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| **June, 2022** |
| **CAREER & TECHNINCAL EDUCATION POSTSECONDARY COMPREHENSIVE LOCAL NEEDS ASSESSMENT** |
| Strengthening Career and Technical Education for the 21st Century Act (Perkins V) |
| **Stephanie Lathrop, M.S. Ed.** |

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| Institution Number: | 610 | | | | |
| Institution Name: | Lewis-Clark State College | | | | |
| Dean: | Dean Jeffrey R. Ober Ed.D | | | | |
| Fiscal Agent: | Julie Crea Ph.D. | | | | |
| CTE Administrator: | Dean Jeffrey R. Ober Ed.D. | | | | |
| Is this a new CLNA or an update to a previous CLNA? | | New |  | Update |  | |

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## Table A: Student Performance

The following table information must match data from the disaggregated data analysis.

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| **Postsecondary Indicators** | | **SDPL** | **Goal (90%)** | **20/21**  **Level** | **Goal Met (Y or N)** |
| **1P1** | Postsecondary Retention and Placement | 69.0 | 62.1 | 59.09 | N |
| **2P1** | Earned Recognized Postsecondary Credential | 54.1 | 48.7 | 31.29 | N |
| **3P1** | Non-Traditional Program Concentration | 16.0 | 14.4 | 9.28 | N |

The table above represents only the aggregated data but all data should be considered when answering the following questions.

Each statement below requires an assessment of materials gathered. Enter the value that most accurately reflects the results of the disaggregated data analysis and other materials, and provide additional comments in the ‘Strengths’ and ‘Identified Needs’ columns.

1. This is a strength (no gaps exist)

2. This is satisfactory (few gaps exist and processes are in place to close remaining gaps)

3. This area needs improvement (some gaps exist and/or there is no process in place to close them)

4. This area needs major improvement (significant or multiple gaps exist)

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| --- | --- | --- | --- |
| **Statement** | **1-4** | **Strengths** | **Identified Needs** |
| Students in CTE programs are performing well in comparison to students not in CTE. | 3 | The average grade point average (GPA) for CTE students in FY19 was 2.86, however it raised to 3.14 when measuring concentrators. FY 21 average GPA for CTE students was 3.11 and raised to 3.23 when measuring concentrators.  FY19 CTE graduates’ average GPA was 3.25 and dropped to 3.23 when measuring concentrators. FY21 graduates’ average GPA was 3.44 however dropped to 3.31 when measuring concentrators.  The average academic GPA in FY19 was 3.11, however when measuring only graduates, it raised to 3.4. In comparison of the CTE graduates’ average GPA of 3.25. FY21 average academic GPA fell to 3.09 however raised to 3.58 when measuring only graduates. CTE graduate comparison is lower than their academic counterparts, so there is room for improvement in this area.  When analyzing graduation rates, FY19 and FY21 showed a higher percentage of CTE students graduated in 100%, 150%, and 200% of time from their most current start term than academic students. The average CTE student concentrator GPA of 3.32 which is somewhat higher than their academic counterpart’s GPA of 3.11. Still, the smaller CTE population and increased graduation time may slightly skew the CTE data. The data from the academic programs is more accurate due to the much larger population sample making the data more stable.  We can attribute many factors to our CTE students’ success including the Academic Success and Access Program (ASAP), an early CTE student intervention program which involves key team members of faculty and staff, proactive advising, and other student success resources including the Learning Resource Center (LRC). Student success and retention is the mission of the LRC and provides a positive contribution to overall student success.  Graduation rates increased from 75.58% in FY18 to 81% in FY19. FY21 shows an overall CTE graduation rate of 48% which may be due in part to the impact of the pandemic. LCSC constantly evaluates policies and procedures in our student success programs to improve support options and increase these numbers. | Increased support to CTE students in order to improve GPA’s and graduation rates. |
| Students from special populations are performing well in CTE programs in comparison to all CTE students | 3 | This is a challenging area to compare, as there are not always the same populations in attendance. FY16 only saw attendees in the economically disadvantaged category and reported a 68.3 % success rate. FY17 improved to 83%. FY18 saw a special population increase with the additions of Limited English Proficient and Nontraditional enrollees. Along with the economically disadvantaged, every category increased to a 100% success rate. FY19’s population of Economically Disadvantaged success fell to 73.5% and included one Limited English Proficient student who was not successful. FY20 shows the Economically Disadvantaged population at 88.2%, one Limited English Proficient student was successful for 100% and Nontraditional Enrollees were at 13.6%. FY21 shows a decrease in Economically Disadvantaged at 30.47%, one Single Parent at 100%, one Limited English Proficient at 20% and Nontraditional Enrollees population of 4 showed an 18.18% success rate.  Regarding the categories of Individuals With Disabilities (ADA) and Out of Workforce Individuals, it is increasingly challenging to compare data as it can only be obtained if a student discloses the information. Because of this, the CTE ASAP Team members continue to work with each admitted CTE student with added emphasis on NTBG, "at-risk" and special populations to ensure they undergo a comprehensive intake process individually designed to assess strengths, determine academic and career goals, and introduce campus and community resources to improve student success.  Specific strategic implementation of programming and activities targeting special populations, including student organizations, student development classes and student success workshops, ensure comprehensive inclusion and equitable access. | Extra support to special populations to improve performance. |
| Students from different genders, races and ethnicities are performing well in CTE programs. | 3 | Overall, percentages of successful performance have varied from 69.1% in FY16 to 84.3% in FY17. In FY18, all percentages of success were at 100% and fell to 67.6% in FY19. FY20 reported 92% overall success and FY21 reported a large decrease to 31.3% which is likely due to the denominator definition changing as follows.  **Performance Measure 2P1,** Earned Recognized Postsecondary Credential, definitions for numerator and denominator was updated when Perkins V was implemented.  **Perkins IV Definitions-**  Definition of Numerator: The number of CTE concentrators who left postsecondary education and earned an industry-based credential, certificate, or degree during the reporting year.  Denominator: The number of CTE concentrators who completed the program during the prior year  **Perkins V Definitions-**  Numerator: The number of CTE concentrators who received a recognized postsecondary credential during the reporting year.  Denominator: The number of CTE concentrators in the reporting year.  The percentage of male and female students who performed well in this measure has also varied. In FY16, out of the total number of students who met this standard, 63.49% were male and 36.51% were female. FY17 saw an increase to 45.35% female, and a decrease of males to 54.65%, FY18 saw females decrease to 36.3% and males increased to 63.7%. FY19’s trend was similar as females decreased to 29.58% and males increased to 70.42%. In FY20, 69.57% were male and 30.43% were female. FY21 saw a decrease in the male population to 60.78% and an increase to 39.22% of female students who met this standard.  Of the total concentrators, the numbers of male-to-male and female-to-female success comparison begins in FY16 where 73.0% of females were successful and 65.0% of males. FY17 shows a closer range comparison of females at 84.8% and males at 83.9%. FY18 had an equal spread of 100%, FY19 shows females at 63.6% and males at 69.4%, FY20 comes in at 88.9% males and females at 93.3%, however FY21 shows another significant decrease with males at 31.31% and females at 32%. Again, presumably partially due to definition changes.  The State Performance Level requirement for 5P2 (Non-traditional by gender (NTBG) Completion) is 13.1% however LCSC’s numbers have varied throughout the years. FY16 NTBG completers were 3.41%, FY17 increased to 6.74%, FY18 fell to 5.88%, FY19 also fell to 3.8%, FY20 saw an increase to 12.9% and FY 21 decreased to 9.28%.  NTBG CTE program completion numbers continue to be a challenge however it is the male population in traditionally female programs that report low percentages. This is most likely due to new information obtained by the IDoL in FY21, illustrated below, that shows a large wage disparity in these careers.  cid:image002.png@01D8598C.B40B90E0  Region 2 is also comprised of many rural towns which may inadvertently lead to occupational gender segregation, poverty, and gaps in education before attending college which may also result in the discouragement of one entering a non-traditional by gender field.  The numbers of females participating and completing male dominated programs consistently meets the 3P1 NTBG performance measure percentages.  Numbers of successful students reporting ethnicity have varied over the course of the last six years. FY 21 percentages are very low, however the numbers are very similar. Again, one could presume that definition updates along with the pandemic, might be a plausible indication as to why.  LCSC is located in a predominately-white population area and the numbers of other ethnic populations continue to be low.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Race/Ethnicity** | FY16 | FY17 | FY18 | FY19 | FY20 | FY21 | | American Indian/AK Native | 50% | 60% | 100% |  | 100% | 9.09% | | # of Successful students | 1 | 3 | 1 | 0 | 1 | 1 | | Asian | 100% |  | 100% | 100% |  | 33.33% | | # of Successful students | 1 | 0 | 1 | 1 | 0 | 1 | | Black (not Hispanic) |  |  |  | 100% |  |  | | # of Successful students | 0 | 0 | 0 | 1 | 0 | 0 | | Hispanic | 100% | 50% | 100% | 80% | 100% | 23.08% | | # of Successful students | 2 | 1 | 6 | 4 | 3 | 3 | | Native HI or Pacific Islander |  | 100% |  |  |  | 50% | | # of Successful students | 0 | 2 | 0 | 0 | 0 | 1 | | White | 68.80% | 82.56% | 100% | 70.10% | 91.10% | 33.33% | | # of Successful students | 75 | 71 | 48 | 61 | 41 | 86 | | Two or more races | 100% | 100% |  | 33.30% |  | 25% | | # of Successful students | 3 | 2 | 0 | 1 | 0 | 6 | | Unknown Race/Ethnicity | 50%. | 100% | 100% | 60% | 100% | 60% | | # of Successful students | 3 | 7 | 2 | 3 | 1 | 3 | | Increased support to students from different genders, races and ethnicities. |

**Additional Questions:**

1. Which CTE programs overall have the highest outcomes, and which have the lowest? FY21 shows the highest enrollment in Graphic Communications with 43 students. This program tied with the Business Management/Marketing program in diversity with nine students reporting ethnic origins and had 34 reporting white. There were 22 females and 21 males enrolled in the program. The highest enrollment in FY19 was in the Diesel Technology program however, there was very little diversity in this program with 28 males and 1 female, 27 were white, one was Hispanic/Latino and one reported two or more races. 2017-18

Graduation numbers in FY21 showed: FY19 numbers were high in the programs of Business Management, Administrative Medical Assistant, Welding Technology, Auto Mechanics, and Industrial Electronics for a total graduation number of 122 students. Low numbers were shown in the programs of Administrative Assistant, Accounting Technician, Fire Service Technology, Hospitality Management, Paralegal, Paramedic, Pharmacy Tech, Collision Repair and Electrical Apprentice. FY21 graduation numbers were highest in the Diesel Technology program and the Web Design & Development programs with a close tie of the Applied Accounting program and Medical Assistant program and show another tie for third place in Industrial Electronics and the Information Technology Program. Current enrollment statistics shows growth in the majority of CTE programs.

1. Which groups of students are struggling the most in CTE programs?

Students who are Economically Disadvantaged, Limited English Proficient and Nontraditional Enrollees have lower retention rates and lower graduation rates. Ethnic populations also report low percentages in Earned Recognized Postsecondary Credential however, these could be attributed to new definitions as well as issue resulting from the pandemic.

1. Where do the largest gaps in performance exist between subgroups of students?

Based on FY21 numbers, Female and Male percentages are similar showing a slightly higher placement rate in females. Ethnic groups reporting the lowest performance is Black (not Hispanic) at 0% with American Indian or Alaska Native next with a 9.09%, Two or More Races’ success is at 25% and Asian and White are tied at 33.33%. Native Hawaiian or Pacific Islander is at 50%.

1. Are there certain CTE programs where special populations are performing above average? Below average? Explain.

We have no numbers to report at this time regarding the special populations’ category. There continues to be very limited data as the information is self-reported and produces very low numbers. We continue to look at new methods and strategies to collect this data.

1. What are the potential root causes of inequities in CTE programs?

Inequities such as NTBG / gender income gaps and the current state of the economy can be the basis for the lack of a household computer, programming or Wi-Fi. With that, we have strategically provided options for CTE students as there are computers available in the Learning Resource Center and the Library; both have computer workstations with CTE course specific computer programming. Homelessness is also an issue but again, is only self-reported and difficult to identify unless self-disclosed. Region 2 is also comprised of many rural towns which may inadvertently lead to occupational gender segregation, poverty, and gaps in education before attending college.

CTE programs are designed with equitable access and outcomes in mind as we strive for positive student retention, graduation and placement. CTE programs are available to all students and are portrayed as such. All program material depicts students from non- traditional by gender and ethnic populations and are available bi-lingually to encourage and promote enrollment.

1. Is there a trend across all CTE programs? Explain.

When looking at all CTE programs and student attendance in each program, one sees that the majority of programs have a slight increase in numbers from FY19, however when looking at diversity, each year continues to be different. The male: female ratio continues to be almost exactly the same with an average of 43 more males in attendance than females. The numbers for the Economically Disadvantaged are also declining which might compel a hypothesis that attributes this to the economy and possibly the cost of attendance as these situations could cause fewer people in that population to enroll.

**Does the information reviewed warrant an update to the Perkins four-year plan? No**

## ~~Table B1: Size, Scope, and Quality~~ (The following information is from 2020. No update needed)

Each statement below requires an assessment of materials gathered. Enter the value (1-4) that most accurately reflects the result and provide additional comments in the ‘Strengths’ and ‘Identified Needs’ columns.

1. This is a strength (e.g. sufficient number of courses = high demand being met)

2. This is satisfactory (e.g. sufficient number of courses = high demand, majority of programs being met)

3. This area needs improvement (e.g. sufficient number of courses = high demand, few programs being met and low demand being met)

4. This area needs major improvement (e.g. sufficient number of courses = neither high demand nor low demand being met)

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| --- | --- | --- | --- |
| **Statement** | **1-4** | **Strengths** | **Identified Needs** |
| We are offering programs in which students are choosing to enroll. | 3 | The majority of programs are well attended however they still have fewer students than needed to meet industry employment demands. This is an area for improvement. Programs report developing outreach campaigns and program promotions to improve enrollment numbers. CTE enrollment is up overall from previous years compared to academic programs reporting fewer enrollees. Labor force data is continually reviewed and regular TAC meetings are held to ensure that curriculum and programming meets occupation demand. |  |
| Enrollment in programs are sufficient to justify the costs in offering those programs. | 2 | CTE programming is very strategic regarding enrollment. AAS programs, which offer certifications with low enrollment numbers, are justifiable as those students are in the same classes as the AAS seekers. Programs with low numbers are put on probation to improve attendance and those with no consistent enrollment numbers are eliminated. |  |
| We offer a sufficient number of courses, and course sections, within programs so that each student who wants to enroll in our programs is able to do so. | 3 | We currently offer 61 programs (AAS=25, ATC=15, ITC=21) and 337 courses. This does not include the interdisciplinary programs that are partnering with other programs to offer multiple degrees. Some programs begin in the fall with an annual cohort as they are limited to equipment and resources available. We are also facing heavy budget cuts that effect the availability of courses, have kept positions from being filled, and/or are eliminating positions that would allow for more student/program flexibility. |  |
| Students can complete a program of study at our institution. | 3 | LCSC offers articulation agreements to college students from Idaho and Washington state colleges, as well as area high schools. Faculty advisors work with incoming transfer students to accurately articulate credit application as well as assist students transferring to other institutions.  The majority of college program transfer options from LCSC to other educational institutions offer a Baccalaureate option to students who have earned an Associate’s degree.  Region 2 secondary education dual credit unduplicated head count consists of 263 students enrolled in CTE dual credit classes totaling 930 credit hours allowing them more options for obtaining their education goals. The new high school in Lewiston includes a CTE programs building designed for improving exposure and increasing dual credit options, however not all LCSC CTE programs are housed there.  LCSC is constantly looking to increase dual credit options locally and regionally by working with programs such as Advanced Opportunities and secondary institutions to create more opportunities to obtain CTE credits applicable to their CTE program of study. |  |
| Some of my programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences. | 2 | Many CTE programs offer hands-on instruction as well as lab settings and courses. There are also on-site internships, ‘virtual’ course components and workshops, conducted by industry experts to add exposure to industry expectations. The majority of CTE programs require internships and offer Industry field trips to expose students to current industry standards. The Work Scholar’s program offers four CTE positions where students get on-the-job training. There are numerous CTE CTSO’s offered on campus, however this is not an option for every program often due to the lack of student participation. CTSO’s offer great benefit as students are able to gain additional experience by participating in activities such as computer repair, repairing networks, food service events, and are encouraged to attend and compete at state and national industry competitions such as SkillsUSA. |  |
| Our programs meet or exceed quality standards developed by my state or by a relevant third party. | 1 | Faculty continuously assess/updates curriculum by working with applicable accreditation entities (such as HVAC Excellence and the Commission on Accreditation of Allied Health Education Programs) and their Technical Advisory Committees to teach relevant and current industry practices. Every CTE program requires TSA’s to ensure industry standards are met. |  |
| Specific program areas are comparable in quality. | 1 | One to three faculty members facilitate all CTE programs to insure specific program areas are comparable in quality. Constant communication, along with regular TAC meetings ensure industry standards are met in each course offering, and together these practices guarantee top quality programs. |  |
| Specific components of my programs, such as work-based learning or instruction, are comparable in quality. | 2 | All faculty have significant industry experience and implement curriculum designed to assure students are competent in current industry standards. Faculty works extensively with TAC members to assess options and industry needs to guarantee top quality curriculum. Industry members offer workshops in classrooms and tours of industry facilities both locally and regionally. On-site internships and ‘virtual’ course components of courses enhance exposure to industry and LCSC’s Work Scholars program gives students industry experience. Students involved in CTSO’s actively compete for added quality experiences however CTSO’s are not available for every program. |  |

**Does the information reviewed warrant an update to the Perkins four-year plan?**

## Table B2: Industry and Occupation Alignment

Each statement below requires an assessment of materials gathered. Enter the value (1-4) that most accurately reflects the result and provide additional comments in the ‘Strengths’ and ‘Identified Needs’ columns.

1. This is a strength (e.g. programs offered significantly meet area labor need)

2. This is satisfactory (e.g. programs offered sufficiently meet area labor need)

3. This area needs improvement (e.g. programs offered somewhat meet area labor need)

4. This area needs major improvement (e.g. programs offered do not meet area labor need)

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| **Statement** | **1-4** | **Strengths** | **Identified Needs** |
| CTE program offerings are broad enough to expose students to all the in-demand industry sectors or occupations in my region. | 2 | In the top 200 Hot Jobs listed by the ID Department of Labor, Locally, the Lewiston metropolitan area offers 5692 opportunities.  North Central Idaho Hot Jobs show that 109 require at least some amount of college coursework. Out of all of these options, the CTE programs offered by LCSC directly impacts or compliments 32 of the careers listed regardless of educational requirements. There is a baseline of 6101 positions with 666 projected annual openings in this area.  In the state of Idaho, our CTE programs provide potential employment opportunities in 202,893 (up by 13,305) positions to almost 100 employers.  Our institution also impacts other areas outside our region and includes counties in Washington state. In the seven-county region served by LCSC, consisting of Clearwater, Idaho, Latah, Lewis, Nez Perce, Asotin and Whitman Counties, there are 15,333 positions, which is an increase of 561 positions from the last report.  Based on TAC member feedback as well as graduate feedback and placement information, our programs are broad enough to expose students to in-demand jobs in Region 2.  Administration continually works with industry and researches educational needs and opportunities. | LCSC CTE program offerings are necessary as they continue to be broad enough to expose students to many in-demand industry sectors in our region and in our state. |
| CTE program enrollment matches projected job openings. Where are the biggest gaps? | 2 | The overall projected employment increase in the state of Idaho has increased from 14.4% in FY19 to 16.8% in FY21. Granted this is an increase, but it might be a fair assessment to believe there would have been more growth in the absence of the pandemic.  The majority of Idaho’s top 20 Hot Jobs listed are in the medical field and continue to have a very high projected growth.  North Central Idaho sees a multitude of careers in demand when looking at projected growth rate however the numbers of the projected growth rate are relatively small. This area also supports graduates of 32 LCSC CTE programs that are directly referenced in the top 200 positions listed with the IDoL.  When looking at the highest projected growth in North Central Idaho for those with some college, postsecondary nondegree award, or an Associate’s degree, Environmental Science and Protection Technicians- Including Health, logs in at 41.7%, however the projected growth is only 5 positions. When looking at the highest amount of growth by positions, Teaching Assistants come in first at a projected growth rate of 61 positions. Bookkeeping, Accounting and Auditing clerks are a strong 2nd at 45 positions.  When looking at the highest projected growth in Idaho for those with some college, Postsecondary nondegree award, or an Associate’s degree, Actors come in at number one with a projected growth of 77.3% however there are very few positions projected. Positions with the most projected growth include Nursing Assistants at #1 with a projected growth of 1485 positions, while Book Keeping, Accounting, and Auditing Clerks are in a close 2nd with a projected growth of 1425 positions. Heating, Air Conditioning, and Refrigeration Mechanics and installers is 3rd with 1022 positions and Medical Assistants come in 6th at 880 positions.  FY 21 data shows 19 students enrolled in the Applied Accounting program, 12 in the Heating/Vent/AC/Refrigeration program and 31 in the Medical Assistant program.  Furthermore, a report provided by the IDoL illustrates 30 career opportunities provided by LCSC’s CTE programs that account for 202,893 positions in the state of Idaho, 5692 in the Lewiston Metro Area and 15,333 in the seven-county area we serve.  Increasing enrollment in these programs would address gaps, however some programs, due to equipment and space, are limited. | Increased enrollment to match projected job openings. |
| Graduates of my programs are thriving in the labor market. Which programs and why? | 3 | Most recent data depicts a positive employment placement of 55.8 %. This is a large decrease from previous years. This percentage rises to 67.3% when looking at graduates who report being employed or continuing education. Either way, this is a challenging area as we are limited in how we are able to obtain this information.  While there is a 100% placement rate in 14 of the 29 programs listed who indicated that they were employed or continuing education, there was no response for 7 programs. Of the other 8 programs, 69% of graduates reported that they were employed or continuing education.  Graduates reporting 100% were from the Administrative Medical Assistant Program, Fire Service Technology, Heating/Vent/AC/Refrigeration, Packaging Design, Paralegal, Auto Mechanics Tech, Diesel Technology, CNC Machining Technology, Industrial Electronics, Medical Assistant, and Collision Repair Technology.  Graphic Communications and Information Technology graduates reported 88% and Hospitality Management and Welding Technology graduates positively placed or continuing education reported a positive 80%.  Considering the low response rates and low employment rates, one might postulate that the pandemic would be a direct negative impact. | Improved placement percentages and/or improved tracking methods. |
| Opportunities exist in my local labor market for students with disabilities, English learners or other special populations. | 2 | Local industry continues to uphold compliancy based on the Equal Employment Act and the Americans with Disabilities Act. They hire based on the individual’s ability to perform the specific job requirements and provide reasonable accommodations. While this opens the door for many opportunities, there also continues to be barriers such as access to easy/swift affordable transportation from neighboring communities.  Numerous industries, educators and other stakeholder representatives such as parents etc., report that challenges based on specific disabilities, such as dexterity challenges in specific industries such as Auto or Diesel Mechanics Technology, can not warrant a safe environment. Instances like this may limit some opportunities, however many industry entities offer education/accommodations and go out of their way to hire this population. The overall consensus is that many opportunities do exist. | More opportunities in our local labor market for students with disabilities, English learners or other special populations. |

**Additional questions:**

1. What industries are projected to grow the most in my region? What occupations?

Currently, Environmental Science and Protection Technicians- Including Health, logs in at 41.7%, however the projected growth is only 5 positions. Civil Engineering Technicians are rated 4th at 25%. When looking at the highest amount of growth by positions, Teaching Assistants come in first at a projected growth rate of 61 positions. Bookkeeping, Accounting and Auditing clerks are a strong 2nd at 45 positions.

1. What are the emerging occupations in my area to which students should be exposed?

Again, Environmental Science and Protection Technicians – Including Health shows a projected growth of 41.7%. Nuclear Technicians are 2nd with a projected growth of 33.3% and Occupational Therapists come in 3rd at 27.3%.

When looking at the highest total annual job openings, Heavy and Tractor-Trailer Truck Drivers are at the top with a total of 134 and Nursing Assistant positions offer a total annual opening of 99. Third is Automotive Service Technicians and Mechanics showing 42 annual openings that complements LCSC’s Auto Mechanics Technician program which offers an ITC, ATC and an Associate’s degree.

1. What skill needs have industry partners identified as lacking in my programs?

Almost every stakeholder reported that because our faculty work closely with their TAC’s, maintain expertise in local and national technology and require internships, their graduates possess all the basic necessary skills and are ready for immediate placement in their chosen career. One stakeholder mentioned “The dedication of our staff and their high expectations of our students as well as the partnerships with the community allow for job readiness and create skilled graduates”. LCSC CTE programs typically have a very high placement rate however, it is believed that partially due to the pandemic, and a poor follow up response rate, these numbers diminished greatly.

**Does the information reviewed warrant an update to the Perkins four-year plan? No**

## Table C: Equal Access

Each statement below requires an assessment of materials gathered. Enter the value (1-4) that most accurately reflects the result and provide additional comments in the ‘Strengths’ and ‘Identified Needs’ columns.

1. This is a strength (e.g. programs offered significantly meet area labor need)

2. This is satisfactory (e.g. programs offered sufficiently meet area labor need)

3. This area needs improvement (e.g. programs offered somewhat meet area labor need)

4. This area needs major improvement (e.g. programs offered do not meet area labor need)

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| **Statement** | **1-4** | **Strengths** | **Identified Needs** |
| Each special population is provided equal access to all CTE programs. | 1 | LCSC does not tolerate discrimination of any kind. All faculty and staff members complete annual trainings in equity and equal access to guarantee students are not discriminated against regardless of gender, sexual orientation, race, ethnicity, disability, career choice, socioeconomic status, veteran status, civil/parental status, language barrier or age. Student employees are also required to attend trainings in Diversity Awareness, FERPA, Sensitivity Awareness as well as Customer Service and Sexual Violence Awareness.  Equitable access and accommodations are provided for all special needs students, special populations, and faculty and staff members. Accommodations and resources are determined and offered on a case-by-case basis and take unique individual needs and limitations into consideration.  Promotional materials and recruitment activities are designed to portray CTE opportunities for all students.  In conjunction with SBOE Policy II.P, <https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/general-policies-and-procedures-all-employees-ii-p/> Lewis-Clark State College is committed to maintaining an environment supporting equal rights for all individuals. Lewis-Clark State College does not discriminate on the basis of race, color, religion, age, sex (including gender identity, sexual orientation, and pregnancy), national origin, physical or mental disability, protected veteran status, genetic information, or any other status protected under applicable federal, state or local law. This policy applies to all programs, services, and facilities, including applications, programs, admissions, and employment. The Director of Human Resource Services responds to inquiries regarding nondiscrimination policies.  <https://www.lcsc.edu/media/5177/3105-statement-of-nondiscrimination.pdf> | LCSC works to ensure that all students are provided equal access to CTE programs. |
| Special population groups perform well in the programs. | 3 | This continues to be a challenging area to compare as there are not always the same populations in attendance. In addition, most of the data can only be obtained if a student discloses the information.  FY16 only reported attendees in the Economically Disadvantaged category and reported a 68.3% success rate. FY17 also only reported numbers in this area however, the percentage improved to 83%. FY18 saw a special population increase with the additions of Limited English Proficient and Nontraditional enrollee’s. FY19’s population of Economically Disadvantaged success fell to 73.5% and there was one Limited English Proficient student who was not successful. FY20 reported a success rate of the Economically Disadvantaged population rise to 88.2% however FY21 rates fell to 30.47%. This significant drop may have to do with definition changes and/or issues stemming from the pandemic.  FY21 showed no reports from populations in the Individuals with Disabilities, and Out of Workforce individuals. There was one Single Parent that registered 100% successful. Limited English Proficient students showed a 20% success rate and the Nontraditional Enrollees report showed a similar success rate of 18.18%.  It is again worth noting that the Performance Measure 2P1, Earned Recognized Postsecondary Credential, definitions for numerator and denominator changed when Perkins V was implemented.  **Perkins IV Definitions-**  Definition of Numerator: The number of CTE concentrators who left postsecondary education and earned an industry-based credential, certificate, or degree during the reporting year.  Denominator: The number of CTE concentrators who completed the program during the prior year  **Perkins V Definitions-**  Numerator: The number of CTE concentrators who received a recognized postsecondary credential during the reporting year.  Denominator: The number of CTE concentrators in the reporting year. | Increased support of special populations. |
| Processes are in place to encourage all students to complete programs. | 2 | LCSC CTE advising counselors, CTE program advisors, staff, resources provided by the CTE Learning Resource Center, and the CTE Academic Success & Access (ASAP) team work together to provide an increased focus on retention, persistence and completion.  LCSC CTE advising counselors conduct a comprehensive intake process with all CTE applicants to discuss career goals, assess academic skills and determine personal college readiness. These counselors guide students based upon their interests, career goals and placement scores and then make appropriate program referrals. They then create a schedule for the upcoming semester that is subject to approval from the student’s faculty advisor.  Students who are partially prepared are evaluated for barriers to success in their chosen field of study. CTE advising counselors provide ongoing support for these enrolled students and refer them to LRC staff (ASAP Program) who initiate regular student success meetings. CTE Advising counselors and LRC staff are responsible for monitoring student success and retention for all CTE students admitted conditionally.  Students who do not immediately qualify for full admission to their intended CTE program are interviewed and/or tested to verify accurate placement in English and mathematics courses if applicable. Those requiring high levels of remediation are referred to the LRC or the Adult Learning Center.  Students who qualify for full admission to their intended CTE program are referred to a faculty advisor who works with them for the remainder of their education.  The majority of CTE programs occur in cohorts which encourages corresponding completion.  Research also suggests that improved retention rates occur when students have regular contact with a significant person at an institution of higher education and can be a crucial factor when students are determining persistence goals. (Pool, J., 2015). Furthermore, Korobova and Starobin (2015) claimed that there are five yardsticks for predicting student satisfaction and academic success which include the depth of student-faculty relationships and the intensity of a caring college environment.  The ASAP team, the LRC staff, CTE faculty & staff, and student success resource entities, work together to ensure that personal relationships are initiated, career goals are informed and solid, and that these practices support student confidence in their abilities and the motivation to obtain their career goals.  Unfortunately, due to the pandemic during the 20-21 school year, success in these early intervention methods/programs do not appear to have been as successful or utilized most likely due to the transition to on-line coursework and lack of overall CTE enrollment. | Increased emphasis and support to increase retention |
| The recipient actively addresses potential barriers that might prevent special populations from participating in, performing in, and/or completing programs. | 2 | Administrators, the ASAP team, faculty, staff and TAC members, actively discuss potential barriers in each program as there is a common goal to increase program numbers and actively recruit students. Faculty work with their TAC members to anticipate barriers and implement plans for all students. Faculty members also work 1:1 with students in special populations in order to address individual needs and relay resources. | Increased support to special populations to increase retention. |

**Additional questions:**

1. What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?

Admitted and identified CTE students who are members of special populations, including those who choose a NTBG career path, and/or are ‘at-risk’, are supported, tracked and monitored throughout enrollment in CTE programs to ensure degree program/certificate completion. Key ASAP Team members support these populations and are comprised of CTE Advanced Opportunities, the CTE Program Assistant, Native American Minority & Veteran’s Services, The Advising Center, Center for New Directions, the Learning Resource Center, Institutional Research & Effectiveness, Admissions, CTE division chairs, faculty, staff, the Student Counseling Center, Accessibility Services, and a student government representative.

The Advising Center completes a comprehensive intake process and, together with an extensive testing battery, students in these special population groups are able to identify academic challenges, strengths, weaknesses and career goals. Students subsequently meet with specific CTE ASAP team members who ensure that each student is aware of all available campus and community resources. Campus resources include personal support both in the Student Counseling Center and the CTE LRC, free tutoring and workshops held in the CTE LRC that concentrate on student success strategies, as well as the Center for New Directions which focuses on serving displaced workers, dislocated workers, homemakers, single parents, and non-traditional by gender career seeking students.

Specific strategic implementation of programming and activities targeting special populations ensures comprehensive inclusion and equitable access. LCSC CTE Programs employ numerous methods of providing information to create awareness and furnishes quiet supportive study areas, peer mentoring and tutoring, access to computers and software specific to CTE programs, and software designed to enhance the learning experience for these populations. LCSC’s Student Counseling and Accessibility Services offices are readily available to students whenever needed including times of crisis. The CTE ASAP team will continue to evaluate and implement strategies to assure equitable access and inclusion in conjunction with Affirmative Action legislation and the Americans with Disabilities Act.

Accommodations are available for students who request them. Unfortunately, students are often unwilling to disclose a disability or ask for help and frequently underutilize them. The Learning Resource Center’s ASAP program offers a faculty referral option and contacts students performing below their ability. Often students do not utilize the resources offered to improve their success.

1. What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

Lewis-Clark State College provides accommodations and equitable access for all special needs students, special populations, staff and faculty in compliance with ADA guidelines and pertinent legislation regarding nondiscrimination. Accommodations for students are determined on a case-by-case basis, consider individual limitations and the expected demands and responsibilities of residential life. They provide services with appropriate medical, psychological, psycho-educational, or neuro-psychological documentation indicating the student’s disability and suggested accommodations. The institution and CTE ASAP team members work closely with the Student Counseling Center and Health Services, and the office of Disability Services to continually assess services and anticipate needs to ensure all students have equitable access.

Other accommodations include test proctoring, note taking, service animals/comfort animals, alternative textbooks, text-to-voice software, and sign language interpreting.

1. Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?

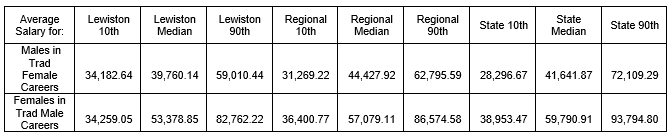
In the non-traditional by gender population, achieving standards in the male category continues to be a challenge. However, we continue to exceed percentage requirements in the female category.

An analysis of program demographics shows that minority groups and special populations are spread out relatively unevenly as 81.2% of students enrolled in CTE programs identify as white, which is 1.8% less than last reported. Regardless, this is the largest population group in attendance. This is understandable due to the fact that the population in region 2 is predominately white. There are roughly 10 more white students (down 10 from last report) in T&I programs than is BTS and the rest of the minority populations in attendance are almost evenly split, except for our Black or African American population with 2 attendees, which is tied with our Native Hawaiian or Pacific Islander population.

1. Are there additional enrollment discrepancies related to high-wage, high-skill occupations?

Yes. Looking at our 5P1 NTBG participation percentages in the last reported five years, our highest percent was in FY17 with 9.97% overall, while FY19’s demographics decreased to 9%. FY 21 shows in increase to 9.28% however that is still below the 14.4% required to achieve compliance with the 3P1 Performance Measure.

Another consideration in this area is the fact that there is a large wage disparity for males in NTBG careers. Statistics provided by the IDoL confirmed this information and is illustrated by the table below:



As mentioned above, another challenge in this category is that Region 2 is comprised of many rural towns which may inadvertently lead to occupational gender segregation, poverty, and gaps in education before attending college which may also result in the discouragement of one entering a non-traditional by gender field.

We continue to consult with the ASAP steering committee and work with recruitment and outreach programs to bring awareness and equity to these non-traditional by gender programs & students.  Again, we typically meet all the marks when it comes to females in NTBG CTE programs but have very low numbers when it comes to males in traditionally female programs.

1. What barriers currently exist that prevent special population groups from accessing your programs?

Transportation continues to be a significant barrier for special populations without their own vehicles as the local transportation system is a ‘fixed’ bus route with pick-ups and drop-offs at specific times and places along those routes. They cover Lewiston, ID; Clarkston, WA, and Asotin, WA. This is challenging for students with jobs, children, and limited income, and without their own form of transportation, due to the time it takes the bus to arrive and/or depart, as it often not conducive to a student’s schedule. LCSC is working with this provider in order to create more opportunities that will ultimately benefit students.

**Does the information reviewed warrant an update to the Perkins four-year plan? No.**

## ~~Table D: Program of Study Implementation~~ (The following information is from 2020. No update needed)

Each statement below requires an assessment of materials gathered. Enter the value (1-4) that most accurately reflects the result and provide additional comments in the ‘Strengths’ and ‘Identified Needs’ columns.

1. This is a strength (e.g. programs offered significantly meet area labor need)

2. This is satisfactory (e.g. programs offered sufficiently meet area labor need)

3. This area needs improvement (e.g. programs offered somewhat meet area labor need)

4. This area needs major improvement (e.g. programs offered do not meet area labor need)

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **1-4** | **Strengths** | **Identified Needs** |
| Programs are aligned and articulated across secondary and postsecondary education. | 3 | LCSC offers 20 CTE courses of dual credit that are articulated with 12 programs of study that have enrolled 346 secondary students for a total of 930 credit hours. There are 17 (3 are working on it) Horizontal Alignment capstone educators in region 2 of which the majority are at Lewiston High School. LCSC works closely with all Region 2 high schools and is continuously working to offer more options in this category. |  |
| Programs incorporate relevant academic, technical and employability skills at every learner level. | 1 | Programs emphasize quality program standards to ensure students acquire the skill set required in industry. Faculty continuously assess/update curriculum by working with applicable accreditation entities mentioned above (HVAC Excellence and the Commission on Accreditation of Allied Health Education Programs) and their Technical Advisory Committees to teach relevant and current industry practices. Every CTE program requires TSA’s to ensure industry standards are met. |  |
| Credit transfer agreements are in place to help students earn and articulate credit. | 3 | LCSC offers 10 Articulation Agreements between Idaho and Washington educational institutions and is continuously working to improve these numbers. Faculty and advisors work with incoming CTE transfer students to accurately articulate credit application as well as assist with students transferring to other institutions. |  |
| Students are being retained in the same program of study. | N/A | At this time, there is no data available. However, we are looking at implementing strategies for future reporting. |  |
| Students in the programs of study have multiple entry and exit points. | 3 | Again, some programs begin in the fall with an annual cohort as they are limited to equipment and resources available. This is an area that could be improved. We are also facing heavy budget cuts that are eliminating positions that would allow for more student/program flexibility. |  |

**Additional questions:**

**Is there attrition as students progress through the program or program of study? Why?**

Yes and no. Some students discover that their program or course material is not exactly what they were expecting. Sometimes the curriculum is more challenging than they anticipated. Some, after making friends at LC, gain exposure to other programs they might not have considered in the past. Some decide to earn a certificate instead of an AAS because of family issues or extenuating circumstances. Some seeking bachelor’s programs learn of the CTE AAS programs and transfer in order to join the job market quicker.

**Does the information reviewed warrant an update to the Perkins four-year plan?**

## ~~Table E: Recruitment, Retention, and Training of Qualified CTE Personnel~~

## (The following information is from 2020. No update needed)

Each statement below requires an assessment of materials gathered. Enter the value (1-4) that most accurately reflects the result and provide additional comments in the ‘Strengths’ and ‘Identified Needs’ columns.

1. This is a strength (e.g. programs offered significantly meet area labor need)

2. This is satisfactory (e.g. programs offered sufficiently meet area labor need)

3. This area needs improvement (e.g. programs offered somewhat meet area labor need)

4. This area needs major improvement (e.g. programs offered do not meet area labor need)

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **1-4** | **Strengths** | **Identified Needs** |
| Staff is diverse and reflects the demographic makeup of the student body. | 2 | CTE program demographics show similar diversity statistics compared to the areas in which we serve. The Lewis-Clark valley and its surrounding areas are very similar to the ethnic population of Idaho as reported by the census. Lewiston’s population is 94.4% White, 1.6% American Indian or Alaska Native, .3% Black or African American, .8% Asian, .1% Native Hawaiian or other Pacific Islander, 3.7% Hispanic or Latino and 2.4% two or more races.  Student enrollment statistics of CTE students’ show a more diverse population within programs and report 83% white, 3% American Indian/Alaskan Native, 1%Black or African American, .3% Native Hawaiian or Other Pacific Islander, 5% Hispanic/Latino, and 5 % two or more races.  LCSC statistics reported CTE Faculty and staff ethnicity at 94.3% White, 1.4% American Indian or Alaska Native, 1.4% Black or African American, 1.4% Hispanic or Latino, and 1.4% two or more races. |  |
| Efficient and effective processes are in place to recruit and induct new teachers and staff, especially for teachers coming from industry. | 2 | Currently due to budgetary cuts, there is a hiring freeze but there are policies and procedures in place to attract new faculty and staff. The hiring process involves a comprehensive process and includes detailed policies and procedures for the search committee. A recruitment budget includes funds for advertising and travel expenses, and in the event of a hire, moving expenses are an option. Benefits for full time employees include paid holidays, insurance, retirement and leave options, as well as eligible dependents being able to receive a 50% reduction in current resident and nonresident LCSC tuition and fees.  CTE Faculty serve as mentors to new CTE Faculty members. The LCSC Teaching Learning Center also offers incoming instructors ‘New Faculty Orientation’ meetings throughout their first year as well as a plethora of faculty resources.  LCSC has exceptional employee benefits which includes: 93 percent employer paid medical, vision, and dental insurance for employees and dependents; generous tuition discount which includes $5 per credit for employees and spouses, as well as 50 percent off of tuition for dependent children up to age 26; 12 days sick leave and up to 4 weeks vacation leave per year; 12 paid holidays; 8 weeks paid parental leave; a generously matched retirement; a free onsite fitness facility with a strong wellness program that allows LC State employees to live healthy, balanced lives; and more. |  |
| All educators teaching our programs are adequately credentialed. | 2 | Current Idaho CTE certification is mandatory and requires a return to industry activity to ensure faculty knowledge of current industry needs |  |
| Regular, substantive professional development opportunities are offered. | 1 | There are numerous development options for CTE faculty members, including personal support, enrichment opportunities, professional development, educational advancement and a newly facilitated on-site faculty leadership program offered by the LCSC Center for Teaching and Learning.  Participation in CTE program-specific professional development conferences and workshops is strongly supported and encouraged and includes the Idaho CTE REACH Professional Development Conference.  Other educational advancement opportunities are available for all eligible faculty and staff and are available through any Idaho 2- or 4-year public institution. CTE faculty and staff programs maintain specific course shared textbook options to promote this initiative and provide ease and accessibility. LCSC also offers free professional development and training through basic workplace skills courses that provide professional, instructional, leadership and personal enrichment trainings to any LCSC employee. CPR and First Aid classes are also available. |  |

**Additional questions:**

1. **What professional development offerings are most highly rated by participating staff?**

The REACH Conference is the highest valued professional development option providing each faculty member with access to resources, program updates and networking opportunities. Next on the list are the free Professional Development Trainings (PDT) offered to all faculty and staff at LCSC. Industry workshops are available to specific programs and faculty are encouraged to attend.

1. **What do educators report as needs and preferences for professional development, benefits, retention and more?**

Attending workshops/conferences regarding industry etc., education reimbursement, INSPIRE Educate, program development and expansion.

1. **In what subject areas do I need to develop or recruit more educators?**

At this time, due to budget cuts and layoffs, LCSC CTE programs are not currently adding or recruiting more educators.

**Does the information reviewed warrant an update to the Perkins four-year plan?**

Appendix B: Stakeholder Consultation

Use this template to identify potential partners for your CLNA. All listed are **required** in Perkins V unless noted with \*. Section 134(e) requires continued consultation with all stakeholders. If this is an update, it is an opportunity to revisit with your current stakeholders or to consult with new ones. We do not require the submission of documentation of contact with this document. However, contact should be documented and kept in accordance with the institution’s document retention policy.

| **Role** | **Was stakeholder consulted?** | |
| --- | --- | --- |
| **FY21** | **FY22** |
| Secondary CTE teachers: | Yes | Yes |
| Secondary career guidance and academic counselors: | Yes | Yes |
| Secondary principal, administrator, leader: | Yes | Yes |
| Secondary instructional support, paraprofessional: | Yes | Yes |
| Postsecondary CTE faculty: | Yes | Yes |
| Postsecondary administrators: | Yes | Yes |
| Members of local workforce development boards: | Yes | Yes |
| \*Member of regional economic development organization: | Yes | Yes |
| Local Business and Industry Representatives: | Yes | Yes |
| Parents and students: | Yes | Yes |
| Representatives of special populations:  *Gender, race, ethnicity, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners.* | Yes | Yes |
| Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth: | Yes | Yes |
| Representatives of Indian Tribes and Tribal organizations: | Yes | Yes |
| Other stakeholders desired: | No | No |