**COMPREHENSIVE NEEDS ASSESSMENT AND STAKEHOLDER ENGAGEMENT GUIDE**

**COMPREHENSIVE NEEDS ASSESSMENT**

1. Student Performance Sec 134(c)(2)(A)

All Students

By Gender

By Race

By Special Populations

Narrative Summary

1. Quality CTE Programs Sec 134(c)(2)(B)(i-ii)

Size

Scope

Quality

WIB Alignment

Other Local Education/Economic Needs

1. Program of Study Implementation Sec 134(c)(2)(C)
2. Faculty and Staff Development Sec 134(c)(2)(D)

All Faculty and Staff

Underrepresented Groups

1. Equal Access to Quality CTE Sec 134(c)(2)(E)(i-iii)

Barriers to Success for Special Populations

Assist Special Populations in Meeting Performance Targets

Prepare Special Populations for High Skill/High Wage/In-demand

**STAKEHOLDER ENGAGEMENT**

1. Consultation Attestation Sec 134(d)(1-8)
2. Consultation Process
3. Continued Consultation Sec 134(e)(1-4)

**SEC. 134(c) COMPREHENSIVE NEEDS ASSESSMENT (TEMPLATE FOR LOCAL ANALYSIS; not required for Portal)**

This template can be used to guide the needs assessment process but the college is not bound to follow it in this specific format. However, all items in this template must be addressed during the needs assessment process and must be documented for compliance purposes. The college will not be required to enter information into the Perkins Portal for approval by state staff. A summary of this needs assessment is required in the Local Application which will required State approval.

**(A) Evaluate the performance of the students served by the eligible recipient with respect to State determined and local levels of performance, including an evaluation of performance by subgroup: gender, race and special populations. Use results from the three most recent years of Perkins performance results to determine a three-year average and enter in the table below. Provide a narrative description of major findings. These findings will be used to determine potential areas of funding in the Local Application. [Sec 134(c)(2)(A)]**

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| **CORE INDICATOR PERFORMANCE FOR ALL CONCENTRATORS** | | |
| **#** | **INDICATOR** | **ALL** |
| 1P1 | Retention/Placement |  |
| 2P1 | Credential Attainment |  |
| 3P1 | Nontraditional Participation |  |

Provide a narrative summary on performance of all CTE students, including major deficiencies and gaps.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CORE INDICATOR PERFORMANCE FOR ALL CONCENTRATORS BY GENDER** | | | | |
| **#** | **INDICATOR** | **ALL** | **MALE** | **FEMALE** |
| 1P1 | Retention/Placement |  |  |  |
| 2P1 | Credential Attainment |  |  |  |
| 3P1 | Nontraditional Participation |  |  |  |

Provide a narrative summary on performance of all CTE students by gender, including major deficiencies and gaps.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CORE INDICATOR PERFORMANCE FOR ALL CONCENTRATORS BY RACE** | | | | | | | | | |
| **#** | **INDICATOR** | **ALL** | **AS** | **BL** | **HSP** | **NA/NA** | **NH/PI** | **WH** | **2+** |
| 1P1 | Retention/Placement |  |  |  |  |  |  |  |  |
| 2P1 | Credential Attainment |  |  |  |  |  |  |  |  |
| 3P1 | Nontraditional Participation |  |  |  |  |  |  |  |  |

**AS**=Asian **BL**=Black **HSP**=Hispanic **NA/NA**=Native American/Alaskan **NH/PI**=Native Hawaiian/Pacific Islander **WH**=White **2+**=2 or More Races

Provide a narrative summary on performance of all CTE students by race, including major deficiencies and gaps.

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| **TABLE 4d CORE INDICATOR PERFORMANCE FOR ALL CONCENTRATORS BY SPECIAL POPULATIONS** | | | | | | | | | | | |
| **#** | **INDICATOR** | **ALL** | **D** | **ED** | **NT** | **SP** | **OWI** | **EL** | **H** | **FC** | **AMS** |
| 1P1 | Retention/Placement |  |  |  |  |  |  |  |  |  |  |
| 2P1 | Credential Attainment |  |  |  |  |  |  |  |  |  |  |
| 3P1 | Nontraditional Participation |  |  |  |  |  |  |  |  |  |  |

**D**=Disabled **ED**=Economically Disadvantaged **NT**=Nontrad **SP**=Single Parent **OWI**=Out of Work Individual **EL**=English Learner **H**=Homeless **FC**=Foster Care **AMS**=Parent on Active Military Service

Provide a narrative summary on performance of all CTE students by special populations, including major deficiencies and gaps.

**(B) Describe how career and technical education programs offered by the eligible recipient to meet the needs of all students are of sufficient in size, scope, and quality [Sec 134(c)(2)(B)(i)] and aligned to state, regional or local in-demand industry sectors or occupations identified by the state or local workforce development board, including career pathways, where appropriate [Sec 134(c)(2)(B)(ii)].**

Size:

* The receiving institution or consortium offers a minimum of five CTE programs of study.
* Programs of study require the following number of undergraduate semester credit hours a defined in AHECB Policy 5.11. Program hours may vary based upon program accreditation requirements.
  + - Certificate of Proficiency 6-21
    - Technical Certificate 21-45
    - Associate of Applied Science 60-72
* Programs must meet viability standards as defined in AHECB Policy 5.12. In general, an average of four graduates per year for technical certificates (TC) and technical associate degree programs (AAS).

Scope:

* Curriculum shows a progression of instruction to occupation specificity. Where possible, students may progress from a Certificate of Proficiency to a Technical Certificate to an Associate Degree which provides multiple entry and exit points.
* Curriculum offers academic, technical and employability skills, either through individual courses or embedded in courses.
* Curriculum is aligned with the needs of industry and is informed by labor market information.
* Curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees.

Quality:

* Minimum resources for programs of study are established at the time the program is defined in AHECB Policy 5.11. These include classroom instruction, laboratory and work-based instruction, library and equipment needs.
* Programs of study are externally reviewed every 7-10 years based upon a review schedule negotiated between the intuition and ADHE as defined in AHECB Policy 5.12. The process begins with a comprehensive self-study which includes program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes and program improvement activities.
* Accredited/licensed/state certified programs follow the usual review practices and schedule of the accrediting/approval body.
* Faculty meet the minimum credential requirements as defined in AHECB Policy 5.11. A minimum of one full-time faculty member with appropriate credentials is required for each degree program. Faculty teaching general education courses are expected to hold at least a master’s degree with eighteen graduate hours in the teaching field. Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification.
* Students are provided the opportunity for early college credit (articulation/dual/concurrent) for both academic and technical courses.

Describe the in-demand sectors or occupations identified by state or local Workforce Investment Boards and how CTE programs are aligned with those needs.

Describe other local education or economic needs not identified by state or local workforce development boards and how CTE programs are addressing these needs.

**(C) Evaluate progress toward the implementation of career and technical education programs and programs of study. [Sec 134(c)(2)(C)]. To be considered a Perkins program of study, the program must be a coordinated, nonduplicative sequence of academic and technical content that includes both secondary and postsecondary courses. The program must address academic, technical and employability skills; be aligned with local industry needs. The program progresses in specificity (beginning with all aspects of industry and leading to occupation-specific instruction), have multiple entry and exit points that incorporate credentialing, and culminates in the attainment of a recognized postsecondary credential. This refers to how the college is working toward seamless transfer for students from high school to college.**

**(D) Describe the challenges faced by the college in faculty and staff recruitment and retention and how the college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. [Sec 134(c)(2)(D)]**

All Faculty and Staff

Underrepresented Groups

**(E) Describe progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students [Sec 134(c)(2)(E)]**

Describe barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations and potential strategies needed to overcome them.

Describe needed programs or activities designed to enable special populations to meet the local levels of performance targets

Describe needed programs or activities that will prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

**SEC. 134(d). STAKEHOLDER CONSULTATION (TEMPLATE FOR LOCAL ANALYSIS; not required for Portal)**

This template can be used as a checklist to confirm that all required stakeholders have been engaged and that there is a process for continued engagement. The college will not be required to enter information into the Perkins Portal for approval by state staff but evidence of engagement will be confirmed during compliance reviews.

**(F) The college must involve a diverse body of stakeholders during the comprehensive needs assessment process. At least two representatives from every stakeholder group below must be consulted. *Sec 134(d)(1-8)***

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| **Stakeholder Group** | **🗸** |
| **CTE Programs Staff** |  |
| Faculty/Teachers |  |
| Career Advisors |  |
| Academic Counselors |  |
| Principals |  |
| Administrators |  |
| Instructional Support |  |
| Paraprofessionals |  |
| Other School Leaders |  |
|  |  |
| **Postsecondary CTE Programs** |  |
| Faculty |  |
| Administrators |  |
|  |  |
| **Workforce** |  |
| State or Local Workforce Board |  |
| Business and Industry |  |
|  |  |
| **Parents** |  |
|  |  |
| **Students** |  |
|  |  |
| **Special Populations** |  |
| Disabled |  |
| Economically Disadvantaged |  |
| Nontraditional Occupations |  |
| Single Parents |  |
| Out-of-Workforce Individuals |  |
| English Learners |  |
| Homeless Individuals |  |
| Foster Youth |  |
| Armed Forces Active Duty Parents |  |
|  |  |
| **Youth Serving Agencies** |  |
| Out of School Youth |  |
| Homeless Children/Youth |  |
| At-risk Youth |  |
|  |  |
| **Indian Tribes (where applicable)** |  |
|  |  |
| **Other Key Stakeholders** |  |

**(G) Describe how stakeholder consultation was conducted.**

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**(H) Describe plans that ensure consultation on an ongoing basis with required stakeholders. Areas of ongoing input could include future revisions to the comprehensive needs assessment; ensuring that CTE programs are responsive to employment needs, aligned with employment priorities and informed by labor market information; identifying opportunities for work based learning; and assuring that Perkins funds are used in a coordinated manner with other local resources.**

***Sec 134(e)(1-4)***

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