

PART B-2: EVALUATION OF LABOR MARKET ALIGNMENT

Use the prompts on this worksheet to determine how well your campus or district's CTE programs are aligned to local, regional, and state labor demands. Address those statements and questions that provide the best and most relevant feedback to your campus or district.

Consider the following statements, identify those that best match your campus/district, and choose the most appropriate response.

1 This is a Strength / 2 This is satisfactory / 3 This area needs some improvement / 4 This area needs major improvement

	Rating				Briefly list strengths and/or areas of focus for improvement.	Indicate evidence reviewed.
	1	2	3	4		
Programs are aligned to projected industry demand.		x			CTE teachers at CCDHS all include professional skills like communication, problem solving, and decision-making in their lessons through varied instructional strategies, such as discussions, lecture, or group work. Additionally, students learn necessary technology skills and certifications needed for careers, such as Microsoft and Google programs, AutoCAD, and OSHA certifications. These employability and technical skills that CTE teachers cover in their courses are held in high regard by industry professionals in the Miles City community. Many CTE teachers are working to expand certification opportunities as funds allow.	PowerSchool Enrollment Numbers & Labor Market Data CTE Teacher Responses
The district/campus has policies in place to respond to changes in the labor market and develop new, or refine existing, CTE programs.		x			Each content area of the CTE department has used the advisory committee of past Perkins IV to make content and curriculum decisions based on local industry need. CCDHS has recently added the health sciences area of CTE to the department, based on the local demand for health care professionals in the Miles City community. CTE teachers will continue to use responses from local industry professionals as well as the PLC process to determine need for new programs or refinement of existing programs.	CCDHS Course Catalog: Health science courses were added in the 2016-2017 school calendar year. A section is offered each semester, which is twice per year at CCDHS.

Industry partners indicate that students graduate ready to enter high-skill, in-demand, and high-wage industries without remediation.			x	While CCDHS students enrolled in CTE programs graduate with a robust set of employability and technical skills, many industry partners report the requirement for post secondary education in their field, and cite the importance of years of work experience as necessary. There is room for improvement in this area through increasing the number of CCDHS students who take dual credit classes and enroll in the pathways program to gain valuable work experience while in high school.	Industry Professionals Responses
Programs graduate employees that thrive in the workplace			x	We have only been doing Work Base Learning for a little over a year and have good scores on students from the employers. At this point in time we don't have any data/records to show that any students were hired or given scholarships because of their WBL experience.	Work Based Learning employer evaluations on file.
Programs provide opportunities for students with disabilities, English-language learners, or other special populations to access the local labor market.			x	At CCDHS students with disabilities have an equal opportunity. Students that fit into a Special Population will have a needs assessment through the Counseling Center/Special Services Department. If applicable an IEP will be written to accommodate the needs of the student. Once a student in the Special Population is identified we offer support services such as reading tests, reading assignments, providing notes, and one on one support if needed. School policies are put in place to protect the rights of students in Special Populations. Our district has specific in-service training from Special Services so that teachers follow certain protocol when referring students.	Special Populations Responses

Further questions to consider:

- What are the highest projected growth industries in the region/state? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations, and are programs available for students in those areas?

Please provide a summary of how you evaluated your labor market needs and explain how you will provide a series of career exploration, career

We collected and reviewed a wide variety of labor market reports from the Miles City job service. The reports included data gathered from both the local Miles City community, as well as the great eastern Montana region. The reports included, but were not limited to, top employers in Miles City, industry growth, employment growth, and occupational demand by career cluster, and project occupation-specific job openings. After reviewing this data, one notable area of strength was the CTE areas reporting the top enrollment numbers each semester at CCDHS align with with industries that have large projected growth rates in Miles City in the future. For example, over 100 CCDHS students enroll in business, technology, finance classes each semester, and their corresponding industries are projecting above average job gains per year from now until 2028: Retail & Trade to gain 219 jobs per year, and Finance & Insurance to gain 80 jobs per year. An area of improvement may be promoting the health sciences and related courses, and potentially even offering more sections of each class in the future to align with and prepare students for the high future demand for qualified healthcare professionals in the Miles City community. Between the PLC process driving the CTE department to prioritize content standards, and the pathways program outlined in the corresponding section in part B1, CCDHS has a clearly defined series of career exploration, guidance, and work-based learning options that we will continue to implement and improve upon.