLECTION

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. What is your rationale for offering programming that is not fully aligned with HS/HW/ID criteria you rated in Activity 1.1)?

All programs listed within CCBC's List A are aligned as a HS/HW/ID program of study.

2. What are the top five priorities you will address in the coming year to update or phase out misaligned CTE programs and/or expand student participation in CTE programming aligned with HW/HS/ID careers?

The developing and updating of career programs is multifaceted. The college's role is to support and provide for the current and long-term needs of the community. Recommendations may come from the college community including faculty and staff, specific requests from business and industry and labor, request from high schools or universities, advisory committee members, economic development liaison officers in the county and state, data from environmental scans, and inquiries from potential and current students. Programs will be assessed via internal data collection tools and participation of business and industry representatives through market analysis, career tech scan and DACUM workshops, and recommendations from advisory committees. Programs reviewed their data both singularly and as a cluster to reflect on improvement opportunities and areas of strength. In addition, the college reviews any expansion opportunities based on potential job growth. Joint CTEAC is also being utilized in an expanded and revitalized role to assist in the needs assessment.

CCBC is reactivating/configuring the Design, Fabrication, Advanced Manufacturing Program to align with P-tech. As well as, actively pursuing a program in Data Analytics and transitioning the degree program for Surgical Technology. All programs are being reviewed during this grant application year but might not be completed during this cycle. Programs listed are still undergoing developments, at the time of this plan's development approvals were pending from MHEC or external accreditation agencies.

CTE programs of study that are currently under program revision and/or being developed for this academic year include a spoken-language interpretation certificate in conjunction with BCPS, to support translation needs, and academic and infrastructure changes to support participant expansion in the P-TECH Engineering Technology program. Additionally, CCBC is developing a new lower division certificate in Criminal Justice, Professional Safety, in conjunction with several Maryland Police and Correctional Training Commission Academies and Social Work/Public Health. Programs reviewed during this grant application year are still under development and may not be completed in this cycle. Approvals are still pending from MHEC and/or external accreditation agencies.

Component B: Student Participation and Persistence

OVERVIEW

To ensure that all students have equitable access to CTE programming, MSDE encourages colleges to assess rates of student participation and persistence in CTE overall, as well as within each POS offered for the state approved Career Clusters. Enrollments also should be tracked using the disaggregates for student gender, race-ethnicity, and special population status detailed in Perkins V.

ACTIVITY B.1: TAKING STOCK

The following table asks you to enter the number and percentage of 2023 graduates statewide and in your college who participated in CTE coursework and persisted to achieve concentrator status in CTE programming, disaggregated by selected student demographics.

Please use the disaggregated 2023 data postsecondary heat maps, provided by MSDE, to fill in the requested information. You may contact staff at MSDE if you have questions about the data to be entered.

Once you have entered the data, review the information to determine whether there are any concerning gaps in student participation and/or persistence. Note that small numbers of students may have large impacts on your participation and concentrator status rates; consequently, use care in interpreting data with cell sizes less than 10 students.

Note: Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your college policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35 students' in effected cells).

Student Group	2023 Graduates Statewide				2023 Graduates in Your College			
	#	%	Percent participating in CTE	Percent of participants who achieved concentrator status	#	%	Percent participating in CTE	Percent of participants who achieved concentrator status
All 2023 Graduates	20,213	100			15376	100	11019 (number)	6965 (number)
Male	6157	30.46			5656	37	32	33
Female	14056	69.54			9720	63	68	66
American Indian	77	0.38			48	0	0	0
Asian	1,502	7.43			989	6	7	7
Black	5,129	25.37			5848	38	47	42
Hispanic	2,127	10.52			1073	7	8	7
Multi-race	785	3.88			641	4	4	4
White	9,153	45.28			5383	35	33	38
Economically disadvantaged	-	-					33	33
English learners	-	-					5	6
Individuals with disabilities	-	-					3	3
Nontraditional fields	-	-					19	19
Single parents	-	-					0	0
Out of workforce	-	-					0	0
Unhoused Individuals	-	-					0	0
Youth in foster care	-	-					0	0
Youth with parent in military	-	-					5	0
Migrant students	-	-					0	0

Note that since special population status is not mutually exclusive (i.e., a student may belong to more than one category), these data may not sum to 100%.

**Note: 7.14% of students are not included. The race-ethnicity associated with these students is Foreign/Non-Resident Alien or Unknown/Not Reported.

ACTIVITY B.2: ASSESSING YOUR PROGRAM

Based on a review of the overall CTE program data—relative to the state and across student groups—rate each statement as a strength or area for improvement. Provide an explanation for any answer with which you identify as an ‘area for improvement.’

	Meets	Area for Improvement	Explanation
Our college ensures all students—irrespective of gender, race, or special population status—are provided unbiased, inclusive, and non-discriminatory information about CTE courses and POS	X		<p>Equal access for special populations to CTE courses and programs is established through open access and enrollment once prerequisite course requirements are met. CCBC is also working actively with the LEA to deliver equal access to CTE programming via the Md. Blueprint for Higher Education. Community college students who meet Perkins V special population status must first self-identify with the college. Once a student self identifies, the college’s Student Services department works closely with the student to develop and implement services and/or accommodations, inside or outside the classroom that may be necessary for the student to successfully enter or complete the program then transfer to a four-year institution or enter the workforce. Ex: tuition assistance in many forms, including low-income grants and scholarships; and ADA compliance with physical and developmental disability accommodations. In addition, the Dept of Veteran Affairs provides additional resources to veterans and eligible dependents. Once a student is enrolled and attending one of the college’s CTE programs, several additional opportunities may be presented. Ex: tutoring/SI services, writing center, advising/academic coaching within CTE programs, career services: resumes, interviews, and job placement.</p> <p>CCBC offers opportunities for Prior Learning Assessment for all advanced learners, including continuing education to credit articulation, industry certification articulation, Advanced Placement (AP) and College Level Examination Program (CLEP) exams, departmental exams, and portfolio assessment. These opportunities are identified by program, on the program pages of the College’s website as well as through academic advising.</p>
Our college has processes in place to recruit students traditionally underrepresented in CTE to improve diversity in CTE POS		X	<p>The college has expanded its approach to diversity to include the President’s Diversity, Equity, and Inclusion Advisory Board. As part of this board, climate surveys have been completed and reviewed that provide feedback and suggestions from faculty, staff, and</p>

		<p>students. This survey will continue to be monitored, reviewed, and implemented as the college makes strides to be responsive in providing a diverse and equitable environment, that seeks to both attract and retain a diverse student body. As part of the program review process, all credit programs are asked to assess their student demographics and discuss ways they plan to attract underrepresented individuals. For example, this process produced the Women in Technology initiative which has increased female representation in computer and technology programs. The program review process also requires that program coordinators disaggregate student success metrics by gender and ethnicity, to see if student outcomes are equitable among all students. A director of enrollment marketing was hired in 2023; this is a new position intended to help support program coordinators and deans with the marketing of their programs to targeted audiences, identified because of the Program Review process. Faculty are encouraged to participate in activities that support awareness, such as the cultural diversity training, guest speaker events, and review of course alignment/presentation. Faculty are reviewing their materials to be more inclusive in advertising, promotional materials, content materials, and tools utilized in/out of the classroom. For example, healthcare courses are evaluating representation of ethnicity in case studies.</p>
Processes are in place to ensure that students traditionally underrepresented in CTE have options to <u>enroll</u> in CTE POS	X	<p>CCBC has developed and is currently expanding a Holistic Advising model, whereby all new to college students, seeking to enroll in a program of study and register for classes starting fall 2023, are <i>required</i> to meet with an advisor, take placement tests and complete a degree works educational plan of study, prior to registration. This model was piloted in spring 2023 with spring new to college applicants. In meeting with an advisor and in creating the educational plan of study, students are exposed to the pathways initiative which helps to direct students into their program of study and the</p>

			<p>different program offerings (both credit and continuing education) that are available. Students who agree to take the career assessment module within CCBC's Focus 2 platform, and who then meet with an advisor to discuss the results, are also rewarded with \$100 on their CCBC One Card. Any special population needs, or services are also identified as part of the Holistic Advising Model. With the adoption of a new CRM platform in AY24, additional automated communications within the Holistic Advising model will also be enabled. For example, upon enrollment, students who are requesting reasonable accommodations based on qualified disabilities must identify themselves as having a disability by making an appointment with a disability support services counselor on their campus to discuss reasonable accommodations. After student request is made for accommodations, the disability support services counselor will create accommodation letters. Depending on teaching modality disability counselor will either email accommodation letter to instructor or student will hand deliver letter to instructors in a timely manner and work with each instructor to arrange the requested accommodations. In addition, to disability services the college offers support to disadvantaged backgrounds through the federal trio program, upward bound, and success navigators. These programs are utilized and refers students at several contact points whether it is part of the introduction to the college, advising, or faculty connections.</p>
Processes are in place to ensure that students traditionally underrepresented in CTE <u>persist</u> in CTE POS once enrolled	X		<p>Through the college's Student Life programs, students have the opportunity to be involved in numerous student groups. While some are based on general population categories (race, ethnicity, gender, religious preference/interest, etc.), others are program specific. Students have the ability to be acclimated to the college through the First-year experience and connections with Student Ambassadors. Student involvement can support the community through education and engagement activities. To support non-traditional efforts</p>

			<p>CTE programs look to role models within the program. Students and faculty help to encourage participation through various activities. An example of this is the growing support for Women in Cybersecurity student group. This group has had success that is allowing them to expand to Women in STEM. Another example are the efforts of the Male Student Success Initiative to mentoring males in successful skills to complete their own academic pathway.</p>
Processes are in place to ensure that all eligible students have equitable access to career-based learning experiences	X		<p>Work-based learning experiences are frequently embedded into program curriculum as part of internships, observation hours, clinicals and apprenticeships, and as such they become required components of a program of study for all students who are enrolled. If needed, accommodations can be made dependent on students' individual needs in a reasonable manner to complete the expectations and needs of the work-based learning experiences. Faculty advising helps to identify these needs. DSS will work with the program and students' documented accommodations to ensure a reasonable request has been provided. In addition, to disability services the college offers support to disadvantaged backgrounds through the federal trio program, upward bound, and success navigators. These programs are utilized and refers students at several contact points whether it is part of the introduction to the college, advising, or faculty connections.</p>
Career guidance and advisement services are provided to student prior to enrolling in a CTE POS	X		<p>The college serves a very diverse community consisting of many special populations. As such, the college markets its program in a variety of ways, based on significant market research, to reach the general population as well as unique pockets of underserved subgroups. The college provides outreach to students to learn about nontraditional programs/occupations by providing literature on our webpage and sending information to high school guidance counselors to educate both students and parents on dual-enrollment and post-graduation opportunities. Accommodations are</p>

		<p>provided for special populations so that they are better able to view published materials and participate in and understand while attending events on campus: Interpreter services for the deaf or hard of hearing impaired, Visual aids, Assistive Technology, Braille services, Closed Captioned TV, Enlarged print for text. Providing students with options will alleviate barriers that hinder successful completion of courses and employment. Below is an example of our nontraditional program that is available for students in our special populations • CASE- Single Step Single Step provides students with academic, pre-vocational, social, and independent living skills. Students leave the program prepared for success in college study, employment, and adult life. CASE - Agency Contracting offers over 30 classes to agency clients/students including: 1. Basic academic skills (e.g., math and reading), 2. Job skills and vocational readiness, self-discovery, and expression (e.g., art therapy, music therapy, sewing, pottery), and 3. Life skills (e.g., basic living skills, community living skills, computer skills, decision making, anger management, stress management, analytic skills and decision making).</p> <p>College orientations for both incoming students and on-boarding employees include training workshops, regarding identification of discriminatory practices in college/workplace and personal environments, as well as compliance with nondiscrimination policies, regulations, and law. College employees are required to attend workshops on Title IX annually, with voluntary options for student participation. All course syllabi contain policy notifications on code of conduct and disability services, along with policy publications within the college catalog.</p> <p>The college is compliant with all OCR public notifications/posters and has posted and published protocols on the reporting and investigating of allegations of discrimination, not the least of which is strict confidentiality</p>
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			during the process and adherence with all state and federal regulations.
All students have access to career planning and support services to help them successfully transition to advanced education and/or the workforce	X		<p>Students attending the college learn about their interests, skills, values, and personalities with free tools such as Focus2 which matches college programs and majors with over 1200 occupations, through orientation and the college's Transitioning to College-ACDV101 course, along with Pathways events. Career Coach provides up-to-date information about salary and demand for our region, and career tutorials prepared by the Career Services team. Students also meet with college advisers, whose role is to meet with, monitor and provide career guidance. CTE faculty and advisers are in communication with workforce representatives to remain current on occupational needs and trends. Students attending the college learn about their interests, skills, values, and personalities with free tools such as Focus2 which matches college programs and majors with over 1200 occupations, through orientation and the college's Transitioning to College-ACDV101 course, along with Pathways events. Career Coach provides up-to-date information about salary and demand for our region, and career tutorials prepared by the Career Services team. The Career Services team in collaboration with CTE faculty and advisers in the Technology, Engineering, and Mathematics academic pathway are in communication with workforce representatives to remain current on occupational needs and trends. Due to these collaborations, Career Services has hosted job fairs and tech fairs to assist CCBC CTE students in obtaining skills and experience through internships. Disability Support Services recruits highly motivated students each year in the fall semester to participate in the Workforce Recruitment Program. The Workforce Recruitment Program is for College Students with Disabilities (WRP) is a recruitment and referral program that connects federal and private sector employers nationwide to our students. Interviews are thirty minutes in duration and are telephone interviews that can</p>

			be conducted through video phone for deaf and hard of hearing impaired.
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Activity B.3: reflection

Based on your review of your data and responses in Activity B.2, consider the following questions:

1. Are there any student groups in your college that have concerning gaps in their CTE participation or persistence rates? If so, which groups are underperforming?

The concern is the transition from participant to concentrator status, but the student population groups are consistent within the college and state.

2. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

Expanding opportunities and access for licensure/certification exam costs (related expenses) to assist economically disadvantaged and black student populations.

Concern for access to course/ commuter concerns with the collapse of the FSK bridge for economically disadvantaged students.

Non-traditional female concentrator performance in CTE programs have been greatly under-represented.

There is a growing need for qualified content-skilled tutors to meet the demand for increased demands for in-person and online tutoring for CTE students, specifically to address English learners and students with disabilities.

ACTIVITY B.4: CAREER CLUSTER PARTICIPATION AND PERSISTENCE

Student participation and persistence rates may differ across Career Clusters. The following table asks you to enter the number and percentage of 2023 college graduates in your college who participated in CTE coursework and persisted to achieve concentrator status a given Career Cluster, disaggregated by selected student demographics. Create a separate table for each CTE Career Cluster offered.

Work with your college data team to find the requested information. You may contact staff at MSDE if you have questions about the data to be entered.

Note: Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your college policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35 students' in effected cells).

Career Cluster Name: Arts, Media, and Communication**PROGRAMS OF STUDY WITHIN CLUSTER:**

Name	Number Program Graduates 2023
Communications Techno/Technic & Support Services	<u>105</u>
Sign Language Interpretation & Translation	<u>62</u>
Graphic Design, Commercial Art, and Illustration	<u>130</u>
Visual and Performing Arts, Other	<u>32</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	193	26.58	63.21
Female	7457	296	64.03	69.93
Race-ethnicity				
American Indian	33	1	-3.03	0
Asian	750	14	5.13	71.43
Black	5130	214	42.83	61.68
Hispanic	844	40	3.26	70.00
Multi-race	414	21	-1.07	71.43
White	3651	179	28.10	71.51
Special Populations				
Economically disadvantaged	3690	148	28.99	62.84
English learners	544	12	2.79	50.00
Individuals with disabilities	278	19	-3.83	68.42
Nontraditional fields	2083	63	15.98	65.08
Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	18	1.67	66.67

Migrant students	0	0	0	0
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Career Cluster Name: Business Management and Finance
PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Medical Records Tech./Technician	<u>20</u>
Medical Administrator/Executive Assistant	<u>12</u>
Business Administration and Management	<u>241</u>
Accounting	<u>149</u>
Accounting Technician	<u>102</u>
Human Resources Management	<u>20</u>
Management Information Systems	<u>276</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	662	13.41	55.29
Female	7457	787	57.45	57.69
Race-ethnicity				
American Indian	33	5	-15.15	80.00
Asian	750	189	-18.20	66.67
Black	5130	620	34.91	52.74
Hispanic	844	103	-4.20	60.19
Multi-race	414	55	-9.29	61.82
White	3651	446	20.78	
Special Populations				
Economically disadvantaged	3690	487	19.80	60.16
English learners	544	111	-15.40	66.67
Individuals with disabilities	278	31	-8.15	74.19
Nontraditional fields	2083	505	-5.24	56.44
Single parents	0	0	0	0
Out of workforce	0	0	0	0

Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	61	-6.28	62.30
Migrant students	0	0	0	0

Career Cluster Name: Construction and Development
PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Surveying	<u>10</u>
Architectural Drafting & Architectural CAD/CADD	<u>18</u>
Bldg/Constr Site Mngmnt/Mgr	<u>6</u>
Construction and Building Finishers and Managers	<u>38</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	102	29.14	56.86
Female	7457	29	67.61	48.28
Race-ethnicity				
American Indian	33	0	0	0
Asian	750	6	.20	16.67
Black	5130	37	46.28	51.35
Hispanic	844	13	6.46	53.85
Multi-race	414	8	2.07	50.00
White	3651	64	31.25	64.06
Special Populations				
Economically disadvantaged	3690	16	3.71	62.50
English learners	544	7	2.28	42.86
Individuals with disabilities	278	2	17.61	100.00
Nontraditional fields	2083	29	0	48.28

Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	9	3.34	55.56
Migrant students	0	0	0	0

Career Cluster Name: Consumer Services, Hospitality, and Tourism
PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Parks, Recreation, Leisure, and Fitness Studies, General	<u>86</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	88	29.53	59.09
Female	7457	44	67.41	77.27
Race-ethnicity				
American Indian	33	0	0	0
Asian	750	5	6.33	60.00
Black	5130	61	45.81	55.74
Hispanic	844	11	6.70	72.73
Multi-race	414	5	2.79	40.00
White	3651	45	31.77	82.22
Special Populations				
Economically disadvantaged	3690	42	31.86	61.90
English learners	544	1	4.82	100.00
Individuals with disabilities	278	5	1.20	60.00
Nontraditional fields	2083	0	19.00	0
Single parents	0	0	0	0

Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	10	3.15	40.00
Migrant students	0	0	0	0

Career Cluster Name: Environmental, Agricultural, and Natural Resources
PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Horticulture Services Operations and Management,	<u>103</u>
Veterinarian Assistant/Animal Health Technician	<u>82</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	88	29.53	59.09
Female	7457	223	65.01	59.64
Race-ethnicity				
American Indian	33	1	-3.03	0
Asian	750	6	6.20	50.00
Black	5130	75	45.54	52.00
Hispanic	844	33	4.09	54.55
Multi-race	414	16	0.14	43.75
White	3651	173	28.26	65.32
Special Populations				
Economically disadvantaged	3690	75	30.97	61.33
English learners	544	3	4.45	100.00
Individuals with disabilities	278	9	-0.24	66.67
Nontraditional fields	2083	104	14.01	64.42
Single parents	0	0	0	0

Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	11	2.97	81.82
Migrant students	0	0	0	0

Career Cluster Name: Health and Biosciences
PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Health Professions/Allied Health Professions and Related Sciences	<u>29</u>
Dental Hygienist	<u>223</u>
ANESTHESIOLOGIST ASSISTANT	<u>22</u>
Medical Radiologic Tech./Technician	<u>319</u>
Respiratory Therapy Technician	<u>104</u>
Surgical/Operating Room Technician	<u>39</u>
Radiologic Technology/Science - Radiographer.	<u>12</u>
Physician Assistant	<u>47</u>
Medical Laboratory Technician	<u>54</u>
Histologic Technology/Histotechnologist.	<u>27</u>
Alcohol/Drug Abuse Counseling	<u>453</u>
Psychiatric/Mental Health Services Technician	<u>8</u>
Occupational Therapy	<u>102</u>
Medical Informatics	<u>126</u>
Registered Nursing	<u>1665</u>
Licensed Practical Nursing	<u>188</u>
Health Professions and Related Sciences, Other	<u>1</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	776	10.21	62.11

Female	7457	4774	3.98	61.52
Race-ethnicity				
American Indian	33	20	-60.61	0
Asian	750	373	-42.73	72.65
Black	5130	2833	-8.22	54.25
Hispanic	844	402	-39.63	56.47
Multi-race	414	198	-43.83	59.09
White	3651	1648	-12.14	73.54
Special Populations				
Economically disadvantaged	3690	2118	-24.40	61.14
English learners	544	321	-54.01	73.83
Individuals with disabilities	278	148	-50.24	69.59
Nontraditional fields	2083	722	-15.66	63.16
Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	170	-26.42	60.59
Migrant students	0	0	0	0

Career Cluster Name: Human Resource Services**PROGRAMS OF STUDY WITHIN CLUSTER:**

Name	Number Program Graduates 2023
Deaf Studies	<u>69</u>
Funeral Services and Mortuary Science	<u>135</u>
Child Care & Support Services Management	<u>73</u>
Legal Assistant/Paralegal	<u>142</u>
Corrections/Correctional Administration	<u>106</u>
Law Enforcement/Police Science	<u>449</u>
Cyber/Computer Forensics and Counterterrorism.	<u>18</u>
Emergency Medical Tech./Technician	<u>75</u>
Massage Therapy/Therapeutic Massage	<u>3</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate	Persistence Rate
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	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	523	17.32	77.82
Female	7457	1013	54.42	65.45
Race-ethnicity				
American Indian	33	4	-12.12	0
Asian	750	47	0.73	68.09
Black	5130	722	32.93	64.82
Hispanic	844	92	-3.26	63.16
Multi-race	414	55	-9.29	60.00
White	3651	592	16.79	78.21
Special Populations				
Economically disadvantaged	3690	354	23.41	59.04
English learners	544	17	1.88	82.35
Individuals with disabilities	278	33	-8.87	69.70
Nontraditional fields	2083	369	1.29	71.27
Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	67	-7.38	70.15
Migrant students	0	0	0	0

Career Cluster Name: Information Technology
PROGRAMS OF STUDY WITHIN CLUSTER:

Name	Number Program Graduates 2023
Computer Programming Special Applications	<u>5</u>
Computer Systems Networking & Telecomm	<u>60</u>
Computer & Information Systems Security	<u>349</u>
Data Science, General	<u>5</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	414	20.38	69.57
Female	7457	194	65.40	67.53
Race-ethnicity				
American Indian	33	0	0	0
Asian	750	50	0.33	64.00
Black	5130	331	40.55	66.77
Hispanic	844	44	2.79	59.09
Multi-race	414	21	-1.01	61.90
White	3651	150	28.89	78.00
Special Populations				
Economically disadvantaged	3690	234	26.66	73.08
English learners	544	50	-4.19	78.00
Individuals with disabilities	278	20	-4.19	75.00
Nontraditional fields	2083	194	9.69	67.53
Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	34	-1.28	73.53
Migrant students	0	0	0	0

Career Cluster Name: Manufacturing, Engineering, and Technology**PROGRAMS OF STUDY WITHIN CLUSTER:**

Name	Number Program Graduates 2023
Engineering Technology	<u>3</u>
Heating, Air Conditioning and Refrigeration Tech	<u>55</u>
Manufacturing Engineering Technology (MSSC)	<u>12</u>

Engineering-Related Technol./Technicians, Other	<u>99</u>
Geography	<u>5</u>
Machinist/Machine Technologist	<u>2</u>
Computer Numerically Controlled (CNC) Machinist Technology	<u>7</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	234	25.43	66.67
Female	7457	41	67.45	65.85
Race-ethnicity				
American Indian	33	0	0	0
Asian	750	17	4.73	70.59
Black	5130	93	45.19	60.22
Hispanic	844	29	4.56	65.52
Multi-race	414	16	0.14	68.75
White	3651	110	29.99	71.82
Special Populations				
Economically disadvantaged	3690	66	31.21	65.15
English learners	544	5	4.08	40.00
Individuals with disabilities	278	8	0.12	62.50
Nontraditional fields	2083	41	17.03	65.85
Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0
Youth with parent in military	541	18	1.67	66.67
Migrant students	0	0	0	0

Career Cluster Name: Transportation Technologies**PROGRAMS OF STUDY WITHIN CLUSTER:**

Name	Number Program Graduates 2023
Auto/Automotive Mechanic/Technician	<u>212</u>
Aeronautics, Aviation, Aerospace Science and Technology	<u>2</u>
Aircraft Pilot and Navigator (Professional)	<u>129</u>
Aviation Management	<u>12</u>
Air Traffic Controller	<u>18</u>
Transportation/Transportation Mngmnt	<u>9</u>

CLUSTER-LEVEL DATA

Student Group	Participation Rate			Persistence Rate
	2023 College Graduates (A)	2023 College graduates participating in this cluster (B)	Percentage difference (A-B)	2023 College graduates who participated in this cluster and achieved CTE concentrator status
All 2023 Graduates	11019	100%		
Gender				
Male	3562	482	18.47	72.20
Female	7457	53	67.29	64.15
Race-ethnicity				
American Indian	33	2	-6.06	0
Asian	750	43	1.27	72.09
Black	5130	144	44.19	63.89
Hispanic	844	74	-0.77	70.27
Multi-race	414	18	-0.59	63.16
White	3651	244	26.32	76.23
Special Populations				
Economically disadvantaged	3690	150	28.93	72.67
English learners	544	17	1.88	58.82
Individuals with disabilities	278	3	1.92	66.67
Nontraditional fields	2083	56	16.31	60.71
Single parents	0	0	0	0
Out of workforce	0	0	0	0
Unhoused Individuals	0	0	0	0
Youth in foster care	0	0	0	0

Youth with parent in military	541	143	-21.43	60.84
Migrant students	0	0	0	0

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. Does it appear that students in your college are participating at rates equivalent to their representation in the population for this CTE cluster? If not, what factors might be affecting their decisions?

The population in the CTE clusters appears to reflect the population of the college. There are some exceptions. For example, Transportation Technologies (Aviation) has a higher incidence of “Youth with parent in military”, while the Health and Biosciences has a diverse race/ethnicity within the large program of study choices. Overall, though there is a concern that students who are “economically disadvantaged” may not be represented well due to the additional costs of CTE courses. The purchase or availability of tools/equipment and cost of licensure/certification could be a concern.

2. Does it appear that all students participating in this cluster are persisting at equivalent rates? If not, what factors might be affecting their decisions?

Tutoring support, current technology in various areas of the college (multi-campus programs), and access to certification/licensure exams are factors that may assist students in transitioning from a participant to a completer.

3. How might student participation and persistence in this cluster differ by program of study? Might there be some programs of study that are under- or over-performing the cluster average?

CTE programs have an over representation of white students with an under representation of black students, additionally an over representation of male students with an under representation of female students. Although some programs within a cluster are performing equally, when reviewing the programs this trend appears both within participation and completion.

4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

Through the college’s Student Life programs, students have the opportunity to be involved in numerous student groups. While some are based on general population categories (race, ethnicity, gender, religious preference/interest, etc.), others are program specific. Students have the ability to be acclimated to the college through the First-year experience and connections with Student Ambassadors. Student involvement can support the community through education and engagement activities. To support non-traditional efforts CTE programs look to role models within the program. Students and faculty help to encourage participation through various activities. An example of this is the growing support for Women in Cybersecurity student group. This group has had success that is allowing them to expand to Women in STEM. Another example are the efforts of the Male Student Success Initiative to mentoring males in successful skills to complete their own academic pathway.

Students attending the college learn about their interests, skills, values, and personalities with free tools such as Focus2 which matches college programs and majors with over 1200 occupations, through orientation and the college’s Transitioning to College-ACDV101 course, along with Pathways events. This is true for students interested in both credit and continuing education programs. Career Coach provides up-to-date information about salary and demand for our region, and career tutorials prepared by the Career Services team. Students also meet with college advisers, whose role is to meet with, monitor and provide career guidance. CTE faculty and advisers are in communication with workforce representatives to remain current on occupational needs and trends. Many of the CTE programs utilize a capstone course to prepare students for their certification or licensure exams. College catalog system and webpages will display any pertinent information of the program's licensure or credential, be it a credit or continuing education program. Examples of capstone courses-School of Health Professions utilize capstone courses

to practice certification exams; within the Applied Exercise and Automotive programs students complete their certification exams as part of their coursework. Student performance is addressed with their certification/credentialing exam preparation and performance and work-based functions. Education and preparation are adjusted to meet the needs of both student and profession through review of these items using Perkins for test fees and one fee graduation.

The college has recently developed a Diversity, Equity, and Inclusion Advisory Council to address recruitment of faculty, staff, students, and overall direction of the college to address any concerns and areas of improvement. CCBC will work to ensure equitable access to CTE programs to address systemic, institutional, and internalized barriers and biases that may be preventing students' access.

Component C: Program Performance

Federal law requires that you collect data on the performance of CTE concentrators. The accountability indicators cover a range of outcomes to help you assess whether students are making educational progress, earning recognized postsecondary credentials, concentrating in programs that prepare individuals for non-traditional occupations. These include:

1P1: Postsecondary placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1: Earned recognized postsecondary credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1: Non-traditional program concentration: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

To establish performance expectations, MSDE has set performance targets for each indicator based on an analysis of statewide data. All providers are expected to achieve the performance targets established for each indicator. Moreover, to ensure that all students make progress, you are expected to monitor performance on an annual basis.

In the following table, use your heatmap to fill in your college's performance on the federal measures. On the heatmap, cells highlighted in green indicate your college met or exceeded the statewide performance level; yellow indicates your college performance did not meet the performance level but was within 90% of the target; and red indicates that your college did not meet the performance level and was less than 90% of the target.

Colleges failing to achieve the state performance level are expected to develop a program improvement plan to bring them into compliance.

COLLEGE PERFORMANCE BY STUDENT GROUP

	Federal Accountability Indicator 2023 Graduates		
	1P1	2P1	3P1
State Performance Target	71.33%	44.4%	24.85%
College Performance	83	32	23
Gender			
Males	-2%	4%	-9%
Females	1%	-2%	91%
Race-ethnicity			
American Indian			-9%
Asian	-14%	5%	-2%
Black	2%	-7%	2%
Hispanic		1%	-9%
Multi-race	-10%	-4%	8%
White	2%	7%	-1%

SPECIAL POPULATIONS

	Federal Accountability Indicator 2023 Graduates		
	1P1	2P1	3P1
State Performance Target	71.33%	44.4%	24.85%
College Performance			
Economically disadvantaged	0%	-3%	2%
English learners	-18%	0%	1%
Individuals with disabilities	10%	3%	41%
Nontraditional fields	1%	3%	91%
Single parents			
Out of workforce			
Homeless individuals			
Youth in foster care			
Youth with a parent in active military			
Migrant students			

* Data for the 3S1 indicator reflect outcomes for 2022 graduates 6-months following their graduation.

ACTIVITY C.1: ASSESSING PROGRAM PERFORMANCE

	List
Looking at <i>overall performance</i> , on which indicators are you <u>substantially underperforming</u> * the college performance target?	2P1
Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding</u> the college performance target?	1P1

* Substantially underperforming is defined as achieving an outcome that is less than 90% of the college performance target, and substantially over-performing is achieving an outcome that is more than 110% of the college performance target.

ACTIVITY C.2: DETERMINING ROOT CAUSES

- For each indicator for which you are substantially underperforming the college performance target, identify the key factors that might affect student performance, including any disparities or gaps in performance by program. Ideally, these factors should be the primary drivers of the results that you see.

2P1: Earned recognized postsecondary credential is underperforming, some factors that are contributing may be:

- Cost of certification/licensure exams
- Preparation of certification/licensure exams
- Need for certification/licensure in the field or the post-program completion.
- Ability to collect data either due to self-reporting of TSAs, access to official reporting sites of TSAs, recognition of TSA by MSDE

- The data provided reflect the performance of all students within your college. Remember that aggregate data can hide considerable variation. As you think about strategies to improve performance, consider how program performance might differ within programs of study. Might some programs be performing above or below the site average?

Access to whether a student self-reports or the program has access to data tools for collecting data of postsecondary credential, along with the need in the profession for the certification/licensure factors into the various programs of study.

- Resource constraints may affect the activities you might undertake. What might be the most efficient and effective approach to making change (e.g., taking into consideration the relative size of your program enrollments)?

Support for the cost and preparation of the certification/licensure exams.

- What are the top five priorities you will address in the coming year to improve student performance outcomes on indicators on which you are substantially underperforming? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

Our goal is to increase the overall number of students who complete the recognized industry credential by tracking completion and removing the financial burden of testing fees where it is allowable by external accreditation.

To stay current in a constantly changing work environment it is important for faculty to attend workshops and conferences so they can keep their class lectures and labs current in accordance with new and improved methods and practices. In addition, provide access and opportunity to successfully attempt and pass industry certification exams. This will enable the students to gain industry recognized certifications that will enhance employment prospects.

Additionally, we are seeking to improve the degree and credential completion of black students, who are not represented well in credential and degree completion. Indicators suggest that economically disadvantaged students are underrepresented and lacking resources to complete certification/licensure exams. Faculty and our Advisory Board have noted that our content-expert faculty lack training in workforce development and support from the program in certification/licensure exams. [REDACTED]

Component D: Recruiting, Developing, and Retraining CTE Educations

The quality of your CTE programming depends upon the skills of your workforce. This extends to all members of your educational team, including full-time faculty, part-time faculty, additional support staff available, and more. Ideally, faculty and staff should also be representative of the populations served and retained over time to promote program sustainability.

ACTIVITY D.1: REVIEW DATA ON CURRENT STAFF

Reviewing current staff demographics is critical to understanding where there are opportunities to strengthen staff skills and diversify your workforce.

At any given time, the CTE programs could employ over 600 faculty, counselors, and support staff. It is difficult to address this chart.

NAME OF CAREER CLUSTER OR CTE POS:					
Faculty / Staff demographic	Percentage of 2022-23 faculty / staff	Percentage of students participating in CTE programming 2022-23	5-year faculty / staff turnover rate (Percentage of faculty / staff who did not return for years 2018-19 thru 2022-23)		
			Full-time Faculty	Part-time Faculty	Counselors / Support Staff
Gender					
Male					
Female					
Race-ethnicity					
American Indian					
Asian					
Black					
Hispanic					
Multi-race					
White					
Credential					
Properly Licensed					
Granted Temporary Waiver					

ACTIVITY D.2: ASSESS EDUCATOR SUPPORT OPPORTUNITIES

It's critical to create consistent opportunities that allow your faculty/staff to maintain licensure and grow within this field. Professional development is a key strategy for retention and ensuring a high-quality workforce.

Based on your knowledge of professional licensure requirements and the availability of content-specific professional development opportunities across clusters, rate the extent to which you strongly agree or disagree with each statement. Where applicable, please add an explanation for your assessment with examples.

	Strength	Area for Improvement	Explanation
Faculty/staff acquire content-specific professional development required to maintain licensure.	X		Other than degree-and experience-based criteria, there are no state certifications required to teach at a community college; therefore, it is incumbent on the college to hire qualified personnel, particularly for CTE programs of study. Once hired, the college provides opportunities for growth through sabbaticals, conventions/seminars, tuition reimbursement toward furthering education, intra-college mentoring, course and program development, community, and secondary relationships, and sometimes business development that grows out of course or program expansions. Additionally, our faculty and programs are primary sources to provide secondary professional development, ensuring the alignment of secondary-to-postsecondary program and maintaining professional and collegiate relationships for program development and growth. High school teachers also have many opportunities to grow into college adjunct faculty, a great source of faculty recruitment. CTE program administrators are often mentored by the previous administrator, when available, or other administrators through new faculty learning, presidential leadership academy or other mentoring options. For many CTE faculty, continuing education is a requirement to maintain their license or credentials in the profession.
Faculty/staff are aware of the requirements to maintain endorsement.	X		Other than degree-and experience-based criteria, there are no state certifications required to teach at a community college; therefore, it is incumbent on the college to hire qualified personnel, particularly for CTE programs of study. Once hired, the college provides opportunities for growth through sabbaticals, conventions/seminars, tuition reimbursement toward furthering education, intra-college mentoring, course and program development, community, and secondary relationships, and sometimes business development that grows out of course or program expansions. Additionally, our faculty and programs are primary sources to provide secondary professional development, ensuring

			the alignment of secondary-to-postsecondary program and maintaining professional and collegiate relationships for program development and growth. High school teachers also have many opportunities to grow into college adjunct faculty, a great source of faculty recruitment. CTE program administrators are often mentored by the previous administrator, when available, or other administrators through new faculty learning, presidential leadership academy or other mentoring options. For many CTE faculty, continuing education is a requirement to maintain their license or credentials in the profession.
Faculty/staff have equal access to content-specific professional development opportunities across industries.	X		Other than degree-and experience-based criteria, there are no state certifications required to teach at a community college; therefore, it is incumbent on the college to hire qualified personnel, particularly for CTE programs of study. Once hired, the college provides opportunities for growth through sabbaticals, conventions/seminars, tuition reimbursement toward furthering education, intra-college mentoring, course and program development, community, and secondary relationships, and sometimes business development that grows out of course or program expansions. Additionally, our faculty and programs are primary sources to provide secondary professional development, ensuring the alignment of secondary-to-postsecondary program and maintaining professional and collegiate relationships for program development and growth. High school teachers also have many opportunities to grow into college adjunct faculty, a great source of faculty recruitment. For many CTE faculty, continuing education is a requirement to maintain their license or credentials in the profession. Additionally, the external accreditation that most CTE programs have also dictate a standard level of faculty growth, continuing accreditation or licensure/credentials need for all faculty and program directors/coordinators that are incorporated into annual faculty training needs.
Data is collected on the effectiveness of professional development to ensure it meets the needs of educators.	X		The college reviews all programs of study on five-year rotations, which include CTE programs, and more frequently as independent programmatic accrediting standards require. Reviews are in-depth, involving the program's relevancy to current and projected occupational demands, content sufficient to meet industry-specific academic and job performance skills or transferability criteria to four-year institutions, third party certification/credentialing exams, and equipment and materials aligned with current industry standards. Consultation resources include industry-specific standards as established by programmatic accrediting

			<p>bodies, programmatic professional associations, and program advisory members. The college's CTE programs all result in either immediate entry into the workforce, or articulated transferability to four-year institutions to maintain frequent entrance and exit points for workforce training, maintaining seamless transitions between education and the workforce. In addition, programs strive to improve upon and appreciate the reflection that occurs through means like Perkins Data Review. Some programs have dedicated program directors/chairs that are also reporting to external accreditation that holds initiatives accountable, for those that do not the college has been evaluating a more centralized effort to support individuals. Along with the items previously mentioned, programs are required to complete an outcomes assessment project to improve or address an item found within their program review to be lacking.</p>
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ACTIVITY 4.3: REFLECTION

Based on your responses in this section of the needs assessment guide, consider the following questions:

1. Does your faculty/staff demographic characteristics reflect the students they serve across programs of study?

The college is an equal opportunity employer and does not discriminate. Efforts are always being made to ensure that the student population is reflected in all aspects of the college.

2. Are instructors adequately credentialed, including licenses, certifications, or endorsements for the courses they're teaching? If not, what mechanisms can be put in place to get them endorsed, or what recruitment efforts are necessary to attract properly credentialed instructors?

Other than degree-and experience-based criteria, there are no state certifications required to teach at a community college; therefore, it is incumbent on the college to hire qualified personnel, particularly for CTE programs of study. Once hired, the college provides opportunities for growth through sabbaticals, conventions/seminars, tuition reimbursement toward furthering education, intra-college mentoring, course and program development, community, and secondary relationships, and sometimes business development that grows out of course or program expansions. Additionally, our faculty and programs are primary sources to provide secondary professional development, ensuring the alignment of secondary-to-postsecondary program and maintaining professional and collegiate relationships for program development and growth. High school teachers also have many opportunities to grow into college adjunct faculty, a great source of faculty recruitment. As a whole CCBC is addressing issues and concerns regarding retention, during the "Great Resignation". The college is working on an aggressive approach to hiring practices, employee benefits and practices to retain professionals (Faculty, Administrators, and Staff).

3. To what extent does your institution offer regular, substantive content-specific professional development opportunities? Do all faculty/staff members have equal awareness of, and opportunities to participate in content-specific professional development opportunities, necessary to maintain their industry credentials and endorsements?

The college provides several annual teaching conferences, along with weekly and monthly professional development opportunities/events. All training courses/events are published within the college's internet, email, and daily postings.

4. What barriers exist to offering and participating in content-specific professional development?

Availability and access to professional development has not been a barrier due to a robust college wide offering and access to third party professional societies. The only barriers are personal, scheduling or location. However, with several offerings now providing a virtual option more attendees are able to participate.

5. What are the top five priorities you might wish to address in the coming year to recruit, develop, and retain CTE instructors and improve their professional skills?

Attendance and participation in national, regional, and local conferences and professional development training will enable Student Support staff to learn the most current research based best practices working with special populations.

To stay current in a constantly changing work environment it is important for faculty to attend workshops and conferences so they can keep their class lectures and labs current in accordance with new and improved methods and practices. In addition, many programs have an external accreditation that require continuing education of the teaching professionals.

Next Steps

With the completion of the CLNA), you are now poised to embark on the crucial next phase of securing Perkins V funding. This stage involves translating the insights and findings from the CLNA into actionable and strategic plans.

UTILIZING CLNA ANALYSIS FOR LOCAL PERKINS APPLICATION S.M.A.R.T.I.E. GOAL SETTING

The first step for postsecondary schools is to use their CLNA analysis to formulate S.M.A.R.T.I.E. goals. These goals should be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable. The essence of this process is to ensure that the goals set for CTE programs are not only aligned with the identified needs and opportunities but are also focused on inclusivity and equity.

Postsecondary schools should look at areas highlighted in the CLNA, such as skill gaps, program areas needing enhancement, and disparities in student participation and success rates. From here, specific goals can be set. For example, if the CLNA indicated a gap in technology-related skills among students, a S.M.A.R.T.I.E. goal could be to increase enrollment in technology-focused CTE programs by 15% within the next two years while ensuring equitable access for all student groups.

CONNECTING GOALS TO AN ANNUAL BUDGET FOR PERKINS FUNDING

Once S.M.A.R.T.I.E. goals are established, postsecondary schools must then align these objectives with an annual budget for Perkins funding. This budgeting should be a reflective exercise, considering not just the cost of program enhancements but also the broader resources required to meet these goals. This includes faculty development, curriculum updates, equipment purchases, and any necessary infrastructure improvements.

For instance, if one of the goals is to enhance a manufacturing CTE program, the budget may include expenses for new machinery, professional development for educators to teach advanced manufacturing techniques, and outreach initiatives to increase program enrollment.

ENSURING ALIGNMENT WITH PERKINS REQUIREMENTS

Throughout this process, postsecondary schools need to ensure that their plans align with the requirements of the Perkins V Act. This means that the goals, strategies, and budgeted activities should contribute to developing more effective and equitable CTE programs, as stipulated by Perkins V.