February 2022

PERKINS V COMPREHENSIVE REGIONAL NEEDS ASSESSMENT
SAN DIEGO AND IMPERIAL COUNTIES COMMUNITY COLLEGES

PERKINS V COMPREHENSIVE REGIONAL NEEDS ASSESSMENT WORKSHOP
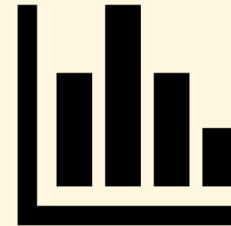
LABOR MARKET INFORMATION (LMI)

SPECIAL RESEARCH REPORTS

SAN DIEGO AND IMPERIAL COUNTIES COMMUNITY COLLEGES

CUYAMACA · COLLEGE ·

GROSSMONT COLLEGE

MiraCosta COLLEGE

SAN DIEGO COLLEGE OF CONTINUING EDUCATION

PALOMAR COLLEGE
Learning for Success

SAN DIEGO MESA COLLEGE

SAN DIEGO CITY COLLEGE

SWC SOUTHWESTERN COLLEGE

SAN DIEGO MIRAMAR COLLEGE

IVC IMPERIAL VALLEY COLLEGE

CRNA VS. CLNA

Comprehensive **Regional**
Needs Assessment

Comprehensive **Local**
Needs Assessment

Perkins V

=

Strengthening Career and Technical Education for the 21ˢᵗ Century Act

$1.2 billion for Career Education or Career Technical Education (CE/CTE)

To receive Perkins V funding, institutions must complete a Comprehensive Local Needs Assessment (CLNA), which examines the needs of special populations as they navigate the education system.

Special populations, as defined by Perkins V

Individuals with disabilities

Individuals from economically disadvantaged families

Individuals preparing for nontraditional fields

Single parents, including single pregnant women

Out-of-workforce individuals

Homeless individuals

Youth who are in, or have aged out of, the foster care system

Youth with a parent who is a member of the armed forces and is on active duty

Individuals with other barriers to educational achievement

COMPREHENSIVE REGIONAL NEEDS ASSESSMENTS

2020-21

24
INTERVIEWS

San Diego and Imperial Community Colleges Career Education

Perkins V Local Comprehensive Needs Assessment: Consultation Report

Prepared by UC San Diego Extension April 30, 2020

CAREER EDUCATION
CALIFORNIA COMMUNITY COLLEGES
San Diego and Imperial Counties

UC San Diego
EXTENSION

CR+E
CENTER FOR RESEARCH
+ EVALUATION

2021-22

48
INTERVIEWS

PERKINS V REGIONAL COMPREHENSIVE NEEDS ASSESSMENT
SAN DIEGO AND IMPERIAL COUNTIES COMMUNITY COLLEGES

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT (CRNA)

STUDY GOAL

Explore challenges that individuals from special populations face and provide recommendations on how we can better serve them.

A total of **48 in-depth interviews**

24 with special populations
24 with CBOs* that serve them

*Community-Based Organizations

AGENDA

BACKGROUND

KEY FINDINGS & RECOMMENDATIONS

REFLECTION QUESTIONS

DISCUSSION AND Q&A

KEY FINDINGS AND RECOMMENDATIONS

According to both CRNAs, special populations need:

Guidance in navigating the community college system prior to and after enrollment

Trauma-informed faculty and staff

Wraparound services

A caring campus

Formal and consistent communication and coordination

Increased awareness of in-demand CE/CTE programs and related occupations

GUIDANCE IN NAVIGATING THE COMMUNITY COLLEGE SYSTEM PRIOR TO AND AFTER ENROLLMENT

"

I asked a participant if we could go on her computer. She said she doesn't have a computer… she just wasn't able to fill out the form… she was hoping to borrow a family member's computer, so she went to their house. And then they forgot, and they locked her out. And she missed a deadline.

"

"

Sometimes the instructors kind of just casually mentioned: 'oh, and there's an exam coming up.' And then I'm like, oh shoot. I need to go get the form from the testing center, have the professor fill it out, and then I have to fill it out [to get a braille version of the test]. And then I have to go for a specific window of time where I can drop that off, so they can actually schedule my test. So it was a lot of work...You kind of had to know how the system was structured.

"

GUIDANCE IN NAVIGATING THE COMMUNITY COLLEGE SYSTEM PRIOR TO AND AFTER ENROLLMENT

Recommendations from Interviews

- Have outreach staff provide workshops to walk prospective students through the application process

- Train external partners (e.g., CBO case managers and staff)

- Provide mentorship programs, events, or other opportunities to network with individuals with similar challenges

REFLECTION QUESTIONS

1. Does your institution regularly partner with CBOs to provide workshops to complete administrative tasks (e.g., college applications) in real time?

2. Do you regularly provide workshops to local middle schools and high schools on how to apply to your community college?

3. How does your institution promote and increase awareness of resources available for special population students before and after they enroll?

TRAUMA-INFORMED FACULTY AND STAFF

"

…after somebody goes through a traumatic brain injury, they often feel like their life has been uprooted. And they're completely alone. They often feel like they're the only person going through this situation…They don't know what to do about it, they don't know where to go, even though resources are available.

"

TRAUMA-INFORMED FACULTY AND STAFF

Recommendations from Interviews

- Train faculty and staff on how to apply a trauma-informed approach to their work

- Provide trauma-informed training to all students—regardless of special population status—to help them adjust to college life

TRAUMA-INFORMED FACULTY AND STAFF

REFLECTION QUESTIONS

1. Are faculty and staff encouraged to participate in trainings on trauma-informed practices?

2. What type of orientation does your college provide for incoming students, and does it address trauma and resilience?

3. Do you have a structured or formal process to help students adjust to the community college environment?

As a child, when you're going through foster care, you're forced to do therapy, to keep yourself on track, because you are experiencing these traumatic events, such as separation and probably loss…We feel forced because we don't want to talk about what we have been told or taught. There is a perception that if you talk, you'll get in trouble.

It's a miracle to me that anyone enrolls in programs at [this community college] – the programs must in fact be extremely excellent to make it past all these barriers.

WRAPAROUND SERVICES

Recommendations from Interviews

- Revise websites to improve user experience and solicit feedback from students

- Include "boilerplate" language about wraparound services in syllabus templates or communication materials

UCSD SYLLABUS HEALTH AND WELL-BEING STATEMENT

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol, and drug problems, feeling down, interpersonal or sexual violence, or grief.

These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me, so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

- Counseling and Psychological Services (858-534-3755 | caps.ucsd.edu)
- Student Health Services (858-534-3300 | studenthealth.ucsd.edu)
- CARE at the Sexual Assault Resource Center (858-534-5793 | care.ucsd.edu)
- The Hub Basic Needs Center (858-246-2632 | basicneeds.ucsd.edu)

We care about you at UC San Diego, and there is always help available.

ADDITIONAL RESOURCES

- Basic Needs: Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their academic performance, is encouraged to contact: foodpantry@ucsd.edu, basicneeds@ucsd.edu, or call 858-246-2632.
- Triton Food Pantry is an emergency food relief program to provide food for students and fight food insecurity. You can get canned food, pasta, beans, and rice as well as fruit and vegetables at the pantry. foodpantry@ucsd.edu
- The Hub Basic Needs Center coordinates basic needs resources vital to thrive as a student, which includes access to nutritious food, stable housing, and financial wellness resources. We provide basic needs services and resource referrals to registered UC San Diego students. Ask us about CalFresh food benefits! basicneeds.ucsd.edu 858-246-2632.

REFLECTION QUESTIONS

1. How often does your college use feedback from students or external stakeholders to inform website improvements?

2. Do faculty at your college include information about basic needs resources (e.g., food pantry, emergency housing) as standard language in course syllabi? ?

3. Does your college partner with any local CBOs that provide wraparound services for students, and how is that information disseminated?

A CARING CAMPUS

"

A lot of community college students work while they're going to school -- but I had to work between 40 and 60 hours and go to school at night. Because for me, if I didn't have money, it meant that I wasn't making my car payment, I wasn't making my rent, and so on. There were times where I would have to skip class sometimes to pick up an extra shift.

"

"

…they basically go off the grid for a week or two to deal with whatever family crisis that comes up, and in a school environment, that's not very forgiving .

"

A CARING CAMPUS

Recommendations from Interviews

- Increase faculty and staff awareness of special populations' needs through professional development
- Build a culture on campus where instructors, student workers, staff, and administrators are trained to interact and connect with students
- Partner with CBOs to provide training on the special populations that they serve

CALIFORNIA DIVIDE

One man's lonely journey through California's plan to end homelessness

BY JACKIE BOTTS , JANUARY 17, 2022   UPDATED JANUARY 18, 2022

Twitter   Facebook   WhatsApp
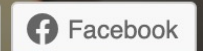
REFLECTION QUESTIONS

1. What professional development opportunities does your institution provide faculty and staff to help them connect with students?

2. How do your instructors accommodate students who consistently experience life challenges?

3. Can you identify a CBO that could provide training or professional development opportunities for faculty and staff at your college? What would be a first step to building that partnership?

FORMAL AND CONSISTENT COMMUNICATION AND COLLABORATION

"
I started talking to a representative at [a community college] and the conversation kept dying off. And then one of their executives reached out to me, and he apologized. Because we started a dialogue, which then ended, and then we started another dialogue -- and it just ended. But I think that's where the disconnect is. It's not only in the conversation and communication, but really the focus and the effort
"

FORMAL AND CONSISTENT COMMUNICATION AND COLLABORATION

Recommendations
from Interviews

- Ensure that communication occurs regularly and not be dependent on a single person to sustain the relationship with external partners

- Increase communication and coordination within the college and across colleges in the region

"

…do a needs assessment there, and there's different accommodations that are suggested and agreed upon.

That's not working for me…I just deal with it.

…kind of leaves it up to the student to advocate for their accommodations.

"

"

REFLECTION QUESTIONS

1. Do you have formal relationships with local CBOs that serve special populations? How were these relationships formed, and how have they been sustained over time?

2. What systems does your college have in place to increase communication and coordination between counselors and instructors, and between instructors and staff ?

There are also foster youth that want to do computer science, but this route, as with the other sciences, is a little bit more difficult to get across to them, because we [foster youth] have the idea that we're simply not smart enough

I think career technical education has a stigma, as do community colleges. That's not where you visualize yourself…the choice is often 'either a four-year university, or I'm just leaving Imperial County and going somewhere else.'

INCREASED AWARENESS OF IN-DEMAND CE/CTE PROGRAMS AND OCCUPATIONS

Recommendations from Interviews

- Work directly with CBOs to promote or market CE/CTE programs to their clients

- Continue marketing that CE/CTE programs have students obtain employment quickly

REFLECTION QUESTIONS

1. Does your college develop tailored messaging or implement marketing strategies to specifically promote CE/CTE among special populations?

2. Does your college have a consistent marketing campaign for CE/CTE programs? If yes, how is the effectiveness of marketing efforts evaluated?

DISCUSSION AND Q&A

THANK YOU!