

Perkins V

Develop more fully the **academic** knowledge and **technical** and **employability skills** of secondary education students and **postsecondary education students who elect to enroll** in CTE Programs and Programs of Study

Perkins V - Emphasis on Access and Support for Special Populations

1. Disabilities
2. Economically Disadvantaged
3. Preparing for Non-Traditional Fields
4. Single Parents - Pregnant Women
5. Out of Workforce Individuals
6. English Learners
7. Homeless
8. Foster Care
9. Children whose Parents are Active Duty in Armed Forces

Ideas on how you might obtain this information accurately and consistently

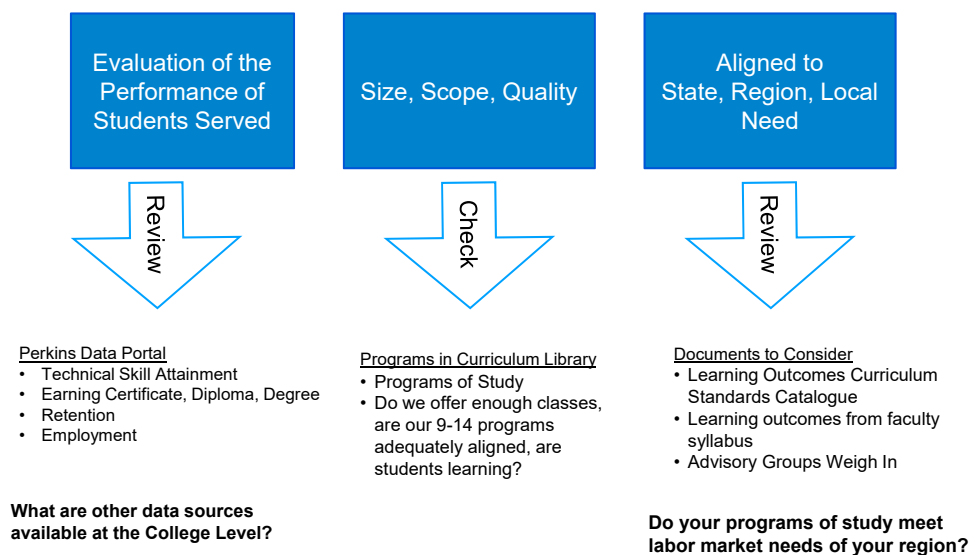
Ideas on how you might network to provide supportive services

Perkins Funding for 2020-21
THE PROCESS - ABBREVIATED

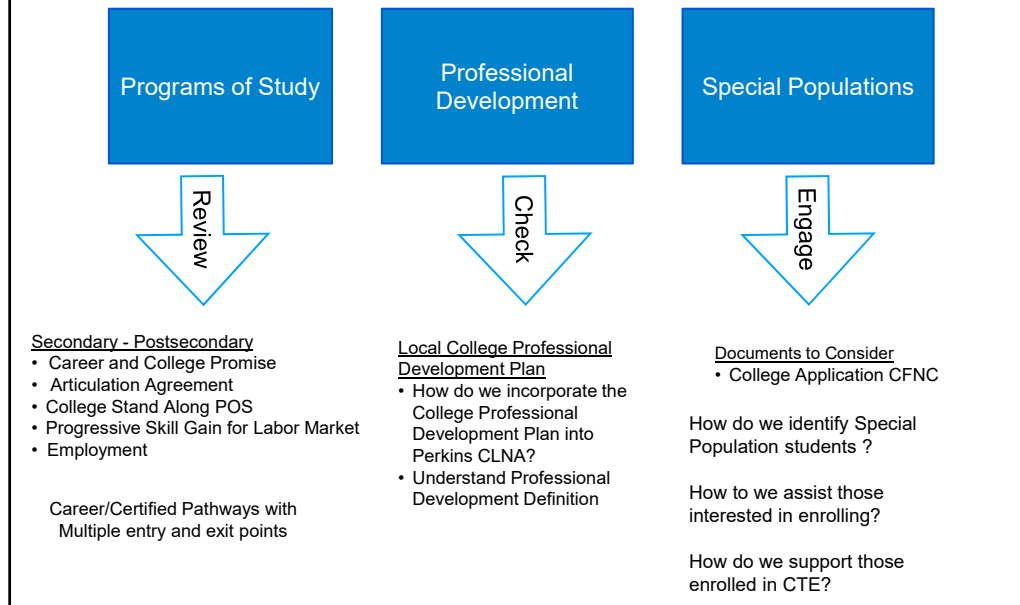


Preparing students for jobs that are in demand or pay high wages with skills they have developed through the education system and in collaboration with all workforce stakeholders and their resources.

Summary of the Comprehensive Needs Assessment 1



Summary of the Comprehensive Local Needs Assessment 2



Perkins/CTE State Staff

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Perkins V Comprehensive Local Needs Assessment NC Community College Summary Guide

This document is a summary of the NCCCS Perkins V Comprehensive Local Needs Assessment Guide, which can be found at www.ncperkins.org. Both documents are a work in progress as we move toward implementing Perkins V. Please submit any suggestions to Tony Reggi, CTE Coordinator, at reggia@ncccommunitycolleges.edu.

Determine Local Goals

1. What are the Community College's Career and Technical Education Goals?

What is the vision of your CTE program or strategic priorities that are already in place that may be informed by this assessment?

List any goals that may inform your work

2. Who are the stakeholders involved in this comprehensive local needs assessment process?

Review Perkins V §134 (d) and develop a diverse body of stakeholders to assist in the needs assessment, local application, and ongoing program consultation.

List your stakeholders

3. How will you seek feedback on your needs assessment?

What groups exist at the college and in the community with whom you can share the results of the needs assessment, and who may help in the implementation and enhancement of the plan?

List strategies/groups you have or will use to seek feedback

4. What are the sources of data and materials you will use in providing evidence for this needs assessment?

Consider sources such as the Perkins Data Portal (www.ncperkins.org/data), Program Evaluations and others.

List sources

Part A: Student Performance

For the 2019-20 program year, NCCCS will be using our most recent data located in the Perkins Online Data Portal (www.ncperkins.org/data). It is recommended that you initially reference: Technical Attainment; Students Earning a Certificate, Diploma or Degree; and Student Placement.

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For each program of study, note and discuss the technical attainment of students, degree/credential attainment, and job placement of students. This program analysis of student success may be accomplished by looking at the indicators of age, ethnicity, and nontraditional participation of students. Look for gaps in student performance and make recommendations for improvement. These areas of improvement are what you might consider for Perkins funding.

Look at the following six areas that may enhance student performance, the possible gaps in performance, and strategies the group might recommend for improvement.

1. Student Career Exploration and Career Development
2. Faculty Professional Development
3. CTE skills, learning outcomes, and expectations of students to obtain high-wage, in-demand occupations
4. Academic Skills are integrated into CTE programs
5. Program elements that will be added to increase student achievement
6. Results of other program evaluations that may improve performance such as IE reviews and employer feedback from advisory board meetings.

List the Programs of Study you have reviewed with current gaps and possible strategies you anticipate addressing in your Local Plan.

Part B-1: Size, Scope, and Quality

The community college offers many programs of study to meet the local labor market needs. Programs are submitted to NCCCS program administrators and undergo a rigorous review before they are entered into the Curriculum Standards Catalogue. All programs of study are mapped to a career cluster, pathway, and program major. These programs of study include a pathway description and a recommended general academic core along with the technical core. They also include specific program majors, and employability-skill competencies to be learned in each program of study. These programs of study will be reviewed every two years in the Perkins comprehensive needs assessment process.

It is recommended that each college pull these curriculum standards and the most recent Institutional Effectiveness program reviews for consideration by stakeholders in meeting the size, scope, and quality section of this evaluation.

Meeting program size can be addressed by reviewing student technical and completion data along with any potential waiting lists and employment data in meeting local employers' needs.

Through this review of job projections and enrollments, stakeholders can judge the size, scope, and quality of the program while addressing the following questions:

1. In what programs are students choosing to enroll?
2. Are there programs with low student enrollment and high industry demand?
3. Is the college offering a sufficient number of courses, and course sections, within each program of study?

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4. What percent of students complete a certificate, diploma, degree or other postsecondary credential? How are programs of study designed to ensure students completion?
5. Describe conversations with secondary, postsecondary, and business/industry concerning developing a robust skill set in each program, the role of business and industry in development and delivery of programs of study, and how quality standards are incorporated as required by industry?
6. How is work-based learning incorporated into each program of study?

It is recommended that the colleges, in conjunction with their high schools and the workforce board, review and have input into this analysis. This review should include all programs of study in high-skill, high-wage, or in-demand areas under consideration for Perkins funding. Colleges can go back and add additional programs of study to the list as informed by future needs assessments. Colleges actively taking part in the Certified Pathway Program may incorporate this data into their analysis.

List the programs of study reviewed that meet the Size, Scope, and Quality definition. Include other programs of study where there are gaps in **Size** (student enrollment or employer demand for graduates), **Scope** (course sequence and offerings), or **Quality** (completion, credential attainment and placement), and you anticipate working to improve.

Part B-2: Labor Market /Alignment

Review the college's programs of study in high-skill, high-wage, or in-demand areas under consideration for Perkins funding. Do they meet the short- and long-term labor market needs of your area, the region, and/or the state for high-wage, high-skill, and or in-demand occupations?

- Is the program producing enough graduates to meet the labor-market demand?
- Seek feedback from employer advisory committees and program alumni.

Look at program job placement data, talk with employers, stakeholders, and community workforce boards in determining program alignment. If available, consider using sector analysis data, supply demand dash boards, and other North Carolina Department of Commerce labor market tools that may be helpful in reviewing demand and alignment of courses to employer needs. Certified pathway data may also help in determining labor-market need and/or alignment.

For each program of study ask the following:

1. What are the highest projected growth industries in the region? What occupations are part of that industry?
2. How are CTE programs aligned to projected job openings? How are gaps identified and minimized?
3. Is there additional content that should be added to better align with employer demand?

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4. Where are completers able to obtain employment?
5. Are there emerging occupations for students in each program of study?

Summarize in the report on each program of study in paragraph or bullet form.

Part C: Toward fully implementing programs of study

This section looks at the college's CTE programs of study and asks how the college is implementing a full scope of programs of study. The program of study is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary levels. These grade 9 - 14 programs of study incorporate the following:

- Include challenging standards
- Address academic, technical, and employability skills
- Align with industry and workforce needs
- Progress in specificity from general aspects of industry to specific occupational instruction
- Have multiple entry and exit points
- Culminate in the attainment of a recognized postsecondary credential.

The analysis of the programs of study and recommendations for improvement may be around the following program elements; career exploration, faculty professional development, necessary skills to be taught in the program core, student improvement around achievement, Perkins outcome measures of job placement, earning credentials, and participation in non-traditional programs of study.

The group may review documents such as *A Quality CTE Programs of Study Framework* (Advance CTE), *Career Pathway Reviews* (SREB), and *Essential Elements of Pathway Quality* (Linked Learning) to help focus this part of the needs assessment.

Consider these questions in reviewing pathways:

1. How fully are the programs of study aligned and articulated across secondary and postsecondary education? (i.e. grade 9-14 POS)
2. How do the programs of study incorporate relevant academic, technical, and employability skills at every learner level?
3. Are students being retained in the same program of study? (i.e. matriculation from secondary to postsecondary for diploma/degree completion?)
4. Do students in the programs of study have multiple entry and exit points?
5. Are students in the programs earning recognized postsecondary credentials? Which credentials are earned at each level (certificate, diploma and degree)?
6. What are the roles of secondary and postsecondary partners in current programs of study development and delivery? To what extent do faculty work together to ensure complementary and seamless course content in this program?

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As you review these questions, list each program of study and any recommendations for improvement in the elements listed above. This check list can be used to indicate progress in each pathway and gaps to close. Then summarize the strategies the colleges will work on to enhance high quality CTE programs of study.

Part D: Recruitment, Retention, and Training of CTE Educators

Improving the quality of teaching and learning is an important element under Perkins V. Faculty and Staff recruitment, retention, and professional development is key in this process. Carefully consider the following in evaluating your faculty and staff. The college may have a professional development plan in place to meet requirements of other accrediting agencies, and that information can be incorporated and summarized into this section of the comprehensive needs assessment.

Consider these questions:

1. How diverse is your staff? Does it reflect the demographics of the region?
2. How does your college provide, approve, and fund professional development activities to improve CTE faculty and staff?
3. What process is in place to recruit new educators?
4. What onboarding processes are in place to bring new instructors, both permanent and adjunct, into the system?
5. Is there process in place to develop or recruit faculty from industry, existing staff, and other resources?
6. Are there external opportunities, industry experiences, community college or high school faculty interactions that will enhance faculty teaching skills?
7. What substantive and effective professional development (PD) activities are offered around CTE academic and technical instruction? How is need for PD identified?

Summarize faculty and staff recruitment, retention and professional development. If there are gaps indicate how Perkins V may help close these gaps.

Part E: Toward improving equity and access

Perkins V places emphasis on serving special populations in the recruitment, enrollment, retention, and completion of those students. Special Populations under Perkins V § 3(48) includes:

- (A) Individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and

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- (l) youth with a parent who —
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

Evaluate the college's progress in providing equal access to CTE Programs.

1. Which population groups are underrepresented in your CTE programs overall? And in each program area?
2. Which population groups are over-represented in CTE programs other than non-traditional?
3. What are the differences between participant, concentrator,* and completer data for each special population? What barriers prevent students from special populations from completing?
4. What recruiting efforts are conducted to encourage special population students to enroll in high quality CTE programs? What seems to be effective? What seems to be producing little effect?
5. Referring to the sections on program quality, labor-market needs, and progress toward implementing programs of study, what enrollment discrepancies exist when comparing to programs that lead to high-wage, high-skill, and in-demand occupations?
6. What accommodations, modifications, and supportive services are available for each special population? Which are most effective? Which ones are under-utilized? How do students find out about them?
7. Has the faculty been provided professional development in strategies to assist student learning, such as Universal Design for Learning?

* A CTE *participant* is an individual who completes not less than one course in a career and technical education program or program of study; a CTE *concentrator* is an individual that has earned at least 12 credits within a career and technical education program of study or has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Summarize activities to encourage access to CTE Programs of Study, current or anticipated programs to serve the special populations, program delivery strategies to level the playing field and improve retention, completion, and job placement.

Merging Findings and Setting Priorities

Finishing the Perkins V Comprehensive Local Needs Assessment and beginning the local application for Perkins funds are the next steps in the process and will require input from the required partners. Be creative and use your resources to get that valuable input. It does not have to happen in a large public forum but might be more effective selecting the team leaders from each section.

Engaging stakeholders in a discussion about local and regional goals is critical as you conclude this process. Ensuring the stakeholder group understands the six required use of funds and the nine elements of the local application will be critical at this point. Armed with facts and information, the leadership team can work with the stakeholder group to do the final steps and prepare for the local application.

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It is time to review your findings and prioritize the action steps identified in each section. Likely there are considerably more issues and actions than can be addressed at this time, however it is important to narrow the list of needs to a key set of actions that will have the greatest impact on the following:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality and insuring labor-market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

In prioritizing the action steps, go back to the notes from your discussions and consider more broad questions from each part such as:

- Part A: Which performance areas are providing the most difficulty? For which student groups? What can be done to address those needs?
- Part B-1: Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across career areas?
- Part B-2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed?
- Part C: Are secondary, postsecondary, and support systems aligned to ensure students can move through the pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers?
- Part D: How can you get faculty to join your staff? What support is needed to retain effective instructors?
- Part E: Which special populations are struggling the most? Are there activities to undertake that would remove barriers right away? What are long-term solutions to ensuring all students are successful?

The NCCCS Perkins staff has created a form that may be used for each Program of Study that will be funded with Perkins grant monies to summarize the needs assessment gaps and action steps. This will be submitted to the System Office with the local application. See the form on the following page.

Comprehensive Local Needs Assessment Summary Report by Program of Study

College: _____

Program of Study: _____

Check all that are offered: ☐ Certificate ☐ Diploma ☐ Associates in Applied Science

Check all that are appropriate: ☐ In-Demand ☐ High Skill ☐ High Wage

If applicable, briefly explain gaps in each part.

A. Student performance
•
B1. Size, scope, and quality of program
•
B2. Alignment to local/regional labor market needs
•
C. Progress toward implementing 9-14 career pathways programs of study
•
D. Recruitment, retention, and training of faculty and staff
•
E. Progress toward improving access and equity for all students
•

For each gap identified above, list strategies by approved Perkins V activity that were identified to close the gap. See §135 Local Uses of Funds for additional information on approved activities.

Provide career exploration and career development activities through an organized, systemic framework
•
Provide professional development for a wide variety of CTE professionals
•
Provide within CTE the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations
•
Support integration of academic skills into CTE programs
•
Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
•
Develop and implement evaluations of the activities funded by Perkins
•