



Date: June 4, 2020

Executive Summary: Approval of Comprehensive Local Need Assessment
(Perkin V Funding)

Appendices: Three (Appendix A, B, and C)

Recommended By: Dr. Kristin Lima, Dean, Applied Technology/Business, Chabot College
Vicki Shipman, CTE Project Manager, Las Positas College

Issue: Perkins V Comprehensive Local Needs Assessment (CLNA)

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment (CLNA) related to career education (CTE TOP-coded Programs), and include the results of the assessment in the local application. The assessment must be updated every two years. 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; and 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 Perkin 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 processes in place for a variety of required Perkins V concepts and all possible gaps identified by advisory stakeholders to determine gaps to student success from secondary to postsecondary to employment with multiple entry and exit points.

Background

Three appendices are included as background to this CLNA approval entitled: 1) Appendix A Introduction to Comprehensive Local Needs Assessment & In-demand Industry Sectors; 2) Appendix B Evaluation of Student Performance -- Core Indicators; and 3) Appendix C Program Gap Analysis Required Narrative and Advisory Board Consultation.

Appendix A includes the historical background of state and regional processes that led to the concepts of in-demand industry sectors and regional collaboration. This includes research into the regional strong workforce and WIOA structures and analysis specifically done for the East Bay Regional Planning Unit Regional Plan around in-demand industry sectors. This appendix determined Section 1. In-demand Industry Sectors above.

Appendix B includes required Perkins V accountability review for each college within the District using CCCCO Core Indicators, Student Success Matrix LaunchBoard, and Student Success Scorecard data, 2020 Census data, Data USA by county and California Census 2020 Hard to Find Fact Sheets. Each college report covers CE student demographics data, aggregate core indicator data and a conclusion of gaps. Section 2. Performance Gaps above were the conclusion of this review.

Appendix C includes review of gaps in current process (in narrative format) using the Comprehensive Local Needs Assessment, Perkins V 4-year application and District Perkins Advisory process questions. Section 3. Process Gaps above were the conclusion of this process review.

Recommendations

In-demand Industry Sectors: It is recommended that Chabot Las Positas Community College District (CLPCCD) -- Perkins V Advisory Board approve the following industry sectors/occupational clusters (as sanctioned by the Bay Area Community College Consortium, the regional East Bay WIOA plan, and LMI Data as discussed in Appendix A as being in-demand as defined by Perkins V funding. Chabot-Las Positas CCC has chosen the following six in-demand industry sectors/occupational clusters: Health, Information & Communication Technologies/Digital Media, Advanced Manufacturing & Advanced Technology, Advanced Transportation & Renewable Energy, Small Business (Professional, Scientific, & Technical), and Early Care Education.

Performance Gaps: §113 of Perkins V requires review of core indicators measuring completions, retention, placement and non-traditional participation including Perkins special populations data and ethnicity, gender, and retention of these groups. This review was completed for the District overall but detailed within Chabot and Las Positas Colleges. The following is a synopsis of student performance gaps which must be a part of the College's focused 1-year applications using Perkins V or in-kind funding:

- After review of the English Learner concentrator population at Chabot and Las Positas Colleges each college's core indicator data shows specific programs that require review of non-duplicative core indicator student data to determine if there are issues in English Learner students becoming concentrators or choosing CE programs. Subsequent improvement/outreach plans to increase English Learner participation and completion in CE programs will be designed using Perkins V or in-kind funding.
- After review of each college's core indicator data, specific programs require review of non-duplicative core indicator student data to determine if there are issues in non-traditional students becoming concentrators or choosing CE programs. Subsequent improvement/outreach plans to increase non-traditional

participation and completion in CE programs will be designed using Perkins V or in-kind funding.

- Completion/Persistence/Placement indicators show specific programs within both colleges not meeting 90% of State negotiated rates and therefore require review and improvement plans.
- Management Information Systems (MIS) data for each college's core indicators are shown to have some consistent errors in the data and so a coding review to fix the errors is required to be within the 1-year focused workplans.

Process Gaps: Appendix C is a review by Chabot College and Las Positas College of all the process questions required (in narrative format) by the 4-year application, the CLNA and the District Perkins Advisory Board round tables review of gaps to CE student success in programs/programs of study from secondary to postsecondary to employment. The following are activities that will be funded with Perkins and in-kind funding to improve CE student outcomes:

- *Special Populations Outreach* – Special populations will receive specific resources, orientations, counseling, career guidance, tutoring mentoring, access to specialized lab experiences, skills training, employability training, internships, employment referrals, job boards, career fairs, and job placement.
- *Career Guidance* – A more robust system of career coaches, career resources to support students will be developed. Cohorts within CE programs of study will be identified and given information, support services for special populations, industry-related activities to promote student engagement persistence and completion
- *District Leaders Collaboration* -- District leaders from both colleges will collaborate with industry experts addressing the challenges of successful completion of high-skill, high-wage, and in-demand industry sectors.
- *Faculty and Counselor Collaborations* -- Faculty and counselors will promote high-skill, high-wage, and in-demand industry sectors through outreach in tandem with their educational, industry, and community partners (industry certifications, career fairs, internships and work-based learning).
- *Internships and Work-based Opportunities* -- Internships and work-based learning opportunities will include (career portfolios that document work-based skill attainment, certificate and industry credentials). Project leaders and the Career & Transfer Center will collaborate with industry partners to identify and expand opportunities for special populations and non-traditional students.
- *Recruitment, Retention, Professional Development* -- A major concern of Perkins is how recruitment, preparation, retention, and training, including professional development, of faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements is maintained for CE programs/programs of study. Each college will support teacher preparation and professional development, address the need to improve recruitment, retention and discipline related training for this cohort of individuals.
- *Accountability* -- Projects will be evaluated annually by the Perkins Advisory Board, Institutional Research, the Divisions, and the District. This review process will insure continuous improvement, expansion, and modernization to meet the needs of special

population students and all State and local adjusted levels of performance. Should disparities or gaps in performance occur, the plans may need to be revised annually in consultation with the project lead and the Advisory Board. If no meaningful progress has been achieved prior to the third year, a formal review with the Local Planning Team or the Advisory Board will be required along with recommended action items for the project lead to address to eliminate those disparities or gaps.

- *Postsecondary Certification* -- Review of postsecondary industry certifications supported by local advisories will be encouraged and may in part be funded by Perkins if outside the college budget.
- *Secondary to Postsecondary Transition(s)* -- Both colleges will conduct regular secondary to postsecondary articulation meetings with high school, ROP, and Adult Schools. As part of this funding, regional collaboration for articulation, credit by exam and concurrent enrollment discussions will take place. In addition, the Colleges will ensure all secondary personnel working on dual enrollment, noncredit transition to credit, and college course credit understand the process while working to standardize this application process.