

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT

San Diego Community College District

San Diego City College

1313 Park Avenue
San Diego, CA 92101-4787
(619) 388-3495

San Diego Mesa College

7250 Mesa College Drive
San Diego, CA 92111-4998
(619) 388-2789

San Diego Miramar College

10440 Black Mountain Road
San Diego, CA 92126-2999
(619) 388-7703

San Diego Continuing Education

4343 Ocean View Boulevard
San Diego, CA 92113-1915
(619) 388-4956

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1.0 CLNA Executive Summary

San Diego City, Mesa, and Miramar College and San Diego Continuing Education engaged in comprehensive local needs assessment activities including:

- Program Area Needs Assessments
- Institution specific needs assessments including institution wide assessments, cross career education program, and program specific assessment
- Districtwide assessments
- Regional assessments

Each of the Perkins V six required CLNA elements were addressed. The SDCCD complied with all Perkins V consultation requirements as outlined within the Perkins V act.

The following CLNA Summary narratives were submitted within the NOVA Application.

CLNA Element #1: Summary of Student Performance on Required Performance Indicators (Disaggregated)

San Diego City College: Student Performance data reviewed included 5-year core indicator comparison reports, program review, industry advisory board minutes, and labor market information. Skill attainment for most CTE Programs showed consistent decline or stagnant improvement in this area. There was an opportunity for improvement in the number and quality of disaggregated data sources available to CTE programs to inform future CLNA projects and program needs. These findings informed the strategies to have instructional support for students to improve performance and the need for more in-depth data sources to better define gaps in programs.

San Diego Mesa College: Student performance data was reviewed by individual CTE programs in their program review and during the CNLA. The data included program core indicator reports, 5 year core indicator comparison reports, and campus equity data at the program and college level. The CNLA revealed opportunities to improve technical skill attainment, nontraditional completions, employment, and student success for specific populations through the purchase of industry equipment and technology, and professional development in equity, resources for special populations, workforce needs, and occupational education.

San Diego Miramar College: San Diego Miramar College should (1) expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment; (2) provide embedded and contextualized support structures such as counseling and tutoring to career education students; and (3) strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

San Diego Continuing Education: Student performance data was reviewed by individual CTE programs in program review and during the CLNA. Data from an institutional lens was reviewed

across programs in the CLNA. Non-credit success measures are not included in core indicator reports therefore proxy measures are used for each of the required core indicators. The CLNA revealed any opportunity to improve student retention and student completion within SDCE CTE programs. It was also noted that there is an opportunity to improve student placement and non-traditional participation in select programs. These were less pronounced at an institutional level.

District: Districtwide, a need for improved data and research (creation of new reports, advocacy and capacity building for disaggregation of data, and the application of findings for change) and strengthened relationships and processes with employers and industry is needed to not only improve student employment outcomes overall but to better address the needs of our special populations.

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

San Diego City College: Data reviewed included industry advisory board minutes, 5-year core indicator comparison reports, and labor market information for CTE programs. There were gaps in program advisory committee membership, particularly with industry partner makeup that can address high skill demand sectors. Employment figures in core indicator reports across programs consistently fell short of state negotiated targets. This informed the strategy to strengthen each industry advisory board to be representative of the local industry population, develop student learning outcomes around prioritized high skill / paid competencies.

San Diego Mesa College: The CTE programs reviewed during the CLNA have parameters and resources to adequately address course and program learning outcomes. Disparities in success rates in courses and programs were identified. The majority of CTE programs reviewed are aligned with clearly defined career pathways, and have clear entry and exit points that are aligned with certifications that lead to high-skilled, high-wage, and in-demand occupations within their respective fields. To address program size and disparities, the strategy will include professional development, equipment and technology, and work-based learning opportunities

San Diego Miramar College: San Diego Miramar College should (1) review internal processes in order to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes; (2) provide an updated career education program advisory committee handbook and subsequent leadership development to improve the efficacy and participation of committee conveners and members; and (3) expand the integration of work-based learning and 21st century employability and essential skills into program and course curriculum across all career education programs.

San Diego Continuing Education: Data reviewed in the CLNA process included program awards (quality measure #1), supply gap analysis (quality measure #2), # of students by SDCE certificate program (size), presence of an advisory committee (quality), and career pathways present (scope). Two insights were gained: the first, while program completions are increasing there still is a gap of a lower than anticipated percentage of those who enroll who actually complete program certificates. The second, CTE program size has remained steady over the last three years.

District: There is a need for coordination and facilitation regarding districtwide career education program challenges and opportunities. The use, coordination, and management of career education industry advisory committees needs to be strengthened as does systems and support resources (including guides and frameworks) for CLNA planning and CLNA integration. Districtwide discussions are needed regarding base-line and coordinated practices for employer engagement, including advisory committees, work-based learning, program alignment, and integration of 21st century employability skills into career education programs.

CLNA Element #3: Summary of Progress Towards Implementation of CTE Programs of Study

San Diego City College: Data reviewed included industry advisory board minutes, 5-year core indicator comparison reports, program review, and labor market information. Gaps in employment exist and low enrollment numbers in several programs. Advisory boards expressed the lack of current equipment, instructional materials, supplies, and technologies have contributed to students being ill-prepared for employment and can be a contributing factor to low participation. This informed the strategy to update equipment, instructional materials, supplies, and technologies to meet industry standards to provide relevant skill sets for students.

San Diego Mesa College: In a review of our CTE programs, only a couple have entry level classes offered as dual enrollment that lead into CTE programs of study. A couple of CTE programs are currently in discussions with high schools regarding creating additional opportunities. The college also has a few programs with CTE Transitions Credit by Exam agreements with local high schools and two programs have a number of students that transfer directly into programs at 4 year institutions. The focus will be on increasing outreach to nontraditional students and increasing work-based learning opportunities to expand these offerings.

San Diego Miramar College: San Diego Miramar College should (1) expand and institutionalize its targeted outreach events and follow-up services for high school students; (2) sustain its CCAP and credit-by-examination programs; (3) explore options for expanding recognition of credit for prior learning; (4) offer professional development for faculty to provide culturally responsive and industry-aligned curriculum; (5) expand and institutionalize its career ambassadors program; (6) conduct a branding exercise to better inform its career education marketing plan strategies; and (7) explore additional prospective partnerships to develop apprenticeships and other advanced work-based learning opportunities.

San Diego Continuing Education: The number and scope of existing articulation agreements were reviewed to assess progress towards implementing a complete CTE program of study. An opportunity was identified to further existing articulation agreements both in total number, but also potential scope of existing agreements. In FY22 an additional measure on the status of program pathway and the percentage of Career Development Career Preparation Courses will be used to further analyze in this section.

District: Improved K12 to College career education pathway alignment and noncredit to college career education pathway alignment is needed. Districtwide coordination of improved strategic development of early college credit opportunities and credit for prior learning is

needed. Resources and support for the integration of industry credentials and certifications into career education programs and pathways is needed. Strengthened partnerships between districtwide outreach and career education instruction is needed to improved and better leverage outreach to high schools, middle school and high school engagement and events, and noncredit to college pathway development.

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

San Diego City College: Data reviewed included 5-year core indicator comparison reports, industry advisory board minutes, and labor market information. The data showed a lack of representation of special populations in college staff. Advisory boards consistently conveyed the need for high level support for Perkins funding and professional development opportunities. This informed the strategies to build partnerships with national organizations and participate in institutional marketing efforts to underrepresented groups, and to provide Perkins administration support as well as professional development opportunities for CTE programs.

San Diego Mesa College: San Diego Mesa College faculty and administrators regularly engage with industry professionals and their associated professional organizations. These interactions and connections lead to the recruitment of faculty within our CTE programs. Based on data reviewed, all of the CTE programs assessed this year would benefit from participating in professional development opportunities in the areas of equity, on-line education, professional association educators' conferences, and professional association conferences to learn current skills and trends needed to be successful in education and in the field.

San Diego Miramar College: San Diego Community College District should consider providing additional human resources data that can be provided to San Diego Miramar College for review during the Comprehensive Local Needs Assessment process. San Diego Miramar College should (1) engage in more robust conversations regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions, (2) continue to increase the integration of equity into its professional development practices and offerings, and (3) consider the long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions.

San Diego Continuing Education: The CLNA and program review process revealed that while there are existing professional development opportunities for CTE professionals, there is an opportunity to improve training opportunities of CTE professionals to serve underrepresented groups. An additional opportunity was noted that there is a need to increase opportunities to train CTE professionals by providing industry specific professional development through a work-based learning framework.

District: Strengthened partnerships between district instructional services and human resources is needed for improved understanding and awareness of career education program recruitment, retention, and succession planning needs for faculty who have industry knowledge and experience. Support for equivalencies is needed. Industry partnerships to support faculty recruitment and retention is needed.

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

San Diego City College: Data reviewed included 5-year core indicator comparison reports, program review, and industry advisory board minutes. Data showed enrollment gaps were present across CTE programs. Advisory boards and program review mentioned needs for more targeted outreach events to help with enrollment and recruitment of underserved populations. This informed the strategy to decrease barriers to enrollment by holding more outreach/recruiting events targeting underserved student populations.

San Diego Mesa College: The majority of the CTE courses and programs are open access. The college provides priority registration for students that are eligible for DSPS, EOPS, CalWorks, Foster Youth, Active Duty Military, and Veterans. The priority registration allows these students to register in classes, including CTE classes, prior to the general student population. To improve access for special populations and nontraditional students, the college will focus on providing outreach and work-based learning opportunities for these groups.

San Diego Miramar College: San Diego Miramar College should (1) expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment; (2) provide embedded and contextualized support structures such as counseling and tutoring to career education students; and (3) strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

San Diego Continuing Education: Programs who have achieved an expected level of non-traditional participation, specifically gender equity, tend to maintain equity year over year, while others who do not achieve this level of equity struggle to improve. Programs who traditionally enroll low-income students continue enrolling the same amount of low-income students each year in relation to the rest of the institution. Additional efforts will be placed on improving a common understanding of equity to further align efforts to improve upon non-traditional participation outcomes and to improve alignment with regional student support providers.

District: Early college credit partnerships strategically focused in underserved communities is needed. Improved coordination and partnership with student services and outreach is needed to bring increased awareness of and participation in student success programs (including Promise) to K12 and noncredit career education students. Increasing special population student awareness of high-wage high-demand occupations is needed. Strengthened partnerships with District DSPS is needed as is improved insight into DSPS CTE student outcomes. Professional development for innovative practices to close equity gaps and ongoing education of equity is needed across all levels. Regional K14 partnerships are needed to support improved non-traditional participation outcomes

CLNA Element #6: Summary of Alignment of programs to Labor Market Information (LMI)

San Diego City College: Data reviewed included labor market information, 5-year core indicator comparison reports, and industry advisory board minutes. Data reviewed showed needs in each CTE program for a streamlined process to align and update curriculum to industry standards. According to LMI data, openings in several CTE sectors are outpacing completions in programs. Employment gaps are also seen in the data as well as declining enrollment in programs with increasing local job openings. This informed the strategy to align, update, and create CTE curriculum using labor market information.

San Diego Mesa College: Each program reviews LMI annually during program review. They also work with industry advisors to ensure that they are teaching knowledge and skills needed to be successful in the workforce, as well as to determine the amount of positions available within the workforce over the coming year. There were only two programs funded this year that had gaps in their employment rates. The Centers of Excellence ran a Labor Market Information (LMI) report for one of them and determined that there is a need in the field. Professional development opportunities will be provided to support data-driven decisions.

San Diego Miramar College: San Diego Miramar College should (1) maintain its close relationship to relevant and growing industries in its subregional employment hubs of Mira Mesa and La Jolla; (2) continue to integrate career services, work-based learning, job placement services, and instructional programs to ensure an equitable and relevant talent pipeline for industry and employer partners; (3) continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution; and (4) review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.

San Diego Continuing Education: Each program reviewed comprehensive LMI information from the Center of Excellence (COE) through the program and biennial review process. During the CLNA, institutional information was presented including Strong Workforce program outcomes. By in large SDCE CTE programs do align to Labor Market needs. Stakeholders did note that there was an opportunity to increase job placement in jobs aligned to students' fields of study to increase expected wage and placement outcomes. There is also an opportunity to better align LMI feedback mechanisms to further improve the planning process.

District: Employer engagement is needed at all levels to apply and integrate labor market information for improved alignment to industry needs. Close partnership with San Diego Imperial County Center of Excellence for all labor market information is needed for consistency, faculty professional development, and districtwide curriculum and instructional services coordination. Report development and distribution through facilitated discussion is needed. Code alignment remains important. Professional development and improved support mechanisms (including tools and resources) for code alignment is needed.

Stakeholder Engagement & Consultation

The SDCCD engaged required stakeholders through local, district, and regional consultation coordination efforts. Meeting agendas and minutes are held on file within each institution.

Regional Consultation Planning - Each institution participated in regional consultation through the San Diego and Imperial Counties Regional Consortia.

- The San Diego and Imperial Counties Community College Association via the Regional Consortium conducted a regional needs assessment. Findings were provided to each institution and incorporated into institution's Perkins V planning.

Districtwide Coordination

- Each institution informed and follows the 2020-2022 districtwide consultation plan. See Appendix A, page 44. A districtwide CLNA reporting framework was developed, based on the State's templates, and utilized by each institution.

Institution Coordination

- Each institution manages a local planning team process and stakeholder engagement.
- Membership lists are included in Appendix B-E, pages 45-52.

Record Management

San Diego Community College District maintains copies of:

- CLNA Executive Summaries
- Stakeholder Lists
- Local Planning Team Process Summaries
- Stakeholder Process and Feedback Summaries
- Districtwide reports and data distributed
- Institution Specific Action Plans for required CLNA elements 1-6
- Coordination Strategy Responses
- Districtwide CLNA

San Diego City, Mesa, and Miramar College and San Diego Continuing Education maintain records for:

- Process documentation and record of needs assessment activities and procedures
- Meeting agendas and minutes from CLNA (stakeholder engagement meetings, data review discussions, planning team meetings, etc.)
- Stakeholder lists
- Stakeholder feedback
- Career education program advisory committee membership lists and meeting minutes
- Data reviewed and utilized to inform action plans for each element
- Districtwide Consultation Plan
- Regional Consultation Report

Local Planning Team Process

San Diego City College Local Planning Team Process: The Perkins V grant application and local planning team activities are managed at the college level by the CTE Dean with support from the CTEA Coordinator. The local planning team is convened several times throughout the year to discuss a variety of issues related to the application process, CLNA formation and updates, and recommendations about funding. Such topics about the application process include timelines for submissions, application documents submitted by programs and across programs, updates to scoring criteria, formation of applicant information sessions, core indicator sessions, and updates to membership. Topics for CLNA formation and updates may include review of data sources, development of action plans, review of the district CLNA guide, and review of student success goals and metrics. Topics for recommendations about funding may include presentations from applying programs, review of scoring outcomes, review of applications, allowable and unallowable expenditures, and recommendations for resource allocation.

San Diego Mesa College Local Planning Team Process: The San Diego Mesa College CTE Local Planning Team is composed of the followed required representation: CTE faculty from multiple disciplines, a non-CTE faculty member, work-based learning faculty, CTE deans at the college and district level, Vice President of Instruction, classified personnel that support the grant and from Business Services, an institutional researcher, students, industry representatives, and representatives from EOPS, STAR TRIO, FAST/NextUP, DSPS, and Student Success and Equity. Members of the committee are recruited by the lead CTE deans for the campus and managed by the classified professional support for the grant. The committee is convened by the lead CTE deans for the campus with a frequency of 1-2 times per academic year.

This year, the focus was on recruiting individuals from each of the various stakeholder groups, providing education to the committee regarding Perkins V requirements, and analyzing the campus CTE data in comparison to the overall college performance data to determine the gaps that needed to be address and the best ways in which to address those gaps. The first meeting of the committee was held on February 26th. The meeting was focused on educating the committee on the purpose of Perkins V, the concept of programs of study, the requirements of the Comprehensive Local Needs Assessment, required stakeholders, elements to be reviewed, the categories of special populations, and required uses of funds. A second meeting was planned for March 23, 2020. Unfortunately, the second meeting was canceled as a result of the shelter in place order that was issued by the governor on March 13th.

The lead CTE deans and institutional researcher met on June 8, 2020 to plan the CTE Local Planning Team meeting(s) for the 2020-2021 academic year.

San Diego Miramar College Local Planning Team Process: The Local Planning Team and engagement with stakeholders is managed and convened as the Career Education Advisory Board on a quarterly basis by the Dean of Business, Technical Careers, and Workforce Initiatives. The Career Education Advisory Board consists of career education faculty, counselors, classified professionals, and administrators from San Diego Miramar College; career education teachers, counselors, classified professionals, and administrators

from San Diego Unified School District, which is the sole feeder K-12 district for San Diego Miramar College; career ambassadors who are students currently enrolled in career education programs; and counselors from programs representing special populations at San Diego Miramar College. Furthermore, stakeholders representing local and regional businesses and industries are convened in a number of formats, including at least annually as program advisory committees to career education programs at San Diego Miramar College, quarterly as the Corporate Council by the chancellor of the San Diego Community College District, periodically as regional advisory groups by regional directors for San Diego-Imperial county priority and emerging sectors, and periodically as focus groups by the Center of Excellence for San Diego-Imperial county community colleges. In these various venues, attendees explore data on student progression and learning; labor market information, including supply, demand, and wage data; curriculum updates; workforce learning needs; and data on program size, scope, and quality.

San Diego Continuing Education Local Planning Team Process: The SDCE Fiscal Year (FY) 20 Perkins CLNA was conducted within all statutory and California Chancellor's Office requirements. During the SDCE Program Review and resource allocation process all SDCE CTE programs reviewed program data on key student success metrics such as program enrollment, retention, and completion. In addition to traditional success measures, programs also reviewed data on student equity. This process was aligned with the required elements of the Biennial Review including a comprehensive review of LMI information. Each SDCE CTE program TopCode reviewed LMI and provided additional analysis as a part of the FY20 program review process. This process occurred in Fall 2019 which culminated in each SDCE CTE program developing projects and submitting resource requests to improve upon gaps within individual SDCE certificate programs.

In conjunction with internal review, Industry Advisory Boards are convened at least annually for each SDCE CTE certificate program to further advise on connections to industry and to assist programs in identifying strategies to address student success gaps. These interactions are critical to SDCE in that they provide connections to industry, community members, and current/former SDCE students.

Shortly before the conclusion of the Program review process, the Perkins Committee began receiving monthly updates on the new requirements, processes, and procedures of Perkins V beginning in December 2019. The committee was convened in February 2020 and again in April 2020. The initial meeting scope included a review of all new statutory requirements, reviewed a proposed approach on how SDCE could meet the requirements, and reviewed all of the data that would need to be considered to meet the requirements. The second meeting involved, as a committee, identifying gaps that would inform the investments on Perkins. The committee identified institutional gaps that need to be addressed in the next two years. The committee also helped inform the development of at least one action strategy for each CLNA section.

Upon completion of the review of institutional data, the Perkins committee identified institutional gaps that would drive the focus for FY21 Perkins projects. These gaps then informed a prioritization of eligible Perkins projects. All of the results from meetings, emails, additional application development meetings, and other correspondence have been listed in this guide and in the SDCE institutional application elements. These documents will again be

shared with the Perkins committee and other institutional stakeholders to ensure any final feedback is captured prior to submission. Items on file are available upon request.

In addition to the Perkins Committee, the CTE Working Group also reviews all CTE investments and projects including Perkins projects. The intent and purpose of this review is to ensure projects align to current investments and collaboration occurs across initiatives. The CTE Working Group is comprised of management and staff members from across SDCE departments.

The overall process is led by the lead CTE Dean and is managed by the CTE Program Activity Manager. Stakeholders include representation from CTE Program Pathways at SDCE, program faculty, program leadership, Dean of Student Equity, DSPS leadership, administrative, and counseling representation

District: The SDCCD Instructional Services Division participates in institution specific local planning processes as needed and provides districtwide guidance regarding Perkins compliance and processes. Instructional Services provides districtwide guidance on the CLNA process and all Perkins application and reporting requirements, including districtwide reporting guidelines and handbook(s), worksheets, forms, and templates, and program and across application worksheets. These districtwide materials are utilized by the colleges in their local planning process.

Additionally, Instructional Services coordinates monthly Career Education Deans Meetings with the Career Education, Perkins, and Strong Workforce Program lead Deans from each institution. These meetings provide opportunities for each institution to share and exchange ideas regarding their local planning processes, projects, and needs. Cross institutional needs are discussed and facilitated discussion around student needs and program outcomes are supported with data. Meeting topics focus on districtwide coordination, cross institution connections and partnerships, regional K16 connections and partnerships and data on student program and employment outcomes. Non-Perkins specific topics are also addressed, promoting cross program/funding thinking. Topics include: Perkins, Strong Workforce, employer engagement and advisory committee management, K12 partnerships, Noncredit to credit pathways, early college credit, work-based learning, CTE Transitions, equity, faculty and staff professional development, outreach, and career education biennial review and other career education program and course requirements (ed code, title 5, and PCAH). Instructional Services also attends State and Federal trainings on Perkins V and distributes this information districtwide.

CLNA Stakeholder Engagement and Feedback

San Diego City College Stakeholder Engagement and Feedback: A meeting was held with the local planning team reviewing the CLNA district guide and state recommendations for completing the needs assessment. Stakeholders were split into subgroups to address each element and provided feedback to inform the strategies for each action plan. The following is a summary of the feedback for each of these elements.

Element 1: Student Performance -The feedback included need for more disaggregated data and an overall process established within committees to evaluate student performance. Discussion included the research department should take a more active role in this effort to establish data sources that can better inform CLNA and program needs. After reviewing 5-year core indicator data and advisory board minutes, the data showed gaps in employment, enrollment, and skill attainment. It was discussed more specific information is needed about how these indicators are impacted at the program level. There was also feedback about the needs for instructional support for programs based on these gaps. Stakeholders felt that with stronger one-on-one support outside of the classroom, students could obtain a firmer grasp on concepts presented and have greater skill attainment.

Element 2: Program Size, Scope, Quality - Some feedback included access to LMI information. Tables reviewed compare the projected annual openings in the region to awards from City and identify whether there is a supply gap or an oversupply. These projections are based on jobs with middle-level or above skills. This showed gaps in many CTE program areas, where employment was not meeting standards yet there were noticeable gaps in specific industry sectors. After also reviewing advisory board makeup, several boards were missing key stakeholders that could influence program growth to meet the demands of specific sectors currently showing demand.

Element 3: Implementation of CTE Programs of Study - Feedback said there was a noticeable decline in enrollment in programs yet LMI information showed an increase in need for more workers. There were also some challenges with technical preparation in the area of employment and in some cases persistence when looking at 5-year core indicator comparison reports. Several advisory boards mentioned the need for updated equipment, technologies, supplies, and instructional materials to meet the employability demands of the industry. Some felt this could be a reason for low enrollment or lack of persistence to finish a degree.

Element 4: Improving recruitment, retention, and training of CTE professionals - Feedback included recruitment improvement like social media presence, recruitment website, and webinars to discuss the application process and requirements. To meet the needs of underrepresented groups the school should build partnerships with national organizations, diversity recruiters and participated in institutional marketing efforts to groups that are underrepresented. Feedback for grant support and professional development looked at core indicator comparisons, program reviews, and advisory board minutes finding recommendations continuing professional development for staff associated with CTE programs to stay current with trends in industry. This could increase skill attainment, enrollment, and employability for students. The boards also recommended continuing support for the overall grant and programs to ensure all grant requirements are met.

Element 5: Progress toward equal access to CTE programs for all students - There was a focus on the data related to participation and performance for students from special populations. Looking back through the 5-year comparisons of skill attainment for our programs the population group of economically disadvantaged students is over-represented across the board in all programs, while displaced homemakers, limited English proficiency, single parent and students with disabilities are underrepresented. With the exception of AODS and nursing having a high population of students with disabilities. Providing more outreach efforts to these special populations could improve enrollment.

Element 6: Labor Market Information - Discussions regarding labor market information occurred at a Curriculum Review Committee meeting. Vocational programs awards need to obtain labor market information through COE and Regional Consortia program recommendation before submitting curriculum through the local approval process. This process ensures program awards fulfill labor market supply gaps and are not a duplication of programs within the region. Stakeholders noted gaps in employment from 5-year core indicator comparison reports and suggested the need for current curriculum that aligns with employment needs. After reviewing labor market information and program review, stakeholders noticed several programs declining in enrollment yet their industry outlook suggested increases in need. Stakeholders recommended updating curriculum to meet industry needs.

San Diego City College stakeholder list is available in Appendix B on page 45.

San Diego Mesa College Stakeholder Engagement and Feedback: The Comprehensive Local Needs Assessment has been broken into 4 categories with varying representation to ensure that all required stakeholders are engaged. The 4 categories are 1) Program Advisory Committees, 2) Local Planning Team, 3) District-wide Consultation Group, and 4) Regional Consultation Group.

- 1) The Program Advisory Committees are composed of CTE faculty, industry representatives, and students within the program. Each of the programs funded was required to hold advisory committee meetings within the last year. Currently, the programs report how the students are performing, any modifications made to the program, and request feedback on student performance and changes within the industry.

Feedback from program advisory committees included the following: 1) updating equipment and technology to current industry standards; 2) incorporating more work-based learning opportunities into the classes and programs; 3) additional partnership opportunities between programs and industry; 4) student participation in industry association and networking events; and 5) new programs that specifically meet industry demands.

Feedback from students included the need for 1) updated equipment and technology that matches what is currently being used in the field and 2) more internship opportunities.

Moving forward, the programs will present their core indicator report, equity gap analysis,

and any additional data related to special populations for review and consideration by the advisory committee. Feedback for program improvement will then be solicited from the committee.

- 2) The Local Planning Team is composed of the followed required representation: CTE faculty from multiple disciplines, a non-CTE faculty member, work-based learning faculty, CTE deans at the college and district level, Vice President of Instruction, classified personnel that support the grant and from Business Services, an institutional researcher, students, industry representatives, and representatives from EOPS, STAR TRIO, FAST/NextUP, DSPS, and Student Success and Equity. This team was presented with the campus CTE data in comparison to the overall college performance data to determine the gaps that need to be addressed and the best ways in which to address those gaps. The college collects the feedback from the advisory committees described above. This feedback and program specific information is then provided to the Local Planning Team for consideration in its recommendation as to how the college should address disparities.
- 3) The District-wide Consultation Group is composed of the lead Perkins and Career Education deans, district dean, DSPS District Director, and San Diego Unified School District Director of CCTE. This group supports cross institutional analysis of college and district CTE data to determine the best ways to address the performance gaps within and across institutions.
- 4) The Regional Consultation Group is composed of the lead Perkins and Career Education deans, San Diego Workforce Partnership, Regional Economic Development Council, San Diego Chamber of Commerce, Regional Directors, and San Diego regional representatives from Calworks, County Office of Education, and the Housing Commission. This past year, UCSD Extension was hired to interview regional representatives to obtain stakeholder feedback on CTE programs within the San Diego region. Interviews held with organizations that serve individuals with disabilities, foster care youth, economically disadvantaged families, homelessness, out of work, English learners, and single parents.

These groups indicated that individuals within special population groups need the following: 1) assistance with financial support; 2) wraparound services including support for homelessness and childcare; 3) a range of services for financial, mental health, academic, and employment support; 4) assistance with transportation; and 5) clear and consistent communication from an academic advisor or mentor and around career pathways.

San Diego Mesa College stakeholder list is available in Appendix C on page 46.

San Diego Miramar College Stakeholder Engagement and Feedback: San Diego Miramar College engages stakeholders in a multitude of regular and ongoing forums and capacities, including formal advisory boards, regional meetings, focus groups, workshops, and informal discussions. Industry and employer stakeholder engagement and feedback was collected from career education program advisory boards, priority and emerging sector regional director workgroups, district corporate council, and Centers of Excellence focus groups.

Generally speaking, industry and employer stakeholders held San Diego Miramar College programs in high regard and felt the programs have historically been responsive to industry needs. Many industry and employer stakeholders were themselves alumni of San Diego Miramar College career education programs, and they believed the programs prepared talented and skilled employees to meet their needs. Three areas of improvement most noted by industry and employer stakeholders were the need for (1) more graduates throughout the year rather than just December and May, (2) more preparation in 21st century employability and essential skills, and (3) graduates prepared for the technological advancements expected in their industries from the fourth industrial revolution. Career education faculty, counselors, and special population representative engagement and feedback was collected from career education program advisory boards, faculty leadership meetings, regional consortium workgroups, and Centers of Excellence focus groups. Faculty, counselors, and special population representatives also held San Diego Miramar College career education programs in high regard and felt that students who chose a career education program were going to be well-prepared for an in-demand high-wage occupation upon completion. Two areas of improvement most noted by career education faculty, counselors, and special population representatives were the need for (1) robust and coordinated marketing and outreach efforts and (2) integrated and embedded student support services personalized to meet individual student needs. Student engagement and feedback was collected from career education program advisory boards, peer-to-peer mentors, student surveys, and associated student government presentations. Students also held San Diego Miramar College career education programs in high regard and felt the programs were effectively preparing them for in-demand high-wage occupations. Students particularly enjoyed the hands-on and contextualized learning of their particular career education program. Four improvements most noted by students was (1) the need for earlier career and program exploration in middle school and high school, (2) more access to embedded student support services such as counseling and tutoring, (3) recognition of valid prior learning, and (4) to learn more about currently available jobs related to their field of study and have the ability to network with those employers. K-12 teacher, counselor, and administrator engagement and feedback was collected from career education program advisory boards, regional consortium workgroups, college outreach events, and Centers of Excellence focus groups. K-12 representatives generally felt that San Diego Miramar College career education programs were of high quality and a viable option for many of their students who didn't view themselves as "college material." Two improvements most noted by K-12 representatives was the need for (1) more robust and coordinated career education program marketing and outreach to high school students and (2) more robust articulation and other recognitions of early college credit.

San Diego Miramar College stakeholder list is available in Appendix D on page 47.

San Diego Continuing Education Stakeholder Engagement and Feedback:

Stakeholders Engaged - The primary mechanism by which stakeholders were engaged through the CLNA process was through the Perkins Committee meetings. Membership and guests were expanded this year to include additional representation from within SDCE. Representatives from outside the institution are primarily engaged through industry advisory boards including representation from industry, industry associations, community based organizations, current students, and former students.

Within the structure of the Perkins Committee, stakeholders are engaged as voting members on the committee including approving the strategy to meet the new regulatory requirements and the focus areas for the FY21 Perkins projects. The 1st meeting was held in person and due to COVID-19, the 2nd meeting was held virtually through a webinar format. In the in-person meeting individuals had the opportunity to ask any and all questions to Perkins staff, provide feedback on the proposed approach to meet the regulatory requirements, and were given opportunities to provide feedback after the meeting.

In the 2nd meeting participants similarly were able to provide feedback throughout the meeting and were able to ask all questions to Perkins staff. In the 2nd meeting several guided questions were asked throughout the presentation to generate feedback and dialogue on the required CLNA areas. Upon completion of the 2nd Perkins meeting additional feedback was provided during Perkins application development meetings to further understand analysis completed during the CLNA and program review process.

Further details on specific stakeholder engagement are included in our stakeholder list and district-wide consultation plan.

Feedback provided - throughout the feedback process stakeholders provided feedback in two primary areas:

1) The CLNA and Perkins process- Stakeholders provided feedback and recommendations on the process to ensure it promotes investments in student success and meets the Perkins statutory requirements. This included individuals who participate in other aspects of the broader institutional planning and budgeting processes. Examples of feedback included: how does the Perkins CLNA process interact with the established program review process, what data points should be considered when reviewing across SDCE CTE certificate programs to identify institutional gaps, how should the Perkins committee make decisions on prioritizing Perkins funding, and what data is needed to better inform the CLNA in future years. The CLNA and Perkins process feedback informed the key action strategies in the SDCE action plan and will inform future iterations of the CLNA.

2) Gaps in student success outcomes - The second primary area in which Perkins stakeholders provided feedback was the identification of program and institutional gaps. Program level gap feedback was provided in two ways throughout the process, prior to the official start of the CLNA inside the existing program review process and resource allocation submission process. All faculty members in each CTE program pathway are engaged in the program review and resource allocation process. Program level feedback was also provided in the 2nd Perkins committee meeting and in the follow-up Perkins application development meetings. In the application development meetings, feedback was directed to the strategic priorities for FY20, program completion and program retention.

Institutional level feedback was primarily provided through the Perkins Committee, specifically the 2nd meeting. In this meeting faculty and stakeholders were engaged in reviewing institutional data for programs who had submitted Perkins eligible projects. Guiding questions were used to promote feedback during the process which ultimately led to the feedback provided by the committee that program completion and program retention were gaps that

could be addressed with FY21 Perkins projects. Additional conversations and feedback were provided in the areas of articulation agreements, connections to job placement services, gender equity in SDCE CTE programs, connections to student equity data/planning, and program structure. This feedback is reflective in the meeting minutes and many common themes translated into 1-2-year action strategies.

San Diego Continuing Education stakeholder list is available in Appendix E on page 48.

District: The SDCCD Instructional Services Division provided districtwide coordination and support services to each institution in their CLNA stakeholder engagement processes. Instructional Services provided CLNA planning specific workshops and meetings districtwide in August 2020 and January 2020. Participated in Regional Perkins Planning Meetings, Regional CLNA process, and Regional Data and Research Committee work on Perkins. Instructional Services also participated in San Diego Unified School District's CLNA process and invited them to engage in our districtwide process.

Per the Districtwide Consultation plan, Instructional Services expanded the districtwide consultation group to include San Diego Unified School District's Director of College and Career Technical Education and SDCCD Director of DSPS.

Stakeholder feedback included an emphasis on the need for:

- Improved Data – a need for improved districtwide reporting and increased disaggregation of data
- Improved DSPS Career Education student success
- Improved systems, resources, and support for effective employer engagement
- Improved pathway alignment from high school to college and noncredit to college and college to career
- Improved professional development for innovated practices, equity minded instruction, online instruction, and industry change
- Improved coordination of districtwide career education discussions, subject area meetings, and support for grant compliance and the sharing of best practices
- Improved work-based learning districtwide

District Stakeholder List is available in Appendix F on page 52.

SDCCD Districtwide Consultation Plan is available in Appendix A on page 44.

Across Elements Process Overview (Sections 2.0 – 7.0)

Process Overview

For each required CLNA Element, San Diego City, Mesa, and Miramar College and San Diego Continuing Education reviewed data relevant to the required elements and engaged stakeholders within this review.

- Institutions established processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders on the data.
- Institutions disaggregated data as much as possible to ensure insight and attention to special populations.
- Institutions engaged stakeholders regarding the performance of special populations.
- Institutions engaged in reflective questions, discussions, and action planning around findings.
- Institutions have on file all documentation of meeting minutes, data collected, and data shared, etc.
- Institutions have on file all documentation of action planning

Districtwide Data Provided

The SDCCD Instructional Services Office provided each institution the following 5 year comparisons:

- Districtwide Level Core Indicators
- Institutional Level Core Indicators
- Program Level Core Indicators Summary

The SDCCD Instructional Services Office provided historical districtwide agreed upon and actual performance levels across 2016-17 to 2019-2020 across the following core indicators:

- 2P1 Completions
- 3P1 Student Retention or Transfer
- 4P1 Postsecondary Placement
- 5P1 Nontraditional Participation

The SDCCD Instructional Services Office provided historical CTE Enrollments as certified within past Perkins Applications across 2016-2017 to 2019-2020:

- All Students
- CTE Students
- Unduplicated CTE Economically Disadvantaged Students
- Unduplicated CTE Economically Disadvantaged Students with DSS Students

Institutions utilized this information as well as institution specific data and program review content during their CLNA processes.

Additional District reports distributed: San Diego Community College District Environmental Scan (Spring 2020) and 2015-16 – 2017-18 CTE Transitions Credit by Exam Student Outcomes (Fall 2019).

Regional Reports and Data Provided

Institutions leveraged the region's Center of Excellence (COE) reports for labor market demand, sector specific regional strong workforce reports, and COE's tableau dashboards for supply/demand gaps, program performance, and K16 pathways.

Additionally, the SDCCD participated in the regional CLNA process including: engagement in Perkins V planning meetings throughout the fall and spring semester. Participation in the regional report planning process.

San Diego City, Mesa, and Miramar colleges and San Diego Continuing Education incorporated the results of the San Diego Imperial Community Colleges Career Education Perkins V Comprehensive Needs Assessment Consultation Report (Spring 2020) into their institution specific CLNA processes. Each institution and the District have this report held on file.

Guiding Questions and Recommended Data to Review

For required CLNA elements one through six, the State's recommended guiding questions, suggested materials to review, and recommended data to review were provided to each institution. Each institution customized these recommendations to best fit their local context.

Action Plans

Each institution identified one to five strategies per required element to provide overarching guidance across a two-year period. Action Plans provide a mechanism for each institution to tie the outcomes of their local analysis of each required needs assessment element (and the outcomes of their local engagement with stakeholders on these elements) to strategies that will be prioritized within their institution.

SDCCD CLNA Action Plans have, at minimum, the following elements:

- One to five two-year strategies
- Per strategy:
 - Responsible parties
 - Specific data elements that informed the strategy identified
 - Timeline
 - Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy

Complete institution specific action plans are available in Appendix G-K

- San Diego City College Action Plans and Related Materials - Appendix G, pages 53-61
- San Diego Mesa College Action Plans and Related Materials - Appendix H, pages 62-71
- San Diego Miramar College Action Plans and Related Materials-Appendix I, pages 72-86
- San Diego Continuing Education Action Plans and Related Materials- Appendix J, pages 87-99
- District Action Plans and Related Materials – Appendix K, pages 100-104

Full details of CLNA processes, data reviewed, and stakeholder feedback are held on file within each institution.

2.0 Student Performance

Required Needs Assessment Element #1

Institutions assessed student performance from 2015-16 through 2019-20 and engaged stakeholders in this review.

Five-year historical student performance data was reviewed including: 2P1 Completions, 3P1 Student Retention or Transfer, 4P1 Postsecondary Placement, and 5P1 Nontraditional Participation. Institutions also utilized five-year comparisons of districtwide core indicator reports, institution specific core indicators reports, and program level core indicators reports as well as historical CTE enrollments and historical performance on state assigned targets.

Strategies Identified for Element #1

San Diego City College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Provide instructional support to improve student performance in CTE programs for special populations.
2. A CTEA team will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders. After development, the process and procedures will be shared with CTEA programs for adoption, to measure student performance.

San Diego City College's complete action plan for Element #1, including data reviewed and related processes to inform these strategies, is available in Appendix G, pages 53-61.

San Diego Mesa College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.

San Diego Mesa College's complete action plan for Element #1, including data reviewed and related processes to inform these strategies, is available in Appendix H, pages 62-71.

San Diego Miramar College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Starting with Fall 2021, outreach events will be institutionalized with San Diego Unified School District and other special population programs across all priority and emerging sector career education programs.
2. By Fall 2021, pilot programs in supplemental instruction and embedded counseling will

be assessed for effectiveness and a determination made whether these activities should be institutionalized.

3. Strategy 3: By Spring 2021, job placement and work-based learning processes and practices will be institutionalized and integrated into every career education program.

San Diego Miramar College's complete action plan and related processes for Element #1, including data reviewed to inform these strategies, is available in Appendix I, pages 72-86.

San Diego Continuing Education

Action Plan Strategy(ies) identified through stakeholder feedback:

1. San Diego Continuing Education will enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process.
2. San Diego Continuing Education will comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.

San Diego Continuing Education's complete action plan and related processes for Element #1, including data reviewed to inform these strategies, is available in Appendix J pages 87-99.

District:

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Improve data, reports, and use of data & reports
2. Support improved employer engagement districtwide
3. Strengthen career education pathway alignment from K12 to College and noncredit to college
4. Support the improvement of DSPS CTE student success districtwide

District's complete action plan for Element #1, including data reviewed to inform these strategies, is available in Appendix K, pages 100-104.

3.0 Program Size, Scope, and Quality to meet the needs of all Students

Required Needs Assessment Element #2

The SDCCD adopted the State definitions of size, scope, and quality as follows:

- Size: Parameters/resources that affect whether the program can adequately address student-learning outcomes.
- Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
- Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
- High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
- High-wage: High-wage is anything that is above the median wage for all occupations
- In-demand: Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

Following these definitions, each institution reviewed program size, scope, and quality and engage stakeholders within this review.

Institutions reviewed data for Career Education Programs. Evidence for all Perkins Funded programs is maintained on file by the institution.

Institutions looked across program specific data and explored institution wide strengths, weaknesses, challenges, and opportunities across their career education programs and services. Institutions engaged in data review, discussion, and stakeholder engagement regarding program size, scope, and quality.

Institutions were encouraged to develop program summaries, based on available data, that include an analysis of each programs strength(s), weakness(es), challenges, and opportunities. Institutions were encouraged to consider exploring the following elements, facilitating program level discussions and providing three to five-year historical data where possible:

- K12 pathway alignment and partnerships – curricular alignment, dual enrollment, CCAP, articulation, outreach events, and partnerships
- 4 year university pathways alignment and partnerships – articulation, outreach, curricular alignment
- Career pathways – occupational pathways in an out of the program
- Work Based Learning opportunities for students including internships, career exploration, employer speakers, tours, etc.
- Advisory Committee membership – a review of industry representatives engaged with program and course improvements

Strategies Identified for Element #2

San Diego City College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Strengthen each CTE industry advisory board to be a significant representative sample of the local industry population, develop student learning outcomes around prioritized high skill / high paid competencies recognized by these boards.

San Diego City College's complete action plan for Element #2 including data reviewed to inform this strategy is available in Appendix G, pages 53-61.

San Diego Mesa College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
3. Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.

San Diego Mesa College's complete action plan for Element #2 including data reviewed to inform these strategies is available in Appendix H, pages 62-71.

San Diego Miramar College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. In Fall 2021, annual Perkins and Strong Workforce planning will be integrated with program review and comprehensive local needs assessment processes.
2. By Fall 2020, an updated career education program advisory board handbook will be completed, implemented, and related professional development offered.
3. See Action Plan for Element 1, Strategy 3: By Spring 2021, job placement and work-based learning processes and practices will be institutionalized and integrated into every career education program.

San Diego Miramar College's complete action plan and related processes for Element #2, including data reviewed to inform these strategies, is available in Appendix I, pages 72-86.

San Diego Continuing Education

Action Plan Strategy(ies) identified through stakeholder feedback:

1. SDCE will enhance existing work to review and develop (as necessary) shorter term, stackable credentials provided in a variety of modalities including online.

San Diego Continuing Education's complete action plan and related processes for Element #2, including data reviewed to inform this strategy, is available in Appendix J pages 87-99.

District:

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
2. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

District's complete action plan for Element #2, including data reviewed to inform these strategies, is available in Appendix K, pages 100-104.

4.0 Progress towards Implementation of CTE Programs of Study/Career Pathways

Required Needs Assessment Element #3

Each institution reviewed progress towards implementation of career education programs of study/career pathways and engaged stakeholders within this review. Institutions looked at data within programs as well as across programs.

Strategies Identified for Element #3

San Diego City College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Update equipment, instructional materials, supplies, and technologies to meet industry standards to provide students with the skill set required to be successful in industry.

San Diego City College's complete action plan for Element #3 including data reviewed to inform this strategy is available in Appendix G, pages 53-61.

San Diego Mesa College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Increase outreach to non-traditional students.
2. Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.

San Diego Mesa College's complete action plan for Element #3 including data reviewed to inform these strategies is available in Appendix H, pages 62-71.

San Diego Miramar College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. By Fall 2021, at least three career education programs will have investigated credit for prior learning and apprenticeship program opportunities.
2. By Spring 2021, a branding exercise will be completed providing career education marketing and retention strategies.
3. By Fall 2021, at least two career education programs will complete national or industry-recognized accreditation processes.
4. See Action Plan for Element 1, Strategy 1: Starting with Fall 2021, outreach events will be institutionalized with San Diego Unified School District and other special population programs across all priority and emerging sector career education programs.

San Diego Miramar College's complete action plan and related processes for Element #3, including data reviewed to inform these strategies, is available in Appendix I, pages 72-86.

San Diego Continuing Education

Action Plan Strategy(ies) identified through stakeholder feedback:

1. SDCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.

San Diego Continuing Education's complete action plan and related processes for Element #3, including data reviewed to inform this strategy, is available in Appendix J pages 87-99.

District:

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Strengthen career education pathway alignment from K12 to College and noncredit to college
2. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
3. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

District's complete action plan for Element #3, including data reviewed to inform these strategies, is available in Appendix K, pages 100-104.

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

Required Needs Assessment Element #4

Institutions looked at staffing within programs as well as across programs and engaged stakeholders in this review.

Strategies Identified for Element #4

San Diego City College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. To meet the needs of underrepresented groups the school would benefit from building partnerships with national organizations, diversity recruiters and participate in institutional marketing efforts to groups that are underrepresented.
2. To improve recruitment, retention, and training of CTE professionals, provide professional development opportunities, as well as overall Perkins support for programs and grant functions.

San Diego City College's complete action plan for Element #4, including data reviewed to inform these strategies, is available in Appendix G, pages 53-61.

San Diego Mesa College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.

San Diego Mesa College's complete action plan for Element #4, including data reviewed to inform this strategy, is available in Appendix H, pages 62-71.

San Diego Miramar College

Action Plan Strategy(ies) identified through stakeholder feedback:

2. By Fall 2021, career education deans will have discussed with the human resources office the collection and reporting of relevant data to be provided for the next Comprehensive Local Needs Assessment.
3. By Fall 2021, equity-based professional development impacting recruitment of career education professionals will be offered.

San Diego Miramar College's complete action plan and related processes for Element #4, including data reviewed to inform these strategies, is available in Appendix I, pages 72-86.

San Diego Continuing Education

Action Plan Strategy(ies) identified through stakeholder feedback:

1. San Diego Continuing Education will increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCE students.

San Diego Continuing Education's complete action plan and related processes for Element #4, including data reviewed to inform this strategy, is available in Appendix J pages 87-99.

District:

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices

District's complete action plan for Element #4, including data reviewed to inform these strategies, is available in Appendix K, pages 100-104.

6.0 Progress towards equal access to CTE programs for all students

Required Needs Assessment Element #5

Institutions assessed equity at the program level as well as across programs and engaged stakeholders in this review.

Strategies Identified for Element #5

San Diego City College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Decrease barriers to enrollment by holding more outreach/recruiting events targeting underserved student populations.

San Diego City College's complete action plan for Element #5 including data reviewed to inform this strategy is available in Appendix G, pages 53-61.

San Diego Mesa College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Increase outreach to non-traditional students.
2. Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.

San Diego Mesa College's complete action plan for Element #5 including data reviewed to inform these strategies is available in Appendix H, pages 62-71.

San Diego Miramar College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. See Action Plan for Element 1, Strategy 1: Starting with Fall 2021, outreach events will be institutionalized with San Diego Unified School District and other special population programs across all priority and emerging sector career education programs.
2. See Action Plan for Element 1, Strategy 2: By Fall 2021, pilot programs in supplemental instruction and embedded counseling will be assessed for effectiveness and a determination made whether these activities should be institutionalized.
3. See Action Plan for Element 1, Strategy 3: Spring 2021, job placement and work-based learning processes and practices will be institutionalized and integrated into every career education program.

San Diego Miramar College's complete action plan and related processes for Element #5, including data reviewed to inform these strategies, is available in Appendix I, pages 72-86.

San Diego Continuing Education

Action Plan Strategy(ies) identified through stakeholder feedback:

1. SDCE will market to new and existing students about non-traditional occupational training opportunities at San Diego Continuing Education to improve non-traditional student outcomes.
2. SDCE will work to help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes

San Diego Continuing Education's complete action plan and related processes for Element #5, including data reviewed to inform these strategies, is available in Appendix J pages 87-99.

District:

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Improve data, reports, and use of data & reports
2. Strengthen career education pathway alignment from K12 to College and noncredit to college
3. Support the improvement of DSPS CTE student success districtwide
4. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
5. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

District's complete action plan for Element #5, including data reviewed to inform these strategies, is available in Appendix K, pages 100-104.

7.0 Alignment to Labor Market Information (LMI)

Required Needs Assessment Element #6

In addition to program level LMI, institutions assessed LMI regionally in order to reflect on any potential gaps in service, opportunities for new programming, or upcoming changes in industry needs. Institutions engaged stakeholders in this review.

Regional Strong Workforce reports and assessments were leveraged as were Center of Excellence industry sector and TOP code reports, San Diego and Imperial Counties Labor Market Supply and Demand Analyzer Tool, San Diego-Imperial Launch Board Analyzer, and their San Diego-Imperial Regional Knowledge, Skills, and Abilities Analyzer.

Strategies Identified for Element #6

San Diego City College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Align, update, and create CTE curriculum using labor market information.

San Diego City College's complete action plan for Element #6 including data reviewed to inform this strategy is available in Appendix G, pages 53-61.

San Diego Mesa College

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
2. Increase outreach to non-traditional students.

San Diego Mesa College's complete action plan for Element #6 including data reviewed to inform these strategies is available in Appendix H, pages 62-71.

San Diego Miramar College

Action Plan Strategy(ies) identified through stakeholder feedback:

- By Spring 2022, career education programs will have identified industry-standard equipment needed to prepare students sufficiently for the new world of work within the fourth industrial revolution.
- See Action Plan for Element 1, Strategy 3: Spring 2021, job placement and work-based learning processes and practices will be institutionalized and integrated into every career education program.

San Diego Miramar College's complete action plan and related processes for Element #6, including data reviewed to inform these strategies, is available in Appendix I, pages 72-86.

San Diego Continuing Education

Action Plan Strategy(ies) identified through stakeholder feedback:

1. SDCE will continue to review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.
2. SDCE will develop a methodology to track and measure students, who, upon graduation, form businesses or enter the gig economy.

San Diego Continuing Education's complete action plan and related processes for Element #6, including data reviewed to inform these strategies, is available in Appendix J pages 87-99.

District:

Action Plan Strategy(ies) identified through stakeholder feedback:

1. Improve data, reports, and use of data & reports
2. Support improved employer engagement districtwide
3. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
4. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

District's complete action plan for Element #6, including data reviewed to inform these strategies, is available in Appendix K, pages 100-104..

Coordination Strategy

Institutions developed ongoing strategies, processes, and mechanisms to ensure the need assessment is used, with fidelity, to inform local planning and decision-making.

1. What went well in your CLNA process?

San Diego City College: We had a lot of participation from our local planning team considering the limitations with meetings online (given the pandemic). We were able to distribute each of the six elements of the CLNA action plans amongst several members to further research and develop actionable items and strategies. Our college research team was quickly able to pull a few data sources for review for each of the key elements. The research team has set up an internal data website specifically for CTE program information. It gives more detailed information on completers. The district was able to provide 5-year core indicator comparison reports for many of our CTE programs for use in strategy development. Several of the strategies developed came from this particular data set.

San Diego Mesa College: The CLNA process required our colleges and district to determine the most strategic method for recruiting the required stakeholders to provide feedback for our programs. The four-tiered approach to meeting the required stakeholder groups was well designed and has made the process of engaging with each of the stakeholder more feasible. The recruitment and first meeting with our Local Planning Team went well. The stakeholders were excited about being invited to participate in the conversation. The Regional Consultation Group did an excellent job interviewing the required stakeholders and compiling a report that can be shared with the campuses.

San Diego Miramar College: Because annual data-informed Perkins planning processes are integrated with Strong Workforce planning processes, the comprehensive local needs assessment was well-informed by a multitude of ongoing and robust conversations throughout the year. The comprehensive local needs assessment required the integration of these otherwise disparate conversations into a single planning document. For the most part, data was available in a variety of formats across the institution and at the regional level. The integrated consultation processes at San Diego Miramar College, San Diego Community College District, and the Center of Excellence for San Diego-Imperial Counties Community Colleges provided excellent information around labor market data, 21st century employability skills, and stakeholder feedback from otherwise difficult to engage stakeholders.

San Diego Continuing Education (SDCE): The SDCE CLNA process went well in a variety areas including: an expanded stakeholder engagement process, a review of institutional data across CTE programs, further alignment between student outcomes and investment, and a continued dialogue between faculty, staff, and management on how best to allocate resources to the programs that have proposed activities that can address gaps. The expanded stakeholder engagement process included adding several representatives of special populations, both within SDCE, but also at a regional level within the agreed upon engagement framework. In FY20, the CLNA process has yielded an incredible opportunity to discuss performance across many CTE programs to identify potential institutional gaps. This resulted in the FY20 focus on student retention and completion. This was a big success and it was a result of all of the SDCE stakeholders input and participation. This year has resulted in further

alignment between student outcomes and the investments SDCE is making in its students' success. All Perkins projects submitted in FY20 were required to demonstrate that the projects and resources were directly connected to improving retention and completion. Finally, the process further reinforced and demonstrated the importance of a collaborative practice or method that encouraged all voices to be heard. This included faculty, staff, and management, in addition to external stakeholders through the regional engagement process and industry advisory boards. Ultimately this collective participation yielded a stronger approach for our students.

District: Establishing a Districtwide Consultation Plan, with a four-tiered approach to meeting the required stakeholder groups made the process of engaging with each of the stakeholder more feasible. Working regionally on components of the consultation worked very well. While we address Perkins related topics monthly, holding Perkins specific planning sessions in August and January worked very well to help keep people on track and on the same page. Establishing districtwide CLNA reporting guidelines (baseline parameters) and Application Worksheets to support the colleges in the application development went well.

2. What could have been done differently to achieve better results?

San Diego City College: The pandemic changed our ability to interact as we would normally and also made it difficult to obtain certain data sets to form a more robust CLNA. Given our time limitations and limited information access, we had to constrain our action plan strategies and focus on one of the questions provided in the CLNA district guide as opposed to all of the questions asked. This will be a place for improvement in the future.

San Diego Mesa College: As the state of California was late in releasing the state plan and processes, it was a challenge for the college to meet the requirements on such short notice. The timing in which the core indicator reports are released to the college does not provide an adequate amount of time to share the reports with the required stakeholders to provide feedback for the next year.

Now that the college has formulated plans regarding how to meet the requirements for the CLNA, the lead CTE deans and institutional researcher are already planning meetings, organizing data, and setting timelines for the next academic year. The college will also be organizing meetings to develop new policies and procedures regarding Perkins V processes so that it can better communicate the process and requirements with CTE faculty.

San Diego Miramar College: The state recommended conversations around data that would typically be provided at the state level. Nevertheless, our college used the abundance of data and information available to fill in the gap as best as possible. Additionally, more detailed and disaggregated data from the San Diego Community College District human resources office would help better inform discussions around element four. In terms of discussions, a more coordinated approach to discuss all six elements utilizing the San Diego Miramar College Career Advisory Board may provide more detailed feedback in future years.

San Diego Continuing Education: In future iterations of the SDCE CLNA process, with additional time to prepare, SDCE is considering the timing in relation to the institutional program review and resource allocation process. There may be an opportunity to conduct the

CLNA prior to program reviews being completed to further advise potential institutional needs. Additionally, there may be an opportunity to further enhance the data that is reviewed to continue to create a comprehensive view of student success. One example of this will be to look at data used to measure student equity across categorical initiatives to align data points to the extent possible. Finally, in future iterations of the process, there will be a possibility to give additional consideration to the relative performance of investments and create a repository composed of successful projects on what works in improving gaps in student success.

District: While we began planning in August 2019, without clear guidance on State requirements until March, we were unable to fully support early planning and deep, meaningful integration of the CLNA process into existing institutional specific systems for program review and resource allocations. The earlier we are able to receive clarity on requirements, the easier it will be to integrate the work into existing structures and systems. Now that we have clear practices and processes in place, this will be much easier to do in the future. The delay in receipt of Core Indicator data is always challenging as it comes so late in the process. Faculty and programs are not able to assess the gaps in a timely manner so they are often stuck with using older data. We will continue to advocate for earlier access to updated Core Indicator information. Throughout the majority of the CLNA process this year, we did not have a designated state monitor for our region. This made getting answers to our questions more challenging than in the past for both us and for our state partners. Improved capacity and organization at the State level would better support local efforts.

3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will you take to engage them?

San Diego City College: We would have liked to have participation from a student in one or more of our CTE programs. We reached out to the Dean of Student Affairs to invite students to participate but were unable to secure any members from this group. We are required to reach out the Dean of Student Affairs to engage a student in this process and will continue to reach out for future meetings. We will continue to pursue this avenue to hopefully gain a student on our advisory committee in the future.

San Diego Mesa College: Representatives from non-CTE faculty, EOPS, STAR TRIO, and FAST/NextUp did not participate in our first meeting of the Local Planning Team this year. The meeting was set with short notice and conflicted with their schedules. They were planning on attending the second meeting. A June planning meeting was held. This meeting was used to set meeting dates, information/data needed for each meeting, and timelines for the 2020/2021 academic year. The dates of the meetings will be shared will all representatives so that they can save the dates on their calendars.

San Diego Miramar College: Because the Center of Excellence conducted regionwide stakeholder engagement with economic and workforce development partners, special population community service providers, and career education program alumni, all necessary stakeholders were engaged and included in the comprehensive local needs assessments. There were gaps, however, in the discussion of certain topics due to COVID-19 stay-at-home orders that impacted the ability of the college to hold additional industry and employer stakeholder discussions. In future years, there will be ample time to coordinate and host these discussions during the biennial comprehensive local needs assessment processes.

San Diego Continuing Education: All invited participants to the process were able to participate in each of the CLNA meetings. This was a success for the FY20 SDCE CLNA process.

District: The District DSPS Director position was not filled until January and so we were unable to connect and engage DSPS until the Spring. Our engagement primarily occurred outside of our formal monthly meetings. In the future, we will engage this role earlier to support improved scheduling so that meeting times can better accommodate all stakeholders. San Diego Unified School District's Director of CTE was unable to attend our formal meetings so we had to coordinate separate meetings to engage, review CLNA components, and plan. Their CLNA due dates were different than ours and so they were reluctant to engage until farther into their own processes. Based on these experiences, we will be engaging them early in the fall prior to our local planning processes to discuss gaps and strategies. We will also plan to regroup in the Spring to share out on program funding plans and to further identify opportunities to partner.

4. What other initiatives can be leveraged and aligned across sectors to make this work successful?

San Diego City College: We currently work with the Strong Workforce Associate Dean and leverage their participation and knowledge of CTE programs to formulate our CLNA. This allows us to explore further data sources within the college and industry to formulate a more comprehensive strategy for implementation. We also have further engaged our research department to provide more disaggregated data to help formulate our strategies. We will also work with the student services office to ensure all strategies meet the needs of students in special populations.

San Diego Mesa College: Strong Workforce, Student Success, and equity funding may be aligned across sectors to make this work successful.

San Diego Miramar College: Because the Center of Excellence conducted regionwide stakeholder engagement with economic and workforce development partners, special population community service providers, and career education program alumni, all necessary stakeholders were engaged and included in the comprehensive local needs assessments. There were gaps, however, in the discussion of certain topics due to COVID-19 stay-at-home orders that impacted the ability of the college to hold additional industry and employer stakeholder discussions. In future years, there will be ample time to coordinate and host these discussions during the biennial comprehensive local needs assessment processes.

San Diego Continuing Education: In FY19 SDCE moved to an integrated program review and resource allocation process. This process combined the budgeting approach for the California Adult Education Program (CAEP), Workforce Innovation and Opportunity Act (WIOA) Title II, Physical Plant Instructional Support (PPIS), Student Equity and Achievement Program (SEAP), Strong Workforce Program (SWP), and Perkins. This move in FY19 helped align categorical fund initiatives to the institutional strategic plan and to the results of the program review process. For FY20, and moving forward, the CLNA can serve as an additional tool in the toolkit to program review and the Biennial Review processes. These tools will ultimately assist

SDCE in reflecting on student success outcomes in the CTE programs and how best to allocate categorical funding for “more or better CTE” (SWP) and “course and program” improvement (Perkins).

District: The District Office does not receive any additional or alternative funds for the work we do districtwide in support of career education pathways, programs, and partnerships beyond Perkins and a very small general fund budget. However, we recognize the importance of encouraging the institutions to work across the variety of grant and special initiative funding they receive to address career education gaps and improve program and student success. We share information and facilitate districtwide discussions regarding strong workforce and engage regionally in strong workforce initiatives. We share promising practices districtwide for integrated program review, program planning, and cross funding strategies to better meet the needs of employers and students. We believe institutions can leverage strong workforce, student success, and equity funds.

5. How will you build connections to and through those other initiatives?

San Diego City College: We will continue to have the Strong Workforce Associate Dean be part of the local planning team and work closely with them to further develop our CLNA. We will include campus resources that have connections to local, regional, state, national data sources. Our research department has also been invited to join our local planning team and will work with the CTE Dean and CTEA Coordinator to improve the data sources available as we develop and reevaluate the CLNA. Student services will continue to work at the program level as well as with the local planning team to ensure special populations and underrepresented groups are having their needs met.

San Diego Mesa College: San Diego Mesa College has aligned our Educational Master, Student Success, Title V, and Student Equity plans to ensure that our movement to close achievement gaps in access and success for underrepresented student groups is intentional, institutional, transformational, and rooted in access to equitable outcomes for all of our students. The allocation of Perkins funding is now being aligned with these movements. Connections to the other initiatives will be leveraged through collaboration with individuals that are actively involved in the other initiatives at our college and within the region.

San Diego Miramar College: Further leveraging and alignment of other initiatives is not under consideration given the breadth of existing alignment. However, as new opportunities present themselves, those opportunities will be vetted for integration, alignment, and coordination with regional work using the regional guided pathways framework adopted in 2018.

San Diego Continuing Education: Connections already exist within the CTE Categorical Fund initiatives at a programmatic planning level. Connections exist with all Categorical Funds within the institutional program review and resource allocation process. Continued work in the next two years will focus on aligning data reviewed during each of the phases of the planning processes.

District: The District Office augment alignment and integration initiatives, systems, and processes at the institutions and works districtwide to coordination discussions and to share

promising practices.

6. On what established schedule will you continue to meet and work together?

San Diego City College: We will meet at least once each semester as a large group focusing solely on the CLNA and any revisions or developments we think are needed. We can continue to split off into smaller groups focusing on each of the six elements as needed. This will allow smaller groups to explore more data sources in depth to expand the strategies recommended for each action plan.

San Diego Mesa College: Representatives will continue to meet and work together following the schedules, timelines, and goals set by the lead CTE deans and institutional researcher, as well as through discussions with the CTE deans within our district and region. The meeting on June 8, 2020 will establish the college goals, schedules, and timelines that will provide the framework for the coming academic year. Faculty and stakeholder input at meetings throughout the year will then guide the modifications and improvements needed to improve the process of meeting and working together to enhance the performance of special populations within CTE programs.

San Diego Miramar College: Regional coordination occurs in multiple venues that meet regularly. The Workforce Development Council and Regional Dean's Council meets monthly to discuss topics of shared relevancy. Other workgroups meet monthly during the academic year as faculty and participants are available. Perkins coordination is and will continue to be regularly be discussed.

San Diego Continuing Education: Discussions are on-going to determine the frequency in which SDCE meets with its Perkins stakeholder groups. The Perkins Committee will reconvene during late Spring or Summer 2020 to debrief the CLNA process further and to determine strategies to implement the identified action plans.

District: The District Office will continue to convene the career education deans and lead Perkins representatives from each institution monthly. Communication regarding Perkins V CLNA and program activities will be routinized beginning with a late summer/early fall summary of CLNA informed two-year priorities and 2020-21 funded program activities. Districtwide guides, worksheets, and resources will be updated with lessons learned from this year and re-distributed in the fall in preparation for next spring's application. We will begin CLNA planning sessions as early as summer 2021 for the Spring 2022 CLNA.

7. How will you demonstrate collective commitment to on-going engagement in this work?

San Diego City College: We understand that the CLNA process is on-going and requires a constant involvement of the local planning team. We will continue to look for key stakeholder groups that may not be represented in the local planning team body. We will review on a semester basis any new data sources available that can refine our strategy recommendations for element action plans. We will continue to engage our research team to improve the quality

of data sources we are using. We will continue to engage student services to make sure our CLNA is meeting the needs of special populations and underrepresented groups. We will continue to request feedback from all stakeholders about each CLNA component.

San Diego Mesa College: San Diego Mesa College is committed to becoming the leading college of equity and excellence. The college is committed on on-going engagement in assessing practices and improving outcomes for students. College representatives and required stakeholders will continue to meet and work together following the schedules, timelines, and goals set by the lead CTE deans and institutional researcher, as well as through discussions with the CTE deans within our district and region. The meeting on June 8, 2020 will establish the college goals, schedules, and timelines that will provide the framework for the coming academic year. Faculty and stakeholder input at meetings throughout the year will then guide the modifications and improvements needed to improve the process of meeting and working together to enhance the performance of special populations within CTE programs.

San Diego Miramar College: Our region currently commits to ongoing engagement in this work. For example, the data and research regional workgroup was tasked with regional stakeholder engagement. Additionally, the regional workgroup on work-based learning and job placement was tasked with working collaboratively across all ten colleges to institutionalize regional and college processes on work-based learning and job placement in direct alignment with Perkins funding priorities. The regional workgroup on career pathways engages K-12 partners in career exploration and K-12 Strong Workforce investments in alignment with the regional guided pathways framework. This commitment will continue in these and other regional venues.

San Diego Continuing Education: The collective commitment will be demonstrated by success in implementing the action strategies proposed in the CLNA action plan. While each strategy may be led by staff to the Perkins process it will require collective effort and action to ultimately be successful. SDCE Page 27 has a good track record with the Perkins committee and will continue to build upon the FY20 CLNA process in preparation for FY22.

District: The San Diego Community College District committed to on-going engagement in assessing practices and improving outcomes for students. While many of the formal components of the CLNA only occur every two years, the CLNA process is understood as an ongoing iterative process. Regular and consistent engagement with stakeholders is needed. We will demonstrate our commitment to on-going engagement in this work through annual review and status update reports, routinized communication, and regular meeting agenda items on progress, challenges, and lessons learned.

Regional Consortia Review of CLNA

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

Regional Consortia Chair: Mollie Smith

Signature: 

Date: 6/10/20

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Appendix A - Districtwide Consultation Plan

2020-21 Expanded Stakeholder Engagement				
Required Stakeholder Groups	Program Advisory Committees	Institution Specific Local Planning Team	Districtwide Consultation Group	Regional Consultation Group
CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff	CTE Faculty	CTE Faculty and Lead Perkins/Career Education Dean(s); with the addition of: Counselor representatives, WBL representative (Job Placement, WBL, and or Job Developer), and Outreach representative	Lead Perkins/Career Education Deans including District Dean; SDUSD Director of CCTE	Lead Perkins/Career Education Deans
State or local workforce development board representatives	NA	NA	NA	SDWEP
Representatives from a range of local businesses and industries	Industry representatives (majority of committee membership should be industry/employer); Regional Director of sector (formerly known as DSN)	Industry representative(s)	NA	Regional EDC, SD Chamber; Regional Directors (formerly known as DSNs)
Parents and students	Student representatives and/or alumni to be added	Student representatives	NA	NA
Representatives of special populations	NA	Local DSPS to be added; Student Equity Initiative(s) rep to be added; Student Equity Deans to be added	DSPS District Director	NA
Representatives from agencies serving at-risk, homeless and out-of-school youth	NA	NA	NA	SD regional representative(s) (Calworks, County Office of Ed, Housing Commission)
Representatives from Indian Tribes or Tribal organizations, where applicable	NA	NA	NA	NA

Appendix B – San Diego City College Stakeholder List

Role	Name	Organization/institution Representing	Title
Postsecondary CTE Faculty	Shana Carr Andrea Milburn Andrea Singer David Kennemer Jason Reimer Keith Burke Kenneth Heifner Mike Espar Nancy Fredericks Sudabeh Phillips Steve Schommer	San Diego City College for all	CTE Faculty for all
Postsecondary Administrators	Matilda Chavez Rose LaMuraglia Jeanie Tyler Lance Soukhaseum Susan Murray	San Diego City College San Diego City College San Diego City College San Diego City College	VPI CTE Dean College Dean College Acting Assoc. Dean College Dean
Postsecondary Career Counseling and Advising Professionals	Cassondara Caesar Cassie Morton	San Diego Continuing Education San Diego City College	Counselor CTE Counselor
Representatives of Special Populations	Brianne Kennedy Roberto Valadez	San Diego City College San Diego City College	DSPS Chair Dean Student Equity
Local Business and Industry Representative	Tony Amat Evan Donaldson James Yarbrough	Photos By Tony Amat Talentry ADIEM Engineering CNC	Owner Industry Partner Industry Partner Industry Partner
Parents and Students	Oscar Rendon	San Diego City College	ASG President
Other Relevant Stakeholders	Eric Sandoval Teri Hughes-Olerich	San Diego City College San Diego City College	Classified Professional Academic Faculty

Appendix C – San Diego Mesa College Stakeholder List

Local Planning Committee:

Required Representation	Name	Title	Agency or Organization
1. CTE Faculty and Lead Perkins/Career Education Dean(s) with the addition of Counseling, WBL, and Outreach Representatives	Tina Recalde	Dean, Health Sciences & Public Service	SD Mesa College
	Danene Brown	Dean, Business & Technology	SD Mesa College
	David Fierro	Director, College Technology	SD Mesa College
	Amertah Perman	Dean, Career Education & Workforce Development	SDCCD
	Isabel O'Connor	VPI	SD Mesa College
	Monica Romero	Associate Dean, CTE	SD Mesa College
	Valerie Abe	Faculty, (ARCH, BLDG, INTE)	SD Mesa College
	Tara Maciel	Faculty, Accounting	SD Mesa College
	Kelsey Graham	Faculty, Exercise Science	SD Mesa College
		Faculty, non-CTE	SD Mesa College
	Kimberly Mills	Faculty, Allied Health	SD Mesa College
	Brian Lesson	Faculty, Hospitality	SD Mesa College
	Azucena Muillo	Classified, Perkins Support	SD Mesa College
	Virginia Enriquez	Classified, Business Services	SD Mesa College
Katlin Choi	Faculty, Work-Based Learning	SD Mesa College	
Hai Hoang	Researcher, Institutional Effectiveness	SD Mesa College	
2. Industry Representatives	Cathy Gilhooly		California Coast Credit Union
	Connie Lafuente	Regional Director, Employer Engagement Health Sector	
	Kate Gallagher	Manager, Economic Development	San Diego Regional EDC
3. Students	Gloria Gonzalez Quiroz	Student	SD Mesa College
	Tim Ackerson	Student	SD Mesa College
4. Representatives of Special Populations (DSPS, Equity)	Leticia A. Diaz	Director of EOPS and STAR TRIO	SD Mesa College
	Sade Burrell	Coordinator of FAST/NextUP	SD Mesa College
	Larry Maxey	Dean of Student Success and Equity	SD Mesa College
	Erika Higginbotham	Coordinator of DSPS	SD Mesa College

2020-2021 Mesa Perkins Committee					
Position	Number Needed	Names	Entered Committee	Department	Length of time served
Chair	1	Dean Tina Recalde		Allied Health	unknown (unlimited)
Deans	2	Dean Danene Brown		Business	unlimited (unknown)
		Director David Fiero		IT	unlimited (unknown)
Administrative	6 (5 vocational education, 1 non-vocational)	Valerie Abe	2019-2020	Arch, BC, INTE	1 year (limit 3 yrs)
		Tara Maciel	2017-2018	Accounting	2 years (limit 3 yrs)
		Kelsey Graham	2017-2018	Exercise Science	2 years (limit 3 yrs)
		Virginia Enriquez	2020-2021	Business Services	3 years (limit 3 yrs)
		Kimberly Mill	2020-2021	Allied Health	3 years (limit 3 yrs)
		Brian Lesson	2017-2018	Hospitality	2 years (limit 3 yrs)
Classified	1	Azucena Murillo	2019-2020	Allied Health	1 year (unlimited)
Ex-officio	1	Isabel O'Connor	2019-2020		1 year (unlimited)

Appendix D – San Diego Miramar College Stakeholder List

Name	Title	Role
Andreanna Murphy	Counselor, SDUSD	Secondary CTE Counselor
Leonardo Zarate	Teacher, SDUSD	Secondary CTE Teacher
Steven Williams	Teacher, SDUSD	Secondary CTE Teacher
Omar Sevilla	Teacher, SDUSD	Secondary CTE Teacher
Lori Williams	Teacher, SDUSD	Secondary CTE Teacher
Jorge Hernandez	Teacher, SDUSD	Secondary CTE Teacher
Dean Darley	Program Coordinator, SDUSD	Secondary Administrator
Sarah Vielma	Program Director, SDUSD	Secondary Administrator
Gregory Quirin	Program Technician, SDUSD	Secondary Paraprofessional
Rebecca Bowers-Gentry	Faculty, Miramar College	Postsecondary CTE Faculty
Gene Choe	Faculty, Miramar College	Postsecondary CTE Faculty
Dawn DiMarzo	Faculty, Miramar College	Postsecondary CTE Faculty
Darren Hall	Faculty, Miramar College	Postsecondary CTE Faculty
Darrel Harrison	Faculty, Miramar College	Postsecondary CTE Faculty
Tanya Hertz	Faculty, Miramar College	Postsecondary CTE Faculty
Patti Hunter	Faculty, Miramar College	Postsecondary CTE Faculty
Mary Kjartanson	Faculty, Miramar College	Postsecondary CTE Faculty
Max Moore	Faculty, Miramar College	Postsecondary CTE Faculty
Larry Pink	Faculty, Miramar College	Postsecondary CTE Faculty
Alex Stiller-Shulman	Faculty, Miramar College	Postsecondary CTE Faculty
Suganya Sankaranayanan	Faculty, Miramar College	Postsecondary CTE Faculty
David Wilhelm	Faculty, Miramar College	Postsecondary CTE Faculty
Joseph Young	Faculty, Miramar College	Postsecondary CTE Faculty
Julie Hansen	Faculty, Miramar College	Postsecondary CTE Faculty
Matthew Cain	Faculty, Miramar College	Postsecondary CTE Faculty
Dawn Diskin	Faculty, Miramar College	Postsecondary CTE Faculty
Lisa Clarke	Counselor, Miramar College	Postsecondary Counselor
Mona Patel	Counselor, Miramar College	Postsecondary Counselor
Jesse Lopez	Dean, Miramar College	Postsecondary Administrator
Benjamin Gamboa	Associate Dean, Miramar College	Postsecondary Administrator
Gail Warner	Dean, Miramar College	Postsecondary Administrator
Sonny Nguyen	Associate Dean, Miramar College	Postsecondary Administrator
Arnice Neff	Classified Staff, Miramar College	Postsecondary Support
Jennifer Pena	Classified Staff, Miramar College	Postsecondary Support
John Loewenberg	Classified Staff, Miramar College	Postsecondary Support
Monica Demcho	Coordinator, EOPS/CARE CalWORKs, Miramar College	Special Population Representative
Kandice Brandt	DSPS Counselor, Miramar College	Special Population Representative
Wynona Randall	Student	Student
Cherie Lindemann	Student	Student

Other Stakeholders: See advisory board membership lists for employer and industry representatives and San Diego Imperial Counties Center of Excellence Stakeholder Engagement report for workforce development, alumni, and special population representatives

Appendix E – San Diego Continuing Education Stakeholder List

Local Stakeholder Engagement / Local Planning Team

SDCE Local Planning Committee List			
Name	Title	Category	Functional Role
Cassandra Storey	Dean, Healthcare and Community Education	Representative of Postsecondary Program	Lead, CTE Dean
Alex Berry	Program Manager	Representative of Postsecondary Program	Administrator
Beverly Garcia	Perkins Consultant	Representative of Postsecondary Program	Staff
Carol Wilkinson	Dean, Child Development and Emeritus	Representative of Postsecondary Program	Dean
Lorie Howell	Dean, Culinary Arts, Clothing and Textile Arts	Representative of Postsecondary Program	Dean
Michelle Gray	Dean, BIT	Representative of Postsecondary Program	Dean
Andrei Lucas	Dean, Automotive and Skilled Trades	Representative of Postsecondary Program	Dean
Maureen Rubalcaba	Dean, Student Equity	Representative of Special Populations	Student Equity, Outreach
Cassondra Caesar	Counselor	Representative of Special Populations	Counseling Faculty
Kelly Henwood	Special Projects Manager	Representative of Postsecondary Program	Administrator
Mark Nesbit	Accounting Supervisor	Representative of Postsecondary Program	Staff
Damella Abbott	Senior Account Technician	Representative of Postsecondary Program	Staff
John Bromma	DSPS Counseling Faculty	Representative of Special Populations	Counseling Faculty
Lisa Cork	Program Chair	Representative of Postsecondary Program	Faculty
Bob Pyle	Program Chair	Representative of Postsecondary Program	Faculty

Sam Phu	Program Chair	Representative of Postsecondary Program	Faculty
Rachel Rose	Program Chair	Representative of Postsecondary Program	Faculty
Megan Leppert	Program Chair	Representative of Postsecondary Program	Faculty
Shirley Pierson	Program Chair	Representative of Postsecondary Program	Faculty
Zak Ruvalcaba	Program Chair	Representative of Postsecondary Program	Faculty
Steve Major	Program Chair	Representative of Postsecondary Program	Faculty
Timothy Pawlak	Program Chair	Representative of Postsecondary Program	Faculty
Bradley Dorschel	Program Chair	Representative of Postsecondary Program	Faculty
Matthew Rivaldi	Faculty	Representative of Postsecondary Program	Faculty
Aaron Iffland	Faculty	Representative of Postsecondary Program	Faculty

SDCE Stakeholder Plan

1. *representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;*
 - a. Who:
 - i. Dean, Career Technical Education, Chair
 - ii. Program Activity Manager, Strong Workforce
 - iii. Special Projects Manager
 - iv. CTE Faculty (9)
 - v. Outreach representative
 - vi. DSPS representative
 - vii. Counseling and/or Student Equity representative
 - b. Where: SDCE Perkins committee
 - c. What:
 - i. Providing updates on the annual needs assessment process or;
 - ii. Identifying and encouraging opportunities for work-based learning or;
 - iii. Ensuring funding is used in a coordinated manner with other local resources.
2. *representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;*
 - a. Who:
 - i. Local Industry representatives

- ii. Representatives from SDWP
 - b. Where: Industry advisory boards and regional consultation
 - c. What:
 - i. Identifying and encouraging opportunities for work-based learning or;
 - ii. ensure programs of study are
 - 1. responsive to community employment needs;
 - 2. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - 3. informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
 - 4. designed to meet current, intermediate, or long-term labor market projections; and
 - 5. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
3. *Parents or students*
- a. Who: SDCE program students
 - b. Where: Industry advisory boards and focus groups
 - c. What: See above
4. *representatives of special populations;*
- a. Who: DSPS and/or student equity representative
 - b. Where: SDCE Perkins committee
 - c. What: See above
5. *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);*
- a. Who: Regional SD representatives
 - b. Where: Regional consultation
 - c. What:
 - i. ensure programs of study are
 - 1. responsive to community employment needs;
 - 2. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - 3. informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));
 - 4. designed to meet current, intermediate, or long-term labor market projections; and
 - 5. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and

implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

Appendix F – District Stakeholder List

District Instructional Services Division’s Career Education and Workforce Development Department provides districtwide coordination for Perkins.

2019-2020 District Level Stakeholder Group

Sector	Focus	Name	Title	Institution/Organization
K12	K12 Perkins CTE Programs and Pathways	Sarah Vielma	Director, CTE	San Diego Unified School District
Special Populations	Student with disAbilities	Poppy Fritch	Director, DSPS	SDCCD
Post-secondary	Institution Specific - Career Education	Rose LaMuraglia	Dean	City College
Post-secondary	Institution Specific - Career Education	Lance	Associate Dean	City College
Post-secondary	Institution Specific - Career Education	Tina Recalde	Dean	Mesa College
Post-secondary	Institution Specific - Career Education	Danene Brown	Dean	Mesa College
Post-secondary	Institution Specific - Career Education	Monica Romero	Associate Dean	Mesa College
Post-secondary	Institution Specific - Career Education	Ben Gamboa	Associate Dean	Miramar College
Post-secondary	Institution Specific - Career Education	Jesse Lopez	Dean	Miramar College
Post-secondary	Institution Specific - Career Education	Alex Berry	Program Manager	SD Continuing Education
Post-secondary	Institution Specific - Career Education	Cassandra Storey	Dean	SD Continuing Education
Post-secondary	Perkins Support	Chantaya Robinson	Senior Secretary	SDCCD
Post-secondary	CTE Transitions	Eric Anthony	Project Support Technician	SDCCD
Post-secondary	Business & Technology Services	Jonathan Sanchez	Accounting Technician/Grants & Contracts	SDCCD
Post-secondary	Districtwide- Career Education	Amertah Perman	Dean	SDCCD

Appendix G – San Diego City College Action Plans and Related Materials

Student Performance (Element 1)

Strategy 1: Provide instructional support to improve student performance in CTE programs for special populations.

Strategy 2: A CTEA team will establish processes and procedures for compiling relevant data, reviewing the data, and engaging stakeholders. After development, the process and procedures will be shared with CTEA programs for adoption, to measure student performance.

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
Postsecondary	Strategy 1: CTE Program Instructors, Department Chairs, Deans, Support staff Strategy 2: Dean of Research and Institutional Effectiveness, CTEA Coordinator, 2 members from CTEA Committee	S1: Will hire instructional support personnel. Will seek out professional development opportunities for staff. S2: will provide data on relevant programs and student performance in special population categories.	S1 and S2: ongoing per application cycle	Yes
Business/Industry	Strategy 2: could include one member from industry on CTEA Committee	S2: provide feedback on procedures developed	S2: ongoing per application cycle	Yes

PROGRAMS TO LEVERAGE WITH PERKINS: Strong Workforce and CAEP

DESCRIPTION OF MEASURES:

Strategy 1: Reviewing the 5-year comparison reports, Program Review data for CTE programs, and advisory board minutes, one area in need of attention is instructional support for CTE programs. This can better close gaps in skill attainment and overall student performance and preparation for employment. Having one-on-one support for special populations may lead to better retention of concepts presented in the classroom. There is also a need for professional development for program faculty and staff to provide the most current information for students in industry. This professional development is also relevant for program and grant support for anyone supporting applying programs for Perkins funding. Having the

most current information in CTE industry standards will help programs implement appropriate strategies to address gaps. This professional development may require travel.

Strategy 2: Looking through the data elements used, it was clear to the committee that even further disaggregated data that is up-to-date on several elements including completions, transfer, and employment were needed to more accurately reflect the needs in student performance. With the inclusion of the Research Department on the committee and their development of a CTE-specific data repository, this can enhance the development of future CLNA's.

DATA ELEMENTS USED TO INFORM STRATEGIES:

Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. DSPS, First Year Services, Counseling websites for City College were also used. Program Review elements for CTE programs were also reviewed.

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

Strategy: Strengthen each CTE industry advisory board to be a significant representative sample of the local industry population, develop student learning outcomes around prioritized high skill / high paid competencies recognized by these boards.

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
Postsecondary	Instructors, Department Chairs, School Deans	Review current CTE advisory board representation. Determine where gaps exist. Reach out to local industry representatives where gaps occur. Solicit more input on student learning outcomes from the board.	yearly	Yes
Business/Industry	Advisory Board industry partners	Reach out to others in industry where gaps in representation occurs. Give meaningful feedback on student learning outcomes with goals for improvement.	yearly	Yes

PROGRAMS TO LEVERAGE WITH PERKINS: Strong Workforce

DESCRIPTION OF MEASURES:

Size: All CTE programs require students to develop competencies to provide hands-on value-added products and services to their communities. Parameter and resource needs for each CTE program vary widely based on career path student learning outcomes. The more hands-on oriented, the more parameters and resources needed.

Scope: In the past California focused mostly on degree completion, then began to consider certificate completion. However, many students take only one or maybe two courses before successfully finding gainful employment. Many students go back and forth between work and school building their competencies over many years. A significant number of MFET students

are in leadership positions and have yet to earn an Associate Degree. CTE Programs should be structured to allow students to stack credentials to develop their career skills course by course whenever and however long they want to advance their careers.

All the CTE Programs at SDCC show significant demand. For example, the San Diego-Imperial Center of Excellence for Labor Market Research estimates that we are filling less than 5% (131 out of 2743) of advanced manufacturing openings in our region. All the SDCC CTE Programs pay well but some significantly more. For example, Manufacturing workers earn 13.0 percent more in hourly compensation (wages and benefits) than comparable workers earn in the rest of the private sector. This premium has been eroded 4% by staffing organizations who have been training workers for temporary job placements for years.

Quality: Our industry advisory boards are critical to setting standards for the quality of student learning outcomes. The body of knowledge from industry-recognized certificates or credentials makes a great surrogate for detailed program content especially when it is verified and validated by the local industry advisory board members. For example, through job descriptions, etc., they can validate which skills are high skill / high wage and through demand forecast, they can also validate the need for these skills.

Other improvements: Structure the CTE programs to follow a pay for higher skill road map as students further their education and develop more valuable competencies. Finally, develop greater incentives for industry to partner with the College as opposed to using local staffing organizations.

DATA ELEMENTS USED TO INFORM STRATEGIES:

Data elements used to inform strategy: Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF.

Progress towards Implementation of CTE Programs of Study/Career Pathways Element #3

Strategy: Update equipment, instructional materials, supplies, and technologies to meet industry standards to provide students with the skill set required to be successful in industry.

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
Postsecondary	CTE Program Instructors Librarians	Purchase new equipment, instructional materials, supplies, and technologies	July 2020- June 2022	Yes
Business/Industry	Industry Advisory Board	Advise City College CTE Programs on required equipment training necessary to be successful in industry	July 2020- June 2022	Yes

PROGRAMS TO LEVERAGE WITH PERKINS: Strong Workforce

DESCRIPTION OF MEASURES:

Programs have consistently shown gaps in employment within the field. Advisory boards have also mentioned the outdated conditions of programs and the requirement that students learn on applicable technologies. To address the gaps in skill attainment that should translate into meaningful employment, new equipment is recommended. This can also improve low numbers of participants in programs. Students will receive training on current technologies and will have access to instructional materials that may not be cost effective through library reserve. Limits in new equipment and availability of instructional materials can discourage students from participating in CTE programs.

DATA ELEMENTS USED TO INFORM STRATEGIES:

Data elements used to inform strategy: Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. Program Review elements for CTE programs were also reviewed.

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

Strategy 1: To meet the needs of underrepresented groups the school would benefit from building partnerships with national organizations, diversity recruiters and participate in institutional marketing efforts to groups that are underrepresented.

Strategy 2: To improve recruitment, retention, and training of CTE professionals, provide professional development opportunities, as well as overall Perkins support for programs and grant functions.

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
Postsecondary	S1 and 2: PIO, Instructors, School Deans, CTEA Coordinator	S1: Develop marketing materials and marketing strategy to recruit underrepresented CTE professionals. Open faculty positions can produce recruitment efforts with organization representing diversity for the CTE profession. S2: Attend professional development opportunities that are CTE specific. Provide program and grant support for grant applicants and overall grant management.	S1 and S2: ongoing	Yes

PROGRAMS TO LEVERAGE WITH PERKINS: Strong Workforce

DESCRIPTION OF MEASURES:

Strategy 1: Improving retention and training of CTE professionals requires creating professional development programs which teach pedagogical theory including proper lesson design. CTE professionals also would benefit from opportunities to expand their own industry knowledge so they can remain current in their respective fields. Introduction of a faculty-peer mentorship program would be helpful in both creating a community and acquiring new skills. Recruitment improvement includes options like social media presence, a recruitment website, and webinars to discuss the application process and requirements. To meet the needs of underrepresented groups the school would benefit from building partnerships with national organizations (i.e. The National Urban League), diversity recruiters and participated in institutional marketing efforts to groups that are underrepresented.

Strategy 2: Professional development provides opportunities for grant administrators to learn

about the latest developments in various CTE topics that can then be conveyed to CTE programs and ultimately inform the activities that will help programs improve and address gaps. This may include travel. It is also important to have support personnel available to manage grant functions and support programs in application for funding. This will help ensure CLNA elements are met and that all CTE programs have sufficient support to develop an appropriate strategy to help improve.

DATA ELEMENTS USED TO INFORM STRATEGIES:

Data elements used to inform strategy: Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF.

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

Strategy: Decrease barriers to enrollment by holding more outreach/recruiting events targeting underserved student populations.

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
Postsecondary	Instructors, Counselors, DSPS office	Hold community and campus events. Hold community and campus events. Survey learners and relevant others for program and activity improvement suggestions. Measured by submission of survey tools and analyzed results. Update print materials and explore new advertising avenues.	ongoing	Yes

PROGRAMS TO LEVERAGE WITH PERKINS: Strong Workforce

DESCRIPTION OF MEASURES:
Summarize the gaps in student access and the needs of each CTE program for our counseling department so they can best advise students who would be a good fit for CTE programs. Collect data from our DSPS department to track access and performance for students with disabilities. Survey learners and relevant others for program and activity improvement suggestions. Measured by submission of survey tools and analyzed results. Initiate and maintain program support services to address needs identified in survey. Measured by submission of list of support services offered. Offering new avenues for marketing, advertising and printing options will allow programs to reach underserved populations and will help with increased enrollment.

DATA ELEMENTS USED TO INFORM STRATEGIES:
Data elements used to inform strategy: From current City College CTE programs as found in the 5-year Core Indicator Comparison reports including Accounting, Business, Environmental Controls, MFET, Nursing, AODS, Child Development, CBTE, INWT, Cosmetology, Fitness Specialist, RTVF, Commercial Music, ARTF, and Technical Theater. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF. Program Review elements for CTE programs were also reviewed.

Alignment to Labor Market Information (LMI) Element #6

Strategy: Align, update, and create CTE curriculum using labor market information.

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
Postsecondary	San Diego City College Curriculum Committee San Diego Community College District Curriculum Committee Regional Consortia	Reviews and approves CTE curriculum. LMI is a requirement to submit CTE curriculum.	ongoing	Yes
Business/Industry	Advisory Board for each CTE program	Yearly meetings will discuss labor market trends, advancements, and needs of industry.	ongoing yearly	Yes
PROGRAMS TO LEVERAGE WITH PERKINS: Strong Workforce				
<p>DESCRIPTION OF MEASURES:</p> <ul style="list-style-type: none"> • Reviews and approves new curriculum as well as revisions of current curriculum, such as courses, programs, certificates, and degrees, including distance education components, in collaboration with discipline experts. • Ensures curriculum is in the best interest of our students and meets standards and criteria defined by the mission statement of the College, District guidelines and Education Code, and the California Code of Regulations (Title 5). • Recommends policies and procedures regarding academic and professional matters. 				
<p>DATA ELEMENTS USED TO INFORM STRATEGIES:</p> <p>Data elements used to inform strategy: Labor Market Information from current City College CTE programs as found in the Center of Excellence which includes but is not limited to Accounting, Business, Technical Theater, RTVF, Applied Photography, ARTF, CBTE, Fitness Specialist, Nursing, Child Development, Environmental Controls, MFET, Commercial Music, INWT, AODS, and Cosmetology. 5-year Core Indicator Comparison reports including the same previously listed programs used for LMI Center of Excellence data. Another data element used was industry advisory board minutes from the past year for Accounting, Technical Theater, Applied Photography, ARTF, Fitness Specialist, Nursing, Environmental Controls, MFET, Commercial Music, and RTVF.</p>				

Appendix H – San Diego Mesa College Action Plans and Related Materials

Student Performance Element #1

Strategies:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Azucena Murillo
 1. Role – Senior Clerical Assistant
 2. Responsibility – Submit purchase requisitions and monitor budgets
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)

- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce

Program Size, Scope, and Quality Element #2

Strategies:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Labor market data (if available)
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds
2. Purchase new equipment and technology to increase student engagement and interactive learning opportunities, as well as familiarize students with standard industry equipment for improved learning and success.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Azucena Murillo
 1. Role – Senior Clerical Assistant
 2. Responsibility – Submit purchase requisitions and monitor budgets
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data

- iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
- 3. Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.
 - a. Responsible Parties
 - i. Program Lead Faculty
 - 1. Role – Full time program faculty
 - 2. Responsibility – Communicate with WBL team to schedule events for classes and program
 - ii. WBL Team
 - 1. Role – Provide WBL opportunities for students
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 - 1. Role – Provide career services
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Career Center funding – General funds

Progress Towards Implementation of CTE Programs of Study/Career Pathways Element #3

Strategies:

1. Increase outreach to non-traditional students.
 - a. Responsible Parties
 - i. Outreach and Community Relations
 1. Role – Provide information to the community about the CTE programs available at Mesa College
 2. Responsibility
 - a. Provide information about CTE programs to high school students
 - b. Provide information about CTE programs to students at Continuing Education
 - c. Provide current student with information about CTE programs
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 1. Role – Provide career counseling services
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - iv. Office of Communications
 1. Role – Public relations and communication
 2. Responsibilities
 - a. Provide public relations, social media, web development and support, graphic design, event promotions, photography, and videos for CTE programs
 - b. Marketing and communications support for CTE programs
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce

- ii. Equity
 - iii. General Funds
- 2. Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.
 - a. Responsible Parties
 - i. Program Lead Faculty
 - 1. Role – Full time program faculty
 - 2. Responsibility – Communicate with WBL team to schedule events for classes and program
 - ii. WBL Team
 - 1. Role – Provide WBL opportunities for students
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 - 1. Role – Provide career counseling services
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Career Center funding – General funds

Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups Element #4

Strategies:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds

Progress Towards Equal Access to CTE Programs for All Students Element #5

Strategies:

1. Increase outreach to non-traditional students.
 - a. Responsible Parties
 - i. Outreach and Community Relations
 1. Role – Provide information to the community about the CTE programs available at Mesa College
 2. Responsibility
 - a. Provide information about CTE programs to high school students
 - b. Provide information about CTE programs to students at Continuing Education
 - c. Provide current student with information about CTE programs
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 1. Role – Provide career counseling services
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - iv. Office of Communications
 1. Role – Public relations and communication
 2. Responsibilities
 - a. Provide public relations, social media, web development and support, graphic design, event promotions, photography, and videos for CTE programs
 - b. Marketing and communications support for CTE programs
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity
 - iii. General Funds

2. Provide Work-Based Learning (WBL) opportunities for students to introduce them to career pathways and provide WBL activities in the classes and programs to facilitate student success and completion.
 - a. Responsible Parties
 - i. Program Lead Faculty
 1. Role – Full time program faculty
 2. Responsibility – Communicate with WBL team to schedule events for classes and program
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
 - iii. Career Center
 1. Role – Provide career counseling services
 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Career Center funding – General funds

Alignment to Labor Market Information Element #6

Strategies:

1. Provide professional development opportunities for faculty, staff, counselors, and administrators in the areas of equity, disability resources for technology and services, resources for special populations, work-based learning, faculty mentoring, career pathways, hiring practices, workforce needs, and occupational education.
 - a. Responsible Parties
 - i. Tina Recalde
 1. Role – Dean, Health Sciences and Public Service
 2. Responsibility – Oversight for expenditures
 - ii. Hai Hoang
 1. Role – Institutional Researcher
 2. Responsibilities
 - a. Gather data needed for CLNA
 - b. Support data-driven decisions
 - iii. Campus Employee Learning Committee
 1. Role – Oversee the use of professional development fiscal resources
 2. Responsibility – Supports the work of campus groups with their professional development activities and provides conference and travel funding for faculty and staff
 - b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Labor market data (if available)
 - c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
 - d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity funding
 - iii. Campus Employee Learning funds
2. Increase outreach to non-traditional students.
 - a. Responsible Parties
 - i. Outreach and Community Relations
 1. Role – Provide information to the community about the CTE programs available at Mesa College
 2. Responsibility
 - a. Provide information about CTE programs to high school students
 - b. Provide information about CTE programs to students at Continuing Education
 - c. Provide current student with information about CTE programs
 - ii. WBL Team
 1. Role – Provide WBL opportunities for students
 2. Responsibilities

- a. Communicate with faculty and students
 - b. Organize WBL events for classes, programs, and campus
 - c. Provide training for 21st Century Skills
 - d. Network with industry to provide WBL opportunities
- iii. Career Center
 - 1. Role – Provide career counseling services
 - 2. Responsibilities
 - a. Communicate with faculty and students
 - b. Organize career services events for classes, programs, and campus
 - c. Network with industry to participate in Career Fairs and employment opportunities
- iv. Office of Communications
 - 1. Role – Public relations and communication
 - 2. Responsibilities
 - a. Provide public relations, social media, web development and support, graphic design, event promotions, photography, and videos for CTE programs
 - b. Marketing and communications support for CTE programs
- b. Specific data elements that informed the strategy identified
 - i. Mesa College Core Indicator Report
 - ii. Program specific Core Indicator Reports
 - iii. Campus equity data
 - iv. Feedback from program Advisory Committees
- c. Timeline – ongoing over the next two years (2020/2021 and 2021/2022)
- d. Other institutional initiatives, regional initiatives, state or federal funds, etc. that may be leveraged to support the strategy
 - i. Strong Workforce
 - ii. Equity
 - iii. General Funds

Appendix I – San Diego Miramar College Action Plans and Related Materials

Student Performance on Required Indicators (Element #1)

Data review for Element 1:

San Diego Miramar College utilized Perkins IV core indicator reports provided by the state for each program during the comprehensive local needs assessment process in addition to five year comparisons at the district, institution, and program levels provided by the San Diego Community College District. As of May 2020, the federal accountability indicators for Perkins V have not been made available to San Diego Miramar College for planning purposes. In lieu of these data, San Diego Miramar College stakeholders utilized the following data to assess student progression: three-year trends in Perkins IV core indicators; three-year trends in Strong Workforce metrics; labor market supply, demand, and wage data; the San Diego Miramar College Factbook; and the San Diego Miramar College 2019-2022 Student Equity Plan.

Furthermore, San Diego Miramar College adopted the Perkins V definitions for special populations. Special populations include 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.

Observations from Element 1 data review:

From these data, the following observations were documented:

- While the San Diego regional economy increased, San Diego Miramar College career education enrollments continued to generally increase across all programs while non-career education enrollments at the college generally decreased.
- A large percentage of career education enrollments are students who identify as male (61%) and white (42%) which are both greater than the college's overall enrollment trends, which favor female students and students of color. Notably, overall progression and completion data is proportional to enrollments across gender, ethnicity, and age groups.
- As a college, we are above all federal accountability indicators except non-traditional participation and completion. Notably, some populations have lower outcomes than negotiated levels, such as single parents in skill attainment and students with disabilities in employment.
- Two programs are majority-non-traditional programs: accounting and biotechnology. Seven programs have low non-traditional participation and completion and tend to be represented in highly gendered occupations, such as automotive technology, aviation maintenance, aviation operations, child development, diesel technology, fire technology, and paralegal studies.
- Career education students are much more likely to earn a living wage (75%) post-

education than the regional average (49%), and their post-education median annual earnings (\$75,954) are 133% more than the regional median annual earnings (\$32,544). While economically disadvantaged students, female students, and students of color earn considerably lower post-education median annual earnings and are less likely to earn a living wage, they still perform better than regional medians and averages.

- San Diego Miramar College established related equity goals to increase access for black students and former foster youth; increase retention for Latinx, black, and female LGBT students; and increase completion for Latinx, black, white female, and female veteran students.

From these observations, the following root causes were identified:

- Career education programs at San Diego Miramar College are well-aligned to regional industries with in-demand high-wage occupations, and the reputation of these programs benefit enrollment and program outcomes.
- While career education programs at San Diego Miramar College are well-aligned to high-wage occupations, many of the career education programs offered are aligned to male-dominated industries especially in transportation industries and public safety.
- Irrespective of the strong alignment of the career education programs at San Diego Miramar College to industry, societal inequities persist from access and enrollment through wage and employment outcomes.

Recommended priorities and strategies from Element 1 data review:

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment.
- San Diego Miramar College should provide embedded and contextualized support structures such as counseling and tutoring to career education students.
- San Diego Miramar College should strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Action Plans for Element 1:

- Element 1, Strategy 1: Starting with Fall 2021, outreach events will be institutionalized with San Diego Unified School District and other special population programs across all priority and emerging sector career education programs.
 - Responsible Party: San Diego Miramar College and San Diego Unified School District
 - Data Elements: three-year trends in Perkins IV core indicators; three-year trends in Strong Workforce metrics; labor market supply, demand, and wage data; and the San Diego Miramar College Factbook
 - Timeline: Fall 2020 through Spring 2022

- Alignment: Local and regional Strong Workforce
- Element 1, Strategy 2: By Fall 2021, pilot programs in supplemental instruction and embedded counseling will be assessed for effectiveness and a determination made whether these activities should be institutionalized.
 - Responsible Party: San Diego Miramar College
 - Data Elements: three-year trends in Perkins IV core indicators; three-year trends in Strong Workforce metrics; labor market supply, demand, and wage data; the San Diego Miramar College Factbook; and the San Diego Miramar College 2019-2022 Student Equity Plan
 - Timeline: Fall 2020 through Fall 2021
 - Alignment: Local and regional Strong Workforce
- Element 1, Strategy 3: By Spring 2021, job placement and work-based learning processes and practices will be institutionalized and integrated into every career education program.
 - Responsible Party: San Diego Miramar College
 - Data Elements: three-year trends in Perkins IV core indicators; three-year trends in Strong Workforce metrics; labor market supply, demand, and wage data; the San Diego Miramar College Factbook; and the San Diego Miramar College 2019-2022 Student Equity Plan
 - Timeline: Fall 2020 through Spring 2021
 - Alignment: Local and regional Strong Workforce

Program Size, Scope, and Quality to Meet the Needs of All Students Element #2

Data review for Element 2:

Following these definitions, San Diego Miramar College reviewed program size, scope, and quality and engaged stakeholders within this review. San Diego Miramar College looked across program specific data and explored collegewide strengths, weaknesses, challenges, and opportunities across their career education programs and services.

Due to various compounding complexities, including the COVID-19 shelter-in-place orders causing colleges to focus on transitioning to remote-only services; lack in availability of most local educational agency, industry, and employer partners during the COVID-19 shelter-in-place orders; and delays in guidance on the Perkins V Comprehensive Local Needs Assessment and application procedures, comprehensive stakeholder engagement on program size, scope, and quality was difficult to scale at an institutional level. Future stakeholder engagement will contain more robust discussions and planning for program size, scope, and quality.

All career education programs at San Diego Miramar College are reviewed annually through the integrated program review process and at least annually by a career education program advisory board. Additionally, each program is reviewed biannually by the governing board.

Program summaries and program SWOT analyses for Element 2 data review:

San Diego Miramar College was encouraged and desired to develop program summaries, based on available data, that include an analysis of each program's strength(s), weakness(es), challenges, and opportunities. Furthermore, San Diego Miramar College was encouraged and desired to consider exploring the following elements, facilitating program level discussions and providing three to five-year historical data where possible:

- K-12 pathway alignment and partnerships – curricular alignment, dual enrollment, CCAP, articulation, outreach events, and partnerships
- Four-year university pathways alignment and partnerships – articulation, outreach, curricular alignment
- Career pathways – occupational pathways in and out of the program
- Work Based Learning opportunities for students including internships, career exploration, employer speakers, tours, etc.
- Advisory Committee membership – a review of industry representatives engaged with program and course improvements.

Due to various compounding complexities, including the COVID-19 shelter-in-place orders causing colleges to focus on transitioning to remote-only services; lack in availability of most local educational agency, industry, and employer partners during the COVID-19 shelter-in-place orders; and delays in guidance on the Perkins V

Comprehensive Local Needs Assessment and application procedures, developing comprehensive stakeholder engagement to include complete program summaries and SWOT analyses was not possible to complete and scale at an institutional level. Future stakeholder engagement will contain more robust discussions and planning for program summaries and SWOT analyses.

All career education programs at San Diego Miramar College are reviewed annually through the integrated program review process and at least annually by a career education program advisory board. Additionally, each program is reviewed biannually by the governing board.

Program-level information for Element 2 data review:

Due to various compounding complexities, including the COVID-19 shelter-in-place orders causing colleges to focus on transitioning to remote-only services; lack in availability of most local educational agency, industry, and employer partners during the COVID-19 shelter-in-place orders; and delays in guidance on the Perkins V Comprehensive Local Needs Assessment and application procedures, developing comprehensive stakeholder engagement on additional program data outside of federal and state accountability metrics was not possible to complete and scale at an institutional level. Future stakeholder engagement will contain more robust discussions and planning for additional program data.

All career education programs at San Diego Miramar College are reviewed annually through the integrated program review process and at least annually by an career education program advisory board. Additionally, each program is reviewed biannually by the governing board.

Observations from Element 2 data review:

Based upon the data review the following observations were made:

- Each program meets the size requirements for Perkins eligibility by offering sufficient courses and sections to meet student learning outcomes published for the courses and programs. No areas for improvement were noted.
- Each program meets the scope requirements for Perkins eligibility by operating within a defined career pathway with multiple entry and exit points. The following areas for improvement were noted:
 - Defined career pathways can be expanded in computer and information sciences and lifeguarding to better align with industry and employer needs.
 - Additional entry and exit points were identified for automotive technology for hybrid electric training, diesel technology for hydraulics training, and business administration for project management.

- Each program meets the quality requirements for Perkins eligibility by meeting at least two of three following criteria: developing (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations. No areas for improvement were noted, and most programs meet all three criteria.
- Some career education program advisory boards need additional leadership development to ensure that industry and employer partners are able to guide program and curriculum improvements.
- Work-based learning, including 21st century employability and essential skills, can be more intentionally embedded and/or documented within various career education programs.

Recommended priorities and strategies from Element 2 data review:

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should review internal processes in order to integrate new Perkins V CLNA planning requirements with program review, advisory committee charges, and state application processes.
- San Diego Miramar College should provide an updated career education program advisory committee handbook and subsequent leadership development to improve the efficacy and participation of committee conveners and members.
- San Diego Miramar College should expand the integration of work-based learning and 21st century employability and essential skills into program and course curriculum across all career education programs.

Action Plans for Element 2:

- Element 2, Strategy 1: In Fall 2021, annual Perkins and Strong Workforce planning will be integrated with program review and comprehensive local needs assessment processes.
 - Responsible Party: San Diego Miramar College
 - Data Elements: Program reviews and career education program advisory board minutes
 - Timeline: Fall 2020 through Fall 2021
 - Alignment: Local Strong Workforce
- Element 2, Strategy 2: By Fall 2020, an updated career education program advisory board handbook will be completed, implemented, and related professional development offered.
 - Responsible Party: San Diego Community College District and San Diego Miramar College
 - Data Elements: Program reviews and career education program advisory board minutes
 - Timeline: Spring 2020 through Fall 2020
 - Alignment: Local and regional Strong Workforce
- Element 2, Strategy 3: *See Action Plan for Element 1, Strategy 3.*

Progress towards Implementation of CTE Programs of Study & Career Pathways Element #3

Data review for Element 3:

San Diego Miramar College has reviewed progress towards implementation of career education programs of study/career pathways and engage stakeholders within this review.

Documentation reviewed include course sequence maps for career education program awards, curriculum standards for program-specific external accrediting agencies, Cal-Pass Plus K-14 CTE Transitions report, the San Diego Community College District credit-by-examination articulation report, the Career Education marketing plan, and the San Diego Miramar College Factbook.

Observations from Element 3 data review:

From these data, the following observations were documented:

- The San Diego Community College District is nearly completely contiguous with the San Diego Unified School District and is assigned a service area of feeder high schools within the school district based on physical proximity to the college. As is common for K-12 local educational agencies, individual schools and colleges are typically assigned career education program specializations based upon facility considerations and to limit overlap and competition with other schools within the same district. The feeder schools for San Diego Miramar College are Mira Mesa, Scripps Ranch, Serra, and University City high schools.
- San Diego Miramar College has aligned career education programs in the following Perkins V Clusters: Arts, Audio/Video Technology and Communications; Business, Management and Administration; Health Science; Education and Training Human Services; Marketing Sales and Service; Information Technology; and Transportation, Distribution, and Logistics.
- Alignment does not exist between the assigned feeder schools and San Diego Miramar College in Hospitality and Tourism and Law, Public Safety, Corrections and Security Perkins V Clusters. San Diego Mesa College serves the Hospitality and Tourism Perkins V Cluster, and Lincoln High School in the San Diego City College service area and Kearny High School in the San Diego Mesa College service area serves the Law, Public Safety, Corrections and Security Perkins V Cluster.
- San Diego Miramar College participates in early college credit programs such as College and Career Access Pathways (CCAP) and credit-by-examination agreements with various San Diego Unified School District schools across most career education programs where alignment exists.

- San Diego Miramar College has developed credit-by-examination agreements with various schools outside of its service area and San Diego Unified School District for certain in-demand programs such as automotive technology, biotechnology, and emergency medical technician.
- While 40% of students in San Diego Unified School District career education programs enroll at a community college within one year of exiting high school, only 9% of students in San Diego Unified School District career education programs attempt at least one college course in the same career education pathway.
- There may be potential collaboration for instructional faculty, work-based learning coordinators, and peer-to-peer mentors between career pathways when considering various occupational skills needed in the labor market, such as biotechnology and paralegal studies.
- San Diego Miramar College has begun regularly offering targeted outreach events in most career education programs to increase awareness of, access to, and enrollment in related career pathways serving over 300 high school students in two years.
- San Diego Miramar College has successfully piloted its Career Ambassador program providing peer mentors for students enrolled in career education programs.
- Many San Diego Miramar College career education programs hold external agency accreditation or certification meaning students earn industry-recognized certifications upon completion of their pathway. External agency accreditation/certification is held by the following career education programs: administration of justice, aviation operations, aviation technology, automotive technology, child development, diesel technology, emergency medical technician, fire technology, fitness training, medical laboratory technician training, and paralegal.
- The business department is actively applying for national accreditation which would cover its various disciplines including accounting, business administration and management, computer business technology, computer information systems, and entrepreneurship.
- Non-traditional students typically bring prior applicable employment history, work experience, and non-articulated learning to the classroom.
- San Diego Miramar College received a California Apprenticeship Initiative grant to develop a diesel technician apprenticeship with Hawthorne Caterpillar and build institutional capacity to support apprenticeships.

Recommended priorities and strategies from Element 3 data review:

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should expand and institutionalize its targeted outreach events and appropriate follow-up services for San Diego Unified School District and other interested high school students to explore available career pathways at San Diego Miramar College.
- San Diego Miramar College should sustain its CCAP and credit-by-examination programs by providing clearly articulated pathways for participating students to

earn early college credit and shorten their time to completion and gainful employment.

- San Diego Miramar College should explore options for expanding recognition of credit for prior learning, apprenticeships, and other advanced work-based learning opportunities connecting students directly to employment upon completion.
- San Diego Miramar College should explore expansion of national and industry accreditation for career education programs in order to improve industry-alignment.
- San Diego Miramar College should conduct a branding exercise to better inform its Career Education marketing plan strategies and the retention of its current career education students.

Action Plans for Element 3:

- Element 3, Strategy 1: By Fall 2021, at least three career education programs will have investigated credit for prior learning and apprenticeship program opportunities.
 - Responsible Party: San Diego Miramar College
 - Data Elements: course sequence maps for career education program awards, curriculum standards for program-specific external accrediting agencies, Cal-Pass Plus K-14 CTE Transitions report, the San Diego Community College credit-by-examination articulation report, the Career Education marketing plan, and the San Diego Miramar College Factbook
 - Timeline: Fall 2020 through Fall 2021
 - Alignment: Local Strong Workforce and California Apprenticeship Initiative
- Element 3, Strategy 2: By Spring 2021, a branding exercise will be completed providing career education marketing and retention strategies.
 - Responsible Party: San Diego Miramar College
 - Data Elements: course sequence maps for career education program awards, curriculum standards for program-specific external accrediting agencies, Cal-Pass Plus K-14 CTE Transitions report, the San Diego Community College credit-by-examination articulation report, the Career Education marketing plan, and the San Diego Miramar College Factbook
 - Timeline: Fall 2020 through Spring 2021
 - Alignment: Local Strong Workforce
- Element 3, Strategy 3: By Fall 2021, at least two career education programs will complete national or industry-recognized accreditation processes.
 - Responsible Party: San Diego Miramar College
 - Data Elements: course sequence maps for career education program awards, curriculum standards for program-specific external accrediting agencies, Cal-Pass Plus K-14 CTE Transitions report, the San Diego Community College credit-by-examination articulation report, the Career Education marketing plan, and the San Diego Miramar College Factbook
 - Timeline: Fall 2020 through Fall 2021
 - Alignment: Local Strong Workforce
- Element 3, Strategy 4: *See Action Plan for Element 1, Strategy 1.*

Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups Element #4

Data review for Element 4:

San Diego Miramar College has reviewed the recruitment, retention, and training of career education professionals and engaged stakeholders within this review. San Diego Miramar College has reviewed staffing within and across programs.

Due to various compounding complexities, including the COVID-19 shelter-in-place orders causing colleges to focus on transitioning to remote-only services; lack in availability of most local educational agency, industry, and employer partners during the COVID-19 shelter-in-place orders; and delays in guidance on the Perkins V Comprehensive Local Needs Assessment and application procedures, comprehensive stakeholder engagement on recruitment, retention, and training of career education professionals was difficult to scale at an institutional level. Future stakeholder engagement will contain more robust collection of materials for review of recruitment, retention, and training of career education professionals.

Materials reviewed for this element include California Community College Chancellor's Office Data Mart staffing reports, the San Diego Miramar College 2019-2022 Student Equity Plan, the 2019-2020 Career Education Professional Development calendar, and the San Diego Miramar College Factbook.

Observations from Element 4 data review:

From these data, the following observations were documented:

- All career education faculty meet minimum qualifications for their teaching assignments and hold additional applicable credentials if required by external accrediting agencies.
- Professional development is offered systemically in multiple coordinated efforts:
 - Professional development is contractually required each primary term of all instructional contract and adjunct faculty.
 - Professional development is curated through the college's faculty FLEX coordinator, including professional development offerings specific to career education faculty.
- Asian, black, and Latinx faculty are disproportionately underrepresented in both contract and adjunct faculty ranks campus-wide in comparison to the overall representation of students.
- The San Diego Miramar College 2019-2022 Equity Plan does not address equitable faculty recruitment strategies as a means to address disproportionately underrepresented populations although inquiry and professional development are identified initial strategies.
- Many career education programs are experiencing or expected to experience

- multiple retirements in the next five years.
- Given projected state fiscal impacts of COVID-19, recruitment will be limited and strategically applied as needed for vacant positions and available teaching assignments.

Recommended priorities and strategies from Element 4 data review:

The following priorities and strategies were identified from the data review:

- San Diego Community College District should consider additional human resources data (e.g. long-term staffing projections, staffing plans, employee retention, high-level findings from evaluations, etc.) that can be provided to San Diego Miramar College for review during the Comprehensive Local Needs Assessment process.
- San Diego Miramar College should engage in more robust conversations regarding equitable hiring processes for all positions and especially for contract and adjunct faculty positions.
- San Diego Miramar College should continue to increase the integration of equity into its professional development practices and offerings.
- San Diego Miramar College should consider the long-term impacts and processes regarding replacements for retirements that occur in career education programs during fiscal contractions.

Action Plans for Element 4:

- Element 4, Strategy 1: By Fall 2021, career education deans will have discussed with the human resources office the collection and reporting of relevant data to be provided for the next Comprehensive Local Needs Assessment.
 - Responsible Party: San Diego Miramar College and San Diego Community College District
 - Data Elements: California Community College Chancellor’s Office Data Mart staffing reports, the San Diego Miramar College 2019-2022 Student Equity Plan, the 2019-2020 Career Education Professional Development calendar, and the San Diego Miramar College Factbook
 - Timeline: Fall 2020 through Fall 2021
 - Alignment: Student Equity and Achievement Program
- Element 4, Strategy 2: By Fall 2021, equity-based professional development impacting recruitment of career education professionals will be offered.
 - Responsible Party: San Diego Miramar College
 - Data Elements: California Community College Chancellor’s Office Data Mart staffing reports, the San Diego Miramar College 2019-2022 Student Equity Plan, the 2019-2020 Career Education Professional Development calendar, and the San Diego Miramar College Factbook
 - Timeline: Fall 2020 through Fall 2021
 - Alignment: Student Equity and Achievement Program

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

Data review for Element 5:

San Diego Miramar College has reviewed progress towards equal access to career education programs for all students and engaged stakeholders within this review.

Documentation reviewed include promotional materials for career education programs; the San Diego Miramar College Factbook, Cal-Pass Plus K-14 CTE Transitions report, the San Diego and Imperial Counties Community Colleges Career Education Perkins V Comprehensive Needs Assessment, and the San Diego Miramar College 2019-2022 Student Equity Plan.

Observations from Element 5 data review:

From these data, the following observations were documented:

- A large percentage of career education enrollments are students who identify as male (61%) and white (42%) which are both greater than the college's overall enrollment trends, which favor female students and students of color. Notably, overall progression and completion data is proportional to enrollments across gender, ethnicity, and age groups.
- As a college, we are above all federal accountability indicators except non-traditional participation and completion. Notably, some populations have lower outcomes than negotiated levels, such as single parents in skill attainment and students with disabilities in employment.
- Two programs are majority-non-traditional programs: accounting and biotechnology. Seven programs have low non-traditional participation and completion and tend to be represented in highly gendered occupations, such as automotive technology, aviation maintenance, aviation operations, child development, diesel technology, fire technology, and paralegal studies.
- Career education students are much more likely to earn a living wage (75%) post-education than the regional average (49%), and their post-education median annual earnings (\$75,954) are 133% more than the regional median annual earnings (\$32,544). While economically disadvantaged students, female students, and students of color earn considerably lower post-education median annual earnings and are less likely to earn a living wage, they still perform better than regional medians and averages.
- Coming from disadvantaged backgrounds, many students struggle to pay rent and other bills, are homeless, and need childcare support. Access to a range of financial, mental health, academic, and employment support services would help community college students pursue and achieve their educational and career goals.
- Closely connected with financial concerns are issues with finding transportation to get to campus. Transportation can often be a barrier to persisting at and

- completing a career education program.
- Clear and consistent communication—ideally from the same individual, such as an academic advisor or mentor—could help community college students, especially those from special populations, navigate and succeed.
- San Diego Miramar College established related equity goals to increase access for black students and former foster youth; increase retention for Latinx, black, and female LGBT students; and increase completion for Latinx, black, white female, and female veteran students.
- Career education programs at San Diego Miramar College are well-aligned to regional industries with in-demand high-wage occupations, and the reputation of these programs benefit enrollment and program outcomes.
- While career education programs at San Diego Miramar College are well-aligned to high-wage occupations, many of the career education programs offered are aligned to male-dominated industries especially in transportation industries and public safety.
- Irrespective of the strong alignment of the career education programs at San Diego Miramar College to industry, societal inequities persist from access and enrollment through wage and employment outcomes.

Recommended priorities and strategies from Element 5 data review:

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should expand and institutionalize outreach to communities of color, K-12 schools that predominantly serve communities of color, and social support programs that predominantly serve communities that experience structural and generational barriers to employment.
- San Diego Miramar College should provide embedded and contextualized support structures such as counseling and tutoring to career education students.
- San Diego Miramar College should strengthen relationships and institutional processes with additional employer and industry partners to create more robust talent pipeline connections for people of color, women, and economically disadvantaged people.

Action Plans for Element 5:

- Element 5, Strategy 1: *See Action Plan for Element 1, Strategy 1*
- Element 5, Strategy 2: *See Action Plan for Element 1, Strategy 2*
- Element 5, Strategy 3: *See Action Plan for Element 1, Strategy 3*

Alignment to Labor Market Information Element #6

Data review for Element 6:

San Diego Miramar College reviewed labor market information and engaged stakeholders within this review.

Documentation reviewed for this element included the San Diego Central Subregional Labor Market Report, Center of Excellence educational program gap analysis presentation, EMSI Regional Impact Report for San Diego Miramar College, career education advisory meeting notes, and CTEOS survey results.

Observations from Element 6 data review:

From these data, the following observations were made:

- Career education programs at San Diego Miramar College are well-aligned to regional industries with in-demand high-wage occupations, and the reputation of these programs benefit enrollment and program outcomes.
- San Diego Miramar College is well-situated to serve the high-employment areas of Mira Mesa and La Jolla.
- Employment activity has increased for the following occupations in spite of COVID-related stay-at-home orders: biological technicians, financial analysts, social and community service managers, health practitioner support technologists and technicians, and security guards.
- The following 21st century employability skills are associated with growth occupations: communications, management, customer service, sales, and leadership.
- Approximately 8.8% of San Diego Miramar College alumni are in the following occupations, which require close proximity work and may be impacted by COVID-related social distancing requirements: customer service representatives, community and social service specialists, waiters and waitresses, teacher assistants, and recreation and fitness workers.
- The fourth industrial revolution is leading to rapid technological improvements to work processes and standard equipment within various industries—especially in advanced transportation, business and entrepreneurship, and life sciences/biotechnology.
- Updated equipment are needed in various programs to maintain relevancy of student learning and skills development to meet rapidly-changing industry needs for in-demand high-wage occupations.

Recommended priorities and strategies from Element 6 data review:

The following priorities and strategies were identified from the data review:

- San Diego Miramar College should maintain its close relationship to relevant and growing industries in its subregional employment hubs of Mira Mesa and La Jolla.

- San Diego Miramar College should continue to integrate career services, work-based learning, job placement services, and instructional programs to ensure an equitable and relevant talent pipeline for industry and employer partners.
- San Diego Miramar College should continue to invest in updating equipment to meet rapidly changing industry standards in the fourth industrial revolution.
- San Diego Miramar College should review and develop curriculum to ensure technical and 21st century employability skills relevant to the fourth industrial revolution are integrated in career pathways.

Action Plans for Element 6:

- Element 6, Strategy 1: By Spring 2022, career education programs will have identified industry-standard equipment needed to prepare students sufficiently for the new world of work within the fourth industrial revolution.
 - Responsible Party: San Diego Miramar College
 - Data Elements: San Diego Central Subregional Labor Market Report, Center of Excellence educational program gap analysis presentation, EMSI Regional Impact Report for San Diego Miramar College, career education advisory meeting notes, and CTEOS survey results
 - Timeline: Fall 2020 through Spring 2022
 - Alignment: Local and regional Strong Workforce, California Apprenticeship Initiative
- Element 6, Strategy 2: *See Action Plan for Element 1, Strategy 3*

Appendix J – San Diego Continuing Education Action Plans and Related Materials

Student Performance Element #1

Materials Reviewed: *(only includes data specifically reviewed in CLNA-Perkins committee meetings)*

- Data points reviewed:
 - o CTE Enrollments by SDCE Certificate Program (CTE Enrollments)
 - o % in CTE Enrollment by SDCE Certificate Program (CTE Enrollments)
 - o Program Completions by SDCE Certificate Program (2P1)
 - o Completion Threshold by Program (3P1)
 - o Median Annual Earnings (4P1)
 - o Enrollment by Gender by Discipline (5P1)
 - o Enrollment by SDCE TopCode by EDS status (5P1)
- Data Sources:
 - o Program Review data
 - o COE report
 - o Strong Workforce (SWP) Launchboard
 - o Perkins Disadvantaged Student Report

Guiding questions asked during CLNA:

1. Are there trends that we are noting across programs at SDCE as it relates to enrollment, retention, and completion?
2. Which CTE programs overall have the highest outcomes, and which have the lowest?

Data Review Questions to Inform Planning and CLNA: *(questions from SDCE Program Review and Resource allocation process)*

1. For each of the following areas (a-g), describe trends in your program and how internal and external impact factors have contributed to those trends.
 - a. FTES by Discipline and class mode
 - b. Cost by Discipline
 - c. Course Completion by Discipline
 - d. Program Completion by Program, Discipline, and traditionally underrepresented groups
 - e. Enrollment by Discipline
 - f. Certificates Awarded by Discipline
 - g. Student Access by Discipline
2. What are some strategies your department has or will implement to improve student access to your program?
3. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?
4. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
5. Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low,

please explain why and what you will do to improve them.

Action Plans for Element #1:

Strategy: San Diego Continuing Education will enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2020- April 30th, 2021
3. Initiatives leveraged: Strong Workforce Program

Strategy: San Diego Continuing Education will comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2020- January 1st, 2022
3. Initiatives leveraged: Strong Workforce Program

Evidence on File:

- CLNA data reports
- Program Review Data
- SDCE Student Equity Plan
- SWP Launchboard
- Perkins Disadvantaged Student Report

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

Materials Reviewed: *(only includes data specifically reviewed in CLNA-Perkins committee meetings)*

- Data points reviewed:
 - Advisory Committee (quality)
 - Included in program pathway (scope)
 - Program results in credentials, course and program (quality: high skilled)
 - Programs that lead to occupations that are in demand, supply gap analysis (quality: high demand)
 - # of CTE students by certificate program (size)

- Data Sources:
 - Advisory Committee Lists
 - Lists of Program Pathway and SDCE certificate programs
 - Program Review data
 - COE reports

Guiding questions asked during CLNA:

1. How fully are CTE programs aligned and articulated across secondary and postsecondary education?
2. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
3. Do I have credit transfer agreements in place to help students earn and articulate?

Data Review Questions to Inform Planning and CLNA:

1. For each of the following areas (a-g), describe trends in your program and how internal and external impact factors have contributed to those trends.
 - a. FTES by Discipline and class mode
 - b. Cost by Discipline
 - c. Course Completion by Discipline
 - d. Program Completion by Program, Discipline, and traditionally underrepresented groups
 - e. Enrollment by Discipline
 - f. Certificates Awarded by Discipline
 - g. Student Access by Discipline
2. What are some strategies your department has or will implement to improve student access to your program?
3. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?
4. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
5. Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low,

please explain why and what you will do to improve them.

Action Plans for Element #2:

Strategy: SDCE will enhance existing work to review and develop (as necessary) shorter term, stackable credentials provided in a variety of modalities including online.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action strategy identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2020- January 1st, 2022
3. Initiatives leveraged: Strong Workforce Program

Evidence on File:

- Advisory Committee Lists
- Program Review Data
- COE reports by SDCE TopCode

Progress towards Implementation of CTE Programs of Study/Career Pathways Element #3

Materials Reviewed: *(only includes data specifically reviewed in CLNA-Perkins committee meetings)*

- Data points reviewed:
 - o Articulation agreement information

- Data Sources:
 - o Internal data on Career Pathway Development
 - o Internal data on Articulation Agreements

Guiding questions to asked during CLNA:

1. How fully are CTE programs aligned and articulated across secondary and postsecondary education?
2. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
3. Do I have credit transfer agreements in place to help students earn and articulate?

Action Plan for Element #3:

Strategy: SDCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action strategy identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a

2. Timeline: July 1st, 2020- January 1st, 2022

3. Initiatives leveraged: Strong Workforce Program and California Adult Education Program

Evidence on File:

- List of Articulation agreements by Program

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

Materials Reviewed: *(only includes data specifically reviewed in CLNA-Perkins committee meetings)*

- Data points reviewed:
 - o Instances of professional development (PD) by SDCE Program Pathway
- Data Sources
 - o Internal data on PD opportunities

Guiding questions asked during CLNA:

1. To what extent does the program/department provide all personnel with opportunities for professional development?
2. If any, what additional professional development activities are necessary, and why?

Data Review Questions to Inform Planning and CLNA:

1. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why?

Action Plan(s) for Element #4:

Strategy: San Diego Continuing Education will increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCE students.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: Business and Industry will support PD efforts of SDCE CTE Faculty
 - c. Workforce Development: n/a
2. Timeline: May 1st, 2020- April 30th, 2021, on-going
3. Initiatives leveraged: Strong Workforce Program

Evidence on File:

- Program Review Responses
- WBL coordinator scope of work

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

Materials Reviewed: *(only includes data specifically reviewed in CLNA-Perkins committee meetings)*

- Data points reviewed:
 - o Enrollment by gender by discipline
 - o Headcount of economically disadvantaged students by program

- Data Sources
 - o SDCE Program Review Data
 - o SDCE Student Equity Report

Guiding questions asked during CLNA:

1. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
2. Analysis of program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report)
3. What are some strategies your department has or will implement to improve student access, retention, or completion?

Data Review Questions to Inform Planning and CLNA:

1. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)?
2. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
3. Review student access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline

Action Plan(s) for Element #5:

Strategy: SDCE will market to new and existing students about non-traditional occupational training opportunities at San Diego Continuing Education to improve non-traditional student outcomes.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a

2. Timeline: July 1st, 2020- January 1st, 2022
3. Initiatives leveraged: Student Equity and Achievement Program

Strategy: SDCE will work to help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2020- January 1st, 2022
3. Initiatives leveraged: Strong Workforce Program and California Adult Education Program

Evidence on File:

- Program Review Data
- SDCE Student Equity Report
- SDCE Perkins Disadvantaged Student Report

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

Materials Reviewed: *(only includes data specifically reviewed in CLNA-Perkins committee meetings)*

- Data points
 - o Program has supply gap
 - o Program leads to living wage
 - o Median annual earnings
- Data sources
 - o Center of Excellence Labor Market Reports
 - o Strong Workforce Program Launchboard Metrics
 - o Business Intelligence Generated from Employer Engagement efforts or Industry Advisory Boards

Guiding questions to asked during CLNA:

1. How do CTE program enrollments match projected job openings? Where are the biggest

- gaps?
2. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?
 3. What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

Data Review Questions to Inform Planning and CLNA:

Faculty Narratives for Biennial Review

1. Please describe the demand for workers that your program trains for in the region.
2. In the past two years, what specific program updates have been made in response to changing industry needs?
3. Please describe how your program provides a unique, complementary, or collaborative training opportunity in the region
4. Please describe the supply gap or oversupply associated with your program. Please use this space to explain any data discrepancies and include any recommendations from your advisory committee.
5. Please describe how your program's completion and employment outcomes demonstrate student success. If your completion or employment outcomes are low, please explain why and what you will do to improve them.

From Instructional Program Review

6. How does the curriculum development process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)?

Action Plan(s) for Element #6:

Strategy: SDCE will continue to review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.

1. Roles and Responsibility
 - a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: Business and Industry will provide feedback on labor market conditions
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2020- April 30th, 2021
3. Initiatives leveraged: Strong Workforce Program

Strategy: SDCE will develop a methodology to track and measure students, who, upon graduation, form businesses or enter the gig economy.

1. Roles and Responsibility

- a. Postsecondary: SDCE will lead efforts to implement the action plan identified
 - b. Business and Industry: n/a
 - c. Workforce Development: n/a
2. Timeline: July 1st, 2020- June 30th, 2022
3. Initiatives leveraged: Strong Workforce Program and California Adult Education Program

Evidence on File:

- COE Reports
- Faculty Narratives
- Advisory Committee meeting minutes

SDCE Data Reviewed during CLNA process

1. Performance on Federal Accountability Indicators (SEC. 134 C2 B)
- a. **Data points:**
 - i. CTE Enrollment
 - 1. CTE Enrollments by certificate program
 - a. Specific measure: Table 4 program review
 - 2. % Change in CTE Enrollments by CTE Certificate Program
 - a. Specific measure: Table 4 program review
 - ii. Student retention or transfer
 - 1. Completion threshold by program
 - a. Specific measure: Table 6 program review
 - iii. Completions
 - 1. Program completion rate
 - a. Specific measure: Table 11 program review
 - iv. Post-secondary placement
 - 1. Median annual earnings
 - a. Specific measure: SWP Launchboard
 - v. Non-traditional participation
 - 1. Enrollment by gender by discipline
 - a. Specific measure: Table 1.3.1 Student Equity Report; pages 10-11.
 - b. **Internal Source:** Program review reports, student equity, and SWP Launchboard
 - c. **Level:** SDCE Certificate Program (*sections i, ii, iii, and v*) and TopCode (*section iv*)

- d. **Guiding questions:**
 - i. Are there trends that we are noting across programs at SDCE as it relates to enrollment, retention, and completion?
 - ii. Which CTE programs overall have the highest outcomes, and which have the lowest?
2. Scope, size, and quality of programs offered (SEC. 134 C2 B)
- a. **Data points:**
 - i. Advisory Committee (quality)
 - 1. Measure: Advisory committee minutes
 - ii. Included in program pathway (scope)
 - 1. Specific measure: outline program pathway, no data needed
 - iii. Program results in credentials (quality: high skilled)
 - 1. Course certificates
 - a. Specific measure: Table 8 program review
 - 2. Program certificates
 - a. Specific measure: Table 8 program review
 - iv. Programs that lead to occupations that are in demand (quality: high demand)
 - 1. Specific measure: COE report, occupation has supply gap (listed as number of projected unfilled openings)
 - v. # of CTE students by certificate program (size)
 - 1. Specific measure: Table 4 program review
 - b. **Internal Source:** program review and COE reports
 - c. **Level:** SDCE Certificate Program (*sections iii and v*) and Top Code (*section iv*)
 - d. **Guiding questions:**
 - i. Is the college offering programs in which students are choosing to enroll?
 - ii. Is the college offering programs with too low an enrollment to justify the costs in offering those programs?
 - iii. Is the college offering a sufficient number of courses, and course sections, within programs?
3. Progress toward implementing programs and programs of study (SEC. 134 C2 C)
- a. **Data points:**
 - i. Career Development Career Preparation status
 - 1. Specific measure: starting in FY22
 - ii. Articulation agreement information
 - 1. Specific measure: articulation agreements in place
 - b. **Internal Source:** Program Data and articulation agreement information
 - c. **Level:** SDCE Certificate Program
 - d. **Guiding questions:**
 - i. How fully are CTE programs aligned and articulated across secondary and postsecondary education?

- ii. Do CTE programs incorporate relevant academic, technical and employability skills at every learner level?
 - iii. Do I have credit transfer agreements in place to help students earn and articulate credit?

- 4. Recruitment, retention, and training of faculty and staff (SEC. 134 C2 D)
 - a. **Data points:**
 - i. Industry specific professional development opportunities offered in FY19 and FY20 to faculty and staff
 - 1. Specific measure: instances of industry specific PD, narrative only for FY20
 - b. **Internal Source:** Internal grant management information and program review professional development question
 - c. **Level:** SDCE program pathway
 - d. **Guiding questions:**
 - i. To what extent does the program/department provide all personnel with opportunities for professional development?
 - ii. If any, what additional professional development activities are necessary, and why?

- 5. Progress toward improving access and equity (SEC. 134 C2 E)
 - a. **Data points:**
 - i. Enrollment by gender by discipline
 - 1. Specific measure: Table 1.3.1 Student Equity Report; pages 10-11.
 - ii. Headcount of economically disadvantaged students by program
 - 1. Specific measure: Perkins disadvantaged student report, Table 3
 - b. **Internal Source:** 2019 Student Equity report and 2017/2018 Perkins disadvantaged students report
 - c. **Level:** Student Equity Report----SDCE Certificate Program
 - d. **Guiding questions:**
 - i. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?
 - ii. Analysis of program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report)

- 6. Alignment to Labor Market Needs Assessment (SEC. 134 C2 B)
 - a. **Data points:**
 - i. Program has supply gap

- ii. Program leads to living wage
- b. **Internal Source:** COE Reports
- c. **Level:** COE report---SDCE TopCode
- d. **Guiding questions:**
 - i. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
 - ii. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?
 - iii. What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

Appendix K – District Action Plans and Related Materials

District CLNA Action Plans 2020-21 through 2021-22

District Action Plans were developed in partnership with San Diego City, Mesa, and Miramar College and San Diego Continuing Education, informed by their local CLNA. Districtwide needs were identified and overarching strategies relevant to the District's role in Perkins were developed. Districtwide strategies fall within the following 5 areas of district engagement:

1. **Data and research (including LMI)** for districtwide program improvement including the strengthening of districtwide curriculum development systems, practices, and policies (including current systems and the exploration of new systems such as credit for prior learning), program alignment to industry need, and districtwide initiatives for student and instructional success.
2. **Employer engagement** for increased program to industry alignment and work-based learning opportunities for students
3. **Career pathways and student success** focused on K14 alignment and partnerships and noncredit to credit pathways
4. **Professional development** focused on improved understanding of equity/inequities, online and distributed learning, innovation, workforce development, and industry awareness
5. **Coordination** across institutions and regionally regarding needs, and strategies to address those needs; coordination districtwide for grant compliance, reporting, and management; and coordination of districtwide career education policies and practices.

Data Elements and Resources: The following data, reports, and resources were leveraged to inform CLNA strategies:

- Districtwide core indicators and state performance – 5-year comparisons
- Institution specific core indicators – 5-year comparisons
- Program specific core indicators – 5-year comparisons
- CTE Transitions student outcomes report (2015-16 to 2017-18)
- DSPS interpreting reports (multi-year)
- Online student success and retention reports (2019)
- CTE Biennial Review (2019-2020)
- 2019 CTE data brief
- San Diego Imperial County Center of Excellence supply and demand tableau, KSA tableau, K14 pathways tool, and program performance tableau
- Regional Strong Workforce Program industry sector analyses and reports
- Regional CLNA report (March/April 2020)
- Regional EDC reports on employer needs and priority sectors
- San Diego Workforce Partnerships reports and resources on priority sectors and high-wage, high-demand occupations

Element #1: Student Performance

Summary: Districtwide, a need for improved data and research (creation of new reports, advocacy and capacity building for disaggregation of data, and the application of findings for change) and strengthened relationships and processes with employers and industry is needed to not only improve student employment outcomes overall but to better address the needs of our special populations.

Strategy:

5. Improve data, reports, and use of data & reports
6. Support improved employer engagement districtwide
7. Strengthen career education pathway alignment from K12 to College and noncredit to college
8. Support the improvement of DSPS CTE student success districtwide

Responsible parties:

- Career Education and Workforce Development Department, District Instructional Services
- Curriculum Services Department, District Instructional Services
- DSPS Office, District Student Services
- Institutional Research, District Student Services

Timeline: 2020-21 and 2021-22

Element #2: Program Size, Scope, and Quality

Summary: There is a need for coordination and facilitation regarding districtwide career education program challenges and opportunities. The use, coordination, and management of career education industry advisory committees needs to be strengthened as does systems and support resources (including guides and frameworks) for CLNA planning and CLNA integration. Districtwide discussions are needed regarding base-line and coordinated practices for employer engagement, including advisory committees, work-based learning, program alignment, and integration of 21st century employability skills into career education programs.

Strategy:

3. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
4. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

Responsible parties:

- Career Education and Workforce Development Department, District Instructional Services

Timeline: 2020-21 and 2021-22

Element #3: Progress Towards Implementation of CTE Programs of Study

Summary: Improved K12 to College career education pathway alignment and noncredit to college career education pathway alignment is needed. Districtwide coordination of improved strategic development of early college credit opportunities and credit for prior learning is needed. Resources and support for the integration of industry credentials and certifications into career education programs and pathways is needed. Strengthened partnerships between districtwide outreach and career education instruction is needed to improved and better leverage outreach to high schools, middle school and high school engagement and events, and noncredit to college pathway development.

Strategy:

4. Strengthen career education pathway alignment from K12 to College and noncredit to college
5. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
6. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

Responsible parties:

- Career Education and Workforce Development Department, District Instructional Services
- Curriculum Services Department, District Instructional Services
- Outreach Office, District Student Services

Timeline: 2020-21 and 2021-22

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

Summary: Strengthened partnerships between district instructional services and human resources is needed for improved understanding and awareness of career education program recruitment, retention, and succession planning needs for faculty who have industry knowledge and experience. Support for equivalencies is needed. Industry partnerships to support faculty recruitment and retention is needed.

Strategy:

2. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices

Responsible parties:

- District Instructional Services
- District HR

Timeline: 2020-21 and 2021-22

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

Summary: Early college credit partnerships strategically focused in underserved communities is needed. Improved coordination and partnership with student services and outreach is needed to bring increased awareness of and participation in student success programs (including Promise) to K12 and noncredit career education students. Increasing special population student awareness of high-wage high-demand occupations is needed. Strengthened partnerships with District DSPS is needed as is improved insight into DSPS CTE student outcomes. Professional development for innovative practices to close equity gaps and ongoing education of equity is needed across all levels. Regional K14 partnerships are needed to support improved non-traditional participation outcomes.

Strategy:

6. Improve data, reports, and use of data & reports
7. Strengthen career education pathway alignment from K12 to College and noncredit to college
8. Support the improvement of DSPS CTE student success districtwide
9. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
10. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

Responsible parties:

- Career Education and Workforce Development Department, District Instructional Services
- Curriculum Services Department, District Instructional Services
- DSPS Office, District Student Services
- Outreach Office, District Student Services

Timeline: 2020-21 and 2021-22

Element #6: Alignment of programs to Labor Market Information

Summary: Employer engagement is needed at all levels to apply and integrate labor market information for improved alignment to industry needs. Close partnership with San Diego

Imperial County Center of Excellence for all labor market information is needed for consistency, faculty professional development, and districtwide curriculum and instructional services coordination. Report development and distribution through facilitated discussion is needed. Code alignment remains important. Professional development and improved support mechanisms (including tools and resources) for code alignment is needed.

Strategy:

5. Improve data, reports, and use of data & reports
6. Support improved employer engagement districtwide
7. Increase knowledge, skills, and abilities of faculty, staff, and administrators in innovative workforce development solutions, education-to-career pipeline development, online instruction, employer needs, and equity-minded career education practices
8. Strengthen coordination services districtwide through facilitation, development of guides and resources, and local and regional participation in career education initiatives

Responsible parties:

- Career Education and Workforce Development Department, District Instructional Services
- Curriculum Services Department, District Instructional Services
- DSPS Office, District Student Services
- Outreach Office, District Student Services

Timeline: 2020-21 and 2021-22

Appendix L – Links

[SDCCD Perkins Website and Districtwide Resources](#)

- [Districtwide CLNA Reporting Framework](#)
- [San Diego & Imperial Community Colleges Career Education Perkins V Comprehensive Needs Assessment: Consultation Report Spring 2020](#)