



Perkins V Advisory Committee

- Date:** June 3, 2020
- Executive Summary:** Review of Comprehensive Local Needs Assessment (Perkins V Funding)
- Appendices:** Three (Appendix A, B & C)
- Recommended By:** Debbie Vanschoelandt, Dean Irvine Valley College
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Issue

Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment (CLNA) related to career education, and include the results of the CLNA in the local application and update the assessment 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/or 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.

Recommendations

1. ***In-demand Industry Sectors:*** It is recommended that South Orange County CCD -- Perkins V Advisory Committee approve the following in-demand industry sectors (as sanctioned by regional/local LMI Data and Industry Sector focus groups) discussed in Appendix A and adopted by Orange Counties WIOA Regional Planning Unit (RPU). So, all Districts in Orange County and WIOA RPU have chosen the same 8 in-demand industry sectors 6 priority & 2 emerging (Advanced Transportation & Logistics, Business and

Entrepreneurship, Energy, Construction & Utilities, Health, Advanced Manufacturing, ICT/Digital Media, Retail, Hospitality, & Tourism, and Life Sciences & Biotechnology).

2. ***Core Indicator Performance Gaps:*** Appendix B contains an overview of student performance as determined by State negotiated core indicators within §113 of Perkins V (indicators measuring completions, retention, placement and non-traditional participation) were reviewed along with all other special populations of Perkins V. In addition, a review of ethnicity, male and female, and retention of these groups was completed using the California Community Colleges, Chancellor's Office (CCCCO) LaunchBoard Student-Success Metrics and Student Success Scorecard Data. This review was done for the District overall but detailed within Irvine Valley and Saddleback Colleges. Appendix B contains a gap analysis and specifies performance gaps for each core indicator. The following is a rolled-up synopsis of this analysis:
 - After review of each college's core indicator data, specific TOPs/programs require review of non-duplicative core indicator student data to determine issues in English Learner students becoming concentrators and an outreach plan to increase English Learner participation in CE programs.
 - After review of each college's core indicator data, specific TOPs/programs require review of non-traditional core indicator student data to determine issues in Non-traditional students becoming concentrators and an outreach plan to increase Non-traditional participation in CE programs.
 - There are completion, persistence and placement issues within specific College TOPs/ programs (not meeting 90% of State negotiated rates) therefore review and improvement plans need to be completed.
 - CCCCCO MIS data for core indicators is shown to have some consistent errors in the data and so review and revision of data coding needs to be a part of the 1-year focused workplan.

3. ***Process Gaps:*** Appendix C is a review by Irvine Valley College and Saddleback College of all the process questions required (in narrative format via Perkins V requirements) of the 4-year application, the CLNA and the District Perkins Advisory round table review of gaps to CE student success in programs/programs of study from secondary to postsecondary to employment. As a part of this review process the following are activities that will be funded with Perkins V and/or in-kind funding to improve CE student outcomes:
 - ***Career Exploration and Development:*** Targeting special populations, outreach through career exploration will occur to introduce students to in-demand industries aligned with the college's programs. The outreach will encompass strategies with local K12 feeder districts, as well as current students on campus. The outreach will include specialized workshops and in-class presentations.
 - ***Skill Development/Worked-based Learning:*** In order to support learning in the classroom, skill attainment will be accelerated through specific CE Tutoring Services. Ensuring CE students have access to work-based learning

opportunities is integral to their success. Strategic opportunities for on-campus and off-campus work-based learning opportunities will be developed within CE programs.

- ***Professional Development:*** To align with evolving technology and innovations of industry, providing professional development opportunities for faculty and staff will advance CE programs and ensure better preparedness for students.
- ***Services for Special Populations & Economically Disadvantaged Students:*** With the increased cost of overall education, including the cost of textbooks, even with Zero Textbook Initiative and Open Education Resources, many classes still require a textbook, and this is a barrier for students to persist through the program, especially special populations. In order to support CE students, strategic supplies and equipment will be made available to ensure completion and placement

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 Committee Consultation.

Appendix A -- includes the historical background of the state and regional processes that led to the concept of in-demand industry sectors and regional collaboration. Topics include the regional strong workforce and WIOA structures and analysis specifically done for Orange County around in-demand industry sectors. This Appendix informed Section 1. In-demand Industry Sectors above.

Appendix B -- includes required Perkins V accountability review for the District using CCCCCO 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. This report covers CE student demographics data, aggregate core indicator data and a conclusion of gaps. This informed Section 2. Core Indicator Performance Gaps above as the conclusion of this review.

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