# PERKINS V
# COMPREHENSIVE LOCAL NEEDS
# ASSESSMENT (CLNA) REPORTING
# FRAMEWORK
# for
# CALIFORNIA COMMUNITY COLLEGES

## Palomar College

**To be submitted with the 2020-2022 Local Application**

Date:_ 0 6_____/_ _ 15_____/2020

# Introduction

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

 It must be completed by local recipients of Perkins funds at the beginning of the grant period and then updated at least once every two years. In conducting the comprehensive local needs assessment under subsection 134(c), and developing the local application described in subsection 134(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—educators, business and industry partners, parents , and parents among others. More importantly, local funding decisions must be based on the local needs assessment.

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

The following pages contain information that will help LEAS understand and develop a needs assessment.

# Executive Summary

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

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

**1    Element #1: Student Performance on Required Performance Indicators(Disaggregated)**

According to the college's core indicator report, we are at or above negotiated levels for 28 of 34 of the core indicators. For employment, we meet all negotiated levels except for limited English proficiency. For persistence and transfer, we met all of our negotiated levels. For non-traditional participation and completions, the college meets all negotiated levels. For completions, we meet all of the levels except for single parent.  For technical skill attainment, we meet our negotiated levels for non-traditional participation and single parent. We do not meet our negotiated levels for our CTE cohort, economically disadvantaged, limited English proficiency, and students with disabilities for technical skill attainment. According to our college's core indicator report, we need to improve our technical skill attainment levels. We will be funding industry standard equipment for our TOP coded programs of Graphics, Media Studies, Photography, Nursing Education, Emergency Medical Education, Fashion, Water and Wastewater Technology, Welding, and the Police Academy to help our students attain greater technical skills in the careers of their choosing.

**2    Element #2: Program Size, Scope, and Quality to meet the needs of all Students**

The goals of the new PRP review further ensures programs and services are the necessary size and scope for our students by facilitating reflection of the program goals. The program review documents the department's plans for improving student success and sharing that information with the campus community. Data collection and comparison of industry standards are an integral part of the process. All efforts are made to make certain all Palomar community members are involved. With Strong Workforce funding, LaunchBoard and the focus on labor market information, our faculty have much greater access to the information necessary for program review and improvement. There are standards in place for constant progress reporting and documentation of measurable outcomes. Professional development opportunities are available to faculty to compare our programs to similar industry regional and statewide programs to help alignment with current industry standards. To assure that programs and services are of sufficient size and scope, the college has embedded a system of continuous evaluation and feedback into the planning process. Data collection is integral to this process. Students, employers, faculty, research and planning, and other members of the campus' internal and external communities are involved. Faculty are afforded ample opportunities for professional development and networking to collect and interpret data, to compare our programs to similar regional and statewide programs and to align programs with current industry standards. Our feedback loop and continual adjustments of curriculum and equipment provide informal and formal documentation that programs are sufficient in size, scope and quality. When collected data are analyzed and a determination is made that programs are not sufficient is size and scope, an improvement plan is implemented and closely monitored until the deficiencies are corrected.

**3    Element #3: Progress towards Implementation of CTE Programs of Study**

A primary criteria for Perkins funding is that the program must demonstrate at least one viable program of study, and it is an element in our application process. We continue our reviews to make sure courses and programs reflect current industry standards and practices and that career pathways are viable and clearly articulated. Many of our programs have at least one course articulated with one of our feeder high schools. Within the PRP process, CTE courses are reviewed more frequently with industry advisory input and/or changing workforce needs, and academic rigor are all considered in the evaluation of student academic and technical needed skills. Additionally, we are working closely with the adult schools to include more adult schools in the articulation process, as part of AEBG. Through annual reviews of Student Learning Outcomes and assessment measurements, CTE program results are constantly compared and updated to

# Executive Summary

industry standards and if applicable, any accreditation standards. All CTE disciplines are aware of the student support services to aid students needing additional sources

## 4  Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Industry Advisory Committees and other partnerships have long been fertile ground for faculty recruitment and are still a major source for new CTE faculty. Many of our programs have informal mentoring programs to provide the nurturing and training for potential teachers. Shining examples can be found in our Paramedic, Police, Fire, Diesel, Automotive and Cabinet/Mill Working programs. Many of our former students are now part time teachers in those programs. When full time, tenure track positions open, these efforts provide a great pipeline of qualified applicants. We will continue to use funds when appropriate to integrate strategies for teacher training and recruitment. We will also work with teacher training institutions to identify potential applicants.

## 5  Element #5: Progress towards equal access to CTE programs for all students

The college's Curriculum Committee oversees a rigorous review process for all curricula and all l courses are reviewed every five years. CTE courses and programs are reviewed and changed more frequently to respond to input from industry advisors and/or changes in technology. Embedded in this review is the updating and documentation of expected learning outcomes and assessments. With the implementation of strategies and recommendations from the Student Success Task Force, we have enhanced our support of students who are members of special populations or who lack the foundational skills needed to succeed in college level academics. Through the use of Perkins funds and HIS/BSI grants, more of our students have access to appropriate level of basic skills support, career counseling and tutoring. In addition to the curriculum review, each discipline completes an annual review under our Program Review and Planning Process (PRP). This review includes scrutiny of data such as enrollments, completions, labor market conditions and resource needs are reviewed. Reviews at both levels serve to ensure that programs have the appropriate career ladders and programs of study defined for each occupation.

## 6  Element #6: Alignment to Labor Market Information (LMI)

Many resources were used to provide LMI to the faculty and stakeholders for alignment of CTE  programs to LMI. We compiled information the Centers of Excellence for supply and demand gaps, ONET for job outlook, Launchboard for living wage attainment, and from our region for priority sectors. Program allocation was prioritized based on the comprehensive needs assessment LMI information. We have a Career Education Committee training session in which we invite all faculty and interested parties to provide a thorough understanding of the intent of the law, to highlight the importance of analyzing and using LMI and Core Indicator data for program improvement and to solicit input from business and industry as we develop and improve programs. Outreach to nontraditional students and students from special populations are integral to our use of funds and encouraged for appropriate programs. After turning in the completed applications, the Career Education committee reviews the application based on a scoring rubric looking at core indicators, program improvement needs and labor market information to allocate funds.

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

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

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

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

1.1- **Please indicate the key stakeholders (individuals and groups) involved in the completion of this needs assessment:** (*Use Appendix A : Stakeholders involvement to gather partners for your CNLA*)

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

**1.3 Summarize the key stakeholder feedback:**

**The stakeholder feedback was based on the CLNA and funds were allocated based on regional priorities, LMI and program needs.**

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

# Section 2: Needs Assessment Element #1

## STUDENT PERFORMANCE DATA REVIEWED

*Direction: Refer to Perkins, Title IC application, Form CTE-6, CTE7 and Core Indicators website.*
*Link to : PERKINS, TITLE IC LOCAL APPLICATION*
*Link to MIS- Core Indicators*

### 2P1 Completions (Credential, Certificate, License or Degree)

| Program Year | State Target | District Agreed Target | Actual Performance | 90% of Agreed upon Target | Goal Met |
|---|---|---|---|---|---|
| 2016-2017 | 88.00% | 80.73 | 85.66 | YES | X YES☐ NO |
| 2017-2018 | 88.00% | 83.01 | 83.02 | YES | X YES☐ NO |
| 2018-2019 | 89.00% | 84.33 | 87.68 | YES | X YES☐ NO |
| 2019-2020 | 89.00% | 85.46 | 86.92 | YES | X YES☐ NO |
| Average | 88.50% | 83.38 | 85.75 | | |

### 3P1 Student Retention or Transfer

| Program Year | State Target | District Agreed Target | Actual Performance | 90% of Agreed upon Target | Goal Met |
|---|---|---|---|---|---|
| 2016-2017 | 90.00% | 87.7 | 89.78 | YES | X YES☐ NO |
| 2017-2018 | 90.00% | 88.61 | 87.65 | YES | X YES☐ NO |
| 2018-2019 | 91.00% | 87.65 | 90.10 | YES | X YES☐ NO |
| 2019-2020 | 91.50% | 89.55 | 89.48 | YES | X YES☐ NO |
| Average | 90.63% | 88.38 | 89.25 | | |

### 4P1 Postsecondary Placement

| Program Year | State Target | District Agreed Target | Actual Performance | 90% of Agreed upon Target | Goal Met |
|---|---|---|---|---|---|
| 2016-2017 | 68.00% | 72.26 | 78.8 | YES | X YES☐ NO |
| 2017-2018 | 72.00% | 68 | 82.38 | YES | X YES☐ NO |
| 2018-2019 | 73.23% | 72 | 80.78 | YES | X YES☐ NO |
| 2019-2020 | 73.23% | 73.23 | 83.23 | YES | X YES☐ NO |

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

| TOP CODE | PALOMAR COLLEGE CAREER EDUCATION LISTING | # of Students Enrolled In the REGION | REGIONAL SUPPLY GAP per COE | Employed in Field of Study | REGIONAL % Attained Living Wage | Job Outlook 2018-2028 (STATE) | Outlook Description per ONET | 17-19 Degrees | 17-19 Certificates |
|---|---|---|---|---|---|---|---|---|---|
| 502.00 | Accounting | 10,598 | - | 71% | 51% | 1% | Little or no change | 57 | 127 |
| 2105.00 | Administration of Justice | 8,112 | - | 52% | 65% | 4-6% | Average | 137 | 0 |
| 946.00 | Air Conditioning and Refrigeration | 475 | YES | 63% | 61% | 11% or higher | Much faster than average | NEW | NEW |
| 2104.40 | Alcohol and Controlled Substances | 975 | - | 87% | 35% | 11% or higher | Much faster than average | 14 | 29 |
| 614.40 | Animation | 375 | - | 75% | 30% | 7-10% | Faster than average | 10 | 12 |
| 952.10 | Apprenticeship-Carpentry | - | YES | 57% | | 11% or higher | Much faster than average | 1 | 51 |
| 952.80 | Apprenticeship-Drywall | 564 | YES | 100% | 63% | 11% or higher | Much faster than average | 0 | 51 |
| 952.20 | Apprenticeship-Electrical | 881 | YES | 92% | 70% | 11% or higher | Much faster than average | 3 | 55 |
| 956.40 | Apprenticeship-Sheet Metal | - | YES | | 88% | 11% or higher | Much faster than average | 1 | 22 |
| 201.00 | Architecture and Architectural Technology | 1,020 | - | 77% | 45% | 2-3% | Slower than average | 5 | 7 |
| 949.00 | Automotive Colllision Repair | 222 | YES | *** | 24% | 4-6% | Average | 3 | 8 |
| 948.00 | Automotive Technology | 2,238 | - | 68% | 29% | 1% | Little or no change | 19 | 31 |
| 604.30 | Broadcast Journalism | 127 | - | *** | 45% | 2-3% | Slower than average | 0 | 2 |
| 505.00 | Business Administration | 4,117 | - | 71% | 45% | 7-10% | Faster than average | 347 | 0 |
| 501.00 | Business and Commerce, General | 4,834 | - | 76% | 38% | 11% or higher | Much faster than average | 116 | 0 |
| 506.00 | Business Management | 5,776 | - | 78% | 48% | 7-10% | Faster than average | 9 | 12 |
| 952.50 | Cabinet and Furniture Technology | 439 | YES | 60% | 60% | 1% | Little or no change | 1 | 82 |
| 1305.00 | Child Development/Early Care and Education | 10,090 | - | 77% | 23% | 2-3% | Slower than average | 67 | 96 |
| 1013.00 | Commercial Art | 559 | - | 30% | 30% | 2-3% | Slower than average | 6 | 0 |
| 1008.10 | Commercial Dance | 538 | - | *** | 35% | 1% | Little or no change | 15 | 18 |
| 614.60 | Computer Graphics and Digital Imagery | 1,336 | - | 60% | 34% | 7-10% | Faster than average | 1 | 3 |
| 702.00 | Computer Information Systems | 480 | - | 67% | 51% | 11% or higher | Much faster than average | 14 | 19 |
| 708.10 | Computer Networking | 356 | - | 71% | 63% | 4-6% | Average | 30 | 39 |
| 707.10 | Computer Programming | 2,104 | - | 75% | O | -2% or lower | Decline | 3 | 8 |
| 707.00 | Computer Software Development | 221 | - | 65% | 65% | 11% or higher | Much faster than average | 33 | 41 |
| 709.00 | Computer World Wide Web Administration | 29 | - | *** | 59% | 11% or higher | Much faster than average | 0 | 12 |
| 957.20 | Construction Inspection | 131 | YES | 67% | 72% | 7-10% | Faster than average | 6 | 9 |
| 1240.10 | Dental Assistant | 139 | YES | 75% | 94% | 11% or higher | Much faster than average | 16 | 44 |
| 614.50 | Desktop Publishing | 120 | - | *** | *** | -2% or lower | Decline | 2 | 19 |
| 947.00 | Diesel Technology | 347 | YES | 79% | 67% | 11% or higher | Much faster than average | 6 | 16 |
| 614.00 | Digital Media | 294 | - | 67% | 22% | 1% | Little or no change | 10 | 17 |

| TOP CODE | PALOMAR COLLEGE CAREER EDUCATION LISTING | # of Students Enrolled In the REGION | REGIONAL SUPPLY GAP per COE | Employed in Field of Study | REGIONAL % Attained Living Wage | Job Outlook 2018-2028 (STATE) | Outlook Description per ONET | 17-19 Degrees | 17-19 Certificates |
|---|---|---|---|---|---|---|---|---|---|
| 953.00 | Drafting Technology | 998 | - | 75% | 56% | 2-3% | Slower than average | 30 | 43 |
| 1251.00 | Emergency Medical Education | 2,670 | - | 80% | 35% | 11% or higher | Much faster than average | 21 | 924 |
| 1303.00 | Fashion Design and Merchandising | 1,484 | YES | 88% | 44% | 1% | Little or no change | 25 | 30 |
| 612.20 | Film Production (Cinema) | 328 | - | *** | 31% | 4-6% | Average | 4 | 5 |
| 2133.50 | Fire Academy | 272 | - | 92% | 78% | 4-6% | Average | 0 | 70 |
| 2133.00 | Fire Technology | 3,293 | - | 82% | 66% | 4-6% | Average | 105 | 127 |
| 835.20 | Fitness Trainer | 832 | - | 64% | 24% | 7-10% | Faster than average | 0 | 1 |
| 2206.10 | Geographic Information Systems | 341 | - | *** | 40% | 7-10% | Faster than average | 8 | 32 |
| 1030.00 | Graphic Art and Design | 1,563 | - | 70% | 37% | 2-3% | Slower than average | 12 | 3 |
| 1302.00 | Interior Design and Merchandising | 611 | - | 67% | 42% | 4-6% | Average | 20 | 11 |
| 508.00 | International Business and Trade | 129 | YES | *** | 53% | 7-10% | Faster than average | 1 | 1 |
| 602.00 | Journalism | 843 | - | *** | 13% | -2% or lower | Decline | 17 | 1 |
| 1602.00 | Library Technician (Aide) | 125 | YES | 67% | 41% | 7-10% | Faster than average | 12 | 35 |
| 956.00 | Manufacturing and Industrial Technology | 156 | YES | NO DATA | 80% | 4-6% | Average | NEW | NEW |
| 509.10 | Marketing and Distribution | 1,492 | YES | 100% | 49% | 7-10% | Faster than average | 11 | 16 |
| 514.20 | Medical Office Technology | 1,031 | YES | 50% | 31% | 11% or higher | Much faster than average | 3 | 14 |
| 614.10 | Multimedia | 349 | - | 70% | 23% | 7-10% | Faster than average | 6 | 5 |
| 1306.00 | Nutrition, Foods, Culinary Arts | 4,651 | - | 86% | 33% | 11% or higher | Much faster than average | 0 | 0 |
| 1402.00 | Paralegal | 701 | YES | 56% | 51% | 11% or higher | Much faster than average | 0 | 4 |
| 1012.00 | Photography | 1,368 | - | 67% | 28% | -2% or lower | Decline | 7 | 13 |
| 2105.50 | Police Academy | 1,225 | YES | 94% | 87% | 4-6% | Average | 0 | 15 |
| 606.00 | Public Relations | 70 | - | NO DATA | *** | 11% or higher | Much faster than average | 0 | 1 |
| 604.00 | Radio and Television | 582 | - | 80% | 22% | -2% or lower | Decline | 9 | 15 |
| 511.00 | Real Estate | 1,736 | YES | 62% | 59% | 7-10% | Faster than average | 2 | 21 |
| 1230.10 | Registered Nursing | 1,304 | YES | 94% | 83% | 11% or higher | Much faster than average | 135 | 0 |
| 850.10 | Sign Language Interpreting | 1,209 | - | 70% | 34% | 11% or higher | Much faster than average | 9 | 16 |
| 1006.00 | Technical Theater-Sound and Engineering Techs | 282 | - | NO DATA | *** | 4-6% | Average | 0 | 0 |
| 604.20 | Television (including combined TV/Film/Video Editing) | 713 | - | NO DATA | 15% | 4-6% | Average | 1 | 0 |
| 958.00 | Water and Wastewater Technology | 647 | - | 65% | 80% | -2% or lower | Decline | 15 | 23 |
| 956.50 | Welding Technology | 751 | YES | 62% | 41% | 7-10% | Faster than average | 23 | 123 |

*** less than 10 students
Job Outlook from ONET
Living Wage from Launchboard
Certificates/Degrees from Datamart

**PERKINS SHAREHOLDER'S MEETING**

**PALOMAR COLLEGE**

**MAY 8, 2020**

| NAME | TITLE | EMAIL |
|------|-------|-------|
| Margie Fritch | CTEE Dean | mfritch@palomar.edu |
| Nichol Roe | Acting Dean, MSE | nroe@palomar.edu |
| Suzanne Sebring | Acting Associate Dean, WCCE | ssebring@palomar.edu |
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| Angela Kong | Service Learning | akong@palomar.edu |
| Susan Garland | Sr. Grants Admin. Specialist | sgarland@palomar.edu |

PERKINS STAKEHOLDER MEETING (ZOOM)

AGENDA 2-3:30

May 8, 2020

Perkins CLNA

Perkins Applications

Perkins Application Summary

1. Discuss Perkins V and changes
2. Allocate $680K in Perkins funds

Attached you will find the link for the FY2021 Perkins application, listing of programs, and the Perkins V power point. Please forward email to all of your career education faculty.

https://drive.google.com/drive/folders/1JpjKpuySPhmk23CLrgL-DpPp1vjx2YO6?usp=sharing

Perkins V is a reauthorization of Perkins. Significant changes in Perkins V require the need for a Comprehensive Local Needs Assessment (CLNA), additional emphasis on data-driven decisions, special populations, high-wage and in-demand occupations, and increased stakeholder involvement. For the FY2021 application, we will be asking for vocational TOP coded programs to look at their PRP's and departmental goals to determine what needs they have, and then funding will be primarily allocated to programs that represent priority regional sectors, regional supply gaps, and if 35% or above of the program's students in the region attained a living wage.

Helpful links are below:

PERKINS V (CHANCELLOR'S OFFICE)

REGIONAL SUPPLY GAP REPORT

REGIONAL CONSORTIUM WEBSITE

CENTERS OF EXCELLENCE

LAUNCHBOARD

ONET

DATAMART

Meeting adjourned at 4:16 pm.

# Forms Preview

## Responses (Sec I-D): Responses to Local Plan Requirements

**1. Provide a description of the information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study, including how the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded.**

All TOP coded CTE programs are invited to submit an application for Perkins funding. As part of Perkins V update training, a comprehensive needs assessment summary of our region's LMI, job outlook, supply and demand was provided to all programs to determine eligibility for funding. Additionally, the programs were asked to discuss how Perkins funding could help accomplish their PRP goals, their WBL objectives, and how they can meet the needs of special population students in their programs, and how their program of study met the needs of their student educational goals. The comprehensive needs assessment is similar to our Program Review Process (PRP). The PRP form discusses the program, data information, staffing and resource requests, and goals. We designed a similar process for the comprehensive needs assessment. We can include the negotiated core indicators, the plan to fund the CTE program so it will be of sufficient size, scope and quality. Additionally, we will ask the programs to discuss how it is aligned with regional priority sectors, and designed to meet local economic and education needs by discussing labor market information and discussing the sources used for that information. Programs will have to show progress towards programs of study and/or how their current programs of study meets student needs. We will document all professional development in the assessment process. To ensure professional development needs are met for Perkins, we will remind all faculty and administrators that funding is available for opportunities to increase knowledge, skills and the understanding of the industry standards for all programs. Progress and funding opportunities towards equal access to high-quality CTE courses and programs of study for all students will be marketed to all available services on campus. Marketing equal access will bring knowledge to our campus community about our Career Education programs, and the opportunities available to all students.

**2. Provide a description of any new programs of study the eligible recipient will develop and submit to the state for approval.**

For FY20-21, we have no new programs of study to develop. We do have programs with new full time faculty members recently hired to fill positions empty since the early retirement in 2015. Machining Technology was formerly called Industrial Technology. The new name effectively defines the skills and knowledge outcomes of the program. Machining Technology has a new (and only) faculty member and is working with our Advanced Manufacturing Regional Director to ensure the program meets the needs of our regional employers and offers high-wage and high-demand employment for our students. We have a new (and only) faculty member for Water and Wastewater Education also ensuring the program meets the needs of our regional employers and students leave the program with the knowledge and skills necessary for employment,

**3. Describe how students, including students who are members of special populations, will learn about CTE course offerings and if a course is part of a CTE program of study.**

Palomar College is dedicated to meeting the needs of all our students. Palomar College provides equitable access for special populations to CTE courses, programs, and programs of study through its robust and multi-faceted Disability Resource Center (DRC) and Student Life and Leadership departments. Our career education faculty are dedicated to ensuring special population students are aware of the services available to them on campus. For curriculum needs, the district reviews a CTE courses every two years, and within the review any needed updates of student learning outcomes and assessments are discussed. The review ensures our courses and the faculty who teach them are aware of the support services in place for all students. The review also serves to ensure that time is spent explaining and implementing programs of study and the appropriate career steps for each occupation, which helps to improve access and success rates for students who are members of special populations. We want to make sure that adequate support services are in place, that students have adequate access to the appropriate level of basic skills support. Our CTE faculty are aware of and recommend student services for all special populations in their classes.  For example, the Welding Technology program and Palomar college serves special needs populations in a variety of manners. These include recruitment of special populations through recruitment activities including Cal State San Marcos Manufacturing exposition, San Diego City College, Women in Manufacturing and Engineering exposition,

coordination of tours with Student Outreach services, and priority registration for veterans and special needs students. Additionally, the San Diego/imperial Valley region commissioned a survey to discuss how community colleges can better serve special populations in which several themes emerged from stakeholder interviews and are presented here in the executive summary in these categories: Facilitating Access to Higher Education, Marketing & Communications, Connections to Workforce Demand, and Access to High Wage Jobs. The 63 page summary is in our audit file.

**4. Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide career exploration and career development coursework, activities, or services.**

We have continuing vigorous efforts to provide career guidance and academic counseling to CTE students. We have representation on the Career Education Committee from the Disability Resource Center and the Career Center to ensure all efforts are made to provide counseling avenues for CTE students to ensure they are aware of continuing and career education opportunities. We work to make sure that information about linkages to advanced training is available through marketing, guest speakers and field trips. We have ongoing and strong relationships with CSU San Marcos, and SDSU with additional collaboration within Guided Pathways to ensure our students know their path and stay on the path so they can pursue their goals.

**5. Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.**

The Career Center shares job announcements with students, Job Developer, & Coop ED. coordinator as they come in. Each CTE program is now required to post high-skill, high wage information on their pertaining program websites to inform students on job opportunities.  The regional directors can provide in demand sector occupation information to the college as a whole via panel presentations and share where these high wage opportunities are and inform the college on what programs are in demand and determine if Palomar has the capacity to create such programs to meet this need. We have housed on our campus, the regional director of employment engagement for two of our region's priority sector, Advanced Manufacturing and Information and Computer Technology and Digital Media. For all career education programs to apply for Perkins, we prioritized funding our allocation based on labor market information and regional priority sectors.

**6. Provide a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151 (e)(2)), and other partners, will provide an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.**

 A designated CTE counselor was hired through Adult Education funding to meet the need of career and academic counseling.  Students have access as all other students have to the website information available on the career center. As the 4 Pillars in Guided Pathways work solidifies this organized system should be more clear to the college and students as a whole. As of now, students fill out an application, go through the onboarding steps (orientation and all that is included in that), get an Ed Plan with a counselor and register for classes.

**7. Provide a description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).**

The CTE programs all have advisory committees and make curriculum and student learning outcomes revisions based on the advice of the members. In addition, the CTE programs at Palomar interface with the Regional Director for the priority sectors to verify that the changes and information they have is current with the employer base in the region. Each program also addresses the Institution Learning Outcomes (ILOs) within their Course Outline of Record (COR) to ensure that the academic rigor is consistent with what the college faculty have identified as relevant. The technical skills are based on industry standards and for some programs lead to industry-recognized certifications.

**8. Provide a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.**

 The District reviews a CTE courses every two years, and within the review any needed updates of student learning outcomes and assessments are discussed. The review ensures our courses and the faculty who teach them are aware of the support services in place for all students. The review also serves to ensure that time is spent explaining and implementing programs of study and the appropriate career steps for each occupation, which helps to improve access and success rates for students who are members of special populations. We want to make sure that adequate support services are in place, that students have adequate access to the appropriate level of basic skills support. Our CTE faculty are aware of and recommend student services for all special populations in their classes. Additionally, all Perkins applicants needed to answer how their department provides how their program helps prepare students for high-skill, high-wage or in-demand industry sector occupations. For example, the Police Academy wrote they will deliver state-mandated training focusing on diverse cultures as desperately needed  in current and future job opportunities. Also for the Multimedia program for Graphics Communication, a faculty member wrote "through the Strong Workforce Faculty Institute I have found that we are under-serving several populations: Lower hispanic and female enrollment; Lower success rates for people over 30 years; Lower retention and success for students over 40 years old. I am working with members of the Strong Workforce Faculty Institute and am developing plans to address these areas over the next year." Through regional SWP funding, we have new programs for WBL, retention and success, pathways navigation, and job placement all to address needs of our students.

**9. Describe how the eligible recipient will prepare CTE participants for non-traditional fields.**

The core indicator reports will highlight any deficiencies in a program for non-traditional employment. We will continue to use Perkins funds to concentrate our marketing efforts in these areas to appeal to a more balanced gender student population in the non-traditional occupations. Of note, many of the occupations in the public safety and medical disciplines are high wage and in demand occupations, which could in turn help those non-traditional households attain a living wage. Additionally, using LMI data for the high wage and in demand employment can indicate additional funding available through Strong Workforce funds. Strong Workforce funding is closely tied to the supply and demand of the labor market, and can be used in tandem with Perkins funding to help close the non-traditional gaps.

**10. Describe how the eligible recipient will provide equal access for special populations to CTE courses, programs, and programs of study.**

Palomar College will provide equitable access for special populations to CTE courses, programs, and programs of study through its robust and multi-faceted Disability Resource Center (DRC) and Student Life and Leadership departments. The Disability Resource Center (DRC) aims to remove barriers to course and program of study completion for qualified students with disabilities through specialized instruction, academic, personal and disability management counseling, interpreting and captioning services, learning disability assessment, exam/curriculum accommodations, priority registration, test proctoring services, assistive technology access and training, and alternate media. The Office of Student Life & Leadership embodies a one-stop center for activities on campus and hosts an array of campus wide events and activities adding to the student benefit of enrolling at Palomar College. Student Life and Leadership offers food and nutrition, advocacy, and basic needs support to students which is essential for fostering persistence in CTE programs of study for all students, including those presented with environmental, economic, or social hurdles.

**11. Describe how the eligible recipient will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.**

Palomar College will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations by placement of a disability statement on all CTE course syllabi directing any student with a possible disability to visit the DRC for assistance and those with verified disabilities to inform their CTE instructors of their prescribed accommodations detailed in an Accommodation Letter in a confidential setting. Further, the College adheres strictly to its Academic Policy 5140 which sites Title 5 of the Education Code and outlines a plan for and a vehicle to provide all programs and services to students with disabilities designed to assure that they have equality of access to District classes and programs. Students with disabilities who may need academic accommodations (e.g. test accommodations), interpreting/captioning, academic and disability management counseling, etc. are encouraged to discuss their authorized accommodations (listed on an official Academic Accommodation Letter provided to the student) from the Disability Resource Center (DRC) with their professors. Students should provide timely notice of the authorized accommodation(s) to the professor to allow sufficient time for the accommodation(s) to be implemented. The faculty member will work with the DRC Office to ensure that proper accommodations are made. Students seeking services from the Disability Resource Center are invited to reach the DRC one of three ways by phone, contact from on the DRC website, or through the Palomar website.

**12. Provide a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs.**

Work based learning opportunities for our CTE students are many and varied. We have guest speakers who provide insight into specific industries, simulated workplace experiences in which the class is set up like an actual working environment, service learning projects with local nonprofit organizations that benefit the community and lead to the development of practical skills and personal growth, internships through which students learn job skills in a real work environment and occupational work experience classes that allow students to combine what they learn in their CTE classes with what they are doing on-the-job

For example, last fall, a training development specialist for General Dynamics NASSCO spoke to Welding Technology students about what it is like to work as a welder for NASSCO. The development specialist was a former welder from NASSCO, and he addressed varied questions from highly engaged students, including career paths and pay scales, employee tattoo policies, the experience of working for a union, and the experience of working different shifts.

**13. Describe how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.**

Palomar College has a diverse team to work with representatives from employers to develop and expand WBL opportunities for CTE students. This team includes faculty work-based learning coordinators, a service learning coordinator, a job placement case manager, and individual faculty members in CTE disciplines. This team works closely with employer representatives to set up work-based learning opportunities that (1) meet the needs of the employer and (2) create valuable learning experiences and potential job opportunities for students. The interaction generally begins with a phone call. That will often lead to a meeting at the employer's place of business. For some CTE programs –Auto Technology, Diesel Mechanics Technology, Welding Technology, Machining Technology, for example – the team from Palomar will invite the employer representatives to tour training facilities on campus. This provides the representatives with an understanding of the college's training capabilities. WBL opportunities will generally start small – perhaps a guest speaker in a class or an initial internship for a student. The goal is to establish ongoing WBL experiences for students and strong relationships with regional employers

**14. Provide a description of how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.**

We have a strong articulation staff who work closely with Student Services, Counseling, and the college's articulation officer to ensure our area high school partners have the opportunity to articulate their CTE high school courses with our Palomar courses.  Besides being vital members of the articulation process, they are essential to facilitate the pathway to career education for high school students. We have close ties with our K-12 partners, as we participate in our local CTE Director group. We have developed marketing and informational brochures discussing the benefits of articulation for the high school student. We facilitate one-to-one teacher meetings with high school and college faculty by having an annual gathering of high

school and Palomar faculty to discuss revising and renewing articulations. Most of our programs have at least one articulated high school course and defined programs of study. Our efforts facilitate the pathway to career education for high school students. We host groups of high school/adult school students as they tour our CTE facilities. Our adult school linkages have been enhanced through the planning/implementation curriculum alignment through the help of the regional CAEP consortia. As a college, Palomar is also embracing Guided Pathways. The Guided Pathways group consistently and constantly updates the campus community on the goals of Guided Pathways and how to help students get and stay on their path. Our CTE Transitions program has 145 agreements over 10 industry sectors serving our 52 high school partners. Additionally, for Fall 2019, we had dual enrollment agreements with 15 high schools with over 800 students enrolled in 32 sections.

**15. Provide a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.**

The hiring, training, and retention of CTE faculty and support staff need to adhere to the policy and procedures approved by the Governing Board to ensure we have equity in our hiring, training, and retention of all college personnel. The college has a very robust professional development system (3D Portal) that offers hundreds of trainings each semester so faculty can access what they need. The college is very mindful of ensuring we are addressing the needs of the underrepresented groups and make every effort to advertise and recruit from specific demographic populations to balance the faculty and support staff with the student demographics.

**16. Provide a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years.**

We will be comparing our current year core indicators, needs assessment, and labor market information to next year information. We will convene stakeholders, faculty members, research and planning, and our Career Education committee to discuss the disparities or gaps, and have the faculty go back to their advisory committees and colleagues to discuss the disparities and address them in their Perkins application for FY2022. The goals of the new PRP review further ensures programs and services are the necessary size and scope for our students by facilitating reflection of the program goals. The program review documents the department's plans for improving student success and sharing that information with the campus community. Data collection and comparison of industry standards are an integral part of the process. All efforts are made to make certain all Palomar community members are involved. With Strong Workforce funding, LaunchBoard and the focus on labor market information, our faculty have much greater access to the information necessary for program review and improvement. There are standards in place for constant progress reporting and documentation of measurable outcomes. Professional development opportunities are available to faculty to compare our programs to similar industry regional and statewide programs to help alignment with current industry standards

**17. Describe the additional actions the eligible recipient will take to eliminate disparities or gaps if no meaningful progress has been achieved prior to the third program year.**

This will be addressed in the annual program review process at the college. If progress is not on track an explanation is required along with an action plan to address the disparities. The program reviews are reviewed by the Instructional Planning Council and feedback is given back to each program if the Council wants to see more and better action toward addressing the disparities.

## Local Needs Assement: Summary of the Results of the Comprehensive Local Needs Assessment (CLNA)

**1. Section 134(c)(2)(A): Provide a summary of Student Performance on Required Performance Indicators (Disaggregated)**

According to the college's core indicator report, we are at or above negotiated levels for 28 of 34 of the core indicators. For employment, we meet all negotiated levels except for limited English proficiency. For persistence and transfer, we met all of our negotiated levels. For non-traditional participation and completions, the college meets all negotiated levels. For completions, we meet all of the levels except for single parent. For technical skill attainment, we meet our negotiated levels for non-traditional participation and single parent. We do not meet our negotiated levels for our CTE cohort, economically disadvantaged, limited English proficiency, and students with disabilities for technical skill attainment. According to our college's core indicator report, we need to improve our technical skill attainment levels. We will be funding industry standard equipment for our TOP coded programs of Graphics, Media Studies, Photography, Nursing Education, Emergency Medical Education, Fashion, Water and Wastewater Technology, Welding, and the Police Academy to help our students attain greater technical skills in the careers of their choosing.

## 2. Section 134(c)(2)(B)(i): Provide a summary of Program Size, Scope, and Quality to Meet the Needs of All Students

The goals of the new PRP review further ensures programs and services are the necessary size and scope for our students by facilitating reflection of the program goals. The program review documents the department's plans for improving student success and sharing that information with the campus community. Data collection and comparison of industry standards are an integral part of the process. All efforts are made to make certain all Palomar community members are involved. With Strong Workforce funding, LaunchBoard and the focus on labor market information, our faculty have much greater access to the information necessary for program review and improvement. There are standards in place for constant progress reporting and documentation of measurable outcomes. Professional development opportunities are available to faculty to compare our programs to similar industry regional and statewide programs to help alignment with current industry standards. To assure that programs and services are of sufficient size and scope, the college has embedded a system of continuous evaluation and feedback into the planning process. Data collection is integral to this process. Students, employers, faculty, research and planning, and other members of the campus' internal and external communities are involved. Faculty are afforded ample opportunities for professional development and networking to collect and interpret data, to compare our programs to similar regional and statewide programs and to align programs with current industry standards. Our feedback loop and continual adjustments of curriculum and equipment provide informal and formal documentation that programs are sufficient in size, scope and quality. When collected data are analyzed and a determination is made that programs are not sufficient is size and scope, an improvement plan is implemented and closely monitored until the deficiencies are corrected.

## 3. Section 134(c)(2)(C): Provide a summary of Progress Towards Implementation of CTE Programs of Study

A primary criteria for Perkins funding is that the program must demonstrate at least one viable program of study, and it is an element in our application process. We continue our reviews to make sure courses and programs reflect current industry standards and practices and that career pathways are viable and clearly articulated. Many of our programs have at least one course articulated with one of our feeder high schools. Within the PRP process, CTE courses are reviewed more frequently with industry advisory input and/or changing workforce needs, and academic rigor are all considered in the evaluation of student academic and technical needed skills. Additionally, we are working closely with the adult schools to include more adult schools in the articulation process, as part of AEBG. Through annual reviews of Student Learning Outcomes and assessment measurements, CTE program results are constantly compared and updated to industry standards and if applicable, any accreditation standards. All CTE disciplines are aware of the student support services to aid students needing additional sources

## 4. Section 134(c)(2)(D): provide a summary of Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Industry Advisory Committees and other partnerships have long been fertile ground for faculty recruitment and are still a major source for new CTE faculty. Many of our programs have informal mentoring programs to provide the nurturing and training for potential teachers. Shining examples can be found in our Paramedic, Police, Fire, Diesel, Automotive and Cabinet/Mill Working programs. Many of our former students are now part time teachers in those programs. When full time, tenure track positions open, these efforts provide a great pipeline of qualified applicants. We will continue to use funds when appropriate to integrate strategies for teacher training and recruitment. We will also work with teacher training institutions to identify potential applicants.

## 5. Section 134(c)(2)(E): provide a summary of Progress Towards Equal Access to CTE Programs for All Students

The college's Curriculum Committee oversees a rigorous review process for all curricula and all l courses are reviewed every five years. CTE courses and programs are reviewed and changed more frequently to respond to input from industry advisors and/or changes in technology. Embedded in this review is the updating and documentation of expected learning outcomes and assessments. With the implementation of strategies and recommendations from the Student Success Task Force, we have enhanced our support of students who are members of special populations or who lack the foundational skills needed to succeed in college level academics. Through the use of Perkins funds and HIS/BSI grants, more of our students have access to appropriate level of basic skills support, career counseling and tutoring. In addition to the curriculum review, each discipline completes an annual review under our Program Review and Planning Process (PRP). This review includes scrutiny of data such as enrollments, completions, labor market conditions and resource needs are reviewed. Reviews at both levels serve to ensure that programs have the appropriate career ladders and programs of study defined for each occupation.

**6. Section 134(c)(2)(B)(ii): provide a summary of alignment of programs to Labor Market Information (LMI)**

Many resources were used to provide LMI to the faculty and stakeholders for alignment of CTE  programs to LMI. We compiled information the Centers of Excellence for supply and demand gaps, ONET for job outlook, Launchboard for living wage attainment, and from our region for priority sectors. Program allocation was prioritized based on the comprehensive needs assessment LMI information. We have a Career Education Committee training session in which we invite all faculty and interested parties to provide a thorough understanding of the intent of the law, to highlight the importance of analyzing and using LMI and Core Indicator data for program improvement and to solicit input from business and industry as we develop and improve programs. Outreach to nontraditional students and students from special populations are integral to our use of funds and encouraged for appropriate programs. After turning in the completed applications, the Career Education committee reviews the application based on a scoring rubric looking at core indicators, program improvement needs and labor market information to allocate funds.

## Local Needs Assessment(s)

| | Document Title | Type | Uploaded | Comment | Actions |
|---|---|---|---|---|---|
| 📄 | **PERKINS V CLNA FY 2021 03.09.20.pdf** | Local Needs Assessment | 6/4/2020, 8:24:13 PM | N/A | 🗑️ |

## Goals & Metrics: Vision for Success Goals and Student Success Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skil sets.

**Student Success Metrics**

- All Applicants Who Enrolled in the Same Community College

✕ **Transfer:** Increase the number of CCC students system-wide transfering annually to a UC or CSU.

✕ **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

✓ **Workforce:** Increase the percent of exiting studends who report being employed in their field of study.

**Student Success Metrics**

- All Applicants Who Enrolled in the Same Community College
- All Unemployed Students Who Became Employed

✕ **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrespresented student groups.

# Budget Summary (Sec IV-A): Application Budget Summary

**District**
Palomar CCD
**Grant ID**
20-C01-060
**Title 1C Allocation**
$822,846
**Planned Title 1C Expenditure**
$822,846

**Combined 1C Application Budget Summary**

| Acct No. & Object of Expenditure | Federal Funds | | |
|---|---|---|---|
| | Direct Program Expenditure | Administrative Expenditure | Total |
| 1000 - Instructional Salaries | $9,765 | $0 | $9,765 |
| 2000 - Non-Instructional Salaries | $76,260 | $0 | $76,260 |
| 3000 - Employee Benefits | $38,102 | $0 | $38,102 |
| 4000 - Supplies and Materials | $2,335 | $0 | $2,335 |
| 5000 - Other Operating Expenses and Services | $32,774 | $7,923 | $40,697 |
| 6000 - Capital Outlay | $655,687 | $0 | $655,687 |
| Total Expenditure | $814,923 | $7,923 (0.96% of Total) | $822,846 |

* District total Title 1C administration expenditure can not exceed 5% of district total Title 1C expenditure.

## Palomar CCD: Budget Summary

No budget items available.

## Palomar College: Budget Summary

| Acct No. & Object of Expenditure | Federal Funds | | |
|---|---|---|---|
| | Direct Program Expenditure | Administrative Expenditure | Total |
| 1000 - Instructional Salaries | $9,765 | $0 | $9,765 |
| 2000 - Non-Instructional Salaries | $76,260 | $0 | $76,260 |
| 3000 - Employee Benefits | $38,102 | $0 | $38,102 |
| 4000 - Supplies and Materials | $2,335 | $0 | $2,335 |
| 5000 - Other Operating Expenses and Services | $32,774 | $7,923 | $40,697 |
| 6000 - Capital Outlay | $655,687 | $0 | $655,687 |
| Total Expenditure | $814,923 | $7,923 (0.96% of Total) | $822,846 |

# Regional Consortia Review of Comprehensive Local Needs Assessment

I acknowledge receipt of this comprehensive local needs assessment document and confirm that it will be vetted with regional consortium governing bodies as appropriate.

Mollie Smith

**Regional Consortia Chair (Print Name)**

**Signature**

6-15-20

**Date**