



# Comprehensive Local Needs Assessment

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## What is the CLNA?

The Comprehensive Local Needs Assessment (CLNA) is a requirement of the Perkins V law and aims to facilitate a data-informed, continuous improvement process for community colleges to biennially assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs, and are addressing equity gaps within programming.

# Overview

- Framework for determining priority programs and identifying equity gaps institutionally and programmatically
- Requires colleges to engage external stakeholders in local planning
- Key Components: Utilizes disaggregated data, modeled for continuous improvement, robust stakeholder engagement, equity imbedded throughout



# Adopting an Equity Lens



CLNA provides an opportunity for colleges to do the inquiry work necessary to uncover what populations they are dis-serving in terms of educational opportunities and then identifying root causes as to why.



Applying an equity lens does not mean treating all students or individuals in CTE programs the same way. Adopting an equity lens means that institutions should reassess and take ownership for how their practices may not be working for certain student subpopulations, and how institutional practices need to change as a result.



The Guiding Questions were developed with this in mind.

# Guiding Questions



Progress toward  
access and equity



Student Performance



Recruitment,  
retention, and training  
of CTE educators



Labor Market  
Alignment



Program size, scope,  
and quality



Progress toward  
implementing  
programs of study

# 1. Progress Toward Access and Equity

*Critically examine your 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.*

- Key questions:
  - **To what extent are your programs and/or program materials representative of your district's demographics and the shifts in diversity of your district (by race, gender, age, socioeconomics, English language learners, or disability)?**
  - **Which populations are underrepresented in your programs?**

# Student Performance

## 2. STUDENT PERFORMANCE

The guiding questions in this section will help you evaluate your students' performance on federal, state, and local measures and identify any equity gaps based on this data. Please examine both aggregate and disaggregated data for subpopulations defined by both Perkins V and the Workforce Innovation and Opportunity Act (WIOA). The disaggregated data allows you and participating stakeholders to identify gaps among subpopulations. We also included guiding questions that encourage you to dig deeper and uncover any racial equity gaps in the data, as research has shown that racial inequities often get overlooked or unaddressed in continuous improvement processes ([Smith, 2018](#)).

What equity gaps were identified for students in CTE programs for high-demand sectors?

- More specifically, what racial equity gaps were identified for students in CTE programs for high-demand sectors?

What equity gaps were identified for students in CTE programs for high-wage sectors?

- More specifically, what racial equity gaps were identified for students in CTE programs for high-wage sectors?

## 2. Student Performance

*Evaluate students' performance on federal, state, and local measures and identify any equity gaps based on this data. Use aggregate and disaggregated data for subpopulations defined by both Perkins V and WIOA. Disaggregated data allows you and participating stakeholders to identify gaps among subpopulations. Section guiding questions encourage you to dig deeper and uncover any racial equity gaps in the data, as research has shown that racial inequities often get overlooked or unaddressed in continuous improvement processes.*

- Key Questions:
  - **What equity gaps were identified in CTE programs in high-demand and high-wage sectors?**
  - **What may be some of the root causes of the identified equity gaps?**
  - **How are different groups of students (re: by subpopulation but also by program area) performing in gateway courses compared to their peers? What are some potential root causes of these disparities?**

# 3. Recruitment, retention, and training of CTE educators

*Evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens. Consider how you are recruiting faculty members from underrepresented groups and if they are reflective of the diversity of your student population in your regional and local context. Assess within this section the extent to which your faculty is prepared to offer curriculum and teach in a way that is culturally responsive.*

## Key Questions:

- **How do you advance culturally responsive teaching in CTE through professional development and any other ongoing, embedded, and systemic supports for educators?**
- **How do you ensure that your CTE program leadership is culturally responsive (e.g., deans, vice presidents, workforce partners, advisory committees)?**
- **What groups are underrepresented among your CTE faculty by race/ethnicity, gender, and disability? How is this underrepresentation of faculty reflective of industry as well?**

# 4. Labor Market Alignment

*Consider how programs align with state, regional, and/or local labor-market needs and demands. Guiding questions in this section will require you to examine labor-market alignment with an equity lens by considering any inequities certain subpopulations may experience in the labor market, why these inequities may exist, and how you can address them.*

- Key Questions:
  - **What subpopulations and racial/ethnic groups are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?**
  - **Has your region experienced economic shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement, and institutional policies have been developed to address these shifts.**
  - **Among graduates, identify subpopulations that are thriving and subpopulations that are experiencing inequities in the labor market. What structures, conditions, and resources are supporting or hindering their success?**

# Collaboration is Integral

## Key Stakeholders

1. Secondary and postsecondary representatives of CTE programs (instructors, career guidance and academic counselors, administrators)
2. Representatives of the local workforce development boards and a range of local or regional businesses or industries
3. Parents and students
4. Representatives of special populations
5. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
6. Adult Education

## The Role of External Partners

- coordinate planning and identify common goals
- offer consultation, not approval
- Partnerships are expected to be on-going

## Required Internal Partners

- Faculty (CTE and Academic)
- Advisors
- TRiO/Access Services
- Career and Student Services
- Student groups
- Program Advisory Committees

# Supporting Equity Planning

## State

- Guidance and Tools
- Significant technical assistance
  - Whole and targeted

## Institution

- Access to data and staff with data literacy
- Support from institutional leadership
- Conveners and facilitators

# Resources

- **CLNA Full-Text:** <http://www2.iccb.org/cte/clna-2/>
- **CLNA Guidance Document:**  
<http://www2.iccb.org/iccb/wp-content/pdfs/cte/CLNA-guidance-document-FINAL-1.pdf>
- **OCCRL CLNA Webpage:**  
<https://occril.illinois.edu/comprehensive-local-needs-assessment>
- **OCCRL CLNA Resource Webpage:**  
<https://occril.illinois.edu/comprehensive-local-needs-assessment/equity-and-racial-equity-resources>