Section 3
Comprehensive Needs Assessment
SEC. 134(c)

Comprehensive Needs Assessment → Stakeholder Consultation → Local Application → Annual Plan → Annual Activities

OVERVIEW

The local Comprehensive Needs Assessment (CNA) is the foundation of Perkins V. It is the basis of the Local Application and is developed with input from a diverse group of stakeholders. The needs assessment relies heavily on data and the intentional use of that data to drive funding decisions. Perhaps the biggest change in Perkins V is that Perkins funds may only be used for needs identified in the CNA and then further defined in the four-year Local Application.

The CNA can be more than an element of Perkins V. It should become a regular part of the data-driven decision-making process and is an opportunity to look at the total CTE system rather than viewing as an additional Perkins activity required every two years. It can help the institution shift from collecting data for reporting purposes to using data to ensure that local CTE programs are helping create success for all students and employers.

A primary purpose of the CNA is to determine gaps in performance between subgroups and the general student population. A gap analysis is a tool that 1) analyzes the current state of performance of various groups; 2) outlines what the institution would like for that performance to be in the future; and 3) connects the two with descriptions of factors that contribute to the difference—the root causes for barriers. The final stage of gap analysis is to identify focus areas that need corrective action which will be prioritized and included in the Local Application.

RESOURCES

Several tools are available to help recipients with the needs assessment and gap analysis and can be found in the Reference section of www.adheperkins.com.

- *A Guide for Local Leaders*: Developed by ACTE (Association for Career and Technical Education), this is an overall review of the law and its requirements and focuses heavily on guidance for the CNA.
- *Improving Performance: A Five-Step Process*: Developed by NAPE (National Alliance for Partnerships in Equity), this includes tips on how to conduct an equity gap analysis and identifying the root causes that contribute to the gaps in performance.
- *ACTE Quality Program of Study Framework*: Includes elements of a quality program and evaluation methods.
- *Planning for Engagement*: Identifying Key Stakeholders for Perkins V: Provides a comprehensive guide to stakeholder engagement with checklist
- *Coordinating Across Perkins V and WIOA*: Identifies strategies for aligning Perkins and WIOA

SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT ELEMENTS
Below are the elements that must be considered during the CNA with references to the Act provided.

A. Student Performance   Sec 134(c)(2)(A)
   All Students
   By Gender
   By Race
   By Special Populations
   Narrative Summary

B. Quality CTE Programs   Sec 134(c)(2)(B)(i-ii)
   Size
   Scope
   Quality
   WIB Alignment
   Other Local Education/Economic Needs

C. Program of Study Implementation   Sec 134(c)(2)(C)

D. Faculty and Staff Development   Sec 134(c)(2)(D)
   All Faculty and Staff
   Underrepresented Groups

E. 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

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COMPREHENSIVE NEEDS ASSESSMENT ELEMENTS
The template that follows 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 is not required to enter information into the Perkins Portal for approval by state staff, but a summary of the needs assessment is required in the Local Application which does require 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 subgroups: gender, race and special populations. Use results from the three most recent years of Perkins performance results to determine a three-year baseline. Sample tables are provided below as a guide to the type of information to be considered. A narrative description of major findings should summarize your findings. These findings will be used to determine potential areas of funding in the Local Application. [Sec 134(c)(2)(A)]

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.

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

AS=Asian **BL**=Black **HSP**=Hispanic **NA/AN**=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.

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.
  - o Certificate of Proficiency 6-21
  - o Technical Certificate 21-45
  - o 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.

- 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

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Underrepresented Groups

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(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.

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

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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.

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