



Revisiting the Comprehensive Local-Needs Assessment

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OCCRL's Mission

OCCRL researchers study policies, programs, and practices designed to enhance outcomes for diverse youth and adults who seek to transition to and through college to employment.



Strengthening Pathways for All Students Through Research and Leadership

Illinois Strategic Plan for Higher Education

“To sustain a thriving state, we must create a more equitable reality. For too long, African-American, Latinx, low-income students, rural students, and working adults have been left behind. Together, we must change that.

Illinois has the diverse human capital base to drive economic growth and a higher education system to ensure the diverse workforce has the tools necessary to lead our growing economy. **Educational equity and economic growth are inseparable.”**

(IBHE, 2021, p. 6)

Illinois Strategic Plan for Higher Education- Objective

3 Align the state's economic development and higher education strategies, ensuring both address historic inequities.

- *Support new and existing regional partnerships* among leaders in higher education, business and industry, and the P-20 system to meet economic and societal needs, ensuring alignment within each region and across the state. Build on community colleges' broad and deep relationships with the local employer community. Create opportunities for periodic industry-wide input.

(IBHE, 2021, p. 42)

CLNA Refresher

Key Components

- Student performance data
- Size, scope, and quality as defined by the state plan
- Labor market alignment
- Progress toward implementing CTE programs of study
- Recruitment, retention, and training of faculty and staff
- Progress toward improving access and equity

How far into these areas did you get in your first completion cycle?

Section 1: Progress Toward Equity and Access

A critical examination of your overall CTE programs with an equity lens to assess whether and how equity is **systemically and systematically embedded** in all aspects of your CTE programs' structures, resources, materials, curricula, pedagogy, and practices.

Section 2: Student Performance

This section will help you **evaluate your students' performance** on federal, state, and local measures and **identify any equity gaps** based on this data.

Section 3: Recruitment, Retention, and Training of CTE Educators

This section will assist you in evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens.

Section 4: Stakeholder Participation and Voice

This section asks you to list the stakeholders who participated in the CLNA process, their title, organization, and how they were involved in the process.

Section 5: Labor Market Alignment

This section asks you to consider how your programs align with state, regional, and/or local labor-market needs and demands.



Section 6: Program Size, Scope, and Quality

This asks you to refer to the state definitions of size, scope, and quality and assess whether the number of programs or programs of study and courses you offer meet the needs of your student population.

Section 7: Progress Toward Implementing Programs of Study

This section will help you determine whether and how, according to Perkins V, your programs of study at the postsecondary level are a coordinated, non-duplicative sequence of academic and technical content.

Section 8: Plan of Action: Preparing Your Local Application

Progress Check-Ins Toward Systemic, Equity-Centered Change

- 6 months
- Year 1
- 1.5 Years

ACTE Quality CTE Program of Study Framework: Self-Evaluation Instrument

Use these descriptions to help you choose which rating best describes your program of study in relation to each criterion

0 - Not at all achieved: No evidence of the criterion in the program of study

1- Minimally achieved: The criterion is minimally implemented in the program of study (e.g:

implementation is just beginning; implementation is evident infrequently

- implementation is evident in a small portion of the program of study ; access is limited to a small segment of students

2= Moderately achieved: The criterion is evident in the program of study, but implementation is uneven or incomplete. For example: · only part of the criterion is evident ; implementation is evident

part of the time, but not on a sustained and regular basis; implementation is evident in portions of the program of study; access is available to most, but not all, students

3= Substantially achieved: The criterion has been fully implemented throughout the entire program of study. (e.g: all parts of the criterion are evident; implementation is evident on a regular and

sustained basis ; implementation is evident across all portions of the program of study; access is available to all student

Considerations Moving Forward

What are the issues and challenges showing up for you at the local level?

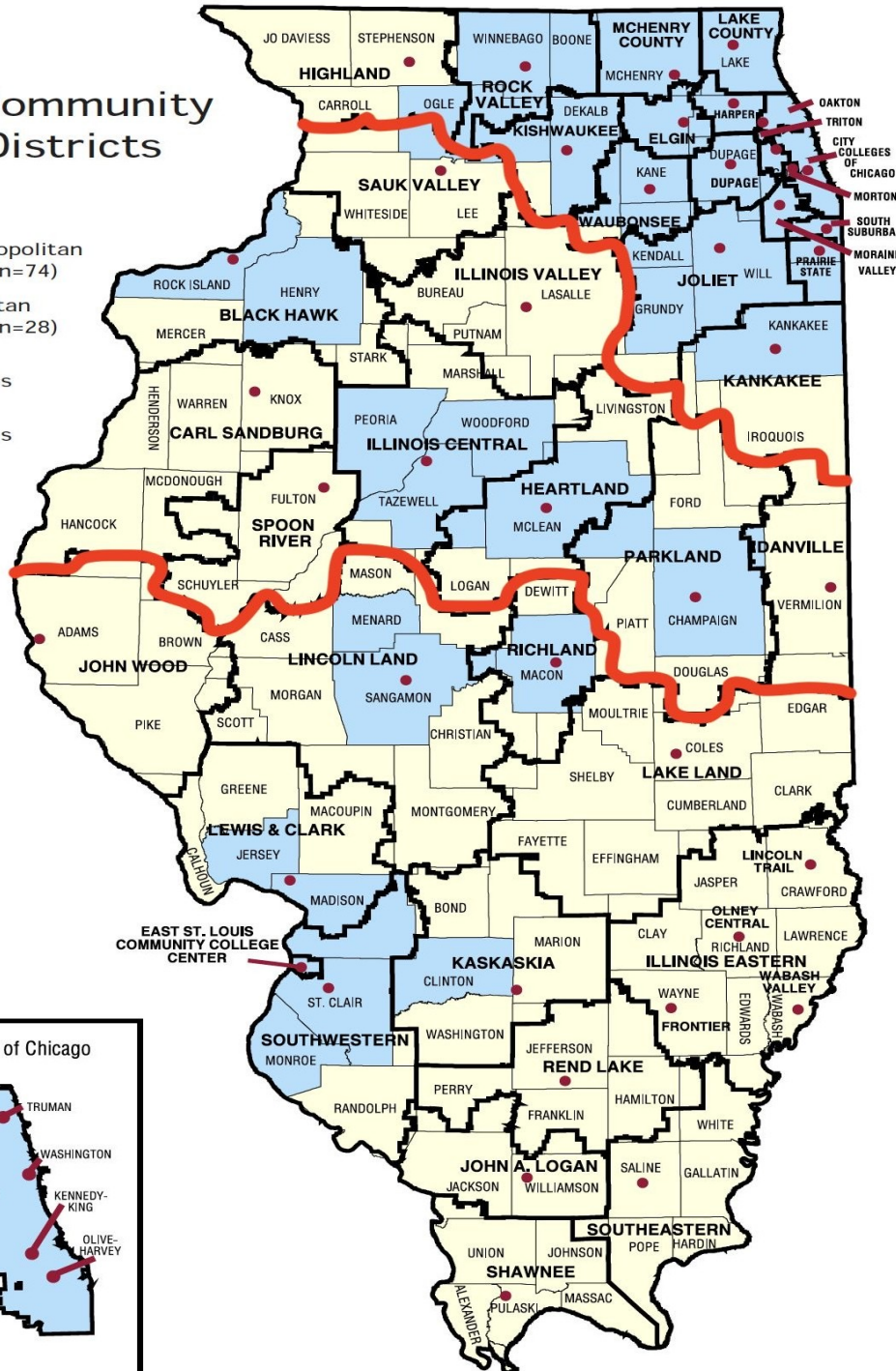
What could you do during the CLNA process to engage partners in committing to action toward overcoming these challenges?

What changes need to occur in your local context to advance equity for Black, Latinx, low-income, rural, and working adult populations?

As you use the ACTE tool, where does equity fit into the other sections of the CLNA sections?

Illinois Community College Districts

- Non-Metropolitan Counties (n=74)
- Metropolitan Counties (n=28)
- District Boundaries
- County Boundaries



Group 1

Group 2

Group 3



Group Discussion Questions

- What are your primary action step to advance CLNA Perkins in your College? District?
- How might the execution of your plans be readjusted to accommodate student success, readjustment, and/or re-entry amid our current ongoing pandemic?
- How can your College continue to blur the lines between college readiness and career readiness in secondary education?
- What partnerships can you rely on to meet your immediate goals?
- What future partnerships need to be advanced to meet your long-term goals?
- How will your plans advance equity in CTE programs in your College? District?

Resources

- Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality & Equity
- OCCRL CLNA Coffee Break
- Using the CLNA Process to Identify Racial, Equity and Opportunity Gaps
- Systemic Equity, Racial Equity, and the CLNA
- Equity Centered Program Review Rubric

QUESTIONS?



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