



## Revisiting the Comprehensive Local-Needs Assessment



Office of Community College  
Research and Leadership

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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*

# Overview of Presentation

- Revisiting the CLNA in 2021
  - State Context
  - Labor Market Context
- CLNA Refresher
- Break-out Discussions
- Larger Group Discussion



Comprehensive  
Local  
Needs Assessment

# 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

## 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

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



**PBSO**  
**NEWS**  
**HOUR**



# 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

# Considerations Moving Forward





- How are the issues and challenges featured in the video 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?

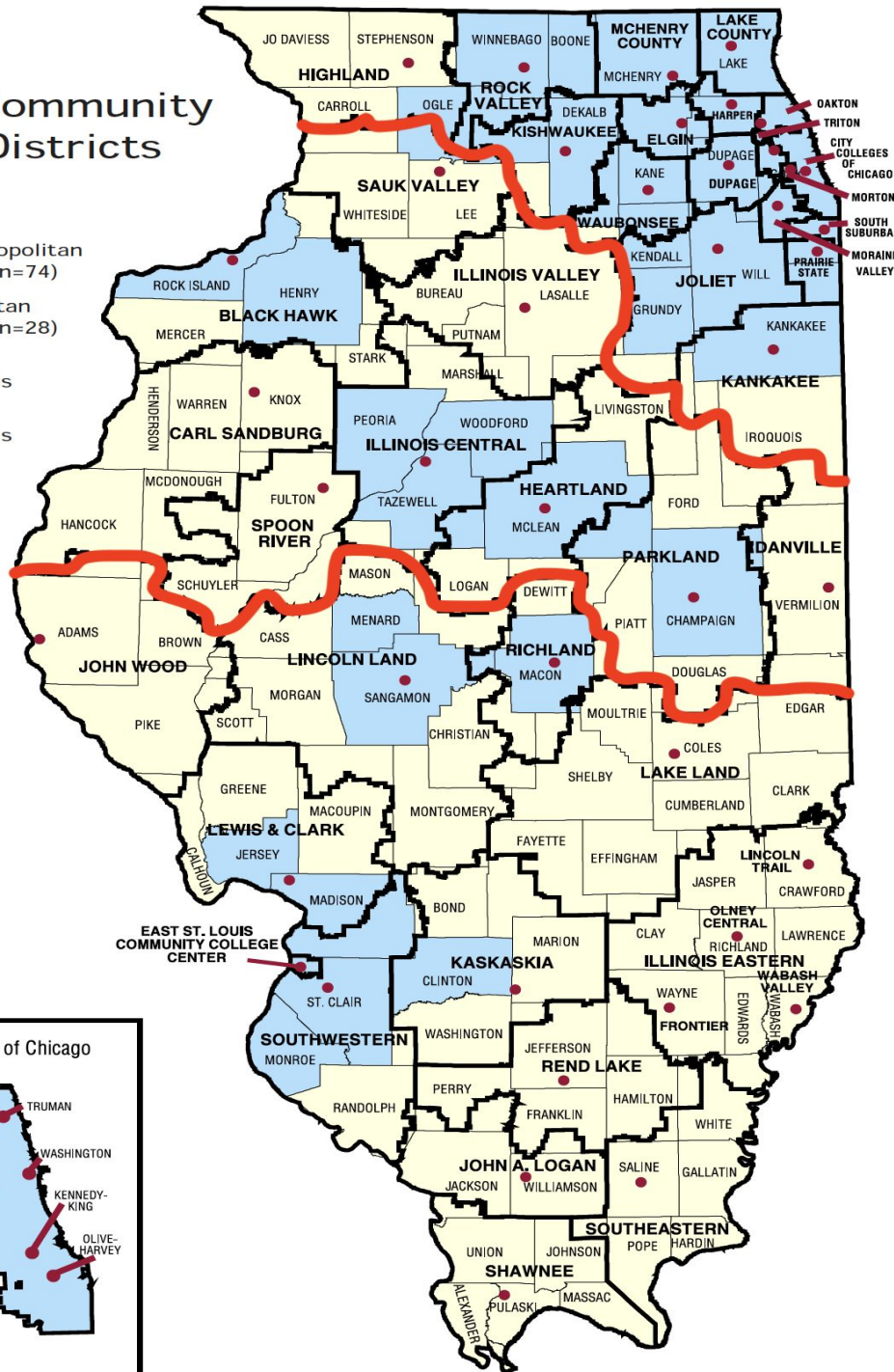


# Break-Out Room Discussion Instructions

- Find what group you are in based on the community college district map
- Place yourself into the corresponding breakout group number
- Discussion questions provided
- Be prepared to share what you discussed with the larger group

# Illinois Community College Districts

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

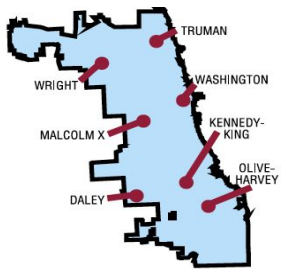


**Group 1**

**Group 2**

**Group 3**

City Colleges of Chicago



# Breakout Room 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?

# Larger Group Discussion

Feel free to report out by group and share with us your major themes centered on the breakout questions.

# QUESTIONS?



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