



PERKINS V COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

SAN DIEGO & IMPERIAL COUNTIES COMMUNITY COLLEGES

CENTERS OF EXCELLENCE



BAY AREA

CENTRAL CALIFORNIA

FAR NORTH

GREATER SACRAMENTO

INLAND EMPIRE/DESERT

LOS ANGELES

ORANGE COUNTY

SAN DIEGO & IMPERIAL

SOUTH CENTRAL COAST

SAN DIEGO & IMPERIAL CENTER OF EXCELLENCE (COE)



PURPOSE

The San Diego & Imperial Community Colleges Center of Excellence (SD&I COE) conducts research to advocate for the needs of employers and students in regional programs, policies and practices.

AGENDA

INTRODUCTIONS

PERKINS V & EXPANDED CONSULTATION REQUIREMENT

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT (CRNA)

PROPOSED PLAN FOR REVISED CRNA

WHAT IS PERKINS V?

Strengthening Career & Technical Education for the 21st Century Act

- Federal legislation that funds Career & Technical Education
- Largest federal source of funding for CTE (K12 & CC)

COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

- Requirement for colleges to receive Perkins V funding
- Conducted every two years
- Must include **expanded consultations**
- Must address the needs of **special populations**
- Equipment purchases must be tied to the identified needs

EXPANDED CONSULTATIONS

Recipients of Perkins V funding must consult representatives from:

1. CTE programs at the secondary and postsecondary levels
2. State or local workforce development boards
3. A range of local businesses and industries
4. Parents and students
5. Agencies serving at-risk, homeless and out-of-school youth
6. Indian Tribes or Tribal organizations, where applicable
7. Special populations*

WHAT GROUPS ARE DESIGNATED AS “SPECIAL POPULATIONS”?



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

CLNA VS. CRNA

Comprehensive **Local**
Needs Assessment



Comprehensive **Regional**
Needs Assessment

WE ARE THE ONLY REGION WITH A CRNA

2022 & 2023

48

INTERVIEWS



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

2024 & 2025

72

INTERVIEWS

**PERKINS V COMPREHENSIVE
REGIONAL NEEDS ASSESSMENT**

San Diego & Imperial Counties Community Colleges

NOVEMBER 2023



COMPREHENSIVE REGIONAL NEEDS ASSESSMENT (CRNA)



A total of **72 in-depth interviews**

24 with special populations
24 with CBOs* that serve them
24 counselors

STUDY GOAL

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

*Community-Based Organizations

KEY FINDINGS AND RECOMMENDATIONS

Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals

Establish a “caring campus” culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices

Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals

Work closely with employers to develop “transformative employment opportunities” and diversify workers and students in high-demand, high-wage CE/CTE occupations and programs

Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals



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.

- Student from Special Population



THE COMMUNITY COLLEGES SHOULD PROVIDE SUPPORT SUCH AS...



Recommendations
from Interviews

- In-depth training for high school counselors and case managers at community-based organizations (CBO) about resources and eligibility requirements
- Affinity groups or mentorships between K12 and community college CE/CTE pathways

REFLECTION

1. Does your college offer and coordinate structured mentorship programs or safe spaces where students can learn from others who experience similar life challenges?
2. How do these spaces help students with completion?

2

Establish a “caring campus” culture by providing faculty, staff, and administrators with professional development in culturally inclusive and trauma-informed practices

When you’re going through foster care, you’re forced to do therapy, to keep yourself on track, [but] 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.

- Student from Special Population



THE COMMUNITY COLLEGES SHOULD ...



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
- Provide professional development on how to better connect with students from culturally diverse backgrounds

REFLECTION

1. Does your institution have a formal orientation process to help students adjust to the community college environment, and does it address trauma and resilience?
2. Are faculty and staff trained in trauma-informed practices and how to better connect with students from culturally diverse backgrounds (e.g., Faculty Institute, Counselor Institute)?

3

Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals

”

All these major life crises, you know, they're maybe suicidal or overdosing ... Those are the most challenging situations as a new counselor. When you're ready to talk about somebody's ed plan and where [they] want to transfer...but then they're presenting like all these other issues. Now, we have more basic needs issues...When you have a student in crisis, it's like, there's only so much we can do, because most of us are not licensed professional therapists.

- Community College Counselor

“

THE COMMUNITY COLLEGES SHOULD ...



Recommendations from Interviews

- Establish relationship management systems to ensure that communication and coordination is not dependent on a single person
- Develop and implement standard operating procedures to respond to crises
- Design resources for students with students and incorporate “boilerplate” language in syllabi 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

1. What formal, structured systems does your college have in place to increase communication and coordination among different departments across campus?
2. How can we make information about wraparound services more accessible to students?

4

Work closely with employers to develop “transformative employment opportunities” and diversify representation in high-wage, high-demand CE/CTE occupations and programs

”

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.”

“

THE REGIONAL COMMUNITY COLLEGES SHOULD ...



Recommendations from Interviews

- Train employers how to implement Diversity, Equity, and Inclusion (DEI) goals
- Establishing targeted marketing for underrepresented groups
- Increase formalized private-public partnerships in program development and work-based learning opportunities

REFLECTION

1. How does your college support completion in fields that students are not traditionally represented in?
2. How does your college partner with CBOs or employers to ensure students from special populations get meaningful industry exposure and work experience?

KEY FINDINGS AND RECOMMENDATIONS

Provide students with high-touch guidance in navigating the community college system to ensure persistence and completion of educational and career goals

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Improve coordination and communication by developing institutionalized processes and tools to help students meet their basic needs and complete their academic/career goals

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PERKINS V COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

San Diego & Imperial Counties Community Colleges

NOVEMBER 2023



THANK YOU!
QUESTIONS?



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COMPREHENSIVE REGIONAL NEEDS ASSESSMENT (CRNA)

PROPOSED PLAN FOR REVISED CRNA

GOALS

- Reduce the resources spent in conducting expanded consultations required by the legislation
- Enable colleges to develop local and districtwide strategies informed by insights from the nine constituent groups
- Strengthen relationships between colleges and constituent groups by fostering open communication and collaboration

TIMELINE

Months	Activities
Nov-Dec	<ul style="list-style-type: none">• Solicit feedback for upcoming CRNA• Develop focus group questions and protocol
Jan-Jun	<ul style="list-style-type: none">• Partner with CBOs• Conduct 9 focus groups
Jul-Sep	<ul style="list-style-type: none">• Clean, compile and analyze data• Complete report by September 2025

BETWEEN JANUARY & JUNE, WE WILL CONDUCT 9 FOCUS GROUPS



Defined by Perkins V

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Individuals from economically disadvantaged families

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Single parents, including single pregnant women

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Individuals with other barriers to educational achievement

LEGISLATION SPECIFIES THAT CLNA SHOULD INCLUDE SEVERAL DATA

Labor market data: Determine if existing CTE programs align with regional employment needs in high-wage, high-demand jobs

Student performance and equity data: Examine disparities in enrollment, retention, and completion rates; post-graduation employment; and credential attainment

Stakeholder input: Conduct consultations with constituent groups to provide context and understand real-world needs and trends

DISCUSSION

- What organizations should we include in the focus group discussions?
- What regional data should we highlight when discussing the needs and challenges faced by special populations in our communities?
- How can we engage constituent groups in meaningful discussions about data, gaps, and priority areas?

NEED MORE TIME TO PROVIDE FEEDBACK?



<https://forms.gle/XHB7JmCXExZJbmJx7>