



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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1.0	February 2024	Initial Document
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	Dr. Kathleen Jordan D'Ambrisi
Organization	Hagerstown Community College
Title	Dean of Instruction
Email	kmdambrisi@hagerstowncc.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)	Robert Stike	Principal Tech High	WCPS
	Rodney Gayman	Principal South Hagerstown High School	WCPS
	Adam Parry	Supervisor of Career Technology Education	WCPS
	Gary Willow	Associate Superintendent for Curriculum	WCPS
Professional career or academic counselor	Helen Huffer	Supervisor Of Counseling Services	WCPS
	Andrew McClain	Coordinator - College and Career Readiness	WCPS
	Tonya Rowe	Curriculum Specialist for CTE	WCPS
Instructors	Marjorie Chapman	Teacher - Cosmetology	WCPS
	Steve Garland	Teacher - Manufacturing	WCPS
	Kimberly O'kane	Teacher – Hospitality and Tourism	WCPS
	Christopher Young	Teacher - Carpentry	WCPS
Instructional Support and Paraprofessionals (Psychologists, Social Workers, etc.)	Paul Wood	Paraprofessional	WCPS
	Amber Day	Paraprofessional – Career Coach	WCPS

POSTSECONDARY

Role	Name	Title	Affiliation
Administration (e.g., dean, division chair)	Chelsea Brereton	Coordinator of Curriculum and Academic Systems	Hagerstown Community College
	Dawn Schoenenberger	Vice President Academic Affairs and Student Services	Hagerstown Community College
	Alison Preston	Director of Institutional Research	Hagerstown Community College
	Kathleen M. Jordan-D'Ambrisi	Dean of Instruction	Hagerstown Community College
Faculty	Jack Drooger	Program Manager, Trades, Transportation and IT	Hagerstown Community College
	Michael Stevenson	Coordinator, Commercial Vehicle Transportation	Hagerstown Community College

WORKFORCE

Role	Name	Title	Affiliation
Local Workforce Development board member	Deb Gilbert	Executive Director	Western Maryland Consortium
	Theresa Shank	Dean of Continuing Education & Business Services	Hagerstown Community College
*Regional Economic Development organization member	Julie Rohm	Chair	Washington County Economic Development
	TBD	TBD	TBD
Local business & industry representative	Carrie Aaron	General Manager	Hub City Labels
	Beth Taylor	HR Manager/Safety	Caldwell Manufacturing Co.

OTHER

Role	Name	Title	Affiliation
Parent or caretaker	TBD	TBD	TBD
Student	TBD	TBD	TBD
Representative of Special Populations	Westley Jackson	Recruitment & International Specialist	Hagerstown Community College
Out-of-School youth / unhoused youth / corrections	TBD	TBD	TBD

* 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
	HS	HW	ID		
Example				1,505	100%
Accounting & Business, A.A.S.	✓		✓	106	7.04%
Administration of Justice, A.A.S.	✓	✓	✓	40	2.66%
Alternative Energy Technology, A.A.S.	✓	✓	✓	6	0.40%
Biotechnology, A.A.S.	✓		✓	19	1.26%
Computer-Aided Design Concentration, A.A.S.	✓	✓		0	0.00%
Commercial Transportation Administration, A.A.S.	✓	✓	✓	8	0.53%
Cybersecurity, A.A.S.	✓	✓	✓	69	4.58%
Dental Hygiene, A.A.S.	✓	✓	✓	71	4.72%
Early Childhood/Primary Grade Education, A.A.S.	✓	✓	✓	69	4.58%
Electrical Engineering Technology, A.A.S.	✓	✓	✓	27	1.79%
Graphic Design Technology, A.A.S.	✓	✓	✓	15	1.00%
Health Information Management, A.A.S.	✓	✓	✓	38	2.52%
Human Services Technician, A.A.S.	✓		✓	29	1.93%
Digital Instrumentation and Process Control, A.A.S.	✓	✓	✓	0	0.00%
Digital Forensics Concentration, A.A.S.	✓	✓	✓	14	0.93%
Computer Support Specialist Concentration, A.A.S.	✓	✓	✓	19	1.26%
Interactive Design and Game Development Concentration, A.A.S.	✓	✓	✓	32	2.13%

Network Administration Concentration, A.A.S.	✓	✓	✓	19	1.26%
Mechanical Engineering Technology, A.A.S.	✓	✓	✓	23	1.53%
Mechatronics and Industrial Technology, A.A.S.	✓		✓	5	0.33%
Management, A.A.S.	✓	✓	✓	49	3.26%
Medical Laboratory Technician, A.A.S.	✓		✓	19	1.26%
Marketing Concentration, A.A.S.	✓	✓	✓	1	0.07%
Radiography, A.A.S.	✓	✓	✓	55	3.65%
Substance Abuse Counseling, A.A.S.	✓		✓	48	3.19%
Technical Studies, A.A.S.	✓	✓	✓	0	0.00%
Web and Multimedia Technology, A.A.S.	✓	✓	✓	7	0.47%
Cybersecurity, A.S.	✓	✓	✓	85	5.65%
Nursing, A.S.	✓	✓	✓	196	13.02%
Administrative Assistant, L.D.C.		✓		10	0.66%
Solar Energy Installation/Service, L.D.C.	✓	✓	✓	2	0.13%
Electronics Technician, L.D.C.	✓		✓	4	0.27%
Biotechnology, L.D.C.	✓		✓	3	0.20%
Computer-Aided Design, L.D.C.	✓	✓		4	0.27%
Cyber and Network Security, L.D.C.	✓	✓	✓	4	0.27%
Childcare Professional, L.D.C.	✓	✓	✓	8	0.53%
Computed Tomography Imaging, L.D.C.	✓	✓	✓	1	0.07%
Commercial Transportation Management, L.D.C.	✓	✓	✓	4	0.27%

Dental Assisting, L.D.C.	✓		✓	37	2.46%
Electronic Health Records, L.D.C.	✓	✓	✓	5	0.33%
Entrepreneurship, L.D.C.	✓	✓	✓	10	0.66%
Graphic Design Technology, L.D.C.	✓	✓	✓	5	0.33%
Industrial Technology, L.D.C.	✓	✓		7	0.47%
Network Administration, L.D.C.	✓	✓		7	0.47%
Management, L.D.C.	✓	✓	✓	9	0.60%
Marketing, L.D.C.	✓	✓	✓	6	0.40%
Magnetic Resonance Imaging, L.D.C.	✓	✓	✓	6	0.40%
Practical Nursing, L.D.C.	✓		✓	31	2.06%
Paralegal Studies, L.D.C.	✓	✓	✓	10	0.66%
Substance Abuse Counseling, L.D.C.	✓		✓	20	1.33%
Commercial Vehicle Transportation Specialist, L.D.C.	✓	✓	✓	150	9.97%
Unmanned Aerial Systems Technician, L.D.C.		✓	✓	0	0.00%
Web/Multimedia Development, L.D.C.	✓	✓	✓	3	0.20%
CDL Class B	✓	✓	✓	51	3.39%
Certified Nursing Assistant	✓		✓	39	2.59%

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
Administrative Assistant, L.D.C.	Deleting	Duplicate program that is offered through Workforce Solutions and Continuing Education.

Biotechnology, A.A.S.	Deleting	Low program enrollment.
Biotechnology, L.D.C.	Deleting	Low program enrollment.

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	✓		
Processes are in place to identify and expand college level registered apprenticeship opportunities.	✓		
Processes are in place to update or phase out CTE POS that do not align with HS/HW/ID industries	✓		
A majority of our students are concentrating in POS aligned to HS/HW/ID industries	✓		
Processes are in place to recruit business and industry stakeholders to participate on Program Advisory Committees	✓		

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?

The labor market alignment gaps were seen with high-wage careers (12 programs) and in-demand careers (4 programs). Further analysis revealed that there were 24 career programs that had enrollment under 10 participants. These programs included both Associate of Applied Sciences Degrees (8) and Lower-Level Certificates (16). Additionally, gaps have been seen in all career clusters, with the highest percentage in the Human Resource Career Cluster and the Manufacturing, Engineering and Technology Career Cluster. There were 11 career programs that are not fully aligned with combined HS/HW/ID criteria. It is important to offer all career programs to meet and fulfill the workforce and labor industry demands in Washington County.

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?

1. Conduct comprehensive program of study reviews on a 3-5-year cycle to identify strengths, gaps, opportunities, and continuous offering.
2. Conduct comprehensive program review on a 3-5-year cycle to assess enrollment and retention over time, alignment to labor market demands, learner outcomes, and degree of secondary and postsecondary alignment.
3. Diversify outreach and marketing strategies to increase awareness of CTE programs and facilitate appropriate program selection.
4. Establish new partnerships with Washington County business leaders to increase opportunities for CTE students to gain work experience in area of study.
5. Establish an advisory committee to obtain strategic advice, assess program quality, foster relationships, and obtain resources to address any gaps in programs offerings.

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).

	2023 Graduates Statewide				2023 Graduates in Your College			
	Number	Percent	Percent participating in CTE	Percent of participants who achieved concentrator status	Number	Percent	Percent participating in CTE	Percent of participants who achieved concentrator status
All 2023 Graduates	20,213	100			721	100%	52%	100%
Gender								
Male	6157	30.46			292	40%	59%	100%
Female	14056	69.54			429	60%	47%	100%
Race-ethnicity								
American Indian	77	0.38			0	0%	--	--
Asian	1,502	7.43			21	3%	43%	100%
Black	5,129	25.37			90	12%	53%	100%
Hispanic	2,127	10.52			62	9%	58%	100%
Multi-race	785	3.88			29	4%	48%	100%
White	9,153	45.28			496	69%	51%	100%
Special Populations								
Economically disadvantaged	-	-			137	19%	34%	100%
English learners	-	-			39	5%	21%	100%
Individuals with disabilities	-	-			45	6%	53%	100%
Nontraditional fields	-	-			--	--	--	--
Single parents	-	-			50	7%	50%	100%
Out of workforce	-	-			--	--	--	--
Unhoused Individuals	-	-			0	0%	--	--
Youth in foster care	-	-			0	0%	--	--
Youth with parent in military	-	-			31	4%	35%	100%
Migrant students	-	-			--	--	--	--

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	✓		
Our college has processes in place to recruit students traditionally underrepresented in CTE to improve diversity in CTE POS	✓		
Processes are in place to ensure that students traditionally underrepresented in CTE have options to <u>enroll</u> in CTE POS	✓		
Processes are in place to ensure that students traditionally underrepresented in CTE <u>persist</u> in CTE POS once enrolled	✓		
Processes are in place to ensure that all eligible students have equitable access to career-based learning experiences	✓		
Career guidance and advisement services are provided to student prior to enrolling in a CTE POS	✓		
All students have access to career planning and support services to help them successfully transition to advanced education and/or the workforce	✓		

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?**

Based on institutional data, there are not any concerning gaps in the CTE participation or persistence rate. Upon review of the overall institutional 2023 graduate data, there were significantly more female graduates (429) than male graduates (292). The overall CTE participation rate was 52% with males at 59% and females at 47%. The participation rate among race-ethnicity is consistent with each grouping in the 43% to 58% range. Although the gender grouping is not underperforming, it is worth continuous exploration to reduce the gap from 12% to 5%.

- 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.]***

1. Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of students enrolled and retained in CTE programs.
2. Develop and implement a comprehensive outcomes assessment plan to identify gaps in institutional, program, and course outcomes.
3. Provide additional support/tutoring to students participating in CTE programs. utilizing resources available through the Learning Support Center.
4. Establish recruitment efforts for CTE programs, addressing those programs with low enrollment and demographic caps.
5. Establish a multidisciplinary retention committee of key stakeholders that will collect, review, and analyze data about students at risk of departing to facilitate the development and coordination of retention efforts.

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
Graphic Design Technology, A.A.S.	3
Graphic Design Technology, L.D.C.	2
Web and Multimedia Technology, A.A.S.	0
Web/Multimedia Development, L.D.C.	3

CLUSTER-LEVEL DATA (NO CLUSTER DATA ON PERFORMANCE HEATMAP)

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	100%	100%	0%	100%
Gender				
Male	40%	--	--	--
Female	60%	--	--	--
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	--	--	--
Hispanic	9%	--	--	--

Multi-race	4%	--	--	--
White	69%	--	--	--
Special Populations				
Economically disadvantaged	19%	--	--	--
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	--	--	--
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--
Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
Accounting & Business, A.A.S.	4
Administrative Assistant, L.D.C.	2
Computer Support Specialist Concentration, A.A.S.	2
Digital Forensics Concentration, A.A.S.	1
Entrepreneurship, L.D.C.	0
Interactive Design and Game Development Concentration, A.A.S.	4
Management, A.A.S.	14
Management, L.D.C.	2
Marketing Concentration, A.A.S.	0
Marketing, L.D.C.	1
Network Administration Concentration, A.A.S.	5

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	100%	100%	0%	100%
Gender				
Male	40%	43%	-3%	100%
Female	60%	57%	3%	100%
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	--	--	--
Hispanic	9%	--	--	--
Multi-race	4%	--	--	--
White	69%	79%	-10%	100%
Special Populations				
Economically disadvantaged	19%	--	--	--
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	--	--	--
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--
Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
Computer-Aided Design, L.D.C.	2

CLUSTER-LEVEL DATA **(NO CLUSTER DATA ON PERFORMANCE HEATMAP)**

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	100%			100%
Gender				
Male	40%	--	--	--
Female	60%	--	--	--
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	--	--	--
Hispanic	9%	--	--	--
Multi-race	4%	--	--	--
White	69%	--	--	--
Special Populations				
Economically disadvantaged	19%	--	--	--
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	--	--	--
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--
Youth with parent in military	4%			--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
Certified Nursing Assistant	21
Computed Tomography Imaging, L.D.C.	0
Dental Assisting, L.D.C.	10
Dental Hygiene, A.A.S.	35
Electronic Health Records, L.D.C.	2
Health Information Management, A.A.S.	9
Magnetic Resonance Imaging, L.D.C.	0
Medical Laboratory Technician, A.A.S.	0
Nursing, A.S.	56
Practical Nursing, L.D.C.	25
Radiography, A.A.S.	26

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	100%	100%	0%	100%
Gender				
Male	40%	11%	29%	100%
Female	60%	89%	-29%	100%
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	12%	0%	100%
Hispanic	9%	8%	1%	100%
Multi-race	4%	--	--	--
White	69%	71%	-2%	100%
Special Populations				
Economically disadvantaged	19%	18%	1%	100%
English learners	5%	--	--	--

Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	10%	--	100%
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--
Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
Administration of Justice, A.A.S.	0
Childcare Professional, L.D.C.	2
Early Childhood/Primary Grade Education, A.A.S.	6
Human Services Technician, A.A.S.	6
Paralegal Studies, L.D.C.	1
Substance Abuse Counseling, A.A.S.	4
Substance Abuse Counseling, L.D.C.	4

CLUSTER-LEVEL DATA (NO CLUSTER DATA ON PERFORMANCE HEATMAP)

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	100%	100%	0%	100%
Gender				
Male	40%	--	--	--
Female	60%	--	--	--
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	--	--	--
Hispanic	9%	--	--	--
Multi-race	4%	--	--	--
White	69%	--	--	--
Special Populations				
Economically disadvantaged	19%	--	--	--
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	--	--	--
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--
Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
Cyber and Network Security, L.D.C.	0
Cybersecurity, A.A.S.	7
Cybersecurity, A.S.	13
Network Administration, L.D.C.	0

CLUSTER-LEVEL DATA (NO CLUSTER DATA ON PERFORMANCE HEATMAP)

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	100%	100%	0%	100%
Gender				
Male	40%	--	--	--
Female	60%	--	--	--
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	--	--	--
Hispanic	9%	--	--	--
Multi-race	4%	--	--	--
White	69%	--	--	--
Special Populations				
Economically disadvantaged	19%	--	--	--
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	--	--	--
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--

Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
Alternative Energy Technology, A.A.S.	0
Biotechnology, A.A.S.	2
Biotechnology, L.D.C.	0
Computer-Aided Design Concentration, A.A.S.	0
Digital Instrumentation and Process Control, A.A.S.	0
Electrical Engineering Technology, A.A.S.	5
Electronics Technician, L.D.C.	0
Industrial Technology, L.D.C.	0
Mechanical Engineering Technology, A.A.S.	1
Mechatronics and Industrial Technology, A.A.S.	3
Solar Energy Installation/Service, L.D.C.	1
Technical Studies, A.A.S.	0

CLUSTER-LEVEL DATA (NO CLUSTER DATA ON PERFORMANCE HEATMAP)

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	100%	100%	0%	100%
Gender				
Male	40%	--	--	--
Female	60%	--	--	--
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	--	--	--
Hispanic	9%	--	--	--
Multi-race	4%	--	--	--
White	69%	--	--	--
Special Populations				
Economically disadvantaged	19%	--	--	--
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	--	--	--
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--
Youth in foster care	0%	--	--	--
Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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

Name	Number Program Graduates 2023
CDL Class B	35
Commercial Transportation Administration, A.A.S.	0
Commercial Transportation Management, L.D.C.	1
Commercial Vehicle Transportation Specialist, L.D.C.	109
Unmanned Aerial Systems Technician, L.D.C.	0

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	100%	100%	0%	100%
Gender				
Male	40%	84%	-44%	100%
Female	60%	16%	44%	100%
Race-ethnicity				
American Indian	0%	--	--	--
Asian	3%	--	--	--
Black	12%	16%	4%	100%
Hispanic	9%	--	--	--
Multi-race	4%	--	--	--
White	69%	68%	1%	100%
Special Populations				
Economically disadvantaged	19%	12%	7%	100%
English learners	5%	--	--	--
Individuals with disabilities	6%	--	--	--
Nontraditional fields	--	16%	--	100%
Single parents	7%	--	--	--
Out of workforce	--	--	--	--
Unhoused Individuals	0%	--	--	--

Youth in foster care	0%	--	--	--
Youth with parent in military	4%	--	--	--
Migrant students	--	--	--	--

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?**

It appears that students are participating at rates equivalent to their representation in the population for all CTE career clusters. An analysis of the data; however, did reveal a gender gap with students enrolled in CTE career programs. This variation may be due to the type of CTE program offerings that tend to be predominately male career opportunities, such as STEM programs, manufacturing, engineering, technology, and transportation technologies. Similarly, participants enrolled in Health and Biosciences; as well as Business, Management and Finance careers were predominately female.

- 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?**

It appears that all students participating in the CTE career clusters are persisting at equivalent rates with 100% of students completing program requirements and graduating.

- 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?**

Student participation and persistence in the career clusters was 100%; additionally, there was not any under- or over-performing cluster average. An assessment of the data did reveal under-enrolled programs in each career cluster. The career clusters with significantly low enrollment included human resource cluster and the manufacturing, engineering, and technology cluster.

- 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.]**

1. Collect participation and persistence disaggregating data for the Arts, Media, and Communicate Cluster, Construction & Development Cluster, the Human Resource Cluster, the Information Technology Cluster, and the Manufacturing, Engineering and Technology Cluster.
2. Collect and utilized data analytics to review and evaluate CTE student outcomes access the various accountability indicators to support data-driven instruction and improvement.
3. Enhance professional development for faculty teaching in CTE programs, focusing on evidence-based instructional methodologies, culturally responsive teaching practices, and the integration of academic and technical skills.
4. Promote shadowing opportunities and elective internships for CTE programs allowing students to gain experimental experiences.

5. Implement targeted strategies to encourage student participation and completion in nontraditional CTE program career pathways.

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	72%	61%	18%
Gender			

Males	67%	60%	17%
Females	74%	62%	19%
Race-ethnicity			
American Indian	--	--	100%
Asian	--	--	18%
Black	54%	65%	13%
Hispanic	82%	62%	25%
Multi-race	--	--	13%
White	73%	61%	18%

SPECIAL POPULATIONS

	Federal Accountability Indicator 2023 Graduates		
	1P1	2P1	3P1
State Performance Target	71.33%	44.4%	24.85%
College Performance	72%	61%	18%
Economically disadvantaged	69%	66%	15%
English learners			14%
Individuals with disabilities			19%
Nontraditional fields	71%	50%	100%
Single parents			9%
Out of workforce			
Homeless individuals			
Youth in foster care			50%
Youth with a parent in active military			15%
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?	1P1: Black 2P1: Non-traditional fields 3P1: Black, multi-race, economically disadvantaged, English learners, single parents, youth with a parent in active military.
Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding</u> the college performance target?	1P1: Hispanic 3P1: American Indian and Hispanic

* 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.**

The areas of substantial underperformance are areas that the college struggles with gaining enrollment to begin with. Out of our overall (CTE and non-CTE) graduate population black students make up only 12%, and multi-race identified students only 4%, economically disadvantaged 19%, English learners 5%, single parents 7%, and youth with parents in active military 4%. Our non-traditional graduate size is so small that it is not indicated as a percentage in our data. The percentages are even less for these populations of students that decide to go into CTE programs.

- 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?**

In terms of CTE programs, our cohort-structured programs in the Health and Biosciences and Transportation & Technology clusters have higher enrollments, need, and retainment than other CTE programs. Looking at our CTE 2P1 performance heatmap the programs with low performance are those we already see low enrollments and are making steps to review curriculum, re-align programs with local industry needs, and inactivate programs that are no longer desirable/needed.

- 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)?**

An efficient and effective approach to make improvements with retention and completion in CTE program will be to develop a strong multidisciplinary retention committee, focusing efforts on career discovery for non-traditional student groups in CTE programs. Additionally, develop marketing strategies specific to increase under representative groups in CTE programs.

- 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.]**

- Promote the academic support and tutoring through the Learning Support Center, both on campus and online, delivered synchronously and asynchronously.

2. Provide academic resources, such as textbooks, models and equipment, lab computers, and content related resource materials.
3. Implement targeted strategies to encourage program participation and completion.
4. Introduce the various student support services and resources available to participants to assist them in getting off to a good start and maintaining a positive experience during their time in their identified CTE program.
5. Introduce and promote resources available through the offices of Student Services and Student Health and Wellness.

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.

NAME OF CAREER CLUSTER OR CTE POS: Arts, Media, and Communication					
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	37%	33%	28%	66%	65%
Female	63%	67%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	7%	0%	--	--
Black	6%	13%	25%	100%	80%
Hispanic	5%	3%	100%	67%	67%
Multi-race	1%	7%	--	50%	--
White	85%	70%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Business Management and Finance			
Faculty / Staff demographic		Percentage of students	5-year faculty / staff turnover rate (Percentage of faculty / staff who did not return for years 2018-19 thru 2022-23)

	Percentage of 2022-23 faculty / staff	participating in CTE programming 2022- 23	Full-time Faculty	Part-time Faculty	Counselors / Support Staff
Gender					
Male	38%	52%	28%	66%	65%
Female	62%	48%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	4%	0%	--	--
Black	4%	9%	25%	100%	80%
Hispanic	4%	14%	100%	67%	67%
Multi-race	1%	5%	--	50%	--
White	78%	65%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Construction and Development					
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	37%	75%	28%	66%	65%
Female	63%	25%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	25%	0%	--	--
Black	5%	0%	25%	100%	80%
Hispanic	5%	0%	100%	67%	67%
Multi-race	1%	0%	--	50%	--
White	86%	75%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Health and Biosciences					
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	27%	12%	28%	66%	65%
Female	73%	88%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	3%	0%	--	--
Black	4%	10%	25%	100%	80%
Hispanic	3%	8%	100%	67%	67%
Multi-race	1%	5%	--	50%	--
White	85%	70%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Human Resource Services					
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	39%	19%	28%	66%	65%
Female	61%	81%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	1%	0%	--	--
Black	4%	14%	25%	100%	80%
Hispanic	4%	8%	100%	67%	67%
Multi-race	1%	5%	--	50%	--
White	87%	68%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Information Technology					
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	41%	78%	28%	66%	65%
Female	59%	22%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	1%	0%	--	--
Black	4%	16%	25%	100%	80%
Hispanic	4%	12%	100%	67%	67%
Multi-race	1%	5%	--	50%	--
White	82%	62%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Manufacturing, Engineering, and Technology					
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	39%	75%	28%	66%	65%
Female	61%	25%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	4%	0%	--	--
Black	4%	16%	25%	100%	80%
Hispanic	4%	16%	100%	67%	67%
Multi-race	1%	4%	--	50%	--
White	87%	57%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

NAME OF CAREER CLUSTER OR CTE POS: Transportation Technologies					
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	40%	89%	28%	66%	65%
Female	60%	11%	29%	68%	54%
Race-ethnicity					
American Indian	1%	0%	--	100%	0%
Asian	1%	3%	0%	--	--
Black	4%	17%	25%	100%	80%
Hispanic	5%	12%	100%	67%	67%
Multi-race	1%	3%	--	50%	--
White	85%	57%	28%	65%	57%
Credential					
Properly Licensed	100%	--	100%	100%	100%
Granted Temporary Waiver	0%	--	0%	0%	0%

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.	Strongly agree	N/A	Faculty/staff have opportunities to obtaining professional development with HCC relating to various teaching methodology topics and outside professional affiliates offering discipline specific continuing education.
Faculty/staff are aware of the requirements to maintain endorsement.	Strongly agree	N/A	Information relating to requirements to be maintain are documented in the Academic Affairs Guidebook for Full-Time Faculty and the Academic Affairs Guidebook for Part-Time Faculty.
Faculty/staff have equal access to content-specific professional development opportunities across industries.	Strongly agree	N/A	Faculty/staff have opportunities to obtaining professional development with HCC relating to various teaching methodology topics and outside professional affiliates offering discipline specific continuing education.
Data is collected on the effectiveness of professional development to ensure it meets the needs of educators.	Strongly agree	N/A	Data is collected utilizing various resources, such as the Faculty Annual Review and Professional Development Plan (ARPDP), Student Evaluation of Faculty (SEOF), and Classroom Observations.

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 faculty demographic characteristics are reflective of the students they serve across all programs of study.

The following is a representation of the overall faculty demographic characteristics and student

<i>Demographic Characteristics</i>	<i>Faculty</i>	<i>Students</i>
Female	64.5%	65.2%
Male	35.5%	34.8%
Hispanic/Latino	0%	10.3%
White (non-Hispanic)	92.1%	64.7%
Asian	1.3%	2.8%
Black or African American	5.3%	11.9%
Two or more races	0%	6.0%
Unspecified	1.3%	4.0%

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?

Yes, all faculty credentials are thoroughly reviewed to ensure they have the appropriate credential, license, and/or endorsements needed. If, upon hire, they do not meet the requirement they are provided a detailed plan and timeline of when to obtain the appropriate credential, license, or endorsement.

- 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?**

Hagerstown Community College provides yearlong professional development opportunities online, on-campus, and at off-site locations. Faculty are well connected or are informed by internal written notifications, faculty development calendar and division directors of the opportunities that address content-specific professional development or offer the necessary industry credentials and endorsements.

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

There are not specific barriers that exist to offering content-specific professional development; however, there are barriers in the availability of faculty to complete professional development. These barriers include faculty availability to participate in professional development due to academic responsibilities during the academic year, the availability of professional development offering during the academic year, and funding resources for faculty during their non-reporting (off contract) periods.

- 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?**

1. Collaborate with community business and industry leaders to increase and diversify the number of faculty teaching in CTE Career Cluster programs.
2. Offer stipends to appeal to potential hires in specialized CTE programs.
3. Increase professional development opportunities, offering on-campus face-to-face, hybrid, and online modalities.
4. All new faculty to completed identified training requirements within their first 12 month of hire.
5. Develop Master Classrooms for CTE courses.

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.