



Perkins V Advisory Committee

PERKINS V

Santa Monica Community College District

Comprehensive Local Needs Assessment (CLNA)

Reporting Framework

Submitted by: Santa Monica College

Included with 2024-2025 Local Application



Date: May 28, 2024

Item: **Santa Monica College Perkins Advisory Committee**
Comprehensive Local Needs Assessment
Perkins V Funding

Submitted By: Dr. Patricia Ramos, Dean Academic Affairs
Ruth Casillas, Perkins Director (Interim)
Office of Workforce & Economic Development

Section 134 of Perkins V requires eligible applicants to conduct a Comprehensive Local Needs Assessment (CLNA) related to Career Education (CE) and attach the results of the assessment to the local application. The assessment must be updated every two years. This assessment is round two of this process. The CLNA review encompasses the following three concepts: 1) That CE programs funded with Perkins V allocations are of sufficient in size, scope, and quality to meet the needs of all students served; aligned to State, regional, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board; and designed to meet local education or economic needs not identified by State boards or local workforce development boards; 2) That local performance accountability data as established by Perkins V §113 is reviewed for student performance gaps for a variety of subgroups and for special populations as defined in the Act; and 3) Assess required narrative questions for process gaps and gaps identified by advisory stakeholders (determining objectives and activities to add to the focused 3rd and 4th year applications) to obtain student success from secondary to postsecondary to employment with multiple entry and exit points.

Executive Summary

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

Element #1: The Perkins CLNA needs assessment for Santa Monica College revealed specific insights regarding student performance on required performance indicators, disaggregated by different groups. This assessment provided valuable information on the performance of students from various backgrounds, allowing the college to identify areas of improvement and develop targeted strategies to support the success of all students.

Element #2: The needs assessment also focused on evaluating the program size, scope, and quality at Santa Monica College to ensure it meets the needs of all students. This assessment provided insights into areas where program expansion or enhancement may be required, enabling the college to offer a comprehensive and high-quality educational experience to all students.

Element #3: The assessment examined the progress made by Santa Monica College in implementing career and technical education (CTE) programs of study. This insight helped the college assess the effectiveness of the current CTE offerings and identify areas for improvement or expansion to better align with industry demands and provide students with relevant and valuable skills.

Element #4: The needs assessment highlighted the importance of improving recruitment, retention, and training of CTE professionals, including underrepresented groups. This insight allowed Santa Monica College to develop strategies to attract and retain a diverse pool of qualified CTE professionals, ensuring an inclusive and equitable learning environment for all students.

Element #5: The assessment focused on tracking the progress towards equal access to CTE programs for all students. This insight allowed Santa Monica College to identify any barriers or disparities in program access and to develop strategies to ensure that all students have equal opportunities to participate and succeed in CTE programs.

Element #6: The needs assessment examined the alignment of Santa Monica College's CTE programs with Labor Market Information (LMI). This insight provided valuable information on the current and future labor market demands, enabling the college to align their CTE programs with industry needs and ensure that students are prepared for relevant and in-demand careers.

Please indicate the Key Stakeholders (individuals and groups) involved in the completion of this needs assessment.

Santa Monica Community College District held its Comprehensive Local Needs Assessment Perkins Training on April 29, 2024 via Zoom. The training was recorded and was shared with those who could not attend. Attendees and those who watched the recorded training were representatives from local educational agencies or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; career and technical education programs at postsecondary educational institutions, including faculty and administrators; local workforce development boards and a range of local or regional businesses or industries; parents and students; special populations, regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and other stakeholders. Finally, the training also included one participant from the CA Employment Development Department (EDD).

Stakeholders	Name	Organization
Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;	Dr. Devon Smith	SMMUSD Coordinator, Learning & Innovation
	Dr. Stacy Williamson	SMMUSD Asst. Superintendent, Education Services
	Lissette Bravo	SAMOHI, House Principal, CTE Programs
	Dr. Ashley Benjamin	SMMUSD Director, Curriculum & Instruction
	Cynthia McGregory	Principal, Olympic High School
	Nicole Nicodemus	Asst Principal, SAMOHI Project-Based Learning Pathway
Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Dr. Patricia G. Ramos	SMC Dean, Workforce & Economic Development
	Gary Huff	SMC Dept Chair - ECE
	Dr. Steven Sedky	SMC Associate Dean, Career Education
	Maria Leon-Vazquez	SMC Project Manager, Workforce
	Maral Hyeler	SMC Director, Academic Affairs
	Redelia Shaw	SMC Faculty - Digital Media Production
	Dr. Nancy Grass	SMC Dept Chair - Communications/Media Studies
	Debbie Perret	SMC Dept Chair - Cosmetology
	Nicole Chan	SMC Faculty Lead - IxD
Howard Stahl	SMC Dept Chair - CSIS	
Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	Josefina Santiago	JVS Director, Workforce Development
	Cesar Valladares	Deputy Division Chief, State of CA, Empl Dev Dept
	Maritza Dubie	Interim Executive Director, LA County Workforce Dev Board
	Ken Gomez	Deputy Division Chief, State of CA, Empl Dev Dept
	Jermaine Hampton	Los Angeles County Economic Development Corporation (LAEDC)
	Kevin Clark	Executive Director, Dakar Foundation
	Michael w. Folonis	Folonis Architects
	Meredith Brooks	Senior Program and Grants Manager, AltaSea
	Judy Kruger	President/CEO - Santa Monica Chamber of Commerce
	Alex Brown	Director of Government Affairs - SM Chamber of Commerce
Parents and students;	Maria Isabel Aranda	Parent
	Dani Torgusen	Student
	Toni Renoj	Student
	Alison Parrales	Student
Representatives of special populations;	Dr. Victoria Hurst	SMMUSD Director, Special Education
	Corinne Haynes	SMC - DSPS
	Jessica Loa	Financial Aid Work Program Coordinator, CSU Dominguez Hills
	Rafael Nava	Senior Workforce Development Manager, LA County

Stakeholders	Name	Organization
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);	Ana G. Jara	City of SM, Youth & Family Service Support Coord
	Carla Fantozzi	City of SM, Principal Supervisor, Virginia Avenue Park
	Pauline McPeake	Growing Place
Any other stakeholders that the eligible agency may require the eligible recipient to consult.	Jenny Landa	SMC Workforce Specialist
	Yosief Yihunie	SMC Insitutional Research
	Kiersten Elliot	SMC Dean, Community and Academic Relations
	Lisa Lewenberg	SMC Project Manager - LAEP
	Ashanti Blaize-Hopkins	SMC Associate Dean, CMD
	Jeanne Turbow	Senior Account Director - KCRW
	David Hall	SMC Career Education Specialist
	Jazmin Guzman	SMC Administrative Assistant, Workforce & Econ Dev

Summarize the Key Stakeholder Feedback.

Following the Perkins training, the recording of the training along with a performance gap survey was sent out to the Perkins Advisory Committee (stakeholders). Of those surveyed:

Accountability:

- 52% agreed there is a gap in employers and professional associations sharing data.
- 47% agreed there is a gap in the special population (disabled) getting services (outreach, connection to program of study).
- 47% agreed there is too much lag time in core indicator data (2 years).

Articulation

- 87% stated there are gaps in alignments between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors.
- 50% agreed there is a gap in the way pass/no-pass is given as articulated grades from secondary to postsecondary as UC/CSU will not then accept these credits. The process needs to be revised with articulation being "credit by exam" with a letter grade transcribed.
- 50% stated there is a gap in the number of dual and concurrent enrollment offered from secondary to postsecondary. This is limited in many cases to a faculty time and effort. A structured process across all programs needs to be designed.

Basic Skills

- 94% agreed there are gaps in students' desired soft skills/employability skills (starting in early grades, designed for special populations).

Counseling

- 68% stated there are professional development gaps in giving counselors (secondary & postsecondary) an extensive understanding of CE (what each program provides, requirements for each program, the wages careers offer, the multiple entry and exit

points allowing advancement, the wage attainment at each level and services available for special populations to help them retain and complete) empowering them to guide students in Career Education.

- 68% agreed there are gaps in consistent sharing of specific CE information. Counseling faculty need to improve their learning of how to do this (counselor & faculty relationships).

Mentoring

- 66% stated there are gaps in mentoring programs encouraging retention and completion for students (particularly in special populations and nontraditional careers) within Cooperative Work Experience or other.
- 66% also stated there are gaps in peer counseling and advising (Example: work study for university counseling students at Community Colleges).

Outreach

- 65% mentioned there are gaps in career exploration reaching down to middle school (knowledge & awareness) of programs of study and guided pathways.
- 60% said there is a need for assessing what outreach/counseling/marketing etc. will lead to a high school student choosing a program of study within secondary and continuing to postsecondary (this includes outreach to parents in secondary to understand CE and lucrative careers, living wage attainment, and multiple exit and entry points).
- 60% said gaps exist in high tech marketing tools all the way down to middle school. (Examples would be demo of skills learned in a program of study from middle school through community college level or outreach videos showing industry/tech changes from "old school to new school").

Certifications

- 100% agreed there are gaps in getting certification during and after completing programs.

Labor Market Information

- 80% agreed there is a gap in tracking LMI data within self-employment.
- 53% stated there is gap in understanding regional needs and responding appropriately (using data driven decisions).
- 53% mentioned there is a gap in student counseling follow-up with completers/graduates on degrees or certificates that they are eligible for but did not apply, possibly taking more education (multiple entry and exit point that allow for high degrees and higher pay - example Criminal Justice Academy student graduate and get POST certification but no AA degree).

Personnel

- 92% stated there is a gap in needed personnel (faculty, paraprofessionals, classified staff) currently the level is too small to run programs appropriately.

Pedagogy/Teaching Strategies

- 63% stated there is a need for more apprenticeship programs for the trades.
- 47% agreed there is a gap in placing career guidance within curriculum.
- 47% stated there are gaps in designing stackable certificates (multiple entry and exit points).

Credit for Prior Learning

- 100% agreed there are gaps in giving credit for prior learning (example - veterans).

Professional Development

- 64% stated there are gaps in part-time staff getting professional development in teaching adult learners (andragogy), implementing basic framing, classroom management, student learning styles.
- 64% agreed there is a gap in a mentoring program for faculty, as well as a more targeted recruitment for faculty to represent the demographics of the campus (the community of student they are instructing).

Relationship Building

- 72% agreed there is a need to build inclusion of industry partners (particularly to encourage work-based learning).
- 61% agreed there are gaps in relationships down to 5th grade (elementary/middle school) to inform a comprehensive plan on introducing programs of study/career pathways.

Support Services

- 66% stated there is a gap in economically disadvantaged students being able to pay for required supplies to start community college programs and/or fees for state exams or licensing after completing a certificate or degree from the community college. Therefore, unable to get a job.
- 61% agreed there is a gap for those families having limited time to attend school due to financial status, childcare, etc. Gap in making sure to track economically disadvantaged and offering services and gap in partnering with providers of assistance and vouchers.
- 61% agreed that while there are many services and resources available to students many do not use them (particularly offered at the career center). Determining why is important. For example, is it because students are unaware of these services, or is it because they are not offered at convenient times, etc.? This needs to be reviewed and strategies developed.

Work Based Learning/Employment

- 68% agreed there is a gap in aligning and providing a targeted approach for work-based learning in each education segment (secondary, postsecondary, industry -- including what gap it fills for industry).
- 63% stated there is a gap in getting students employed and aware of the services/workshops/classes already in existence at the college to help students get jobs (building resumes, how to interview, negotiating a wage, basic SCAN skills, personal qualities (displays responsibility, self-esteem, sociability, self-management, and integrity and honesty).
- 63% stated there are gaps in providing students with work-based learning for all in-demand sectors that have programs of study.

Needs Assessment/Element #1 (Student Performance)

1. What strengths and gaps were identified by your needs assessment regarding student performance?

Overall, the District Fiscal Year 2024-25 Retention and Placement Core Indicator shows our students are performing well except for English Learners. English Learner performance is slightly below (-0.5) the negotiated rate. Our CLNA reveals the need for mentorship programs encouraging retention and completion specifically designed for our special populations along with a gap in English Learners obtaining a job that requires the use of personal equipment and supplies and while not having a social security number.

Student performance data in the area of Earning a Postsecondary Credential reveals needed improvement for Nontraditional students, Out of Workforce individuals, Economically Disadvantaged, and Foster Care Youth. While Single Parents, English learners, and Students with Disabilities have performed well in this area. The needs assessment identified gaps in students obtaining industry recognized credentials during and after completing a CE program, a gap in procuring certifications for economically disadvantaged students, and a gap in determining what certifications business/industry value.

Our Core Indicator 3 – Nontraditional Program Enrollment – Data reflects that we are ninety (90) percent above the negotiated level in all categories. One area of needed improvement includes serving our single parents. Our CLNA determined there is a gap in promoting enrollments for non-traditional occupations. SMC will develop a marketing plan that includes promoting nontraditional occupations for students across CE programs including nursing, cosmetology/barbering, automotive, among others.

2. What subpopulation of students could benefit from additional evidence-based services/support?

The following special populations were identified as subpopulations that could use additional services and support to succeed in their academic careers - Nontraditional single parents, Foster Care Youth, Economically Disadvantaged, and English Learners.

3. What priorities are you setting to address the gaps or challenges identified for this element that will be presented in your local application?

Building awareness and partnerships for programs and services offered at the college is key to closing gaps. Priorities include closing performance gaps for our Nontraditional single parents, Foster Care Youth, Economically disadvantaged, and English Learners.

4. What new or current partners will support student performance priorities identified?

In an effort to better serve students and close support gaps identified in SMC's CLNA, the college's Perkins/Career Education team will partner with the following:

- **Noncredit ESL program** for our English Learners, this program offers courses in listening/speaking, reading/writing, and vocabulary as well as specialized courses to help students prepare for the USCIS Citizenship test and courses that can help students prepare for specific career pathways.
- **Extended Opportunity Programs and Services (EOPS)** which is designed to offer additional resources, guidance, and encouragement to students facing economic and educational challenges. Whether students are seeking academic assistance, counseling, or financial aid, EOPS will help students navigate their educational journey.
- **NextUp (Foster Care Services)** - a supplemental component of EOPS - offers Academic, Wellness & Transfer Counseling, Assistance with Course Enrollment, Financial Aid & Chafee Application Assistance, Career and Employment Assistance, Student Success Workshops, Textbook Assistance, Priority Registration, Meal Assistance, Transportation Assistance, Access to school supplies, Independent Living (ILP) Referrals, i.e medical and housing.
- **Guardian Scholars (Foster Care Services)** – which supports the academic and personal goals of current and former foster youth with the goal of supporting, connecting and increasing career and academic awareness and achievement as students embark on their journey within higher education.

- **California Work Opportunities and Responsibilities to Kids Program (CalWORKS) & Greater Avenues to Independence Program (GAIN).**
Both provide single parents Individual academic and career counseling, coordination and advocacy with the Department of Public Social Services (DPSS), priority enrollment, work-study opportunities, workshops, referrals to campus and community resources.
- **Cooperative Agencies & Resources for Education (CARE)** which is designed to recruit and assist recipients of Temporary Assistance for Needy Families (TANF). TANF provides funding for educational needs and additional services such as (providing assistance in academic & career counseling, child care referrals and employment assistance). CARE offers academic/personal counseling, educational planning, vocational assessment, tutoring, workshops, book and supply assistance, transportation assistance, food assistance: drive-through pantry, meal program (delivery service), grocery cards, and Grants to assist with childcare expenses and other school-related costs.
- **Marketing & Communications** for Nontraditional programs – Perkins funds will support CE programs to review their webpages. We believe in the motto: “students cannot be what they cannot see”. While we promote programs, SMC will be cognizant that students need to understand the challenges of being a non-traditional student and the marketing and outreach for the program must be relatable to students in order to change the demographics that reflects a more equitable distribution of the student populations within a program. Ensuring our webpages are reflective of SMC populations will help with nontraditional enrollments.
- Workforce, Nonprofits, Government and Industry leaders have partnered with SMC to host quarterly convenings for faculty in some of the Los Angeles region’s most highly concentrated and fastest growing industry sectors—Advanced Transportation & Logistics, Life Sciences/Biotech, and ICT/Digital Media, and Blue/Ocean Economy in L.A. County. The co-equal goals are to strengthen industry engagement with faculty and connect students to meaningful work-based learning opportunities and employment. Follow up will then be needed to help students prepare for employment opportunities.
- Regional Program Advisory Meetings for faculty at SMC to increasingly interface with regional employers to get feedback on curriculum and training programs. Additionally, this allows SMC to get their insights on workplace trends, new technology, and the in-demand skills that will make students even more competitive for employment and improve their access to work- based learning opportunities.
- Employment Development Department (EDD) – Working with EDD staff has allowed SMC to better track self-employed post-completers and our former students without social security numbers.

- **Credentialing Organizations**– Using Perkins to fund vouchers for industry recognized certifications allows CE programs to better reflect the relevant knowledge, skills and abilities (KSA’s) of our students. These credentials (such as AWS) have been invaluable for students to demonstrate KSA’s to employers that they have the desirable credentials that lead to jobs. Identifying critical certifications and working with organizations to align with our community college’s Procurement process remains a challenge yet, worthwhile because such certifications can be cost prohibitive for our students. The student success rates on such Perkins funded industry exams remains extraordinary.
- Financial Literacy workshops are provided to numerous special populations with career exploration and self-sustainability in mind. These workshops provide students with the tools needed to navigate various aspects in financial literacy such as housing and investing in real estate, budgeting, saving, investing, taxation basics, and managing credit and debt.

5. What new and or modified policies, evidenced based activities, or structures must be developed and implemented in order to improve student performance?

Building awareness for faculty professional development is essential to improving student success. To encourage a new generation of CE leaders and faculty to share a vision of CE and improve employment focused outcomes, professional development modules are being developed. Creating Canvas shells and duplicating them across CE programs is key– listing the basic resources students can access such as – Financial Aid, Counseling, Career Services, Tutoring Centers, Black Collegians, Adelante, EOPS, Disable Student Center, RISING (Re-Entering Incarcerated and System Impacted Navigating Greatness), NextUp (Foster Care Youth), CalWORKS, and CARE.

Highlighting our Tutoring Centers and encouraging students to visit is crucial in student success. Current services offered include Business, CSIS, Design and Interaction Design, ESL, Math, Modern Language, Music, Science, STEM, and Writing and Humanities. These areas on campus offer additional help outside of the classroom allowing students to clarify doubts, reinforce concepts, and improve understanding of the subject at hand. By receiving individualized attention and tailored assistance, students can enhance their academic performance, boost their confidence, and develop effective study skills. These campus areas also create a supporting learning environment, offer engaging interactive discussions while providing constructive feedback, help students overcome challenges, help students achieve their academic goals and reach their full potential.

VIP Welcome Day – An on campus interactive orientation for students and parents to get familiar with the college, campus, academic resources, support services and campus culture. By participating, incoming students can learn about important campus policies, procedures, and expectations which can help students navigate their college experience more effectively. VIP Welcome Day also provides an opportunity for students to connect with their peers, faculty,

and staff, fostering a sense of belonging and community within the institution. Additionally, this day can help alleviate anxiety and uncertainty that new students may feel, ultimately leading to a smoother transition into college life. Overall, promoting VIP Welcome Day and other specialized orientations (specifically for CE programs) is crucial for setting up students for success, both academically and socially.

- 6. Determine the Strategies/Action Steps to Reach the Goal of Element #1: Student Performance.** We recommend no more than three strategies under this element. (One sheet per strategy).

Again, faculty professional development is crucial for setting up students for success, both academically and socially. Faculty can highlight our Tutoring Centers and encourage students to visit and use the available tutoring resources is crucial in student success. Current services offered include Business, CSIS, Design and Interaction Design, ESL, Math, Modern Language, Music, Science, STEM, and Writing and Humanities. These centers offer additional help outside of the classroom allowing students to clarify doubts, reinforce concepts, and improve understanding of the subject at hand. By receiving individualized attention and tailored assistance, students can enhance their academic performance, boost their confidence, and develop effective study skills. These centers also create a supporting learning environment, offer engaging interactive discussions while providing constructive feedback, help students overcome challenges, help students achieve their academic goals and reach their full potential.

Encouraging students to attend VIP Welcome Day – an orientation type of way for students to get familiar with the college, campus, academic resources, support services and campus culture. By participating, incoming students can learn about important campus policies, procedures, and expectations which can help students navigate their college experience more effectively. VIP Welcome Day also provides an opportunity for students to connect with their peers, faculty, and staff, fostering a sense of belonging and community within the institution. Additionally, this day can help alleviate anxiety and uncertainty that new students may feel, ultimately leading to a smoother transition into college life. Overall, promoting VIP Welcome Day and other specialized orientations (specifically for CE programs) is crucial for setting up students for success, both academically and socially.

Element #2 - Program Size, Scope, and Quality

- 1. What strengths and gaps were identified by your needs assessment regarding size, scope, and quality?**

SMC has identified many strengths in size scope and quality of nearly all funded programs. However, the assessment determined there are gaps in alignments between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors. Gaps persist in determining potential local in-demand industry sectors, gaps in providing students with work-

based learning for all in-demand sectors that have programs of study, gaps in process that results in CE student receiving work-based learning (job placement, career talks, internships, career explorations). Closing these gaps needs to be SMC's-priority- SMC has one of the most successful student services division. Perkins effectively funds and supports many CE areas yet, follow-up with graduates and completers by Counseling on degrees or certificates students may remain eligible for, by possibly taking more education (multiple entry and exit points that allow for high degrees and higher pay) remains an import focus area. The CLNA identified gaps in needed soft skills/employability skills (starting in early grades, designed for special populations), and gaps in professional development for curriculum development especially when new programs are launched.

Strengths identified during the CLNA regarding size, scope, and quality include assessing our CE programs on an annual basis to ensure they align and meet the demand of business and industry and making sure CE programs are in high demand, high skill, and high wage areas.

2. What priorities were identified to enhance program size, scope, and quality during the needs assessment process that will be included in your local application?

SMC will work with college partners to assist faculty in carefully weaving employability skills into class activities across TOPs including special populations. Activities with the local school districts for career exploration occurs across programs for high school students quite successfully. The College is in discussions and planning how to implement career exploration across programs in the earlier grades. Factors considered will be the overall impact on the colleges, Core Indicator data, number of students benefited, extent to which different CE disciplines collaborate with one another, workforce demand, evolving technologies, and the extent to which the Perkins V funding could support the successful completion of each project. Addressing needed soft/employability skills has begun in earnest across the curriculum of funded programs. Closing the gaps serving special populations and working with earlier grades will be a focus of this program year.

The Office of Workforce in Academic Affairs provides yearlong support before, and during the local application process, to help programs effectively develop strong applications and understand the critical importance of size, scope and quality. The Office gives coaching to applicants to ensure the project objectives and activities meet accountability and process requirements that align with the Purposes of the Perkins V Act.

Embedding soft/employability skills in the classroom and leveraging Perkins funding is an annual focus. A pilot project has been funded to focus on using a skills-based lens when teaching. The project will be executed by the Academic Senate Chair of Career Education Committee and other faculty leaders. These Career Education faculty will work with Career Services Office members to identify the following:

- Teaching and Learning - Faculty teach the skills employers want and students need

- A faculty-driven process for authentic assessment of skills
- Data Interpretation: Learning to tell stories from data is critical and needed
- Identify the benefits to students, to faculty, to employers, and to our institution

Faculty will explore how student experiences can be used to help students have a sense of belonging. Classroom assignments can be built with soft/employability skills in mind and linked to student learning outcome such as: teamwork, written communications, oral communications, interpersonal skills, active listening, attentive collaboration, managing expectations, conflict management, etc. Faculty will seek to understand how skills taught in the classroom align with the skills employers want in order to optimize curriculum to meet evolving needs of learners (including special populations and early grade learners). Identifying in-demand skills to consider adding to the curriculum and making sure the skills missing in one part of the program are taught elsewhere in the curriculum.

3. What new and/or modified policies, activities, or structures must be developed and implemented?

Engaging in exciting collaborations between industry and education must be developed and implemented to improve size, scope and quality: Solicit economic intelligence about growth occupations; convene and share with stakeholders; develop quality partnerships, internal and external; empower students with the information to make informed decisions about their education and careers while at SMC and post completion; and distribute actionable research related to demand skills, jobs and equity.

Curricular innovations require alignment of curriculum to employer/industry needs. Curriculum must be relevant to students' lives. SMC can provide the following opportunities for faculty development: Mentoring, Access to local think tank personnel and sessions (Rand and Milken Institute); Work to develop competency-based educational programs of study to reduce time to completion; Monitor and advance brand management-social, political, emotional; Ensure quick activation- responsive with follow up and accountability; and demonstrate results - ensure students get jobs with family supporting wages - data is collected and shared; Provide adequate counseling and support services by including student services in curricular and program design conversations

4. What professional development, resources, or support is required to enhance program size, scope, and quality?

The Comprehensive Local Needs Assessment (CLNA) determined there are gaps in Professional development. To better align career pathways and student outcomes, staff and faculty professional development is needed to promote a better understanding of articulation and how it relates to student success. Gaps in professional development exist related to middle school (administrators, teachers, paraprofessionals). Giving them an understanding of programs of study, the guided pathway concept to build a plan of awareness and exposure to student in selected programs of study, closing gaps in professional development in giving for counselors, (secondary & postsecondary) providing an extensive understanding of CE (what each program provides, requirements for each program, the lucrative careers offered, the multiple entry and exit points allowing advancement, the wage attainment at each level and services available for special populations to help them retain and complete) empowering faculty and staff to guide students in Career Education. Consistent PD and sharing of specific CE programs with counseling faculty remains a priority across Student Services, Enrollment Development and Academic Affairs Divisions.

5. What changes might be made to career exploration/guidance to improve program size, scope, and quality?

Career exploration opportunities are needed on both a secondary and postsecondary level for CE programs. A structured plan will be developed (everything from pathway day events, career days, high school and college counselor day, boot camps, to learn and earn sessions to counselor presentations and information on CE program/jobs). Improving size, scope and quality requires a larger reach. Improved communications within the college can broaden our reach including both the internal and external community. Communications could include regional labor market demand tied to Santa Monica College programming. This would elevate awareness of community colleges to industry. Communicate occupational gaps where opportunities exist. Promote those annually. Create short social media videos with alumni discussing jobs and job opportunities. Improve work-based learning. Update and promote a job portal. And to better connect students with employers.

Direction: Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all Students. We recommend no more than five strategies under this element. (One sheet per strategy).

Career exploration opportunities are needed on both a secondary and postsecondary level for CE programs. A structured plan around this need should be developed (everything from pathway day events, career days, high school and college counselor day, boot camps, to “learn and earn” sessions to counselor presentations and information on CE program/jobs). Improving size, scope and quality requires a larger reach. Improved communications within the college can

broaden our reach including both the internal and external community. Communications could include regional labor market demand tied to Santa Monica College programming. This would elevate awareness of community colleges to industry. Communicate occupational gap where opportunities exist. Promote those annually. Create short social media videos with alumni discussing jobs and job opportunities. Improve work-based learning. Update and promote a job portal. And to better connect students with employers.

**See Appendix for Size, Scope, and Quality Tables*

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

1. What strengths and gaps were identified by your needs assessment regarding CTE?

Our assessment determined there are gaps in alignment of programs/programs of study from secondary to postsecondary (using LMI data as foundational for both), gaps in understanding regional needs and responding appropriately (using data driven decisions), and a gap in needed personnel (Faculty, paraprofessionals, classified staff) currently the level is too small to run programs appropriately.

The Centers of Excellence (COE) is a strategic regional labor market data partner of the Los Angeles Regional Consortium (LARC). The COE produces reports and tools that provide a real-time picture of the labor market, where it is headed, and what programs and training are needed to meet future workforce demands. This research helps community colleges tailor their programs to support the state's dynamic and competitive workforce. The work of the COE can also be applied to educational policy, faculty professional development, and work-based learning opportunities for students.

Other partnerships include the Santa Monica Chamber of Commerce, Los Angeles Economic Development Corporation (LAEDC), Lightcast Inc., RAND and the Milken Institute. The purpose of these partnerships is to convene and connect with business, industry, workforce development, government, community-based organizations and community colleges to improve and increase student outcomes. We regularly engage and build partnerships between our LA19 community colleges and large employers, particularly those in high-growth industry sectors (i.e., sectors with productive advantages, deep labor concentrations and projected growth of middle skill jobs). The development, institutionalization and activation of these productive partnerships and real-time feedback loops enable faculty to adaptively attune their programs, courses and curricula to fast-changing world of work and workforce demands in a way that is truly responsive, demand-driven and future-forward, while providing students with the very important real-world experiences through work-based learning opportunities.

2. What priorities have been identified in the needs assessment process to address gaps or deficits in CTE?

A strategic plan of outreach to organizations within the community, employers in the regions, and to existing students about opportunities should be pursued. SMC has coordinated regional program advisory meetings for faculty with regional employers to get feedback on curriculum and training programs, and get their insights on workplace trends, new technology and the in-demand skills that will make students even more competitive for employment and improve their access to work-based learning opportunities. Apprenticeship programs need to be extensively explored as another gateway for training and placing students in a field of study.

3. What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups?

Santa Monica College continues to offer resources that enable special populations to meet local levels of performance which include: Santa Monica Promise grants that offer free enrollment and vouchers for textbook to new full-time students graduating from any California high school; for economically disadvantaged there is CalWORKS, GAIN, TANF that provide funding for educational needs and additional services such as (providing assistance in academic & career counseling, child care referrals and employment assistance); EOPS that supports the enrollment, retention, completion and transfer of students that are economically disadvantaged. Disabled students have services at the Center for Student with Disabilities (counseling, testing accommodations, note-taking, assistive technology, interpreting, learning disability program, acquired brain injury program, etc.). Resources to encourage retention and completion are offered in a variety of areas including mathematics, business, computer and reading tutorial labs; free tutoring services for all Santa Monica students in most subjects. Online interactive workshops are available 24/7 in the areas of learning strategies, academic & career exploration, test-taking skills, writing strategies, reading comprehension strategies, personal management, financial literacy and more.

4. What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE?

Santa Monica welcomes students from all over Los Angeles County. It is a hub of progressive thinking where business leaders, researchers, and academic partners collaborate on community initiatives. From our NPR radio station, KCRW co-located at SMC, our think tanks, RAND and Milken Institute, the Santa Monica Chamber, Kite Pharmaceutical's efforts to cure cancer, Snap Chat and Hulu changing the face of entertainment, and environmental leaders such as Heal the Bay and AltaSea, the City is headquarters to global brands. Yet in the past, that-these organizations have had minimal engagement with the college at the instructional level. With Perkins and Strong Workforce funds, SMC has been steadily increasing the opportunity for our faculty to engage with local thought leaders from these world-class organizations and they have

been willing to share ideas that drive innovation in our classrooms. Santa Monica is home to Red Bull and Bird whose proximity to SMC's Center for Media and Design campus has allowed SMC to showcase to these unique organizations and others. This includes the talented faculty we have and students we serve. But we need more. Partnerships with these industry giants is needed on a larger scale so that faculty are able to accelerate progress, to develop appropriate and effective new curriculum, and build the collaborative networks needed to respond to evolving labor market demands in our community. SMC needs to develop a structure to allow these organizations to interface with our college president and senior decision makers at SMC. Also, our Foundation and development staff need to help with a comprehensive outreach strategy to leverage financial resources to enhance student opportunity and improve programs.

5. What professional development, resources, or support is needed to recruit and retain special population students in your CTE?

Santa Monica College continues to offer resources that enable special populations to meet local levels of performance which include: Santa Monica Promise grants that offer free enrollment and vouchers for textbook to new full-time students graduating from any California high school; for economically disadvantaged there is CalWORKS, GAIN, TANF that provide funding for educational needs and additional services such as (providing assistance in academic & career counseling, child care referrals and employment assistance); EOPS that supports the enrollment, retention, completion and transfer of students that are economically disadvantaged. Disabled students have services at the Center for Student with Disabilities (counseling, testing accommodations, note-taking, assistive technology, interpreting, learning disability program, acquired brain injury program, etc.). Resources to encourage retention and completions are offered in a variety of areas including mathematics, business, computer and reading tutorial labs, and free tutoring services for all Santa Monica students in most subjects. Online interactive workshops are available 24/7 in the areas of learning strategies, academic & career exploration, test-taking skills, writing strategies, reading comprehension strategies, personal management, financial literacy and more.

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #3: Progress towards Implementation of CTE Programs of Study/Career Pathways. We recommend no more than five strategies under this element. (One sheet per strategy).

To successfully create and support career programs or programs of study we need to effectively create pathways that lead to meaningful employment opportunities that are high wage, high skill and in high demand. Such efforts include collaboration with local industries and employers to identify in-demand skills and job opportunities, development of structured academic programs that align with industry needs and provide clear pathways to employment while reviewing labor market data to make data informed decisions, provide career counseling and guidance to help students explore different career options and make informed decisions, offer internships, work based learning, work study programs, and explore apprenticeships to provide

hands on experience and networking opportunities, and provide support such as resume building, interview preparation and job placement assistance to help students transition into the workforce successfully.

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

1. What strengths and gaps were identified by your needs assessment regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?

Our assessment findings revealed that 64% of our committee believed that there are gaps in part-time staff getting professional development in teaching adult learners (andragogy), implementing basic framing, classroom management, student learning styles, and 64% agreed there is a gap in a mentoring program for faculty, as well as a more targeted recruitment for faculty to represent the demographics of the campus (the community of students that they are instructing).

Santa Monica College takes numerous steps to address gaps in professional development. These steps begin internally at the individual level and build to expand to comprehensive support at a regional level. The Office of Workforce and Economic Development (W&ED) at SMC continuously supports faculty to improve expertise in their respective disciplines. For example, W&ED has supported faculty in attending numerous professional conferences and events. Faculty engage in these conferences to stay current in their fields of expertise and bring back cutting-edge information to share with their peers and students. Counselors and staff also participate to help SMC improve programs across the Campus in all Career Education programs. This also helps breakdown silos across divisions.

We've begun to address the need for mentorship activities for our incoming faculty. A CE faculty mentorship program was initiated in recent years where new faculty have a mentor as part of the new faculty onboarding, orientation, and retention within Career Education fields. Mentors are paired with new faculty within their field and are available to answer questions. They also meet several times throughout the semester to discuss any concerns or needs. A faculty handbook consisting of information and processes to better guide new CE faculty and retain existing faculty has been developed which serves as a central source of information that was gathered by interviewing new hires and their mentors. It includes outreach to faculty and includes resources and tips that help individuals step into a new teaching role or support existing faculty.

2. What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?

The needs assessments identified that there is a gap identified with regards to part-time faculty getting professional development in teaching adult learners as well as a gap in mentoring for faculty. SMC has developed responses both at the local and regional level. We've begun to address the need for mentorship activities for our incoming faculty. A CE faculty mentorship program was initiated where new faculty have a mentor as part of the new faculty onboarding, orientation, and retention within Career Education fields. Mentors are paired with new faculty within their field and are available to answer questions. They also meet several times throughout the semester to discuss any concerns or needs. A faculty handbook consisting of information and processes to better guide new CE faculty and retain existing faculty has been developed which serves as a central source of information that was gathered by interviewing new hires and their mentors. It includes outreach to faculty and includes resources and tips that help individuals step into a new teaching role or support existing faculty.

At the regional level we have the Faculty Innovation Hub. The hub hosted several strategic convenings and two of these were focused on faculty to help decide what actions were necessary to address the changing economic and educational landscapes. Deans and faculty coalesced around the idea of embracing a "culture of innovation" that would begin with the convening of regional faculty to work together on curriculum development. The faculty created a faculty led Academic Resource Innovation Hub to collaboratively solve shared challenges for the benefits of our collective community college students and especially those traditionally underserved students.

The Hub provides a space both virtual and physical for cross college & cross discipline collaboration, student development, faculty professional development, alignment with industry, and regional acceleration of high-impact local curriculum programs. It allows the colleges to better meet student and industry needs through new and refreshed programming and faculty professional development. It is a space to build on existing work in equity and pathways. It supports faculty by investing in and supporting faculty who want to innovate while also solving innovation barriers – upskilling faculty helps upskill students and this is all done with equity in mind for successful outcomes accessible to all. One long-term goal is for the Innovation Hub to establish and maintain a culture of innovation that is self-perpetuating, in which faculty have the necessary skills, tools, and space to work together so that they will collectively keep Santa Monica College ahead of the curve.

3. What new and/or modified policies, activities or structures must be developed and implemented?

Streamlined implementation structures would assist faculty and improve student success outcomes. Departments and faculty in general, could utilize professional development on how to connect their students to jobs in their areas of study. While much has been done to break down barriers across departments, silos still exist, and more work needs to be done. It is important to note that there have been many innovative activities and new structures that took place in this past academic year. One of these is the CE Collaborative. The CE Collaborative was PD that leveraged Strong Workforce and Perkins funds to invite faculty and staff to discuss Work-Based Learning with a focus on CE faculty and staff and other campus leaders. It utilized and integrated an LA Regional Consortia sponsored resource called “Catapult” professional development. The CE Collaborative provided keynotes into “lunch and learn” sessions that brought together CE faculty and faculty from other departments to learn from industry experts on how to best integrate career exploration and work-based learning into their curriculum and their classes. These expert talks were facilitated by the CE leadership team and followed by lively discussion on how to best integrate practices into the classroom. Best practices were also shared.

The Career Education Committee also often brings in relevant speakers to increase awareness across all CE departments and break down silos. For example, career counselors from our Career Services Center presented on how to tap into their resources and how students can best use the resources. Researchers from Institutional Research also shared how to use dashboards and access student outcome data. Not only do internal campus speakers share relevant and important information but external experts also present information. Recently, individuals from the Employment Development Department (EDD) presented labor market information in the Los Angeles region and how to use the tools provided on their website to find pertinent information as it relates to CTE programs.

The Career Education Committee is also culminating with a year-end PD/retreat. These retreats focus on bringing faculty and staff together to discuss important topics and learn from each other. This year’s retreat will integrate two panels – one on promoting CE programs and the other on “Teaching in the Age of AI”.

4. What professional development, resources, or support is needed to improve consortium performance on recruitment, retention and training of CTE professionals?

One area that has been identified as needed and is the focus of a Strong Workforce Regional project is the CTE Faculty Academy. The objectives of the Academy are 1. To promote CTE faculty professional development and increase CTE faculty recruitment and retention in CTE

disciplines. 2. Develop a comprehensive CTE faculty onboarding /professional development that leads to higher CTE faculty retention and 3) To develop CTE faculty tools and resources that new/existing faculty can use to enhance classroom experiences for students and support work-based learning experiences for student success. 4.) to build a CTE faculty community of practice where new and existing CTE faculty can share promising practices that support equitable student outcomes and improve student success.

The goal of the project is to recruit and transition industry experts into the education field. While CTE often relies on professionals with industry expertise to teach courses, these individuals often lack the support and resources to assist them in making the transition to teaching. This Academy aims to be that support hub. The expected outcomes include increased faculty retention and improved student outcomes.

Direction: Determine the Strategies/Action steps to reach the goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. We recommend no more than five strategies under this element.

Some projects such as the exciting BECAP (Blue Economy Climate Action Pathways) project has a built-in faculty steering committee to share best practices and assist faculty as they identify skills and develop curriculum in new and emerging areas related to the blue economy. This strategy is organically grown professional development that can be shared not only across campus departments but across colleges throughout the region.

New technologies and topics that impact faculty constantly emerge, SMC continuously develops resources to assist faculty, staff, and students adapt to these changes. For example, Artificial Intelligence (AI) has been a topic of professional development. SMC's Public Policy Institute is hosting multiple sessions (open to the entire SMC community) with leading experts in the field to discuss the impact of AI for faculty, students and the world we live in. These topics are also integrated into faculty focused events such as the CE retreat.

The creation of the EpiCenter on the SMC Campus is a key strategy in Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. The EpiCenter is an Equity-minded Professional Innovation Center housed on SMC's main campus. It includes equity, pathways, and inclusion at the forefront of its focus. Professional development supported or facilitated by the EpiCenter uses data and evidence, including appropriately disaggregated student outcome data, especially by race, to help drive ongoing inquiry. Further, the EpiCenter uses consistent evaluation of activities and programming to help measure progress and is positioned to be at the forefront of thoughtful innovation and action by synthesizing existing professional development opportunities on campus as well as supporting new programming. The EpiCenter strives to be the place for all employee groups to experiment,

reflect, and integrate new learning into a continuous cycle of improvement. Professional development is also used as a tool to increase student outcomes while closing equity gaps.

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

NOTE: Review your data documented in Element #1: Student Performance on Required Performance Indicators.

1. What strengths and gaps were identified by our needs assessment regarding equal access to CTE programs for all students?

SMC has many strengths providing equal access to CTE for all students. These strengths include affordability, flexible scheduling, a wide range of student support services, local partnerships for disadvantaged youth, free dual enrollment, and bridge programs for high school to SMC. All these factors contribute to SMC providing an inclusive and accessible environment for individuals from diverse backgrounds. The CLNA also revealed there is room for improvement in the special populations getting services. SMC needs to close gaps in the following areas: 1. Outreach and connecting students to program of study; 2. In the level of CTE counselors to student ratio; 3. Offering Counseling during non-traditional hours; 4. Increasing industry and other certificates and during and after completing programs; 5. Closing gaps in career guidance within curriculum remains a priority, as well to meet student needs by providing virtual and online sections. Gaps were also found in availability for student support services during convenient times for some student demographic. While SMC has several programs for students from economically disadvantage backgrounds (as mentioned in previous sections) students who have families have limited time to attend school due to financial status, childcare, etc. SMC will focus on better serving disadvantaged students who are required to pay for supplies to start community college programs and/or fees for state exams or licensing after completing a certificate or degree from the community college. SMC remains committed to job placement for students from special populations into jobs within their fields of study.

2. What priorities regarding equal access for all students were uncovered in the needs assessment?

As an open access institution, all students with basic literacy and numeracy skills are equally eligible to attend our colleges and programs. However, as students become more diverse having little exposure to higher education, it is understandable that students arrive at college without understanding what is expected of them and how to meet the expectations. Nearly half of all students drop out for a variety of reasons. SMC has coordinated regional program advisory meetings for faculty with regional employers to get feedback on curriculum and training programs, and get their insights on workplace trends, new technology and the in-demand skills that will make students even more competitive for employment and improve their access to work-based learning opportunities.

3. What new and/or modified policies, activities, or structures must be developed and implemented?

Santa Monica College continues to offer resources that enable special populations to meet local levels of performance which include: Santa Monica Promise grants that offer free enrollment and vouchers for textbook to new full-time student graduating from any California high school; for economically disadvantaged there is CalWORKS, GAIN, TANF that provide funding for educational needs and additional services such as (providing assistance in academic & career counseling, child care referrals and employment assistance); EOPS that supports the enrollment, retention, completion and transfer of students that are economically disadvantaged. Disabled students have services at the Center for Student with Disabilities (counseling, testing accommodations, note-taking, assistive technology, interpreting, learning disability program, acquired brain injury program, etc.). Resources to encourage retention and completion are offered in a variety of areas including mathematics, business, computer and reading tutorial labs; free tutoring services for all Santa Monica students in most subjects. Online interactive workshops are available 24/7 in the areas of learning strategies, academic & career exploration, test-taking skills, writing strategies, reading comprehension strategies, personal management, financial literacy and more.

4. What professional development, resources, or support is needed to improve equal access to CTE programs for all students?

Santa Monica welcomes students from all over Los Angeles County. It is a hub of progressive thinking where business leaders, researchers, and academic partners collaborate on community initiatives. From our NPR radio station, KCRW co-located at SMC, our think tanks, RAND and Milken Institute, the Santa Monica Chamber, Kite Pharmaceutical's efforts to cure cancer, Snap Chat and Hulu changing the face of entertainment, and environmental leaders such as Heal the Bay and AltaSea, the City is headquarters to global brands. Yet in the past, these organizations have had minimal engagement with the college at the instructional level. With Perkins and Strong Workforce funds, SMC has been steadily increasing the opportunity for our faculty to engage with local thought leaders from these world-class organizations and they have been willing to share ideas that drive innovation in our classrooms. Santa Monica is home to Red Bull and Bird whose proximity to SMC's Center for Media and Design campus has allowed SMC to showcase to these unique organizations and others. This includes the talented faculty we have and students we serve. But we need more. Partnerships with these industry giants is needed on a larger scale so that faculty are able to accelerate progress, to develop appropriate and effective new curriculum, and build the collaborative networks needed to respond to evolving labor market demands in our community. SMC needs to develop a structure to allow these organizations to interface with our college president and senior decision makers at SMC. Also, our Foundation and development staff need to help with a comprehensive outreach strategy to leverage financial resources to enhance student opportunity and improve programs.

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #5: Progress towards equal access to CTE programs for all. We recommend no more than five strategies under this element. (One sheet per strategy).

Strategic steps need to be taken to help reach equal access in career education programs and address various aspects of accessibility and inclusivity.

Increase awareness – promote awareness of career education programs and opportunities among students, regardless of background or socioeconomic status. This will be done through targeted outreach efforts, information sessions, and partnerships with schools, community organizations, and business and industry.

Remove barriers – identify and address any barrier concerns – such as financial, transportation, accessibility, on ground vs. Online, or lack of information about resources - that may prevent our special populations from accessing career education programs.

Provide support services while fostering diversity and inclusion– amplify available resources such as academic advising, counseling, mentorship, and tutoring to help students succeed in CE programs. These services can address challenges students may face and ensure students are aware of available resources. Collaborate with stakeholders – work collaboratively with education, employers, community organizations, and government agencies to create career pathways. Build partnerships and leveraging resources, progress towards equal access can be achieved more effectively.

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

1. What strengths and gaps were identified by your needs assessment regarding Labor Market Information (LMI)?

The needs assessment determined there are gaps in tracking LMI data within self-employment, a gap in understanding region needs and responding appropriately (using data driven decisions), and a gap in student follow-up with graduates counseling on degrees or certificates that they are eligible for but did not apply, possibly taking more education (multiple entry and exit point that allow for high degrees and higher pay).

2. What industries are projected to grow the most in my local area? What occupations? (LMI)

Per the Centers of Excellence – as of April 2024 – the following are the top fifty (50) priority occupations for Los Angeles County:

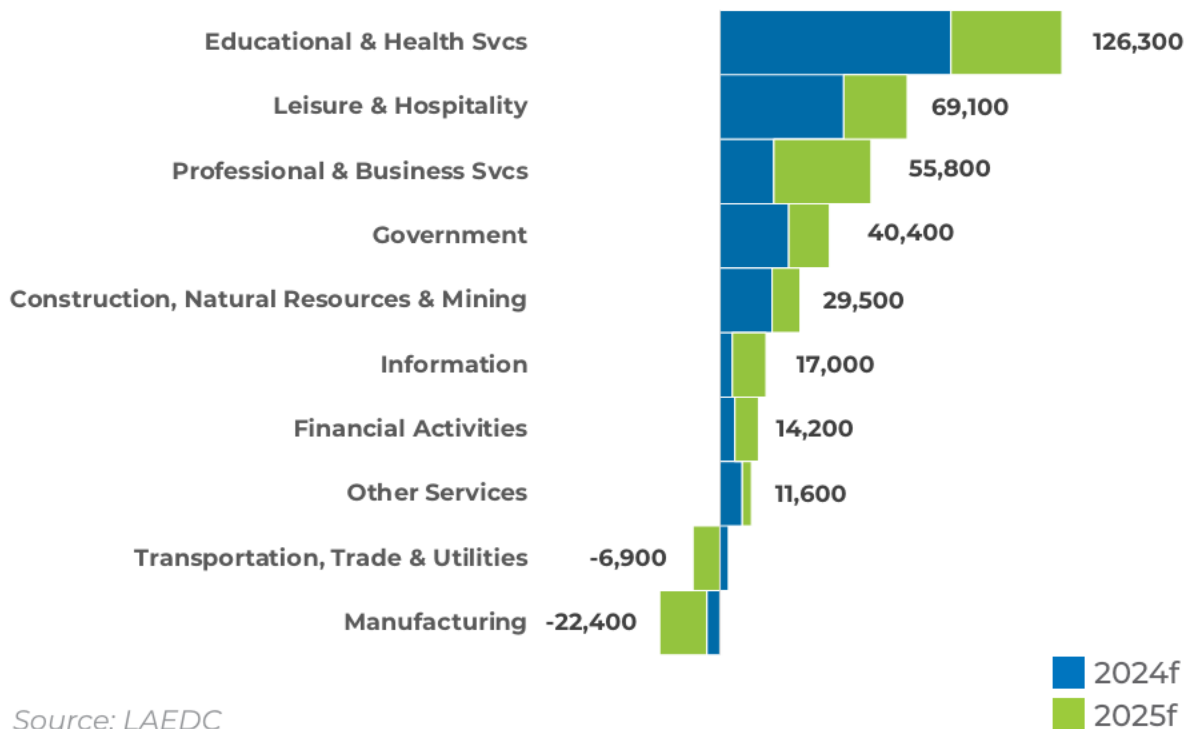
Occupation	2022 Jobs	2022-2027 % Change	Avg. Annual Openings	Pct. 25 Hourly Earnings	Median Annual Earnings	Pct. 75 Hourly Earnings	Typical Entry Level Education
Registered Nurses	89,734	7%	6,247	\$49.83	\$129,500	\$69.31	Bachelor's degree
First-Line Supervisors of Office and Administrative Support Workers	44,972	(1%)	4,285	\$27.42	\$66,300	\$38.87	HS diploma
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	29,907	3%	3,024	\$22.31	\$64,700	\$46.41	HS diploma
Licensed Vocational Nurses	22,645	11%	2,284	\$29.00	\$64,100	\$36.11	Postsecondary nondegree award
Police and Sheriff's Patrol Officers	22,021	5%	1,941	\$42.46	\$105,900	\$60.56	HS diploma
Real Estate Sales Agents	18,130	5%	1,722	\$17.38	\$64,900	\$56.73	HS diploma
Special Effects Artists and Animators	15,136	2%	1,702	\$36.65	\$122,000	\$77.10	Bachelor's degree
Paralegals and Legal Assistants	13,232	10%	1,666	\$29.14	\$72,900	\$46.15	Associate degree
Chefs and Head Cooks	5,803	11%	844	\$22.28	\$63,400	\$39.72	HS diploma
Real Estate Brokers	8,466	5%	800	\$24.45	\$74,000	\$71.24	HS diploma
Transportation, Storage, and Distribution Managers	8,901	2%	748	\$34.67	\$99,900	\$64.81	HS diploma
Logisticians	6,829	9%	682	\$30.33	\$79,700	\$49.55	Bachelor's degree
Operating Engineers and Other Construction Equipment Operators	5,847	7%	584	\$27.89	\$78,400	\$50.23	HS diploma
Dental Hygienists	6,800	8%	569	\$49.16	\$106,100	\$59.15	Associate degree
Firefighters	5,999	7%	547	\$33.40	\$82,400	\$57.41	Postsecondary nondegree award
Industrial Machinery Mechanics	5,891	6%	542	\$23.46	\$61,800	\$37.44	HS diploma
Bus and Truck Mechanics and Diesel Engine Specialists	5,307	6%	512	\$23.53	\$63,300	\$37.01	HS diploma
Cost Estimators	6,125	0%	508	\$27.63	\$75,900	\$47.98	Bachelor's degree
Aircraft Mechanics and Service Technicians	5,253	10%	503	\$29.20	\$77,000	\$43.91	Postsecondary nondegree award
Audio and Video Technicians	5,162	1%	501	\$22.59	\$68,600	\$50.80	Postsecondary nondegree award
Sound Engineering Technicians	4,700	3%	488	\$21.96	\$66,300	\$59.89	Postsecondary nondegree award
Physical Therapist Assistants	2,293	24%	450	\$32.55	\$80,400	\$42.59	Associate degree
Network and Computer Systems Administrators	7,206	1%	428	\$36.48	\$98,600	\$61.55	Bachelor's degree
Correctional Officers and Jailers	3,957	5%	392	\$30.36	\$73,700	\$39.43	HS diploma
Construction and Building Inspectors	3,176	3%	379	\$28.19	\$82,100	\$50.75	HS diploma
Radiologic Technologists and Technicians	4,964	7%	333	\$31.14	\$87,600	\$51.16	Associate degree
Legal Support Workers, All Other	2,845	3%	322	\$22.01	\$63,400	\$46.62	Associate degree
Respiratory Therapists	4,120	11%	300	\$38.16	\$85,700	\$50.89	Associate degree
Mobile Heavy Equipment Mechanics, Except Engines	2,885	7%	283	\$25.83	\$63,000	\$35.80	HS diploma
Makeup Artists, Theatrical and Performance	1,533	1%	272	\$42.87	\$99,000	\$54.97	Postsecondary nondegree award
Architectural and Civil Drafters	2,786	1%	267	\$24.73	\$60,900	\$35.79	Associate degree
Lighting Technicians	2,692	(1%)	262	\$26.36	\$82,200	\$64.58	HS diploma
Commercial Pilots	1,816	11%	254	\$43.57	\$135,800	\$111.32	HS diploma
Computer Network Support Specialists	3,374	3%	248	\$27.20	\$74,300	\$45.61	Associate degree
First-Line Supervisors of Police and Detectives	3,049	6%	241	\$66.08	\$167,000	\$82.15	HS diploma
Captains, Mates, and Pilots of Water Vessels	2,182	1%	240	\$38.49	\$104,200	\$51.49	Postsecondary nondegree award
Occupational Therapy Assistants	1,165	23%	230	\$32.78	\$78,500	\$39.43	Associate degree
Surgical Technologists	2,910	7%	218	\$29.32	\$66,800	\$40.17	Postsecondary nondegree award
Compensation, Benefits, and Job Analysis Specialists	2,856	3%	217	\$29.25	\$75,400	\$48.45	Bachelor's degree

Source: Lightcast, datarun 2024.1

The following is the process that Santa Monica CCD used in determining in-demand industry sectors of sufficient size, scope and quality to fund CE programs through Perkins V funding. In accordance with federal requirements for Perkins V, The Centers of Excellence (COE) for Labor Market research for Los Angeles conducted a Gap Analysis (Comprehensive Needs Assessment) to determine the local need within in-demand industries, occupations associated with these industries, and educational programs that support employment within in-demand industries.

Data presented in the Los Angeles County Economic Development Corporation (LAEDC) 2024 Economic Forecast (Addressing Lingering Challenges and Positioning for Opportunity) noted the “sectors anticipated to contribute the highest job growth over the next two years include private education & health (adding 126,300 new jobs), leisure & hospitality (69,100 new jobs), and professional & business services (55,800 new jobs). The information sector is projected to shift to positive job growth in the next two years, adding approximately 17,000 new jobs over this period. Conversely, after three years of job growth, the manufacturing sector is projected to undergo job declines, resulting in a total loss of 22,400 jobs in 2024 and 2025, dropping below pre-pandemic levels. Additionally, a slight growth of 3,100 jobs is projected for the transportation, trade, and utilities sector in 2024, followed by a decline of 10,000 jobs in 2025, though the overall employment in this sector will still be about 3.2 percent higher compared to pre-pandemic levels.”

2023 to 2025 CA Employment Growth by Industry



The Center for Excellence analyzed occupations and educational programs associated with each industry. Using a crosswalk of Classification of Instructional Programs (CIP) codes, Standard Occupation Classification (SOC) codes, to allow for determination of programs met the State's criteria for Perkins V funding of high-wage and/or in demand industry. Additionally, the crosswalk was used to determine median job earnings and annual job openings. Data on job earnings and openings was collected through Lightcast. Based on living wage definitions provided by the California Community College Chancellor's Office, occupations and their associated program with a median annual wage less than \$31,767 (living wage in Los Angeles County) were not set as priorities for funding through Perkins V.

3. What new and/or modified policies, activities, or structures must be developed and implemented in response to the Labor Market Information (LMI)?

SMC has partnered with LAEDC, Centers of Excellence (COE) and the Milken Institute to host quarterly convenings for faculty, workforce, nonprofit, government and industry leaders in some of L.A.'s fastest growing industry sectors—Business Entrepreneur/Global Trade, Health, Advanced Transportation & Logistics, Energy, Construction & Utilities, Information, Communications, Technologies, Digital Media, Real Estate, Hospitality, & Tourism, Life Science & Biotechnology.

The twelve (12 priority) sectors as determined by the California Community Colleges Chancellor's Office (CCCCO) provide a statewide overview of market trends. The fastest job growth in Los Angeles County is projected for the health sector, which has a projected growth rate of 16%. The retail, hospitality, and tourism sector is also expected to experience substantial growth, with a projected 10% growth rate. Moderate growth in LA County is expected for the ICT/digital media sector (+8%), life sciences/biotech sector (+7%) and public safety sector (+7%). Other notable industry growth includes:

- Education and human development (+6%)
- Advanced transportation and logistics (+5%)
- Energy, construction, and utilities (+3%)
- Business and entrepreneurship (+3%)

With the co-equal goals to strengthen industry engagement with faculty and connect students to meaningful work-based learning opportunities and employment. Having a regular presence and voice at industry convenings is one of the best ways to reposition community colleges as key partners in regional economic development; reframe the narrative of colleges as vital sources of well-qualified local and diverse talent; and to constructively connect students to the 21st century jobs and careers in the fast emerging and rapidly-changing knowledge-intensive

industries that drive our regional economy. Follow up is needed to help students prepare for employment opportunities.

4. What professional development, resources, or support is needed to improve data driven decision-making using Labor Market Information (LMI)?

The Centers of Excellence for Labor Market Research are funded by the Workforce and Economic Development Division of the California Community Colleges Chancellor's Office. As grant-funded technical assistance providers, the nine Centers are located strategically across the state to study California's regional economies. Their work supports the community colleges by providing customized data on high growth, emerging, and economically critical industries and occupations. The Centers of Excellence produce reports and tools that provide a real-time picture of the labor market, where it is headed, and what programs and training are needed to meet future workforce demand. This research helps community colleges tailor their programs to support the state's dynamic and competitive workforce. Our work can also be applied to educational policy, faculty professional development, and work-based learning opportunities for students.

The composition of industry employment in Los Angeles County differs from California, and the United States as a whole, in several ways. L.A. has a larger share of jobs in the following sectors: Healthcare and Social Assistance, Information, Other Services primarily comprised of jobs in personal care services – barber shops, nail salons, and other beauty services, Transportation and Warehousing, Wholesale Trade, Educational Services, Arts, Entertainment, and Recreation, Real Estate, Accommodation & Food Services.

The twelve (12) priority sectors as determined by the California Community Colleges Chancellor's Office (CCCCO) provide a statewide overview of market trends. The fastest job growth in Los Angeles County is projected for the health sector, which has a projected growth rate of 16%. The retail, hospitality, and tourism sector also is expected to experience substantial growth, with a projected 10% growth rate. Moderate growth in LA County is expected for the ICT/digital media sector (+8%), life sciences/biotech sector (+7%) and public safety sector (+7%). Other notable industry growth includes:

- Education and human development (+6%)
- Advanced transportation and logistics (+5%)
- Energy, construction, and utilities (+3%)
- Business and entrepreneurship (+3%)

Direction: Determine the Strategies/Action Steps to reach the Goal of Element #6: Alignment to Labor Market Information (LMI). We recommend no more than five strategies under this element. (One sheet per strategy).

To reach the goal of Alignment to Labor Market Information (LMI), here are five recommended strategies/action steps:

1. Conduct regular assessments of labor market trends: Stay updated with the latest information about the labor market by conducting regular assessments. This includes gathering data on job trends, skills in demand, and emerging industries.
2. Collaborate with industry partners: Establish partnerships with industry organizations, employers, and professional associations. This collaboration will help gather insights into the current and future needs of the labor market, ensuring alignment with their requirements.
3. Develop career pathways and curriculum: Design career pathways that align with the labor market demands. Develop curriculum and training programs that equip students with the skills and competencies needed for in-demand jobs.
4. Provide career guidance and counseling services: Offer career guidance and counseling services to students and job seekers. This can include providing information on labor market trends, job opportunities, and guidance on skill development and educational pathways.
5. Foster industry internships and work-based learning opportunities: Facilitate internships, apprenticeships, and other work-based learning opportunities for students. This will allow them to gain practical experience, develop industry-specific skills, and establish connections in the labor market.

By implementing these strategies, organizations can enhance their alignment to labor market information and better prepare individuals for successful careers.

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure this need assessment is used, with fidelity, to inform local and regional planning and decision-making.

1. What went well in your CLNA process?

Element #1: The Perkins CLNA needs assessment for Santa Monica College revealed specific insights regarding student performance on required performance indicators, disaggregated by different groups. This assessment provided valuable information on the performance of students from various backgrounds, allowing the college to identify areas of improvement and develop targeted strategies to support the success of all students.

Element #2: The needs assessment also focused on evaluating the program size, scope, and quality at Santa Monica College to ensure it meets the needs of all students. This assessment provided insights into areas where program expansion or enhancement may be required, enabling the college to offer a comprehensive and high-quality educational experience to all students.

Element #3: The assessment examined the progress made by Santa Monica College in implementing career and technical education (CTE) programs of study. This insight helped the college assess the effectiveness of their current CTE offerings and identify areas for improvement or expansion to better align with industry demands and provide students with relevant and valuable skills.

Element #4: The needs assessment highlighted the importance of improving recruitment, retention, and training of CTE professionals, including underrepresented groups. This insight allowed Santa Monica College to develop strategies to attract and retain a diverse pool of qualified CTE professionals, ensuring an inclusive and equitable learning environment for all students.

Element #5: The assessment focused on tracking the progress towards equal access to CTE programs for all students. This insight allowed Santa Monica College to identify any barriers or disparities in program access and develop strategies to ensure that all students have equal opportunities to participate and succeed in CTE programs.

Element #6: The needs assessment examined the alignment of Santa Monica College's CTE programs with Labor Market Information (LMI). This insight provided valuable information on the current and future labor market demands, enabling the college to align their CTE programs with industry needs and ensure that students are prepared for relevant and in-demand careers.

The needs assessment conducted by Santa Monica College provided valuable insights that helped the college improve the recruitment and retention of CTE professionals in several ways:

- **Identification of Underrepresented Groups:** The needs assessment helped identify underrepresented groups among CTE professionals. By understanding the demographics of the current workforce, the college could develop targeted recruitment strategies to attract professionals from diverse backgrounds, ensuring a more inclusive and representative faculty.
- **Analysis of Recruitment Practices:** The needs assessment evaluated the existing recruitment practices and identified areas for improvement. It allowed Santa Monica College to assess the effectiveness of their recruitment efforts and make necessary adjustments to attract a wider pool of qualified CTE professionals.
- **Retention Strategies:** The needs assessment also examined the retention of CTE professionals. By identifying the factors that contribute to high retention rates, such as professional development opportunities, mentorship programs, or supportive work environments, the college could implement targeted strategies to improve retention and create a positive and engaging environment for CTE professionals.

- **Equity and Inclusion:** The needs assessment highlighted the importance of equity and inclusion in recruitment and retention practices. It allowed Santa Monica College to develop strategies to ensure that all CTE professionals, regardless of their background, feel valued, supported, and have equal opportunities for growth and advancement within the college.
- **Collaboration with Industry Partners:** The needs assessment provided insights into the alignment of CTE programs with industry needs. By establishing strong partnerships with industry stakeholders, Santa Monica College could enhance their recruitment efforts by leveraging industry connections and creating pathways for professionals to contribute to both academia and the workforce.

Overall, the needs assessment played a crucial role in helping Santa Monica College identify areas for improvement and develop targeted strategies to enhance the recruitment and retention of CTE professionals. By implementing these strategies, the college can create a diverse and talented workforce that meets the needs of their students and prepares them for success in their careers.

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

To develop an ongoing strategy, process, or mechanism to ensure the need assessment is used with fidelity to inform local and regional planning and decision-making, we will consider the following:

- **Reflect on what went well in the CLNA process:**
We must identify successful aspects of the CLNA process, such as effective data collection methods, meaningful community engagement, or valuable insights gained, and document the positive outcomes and lessons learned from these successes.
- **Determine areas for improvement:**
Analyze areas where better results could have been achieved in the CLNA process, and identify specific actions or approaches that could have been done differently to achieve better outcomes.
- **Evaluate participation and identify non-participating individuals or groups:**
Determine which individuals or groups were invited but did not participate in the CLNA process, and understand the reasons for their non-participation, such as lack of awareness, competing priorities, or barriers to engagement.
- **Plan future steps to engage non-participating individuals or groups:**
Develop strategies to engage the non-participating individuals or groups in future CLNA processes, and consider tailored approaches, such as targeted outreach, collaboration with community leaders, or addressing specific concerns or barriers.

- Leverage and align initiatives across sectors:
Identify other existing initiatives that align with the goals and outcomes of the CLNA process, and explore opportunities for collaboration and coordination to leverage resources, expertise, and collective impact.
- Build connections to and through other initiatives:
Establish communication channels and relationships with stakeholders involved in other initiatives, and share information, resources, and best practices to build synergy and foster collaboration across sectors.
- Establish an established schedule for continued collaboration:
Determine a regular meeting schedule for stakeholders involved in the CLNA process, and set clear expectations for attendance and active participation in these meetings.
- Demonstrate collective commitment to ongoing engagement:
Develop a shared vision or mission statement that emphasizes the importance of ongoing engagement in the CLNA process, and encourage stakeholders to demonstrate their commitment through active participation, resource allocation, and sustained efforts.

By considering these questions and developing a comprehensive strategy, we can ensure that the needs assessment is used effectively to inform local and regional planning and decision-making, with fidelity to the process.

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?

We lacked participation from Representatives of Indian Tribes and Tribal organizations in the State, as well as parents. Possible reasons are such as lack of awareness, competing priorities, or barriers to engagement. Future steps include developing strategies to engage the non-participating individuals or groups in future CLNA processes, and consider tailored approaches, such as targeted outreach, collaboration with community leaders, or addressing specific concerns or barriers; Identify other existing initiatives that align with the goals and outcomes of the CLNA process and explore opportunities for collaboration and coordination to leverage resources, expertise, and collective impact; Establishing communication channels and relationships with stakeholders involved in other initiatives, and share information, resources, and best practices to build synergy and foster collaboration across sectors; Determining a regular meeting schedule for stakeholders involved in the CLNA process, and set clear expectations for attendance and active participation in these meetings; Developing a shared vision or mission statement that emphasizes the importance of ongoing engagement in the CLNA process, and encourage stakeholders to demonstrate their commitment through active participation, resource allocation, and sustained efforts.

Appendix
 Size, Scope, and Quality Tables
 (Needs Assessment Element #2)

For each program to be considered funded for FY 24-25, provide the following: Program: ACCOUNTING
 Career Cluster:

Top Code Information 0502

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	5,205	4,574	4,335
2. # of female Enrolled	2,583	2,134	2,170
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	8	16	15
5. # of priority CTE Career pathways	3	3	4
6. # Credential Awarded (CTE students)	198	232	187
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: APPLIED PHOTOGRAPHY
 Career Cluster:

Top Code Information 1012

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	1,631	1,340	1,766
2. # of female Enrolled	1,037	869	894
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	72	97	95
5. # of priority CTE Career pathways	2	2	2
6. # Credential Awarded (CTE students)	33	31	32
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: CIS
 Career Cluster:

Top Code Information 0701

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	1,132	1,539	1,483
2. # of female Enrolled	939	878	759
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	39	31	13
5. # of priority CTE Career pathways	1	1	1
6. # Credential Awarded (CTE students)	17	28	43
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: EARLY CHILDHOOD EDUCATION
 Career Cluster:

Top Code Information 1305

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	2,703	2,445	2,157
2. # of female Enrolled	2,633	2,300	1,983
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	166	115	26
5. # of priority CTE Career pathways	7	8	8
6. # Credential Awarded (CTE students)	430	448	272
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: FILM PRODUCTION

Career Cluster:

Top Code Information 061220

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	290	850	879
2. # of female Enrolled	111	356	329
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	4	5	2
5. # of priority CTE Career pathways	2	2	2
6. # Credential Awarded (CTE students)	41	45	55
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: JOURNALISM

Career Cluster:

Top Code Information 0602

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	1,844	1,515	641
2. # of female Enrolled	375	292	270
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	21	6	12
5. # of priority CTE Career pathways	2	2	2
6. # Credential Awarded (CTE students)	24	11	17
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25,
 provide the following: Program: MEDIA PRODUCTION

Career Cluster:

Top Code Information 0604

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	383	321	406
2. # of female Enrolled	203	176	200
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	83	60	75
5. # of priority CTE Career pathways	4	4	4
6. # Credential Awarded (CTE students)	16	8	5
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: REGISTERED NURSING
 Career Cluster:

Top Code Information 1230

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	1,583	1,271	1,589
2. # of female Enrolled	1,566	1,193	1,565
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	2	1	0
5. # of priority CTE Career pathways	1	1	1
6. # Credential Awarded (CTE students)	106	35	63
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: PROMO PATHWAYS

Career Cluster:

Top Code Information 0509.10

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	1,375	1,358	1,328
2. # of female Enrolled	1,081	1,067	1,084
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	19	28	37
5. # of priority CTE Career pathways	2	2	2
6. # Credential Awarded (CTE students)	96	108	95
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25,
 provide the following: Program: SUSTAINABLE TECH
 Career Cluster:

Top Code Information 0303

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	232	156	159
2. # of female Enrolled	147	109	92
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	2	1	1
5. # of priority CTE Career pathways	2	2	2
6. # Credential Awarded (CTE students)	6	20	8
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

For each program to be considered funded for FY 24-25, provide the following: Program: TECHNICAL THEATRE

Career Cluster:

Top Code Information 1006

Description	FY 20 21	FY 21 22	FY 22 23
1. # of CTE Students Enrolled	348	295	214
2. # of female Enrolled	256	209	206
3. Min Class size	25	25	25
4. # of students enrolled in Dual Enrollment	30	31	21
5. # of priority CTE Career pathways	2	2	2
6. # Credential Awarded (CTE students)	6	16	8
7. # of students in Apprenticeship	0	0	0
8. Do you have Advisory Committee(Y/N)?	Yes	Yes	Yes

District CBO/Designee
Review of Comprehensive Local Needs Assessment

I confirm that this comprehensive local need assessment document was conducted in accordance to Perkins V rules and regulations

Dr. Patricia G. Ramos
(Print Name)

Dean, Academic Affairs, Workforce & Economic Development
(Title)



Signature

May 29, 2024
(Date)

Ruth Casillas
(Print Name)

Interim Director, Perkins, Workforce & Economic Development
(Title)



Signature

May 29, 2024
(Date)