

# AN EQUITY-CENTERED, COMPREHENSIVE LOCAL NEEDS ASSESSMENT

**Illinois Community College Board**



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Research and Leadership



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### **Acknowledgements**

We would like to extend our gratitude to the community college leaders who provided feedback in the development of this comprehensive local-needs assessment. Your input matters.

### **Suggested Citation**

Welton, A. D., Rockey, M., & James-Gallaway, C. (2019). An equity-centered, comprehensive local needs assessment. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

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## **OVERVIEW**

The Perkins V comprehensive local-needs assessment (CLNA) moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs in six key areas: 1) student performance data; 2) size, scope, and quality as defined by the state plan; 3) labor market alignment, 4) progress towards implementing CTE programs of study; 5) recruitment, retention, and training of faculty and staff; and 6) progress toward improving access and equity ([ACTE, 2019](#)). The CLNA process is meant to be completed alongside a diverse body of external stakeholders (listed in Section 4 of the CLNA). Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process.

Following completion of the CLNA, the summation of findings from the CLNA process are to inform community colleges' development of their Perkins V local application for funding.

## **ADOPTING AN EQUITY LENS**

For community colleges to be successful in serving historically underrepresented and marginalized student populations, they must have intentional longstanding practices and processes based in equity (Boggs & McPhail, 2016). When equity is foundational to a community college's values, it does the inquiry work necessary to uncover who they are dis-serving in terms of educational opportunities and then identifying root causes as to why. To achieve equity, a community college must be reflective, introspective, and willing to acknowledge how its norms, structures, and practices may create barriers for historically underrepresented and marginalized student populations. Once problems are identified, community college leaders must take system-oriented action to dismantle these barriers to student access and opportunity while providing varying educational resources and opportunities to rectify any inequities.

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 ([CUE, n.d.](#)). Thus, achieving equity for students should be the ultimate goal of your CTE program design and implementation. The CLNA process offers you and your stakeholders an opportunity to examine the success of your CTE programs through an equity lens.

## **Uncovering Equity Gaps**

You will also use an equity lens in the CLNA process to uncover any equity gaps that exist among various student groups by examining data disaggregated by subpopulations. To understand how to use data to uncover equity gaps, we suggest taking a look at a [brief](#) that highlights one Illinois community college as an exemplar. When disaggregating student data for its dental assistant CTE program, this particular community college realized that graduates of this program were overwhelmingly young White women who were not representative of the district's predominately African-American and Black demographics ([Gallaway, 2018](#)). The college realized the root of the problem stemmed from inequities that within-district students faced in the application process, thus resulting

in more out-of-district students accessing the dental assistant program. To redress this inequity, the college set a goal of redesigning its application and admissions processes to open up access and opportunities to its within-district candidates who are mostly students of color.

The inequity uncovered in the example above shows not just an equity gap, but more specifically, a racial equity gap. All community colleges bear some responsibility for racial inequities and should be accountable to redress them when necessary, as it is an injustice that affects our entire state. For example, Illinois has the highest unemployment rate for Black workers nationwide, and this inequity is largely attributed to other injustices such as inequities in educational access and opportunities, as well as racial discrimination in the workforce ([McKinney, 2018](#); [Reinhold, n.d.](#)). Unfortunately, the list of subpopulations emphasized in Perkins V does not include students from racially minoritized groups. However, given the sociopolitical context and evident racial inequities in education and the workforce that exist in the state of Illinois, race *does* matter, and so the CLNA must emphasize not just equity but also racial equity. Museus, Ledesma, and Parker (2015) define racial equity as a systemic assessment of how racially equitable systems that uplift and increase access and opportunity for historically minoritized people of color are equally ingrained into the academic and social practices, policies, and structures of an institution.

## The CLNA Process

The sections below have guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are included in each section. In contrast to program review, which focuses on a specific program of study during a five-year period, the CLNA suggests the assessment of overall CTE programs biannually to support the advancement of equitable outcomes that meet the needs of your district. At the conclusion of the CLNA, you will provide a summary that flows directly into your Perkins local application.

### **1. PROGRESS TOWARD EQUITY AND ACCESS**

This section asks you to critically examine 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. By assessing your CTE programs through an equity lens, you are considering questions such as who is trying to access our programs but can't and why? What subpopulations' ideas and perspectives are being considered and whose are left out in program design and execution? What conditions have we created to ensure there is equitable access and success, and what conditions may be hindering access and success for certain subpopulations? What are students' experiences in the program, and are certain students experiencing inequitable treatment and access in your programs? How can we eliminate policies, structures, and practices that have a disparate impact on students based on their race/ethnicity, gender, disability, socioeconomic level, and whether they are an English language learner? (see [Stewart, 2018](#)).

To what extent are your programs representative of your district's demographics and the shifts in diversity of your district (by race, gender, age, socioeconomics, English language learners, or disability)?

Overall, COD CTE students demographic profile are representative of the COD district's racial/ethnic demographic and as the College as a whole

A review of the COD CTE's Unduplicated Headcount Fall 2009 - Fall 2019 tenth day enrollment data (see Appendix – Table 1) reflect that the CTE student population has become more racially/ethnically diverse over past ten-year period. Like the College and COD district, CTE Students have become more diverse, with a growing Hispanic population increasing threefold from 8% in Fall 2009 to 23% in Fall 2019.

The following racial/ethnic breakouts depict the COD CTE Student Population 10-yr racial/ethnic changes:

- American Indian/Alaskan (0.3% FA09 vs 0.8% FA19);
- Asian or Pacific Islander (9.2% FA09 vs. 11.5% FA19);
- Black Non-Hispanic (8.0% FA09 vs 7.9% FA19);
- Hispanic (7.9% FA09 vs. 23.2% FA19);
- Unknown Race/Ethnicity (7.3% FA09 vs 3.9% FA19) and
- White Non-Hispanic (67.3% FA09 vs 52.6% FA19).

In comparison, the COD Fall 2019 Tenth Day Institutional Undergraduate Student Race/Ethnicity Profile (see Appendix-Table 2) shows a similar racial/ethnic distribution with the following:

- Asian (11% FA2019)
- Hispanic or Latino (25% Fall 2019)
- Black or African American (7% Fall 2019)
- Two or more races (3% Fall 2019)
- Other (including Unknown, American Indian/Alaskan, Resident Alien) (4% Fall 2019)
- White – (50% Fall 2019)

Both COD CTE Students and COD Undergraduate Students as a whole are more racially/ethnically diverse than the COD District Population as sourced through the Economical Modeling System Incorporated (EMSI) Quarter 1 2020 Data Set estimate annual 2019 census data for DuPage County as listed here:

- American Indian Non-Hispanic (.10% : 2019)
- Asian/Pacific Islander Non-Hispanic (12.92%: 2019)

- Black, Non-Hispanic (4.97% : 2019)
- Hispanic (14.62%: 2019)
- Two or more races (1.71%: 2019)
- White, Non-Hispanic (65.86%: 2019)

Overall, CTE student gender distribution has been stable and equally distributed though slightly more increasing male distribution over the past 10 fall tenth day terms. In fall 2009, the CTE student population was 49% Female and 51% male, which has gradually increased to 54% male in fall 2019. This distribution is in relative alignment with the 52% female distribution at Fall 2019 Tenth Day for COD Undergraduate students. Likewise, DuPage County 2019 census data shows 51% female distribution.

In terms of the special populations listed in Perkins IV & V, implementing an institutional systematic and effective procedure for collecting and reporting student data for all of the required Perkins sub populations has been very challenging for the College. This is evident in the College’s ICCB student data files submissions with missing student data for some of these population groups. The problem lies in the data collection as well as in the data reporting. This has been a significant concern of the Perkins Administrator for the last seven year. Cross-institutional teams consisting of representatives from the Office of Research & Analytics, Registration & Records, Information Technology and Academic Affairs have reviewed and discussed this issue multiple occasions during this time. However, despite these efforts, to date, there has been limited progress in this regard.

While the COD CLNA special populations working team was discussing this section, it was very concerning that the College does not currently collect or report on all of the special population groups. During the review, team members reviewed the Financial Aid Student Application and discovered that many of these special population groups are included on the application. Consequently, team recommends that the COD 4-year Perkins strategic plan develop an initial strategy that includes extracting the data from FASA records from current students to establish an institutional and CTE student baseline on the size of these special population groups. Since all students do not currently complete the FASA, it is the teams understanding that this initial baseline would most likely represent an undercount, but at least it would be a start.

Regardless of the lack of complete data on all special population students, the College did review and analyze the COD Annual Student Enrollment and Completion (A1) data submissions for the submitted special population data on the individual CTE Program Level as well as the overall CTE aggregate level. Following are the COD FY 2019 A1 Special Population breakouts on the CTE (degree/cert) Aggregate level as compared to Transfer Degree (TRNS) subgroup as well as the College as a whole:

- Individuals with disabilities (CTE: 6.9%; COD: 5.5%; TRNS: 8.3%)
- Individuals economically disadvantaged (CTE: 25%; COD: 16%; TRNS: 31% )
- Individuals academically disadvantaged (CTE: 24%; COD: 23%; TRNS: 32% )
- Individuals both economically/academically disadvantaged (CTE: 8%; COD: 6%; TRNS: 12% )
- Single Parents, including single pregnant women (small efforts on collection, haven’t reported)
- Out-of-workforce individuals (was displaced homemakers) (small efforts on collection; haven’t reported):
- English Learners (CTE: 0.6%; COD: 7.0%; TRNS: 0.2% )
- Youth who are in or have aged out of the foster care system (have not collected or reported)
- Homeless individuals (have not collected or reported)
- Youth whose parents are members of the armed forces or active duty (have not collected or reported)

Updated ICCB POD student performance data for the College along with the special population performance data for the new Perkins V metrics was not yet available. Consequently, the College reviewed the latest available ICCB PODS performance data (FY2016-FY 2018) aggregate data along with selected special population breakouts for 4 of the 6 metrics previously tracked under Perkins IV. Overall, the College met or exceeded the State target goals for all metrics with the exception of metric 2p1 – Credential, Certificate or Degree Attainment. The College has been making annual progress on this measure, but still falls below the state goal. Following are the overall College performance along with the special populations breakout:

Credential, Cert. or Deg. Attainment (2P1) – Overall (FY16: 57.31%; FY17: 55.87%; FY18: 61.54%)

- Individuals with Disabilities (FY16: 50.00%; FY 17: 45.57%; FY 18: 57.75%)
- Economically Disadvantaged (FY16: 54.90%; FY 17: 55.57%; FY 18: 57.62%)
- Student Retention or Transfer (3P1) – Overall (FY16: 75.08%; FY17: 74.17%; FY18: 76.02%)
  - Individuals with Disabilities (FY16: 92.59%; FY 17: 75.38%; FY 18: 83.78%)
  - Economically Disadvantaged (FY16: 75.09%; FY 17: 74.90%; FY 18: 77.75%)
- Student Placement (4P1) – Overall (FY16: 75.68%; FY17: 76.51%; FY18: 76.34%)
  - Individuals with Disabilities (FY16: 72.41%; FY 17: 73.55%; FY 18: 70.50%)
  - Economically Disadvantaged (FY16: 71.07%; FY 17: 75.58%; FY 18: 75.76%)
- Nontraditional Participation (5P1) – Overall (FY16: 25.93%; FY17: 26.26%; FY18: 24.80%)
  - Individuals with Disabilities (FY16: 23.15%; FY 17: 24.83%; FY 18: 24.79%)
  - Economically Disadvantaged (FY16: 24.89%; FY 17: 24.50%; FY 18: 24.72%)

**Which populations are underrepresented in your CTE programs?**

Through the review of the CTE student, demographic data as highlighted above, the College demonstrated that overall, CTE students are proportionate to the College and district demographics as a whole. However, when reviewing each CTE departments individually that is not the case across all programs, as a few CTE programs do have one or more underrepresented populations. Through the College’s Program Review Process, faculty and staff routinely review student demographics at the department/program level to identify and address equity gaps in program participation and completion. The disaggregate data used in the program review process includes race/ethnicity, age, gender, and nontraditional student data if applicable.

As listed above, the special populations working group team is concerned that the College does not currently collect or report data for the following special populations groups: Single parents, out-of-work individuals, youth who are in or have aged out of the foster care system, homeless individuals and youth whose parents are members of the armed forces or on active duty. Consequently, the College does not know if these are underrepresented populations in CTE programs without any current data on these populations. The team also recognizes that in addition to collecting and reporting on special populations, it is imperative that we also identify and address strategies to best serve and support these populations with a holistic approach that treats the whole person and leads to student success now as they continue on their career pathways.

The College has over 250 CTE degree and certificate programs and after reviewing CTE Fall 2019 Tenth Day Unduplicated Headcount by Program by Primary Ethnic/Race profiles identified the following as having ethnic/racial distribution as 10% or more less diverse than CTE programs and the College as a whole:

- American Sign Language Interpreter (SIGN/INTP: 63% / 64% -White Non-Hispanic)
- Diagnostic Medical Imaging & Radiation Therapy (DMIN/DMIR/DMIS/RATH: 75%/63%/83%/72%/70% - White Non-Hispanic)
- Fire Science (FIRE-FIGHT/FIRE-PM/FIRE/NON-EMT: 63%/72%/82% - White Non-Hispanic)
- Horticulture (HORT: 80% - White Non-Hispanic)
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR: 67% - White Non-Hispanic)
- Interior Design (INTER: 64% - White Non-Hispanic)
- Library and Information Technology (LIBRA: 78% - White Non-Hispanic)
- Photography (PHOTO: 69% - White Non-Hispanic)
- Welding (WELD: 74% - White Non-Hispanic)

64% of the 263 CTE degree and certificate are programs that prepare graduates for employment in nontraditional occupations: 99 are nontraditional for females and 69 are nontraditional for males. Over the last five years, the College’s performance on the nontraditional participation and completion metrics has improved and been significantly above the State Performance. Many of the COD CTE nontraditional participation rates are above the federal 25% definition. However, there are individual CTE programs that struggle with this metric. Listed below are

the Nontraditional Programs with 10% or less nontraditional participation as measured at Fall 2019 Unduplicated Department Tenth Day Headcount.

➤ **CTE Female Nontraditional Programs with 10% or less Female Participation**

- ❖ Automotive Technology – 5.0% Female
- ❖ Electronics Technology – 5.2% Female
- ❖ Electromechanical Technology – 2.4% Female
- ❖ Fire Science (Fire Fighter) – 5.20% Female
- ❖ Heating, Ventilation, Air Conditioning & Refrigeration – 3.5% Female
- ❖ Manufacturing – 7.0% Female
- ❖ Welding – 6.6% Female

➤ **CTE Male Nontraditional Programs with 10% or less Male Participation**

- ❖ Cosmetology – 3.7% Male
- ❖ Dental Hygiene – 6.9% Male
- ❖ Early Childhood Education & Care – 2.8%
- ❖ Eye Care – 0%
- ❖ Health Information Technology 6.25%
- ❖ Operating Room Patient Care Technician – 0%
- ❖ Speech Language Pathology Assistant – 5.0%

**What efforts have you made to recruit underrepresented student populations into CTE programs?**

The College uses a variety of multiple approaches to recruit students into CTE programs including: admission outreach efforts, high school visits, high school junior/senior days, career exploration events, faculty participation in campus visit days, open houses, marketing materials (posters/ fliers/brochures/banners), COD web pages, and district media ads. Some specific examples of CTE Career Exploration Events held on campus that provide opportunities to explore program options/career opportunities, meet program faculty and tour facilities include:

- Public Service Spotlight (focus on Public Service Careers including Fire Science, Criminal Justice, Emergency Medical Services and Homeland Security)
- Information Technology Spotlight (focus on IT Careers and the diverse degree and certificate options available)
- Business Careers Spotlight (focus on Business Careers and the wide range of offering in Accounting, Business, Marketing and Management degree and certificate programs)
- Tech Careers Spotlight (focus on Technology Careers supported through the Automotive, HVACR, Manufacturing, Architecture, Interior Design, Graphic Design, Horticulture, Electronics, Electromechanical and Welding degree and certificate programs)
- Annual HVACR Career Exploration Day (Showcases current student work; HVACR training lab facility and allows prospective and current students to meet with over 300 employers, partners, and vendors)
- STEMCON – (An annual event open to the public and targeted towards 6<sup>th</sup>-12<sup>th</sup> grade students and their families to increase awareness of STEM related programs and careers.)
- High School Information Sessions (targets current high school students and their families to find out about the over 250 CTE degree and certificate programs offered at the College)
- Nursing & Health Services Information Sessions (A series of sessions are offered each term highlighting specific programs of study in Nursing and the Health Services programs. Specific program information and application material and guideline are shared with perspective students and families)



- Multiple CTE program specific high school competition events including (Accounting, Floral Design, Architecture, Fashion Design, Interior Design, and Photography)
- Business & Applied Technology Middle School Career Exploration (Middle school students are brought on campus to learn about the COD CTE programs through hands-on activities)
- Home School & Early Admissions Information Sessions (targets home school high school students sharing information on early admission for those wanting a head start prior to graduation as well as regular college admission information)

In addition, targeted efforts for specific student populations are evidenced through the following examples:

- First Generation Student Series - (Throughout the year, first generation students are invited to participate in a variety of events that help First Generation students navigate the enrollment process at College of DuPage. The first meeting targets high school students and their parents)
- NBT Summer Camp events – (targeted toward middle school females – provides hands-on experience using tools and materials in the COD manufacturing labs)
- Women in Information Technology Workshop & Women in Technology sessions– (highlights the workforce opportunities currently available and addresses the concerns and perceptions of working in male dominated fields.)
- Women in Stem conference (highlights STEM fields where women are underrepresented and discussed the advantages and challenges)
- Breaking Down Barriers – (targeted toward high school students and highlights nontraditional programs breaking down stigmas and presenting information on pros and cons)
- Dare to Dream Conference – (Annual event that invites middle and high school Latinas to encourage and support their efforts to graduate from high school, encourage college enrollment and to introduce them to college and career role models.)
- Latino Student Visit Day – (Exposes high school students to COD through hearing motivational speakers and enjoying performances by local talents.)

What efforts have you made to help the following students transition into CTE?

- Racially minoritized students
- English language learners
- Students with disabilities
- Adult education
- Students who have been placed in development education
- Any subpopulations according to Perkins V that are underrepresented

The College offers support in multiple ways to special population students as they transition into COD and to CTE programs and activities. The following COD programs and student support services highlight the College's efforts in supporting these transitions.

- Center for Student Diversity and Inclusion - Beginning with African American students and radiating out to include all students of diverse backgrounds, the Center fosters a sense of belonging and encourages students to participate in curricular learning and such co-curricular activities as campus and community organizations, leadership opportunities, and intercultural experiences. In collaboration with other College of DuPage departments, the Center coordinates programs and services that promote an inclusive and

welcoming campus environment and encourage the cultural contributions and perspectives of all students.

The Center goals include:

- ❖ develop, implement, and evaluate programs and services that support the COD African American Student population in their personal and academic growth and development throughout their experiences at College of DuPage;
  - ❖ provide opportunities for students to participate in campus activities and events, in conjunction with a quality education;
  - ❖ monitor, mentor, nurture, and coach our community of students to become their best; and
  - ❖ identify, examine, and recommend organizational changes that remove barriers to inclusion and promote student success.
- Latino Outreach Center – Assists students in achieving their educational goals by offering extensive support services, mentoring/coaching and referrals. The program focus is to be an extension of “la familia” here at COD while they pursue their education. Building relationships with students that provide individual support, guidance and advocacy for the student and their family.
  - Financial Aid - College of DuPage provides a comprehensive range of services that help to bridge the gap between the financial resources of students and their families and the cost of education, helping to eliminate the economic barrier in obtaining a college education. Students attending College of DuPage are strongly encouraged to apply for financial assistance in the form of federal grants, state grants, Federal Work Study, scholarships and Federal Direct Loans.
  - Student Emergency Relief Fund -The College has established a Student Emergency Relief Fund to provide assistance to students who are financially struggling as a result of the pandemic. Students who are in need can apply at [foundation.cod.edu/covid19relief](http://foundation.cod.edu/covid19relief). The cost of college is a concern for nearly every student and family.
  - The Fuel Pantry is for all students, faculty, and staff facing food insecurity and in need of assistance. Our goal is to conveniently provide food for individuals on campus who may be food insecure. Students, faculty and staff will need a valid College ID and complete a short registration form. No proof of need is necessary. Guidelines on how often an individual can visit and how much food can be received per visit is posted in the food pantry.
  - New Student Orientation – NSO is available for all new students at the College, though all students are welcome. NSO is a full day of interactive programs and activities that support and prepare students to transition to college. A variety of special topics workshops are offered, listed here are a few that address the specific needs of special populations including:
    - ❖ Access and Accommodations: Leveling the Playing Field (Students with disabilities actively engage in how to receive help in their transition from high school to college. Discussion centers on how services and accommodations differ from high school to college.)
    - ❖ Career Services: Path to Ca\$h #BeCareerReady (Students learn about career services resources available to them that will help them be career ready.)
    - ❖ Diversity and Inclusion: Celebrating Culture and Creating Community (Success is more than a destination...it is the journey! This high energy, interactive session shares how the Student Diversity Office celebrates culture, encourage and inspire students to have an active voice, and to foster a sense of belonging at College of DuPage!)

- ❖ Financial Aid: How To Keep It – (Often students do not understand how to keep their Financial Aid until after they have risked losing it. They will learn how to view the award letter, the importance of not dropping classes, significance of accepting financial aid, and terms and agreements of financial aid.)
- ❖ Learning Commons: The Road to Academic Success (Students find out about the FREE academic support services offered in our Learning Commons! Services include tutoring, math, writing, reading, and speech assistance. These services are available to all registered COD students. Students will discover who, what, where, when and how the Learning Commons can help them on the road to academic success.)
- ❖ Student Support Services: Navigators (All new students are assigned a Navigator to work with from registration to graduation. Navigators help identify campus resources, develop goals, and overcome challenges. Students meet the Navigators and learn more about how the office will assist them.)
- ❖ Very Important Person (V.I.P.) Coffee Connection – (Workshop focused for parents, guardians and those supporting new students who want to help their student’s transition to college, but are not sure how? Staff discuss and provide answers to questions about course requirements, degrees and/or financial aid.)
- ❖ Welcome and workshops are also provided in Spanish for Spanish Speakers
- Center for Access and Accommodations – College of DuPage is committed to equality of educational opportunities for eligible students with disabilities. The center assists students by ensuring access, providing accommodations and coordinating support services. Students requesting accommodations need to self-identify with the Center and provide appropriate documentation of their disability. Referrals to outside agencies can occur if students do not have documentation but feel that they might have a disability.
  - ❖ A full-time counselor has been assigned to and support students with disabilities
  - ❖ Since fall 2017, Project COACH (Career Opportunity ACHievement) is a two-year cohort program for young adults with mild to moderate intellectual or developmental disabilities. In addition to an academic focus on reading, writing, math and computer literacy, COACH also promotes social skills, independence and career exploration. COACH has been developed to provide post-transition students with engaging educational and life-skills training to help prepare for meaningful employment.
  - ❖ COD Buddies is a new program operating in tandem with Project COACH. The program provides mentors to COACH participants who meet weekly to offer advice and friendship. Mentors are current COD students enrolled in COD's Education, Human Services, and Honors programs.
  - ❖ Autismerica is student organization/club or social support group that provides a safe and supportive environment for people on the Autism and/or Asperger's spectrum along with their families to gather and have fun.
- Learning Commons – The Learning Commons offers COD students a broad range of free academic support options: Course-based tutoring; math, writing, reading, and speech assistance. In addition, the College expanded the offering of academic support and professional and peer tutoring services to CTE

students by creating Learning Commons West which is located in the Technology building and includes support for many of the technology programs.

- Counseling and Advising – The Counseling and Advising office at College of DuPage provides new and current students and members of the community with personalized service and comprehensive resources designed to ensure student success in all phases of academic, career and personal development. The mission of Counseling & Advising is to provide students with developmental support services that are transformational in nature and promote academic excellence. Program staff provide support in reaching educational goals and career aspirations by providing all admitted students with free confidential services in: Academic Advising, Career Counseling, and Personal Counseling. Program services designed to ensure student success in all phases of academic, career and personal development.
- Adult Basic Education ICAPS programs – Students prepare for high-demand jobs with great salaries with the Integrated Career and Academic Preparation System (ICAPS) program. Programs allow students to develop language and/or academic skills while learning program content that will prepare them for work. ICAPS programs include: Office Technology, Manufacturing (MSSC), Entrepreneurship, ComptTIA A+, Network+ and CCNA. Programs are offered at little or no costs.
- Launched in 2019, the College of DuPage Transitions Commons provided enhanced resources for DuPage County high school students with disabilities. Designed to provide these students with increased access to valuable college courses, the dedicated space, includes a learning lab and lounge area for students and their respective high school transition coordinators. Program supports include tutoring, social work, career mentoring and case management services.
- Center for Student Success Navigators - The Center for Student Success is committed to ensuring students have the knowledge, resources and information they need to successfully pursue their academic goals at College of DuPage. Program staff known as Navigators, provide ongoing assistance to their assigned group of students from enrollment to completion. Through proactive outreach and one on one appointments, the assigned Navigator will:
  - ❖ Work to proactively assess and identify student needs
  - ❖ Partner with students to develop an individualized support plan that incorporates the use of the campus resources
  - ❖ Assist students in developing an understanding of College policies and procedures
  - ❖ Support students in breaking down barriers to your success
  - ❖ Provide ongoing monitoring and support to amplify student strengths, clarify goals ,and assist in limiting barriers to success
- Student Organizations and Clubs - Over 80 student clubs provide students a connection with academic programs, topical interest sharing, sharing of leisure-time activities, social interaction and a connection with the communities of students at the college. Practicing leadership, business and organizational skills outside the classroom enhances students' life and career goals.
- English Language Learners – The College offers two separate English Language Learner programs. English Language Acquisition (ELA) offered through the Adult Basic Education Program and supported by federal and state grants provides free classes and books to students. ELA classes develop conversation, listening and speaking, reading and writing skills. The Academic English Language Studies (ELS) offered

through the Liberal Arts division provides English language instruction for students whose native language in order to obtain the English skills necessary to take college-level classes and start a degree program.

Additional supports for English Learners include:

- ❖ ELA Conversation Circles provide ELS COD students an opportunity to practice English outside of class. Trained and knowledgeable tutors lead groups of students in this effective activity that provided practice in listening and speaking English as well as develop new vocabulary and gain confidence in the English language.
- ❖ The Learning Commons provides one-on-one assistance for students taking ELS writing, reading, listening, and grammar classes.

Though the College currently provides supports for CTE students including those in underrepresented populations, the team recognized that some of the services offered are disjointed and not always consistently delivered. As addressed earlier, the team also recognized that the special populations where the Colleges is currently not collecting nor reporting this student data, the College is also not necessarily addressed or providing support services to meet the specific needs of these groups. Consequently, the CLNA steering and working teams recommends hiring staff to coordinate a cross-institutional team to address the needs of CTE special population and to develop and implement strategies to better identify, serve and support these students and their needs.

To what extent are program materials (curricula, informational materials, and events) representative of your district's demographics and the shifts in diversity of your district such as race/ethnicity, gender, age, socioeconomics, English language learners, or disability?

- Are there certain underrepresented populations that are not represented in your materials based on race and language? Provide some solutions addressing these inequities.

The CLNA Special Populations working reviewed samples of COD program materials, brochures, and web pages to determine the extent to which they represent the district and special populations demographics. COD recently upgraded the College's website. The COD working team did note quite a few opportunities for improvement in terms of ease of navigation of the site as well as finding pertinent information for special populations groups.

## Suggested Resources

[Equity and Career and Technical Education brief](#)

[Stewart, \(D.L. \(2017, March 30\). Language of appeasement. Inside Higher Ed.](#)

## 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?

In terms of reviewing and assessing COD CTE student performance, the CLNA working teams used multiple metrics gleaned from a variety of data sources including:

- Comprehensive CTE Data Review;
- Program Review Reports for each CTE area over the last five years;
- Partnership for College Completion: Accelerating action to close the graduation gap -COD Equity Plan;
- COD Strategic Long Range Plan;
- COD Environmental Scan;
- COD 2019 Planning Metrics Report;
- The Illinois Perkins V Plan;
- WIOA State, Regional and Local Plans;
- Economic Modeling Systems Inc. (EMSI) Occupational and Program Data Reports, and
- Feedback gathered from key stakeholders.

CTE Student Completion data is a performance metric that is included in the College’s Program Review Process. The working teams reviewed this data for the last 5-years for CTE as a whole as well as by individual CTE program.

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?

As listed in the COD Equity Plan drafted this year, though progress has been made to increase performance among Black/African American and Latino students’ significant equity gaps still exist as demonstrated here:

- The current equity gap between Black/African American and White student completion in 150% of normal time is 15% as of Fall of 2018, representing a decrease of 2% since 2014; between Latino and White students it is 5%, representing a decrease of 4% since 2014; and between Pell eligible and non-Pell eligible it is 5% decreasing from 8% from 2016 to 2018.
- The College has seen improvement in Latino completion rates rising 8% percent over the last 5 years. In relation to Black/African American and White students completion rates have risen 6% from 4% in 2014 to 10% in 2018. Pell eligible completion rates have risen from 17% to 19% from 2016 to 2018.
- The Early Credit Accumulation Gaps between Black/African American and White students range from -45% to -92% along the early credit accumulation continuum, and Latino students and White students range from -21% to -66% along the early credit accumulation continuum.

Based on the equity gaps you identified, what CTE programs should you prioritize to develop structures, supports, and practices that improve student performance and outcomes?

The College does offer support and resources for these students through the Latino Outreach Center and the Center for Student Diversity and Inclusion. Enhancing and increasing the awareness of these programs is one strategy that the College will be implementing in the upcoming year. In addition, the Perkins Steering Committee recommended developing additional resources and supports to address barriers to student success. The current Workforce Development Specialist position will be expanded to a full-time position titled Workforce

Development/Student Resource Specialist that will navigation support to special population students including information on how to receive support services from the College as well as referrals to other community agencies. In addition Professional development funds will be targeted to provide faculty and staff workshops and trainings on this topic.

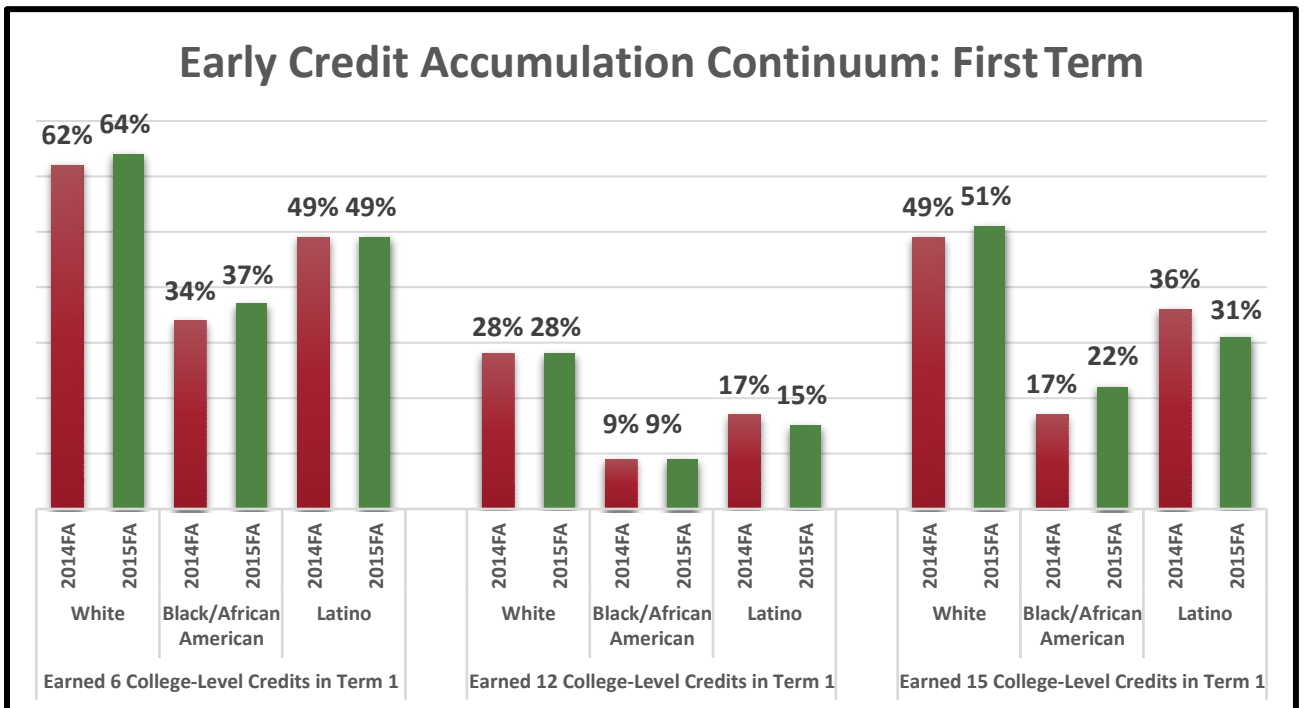
What are some of the root causes for the equity and racial equity gaps you identified in your CTE programs? [Please identify how institutional structures, systems, resources, and practices are the root cause and refrain from focusing on perceived student deficits as the cause.]

Some of the root causes that were identified include:

- Lack or Unawareness of some academic support services (advising/tutoring)
- Instructional Strategies (lack of technology)
- Early Intervention
- Self-Efficacy
- Role Models/Mentoring

How are your CTE students performing in certain gateway courses to high-wage and high-demand sectors compared to non-CTE students?

- Are there differences in performance in gateway courses based on subpopulations? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?
- Are there differences in performance in gateway courses based on race and ethnicity? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?



**Earned 6 College-Level Credits in Term 1**

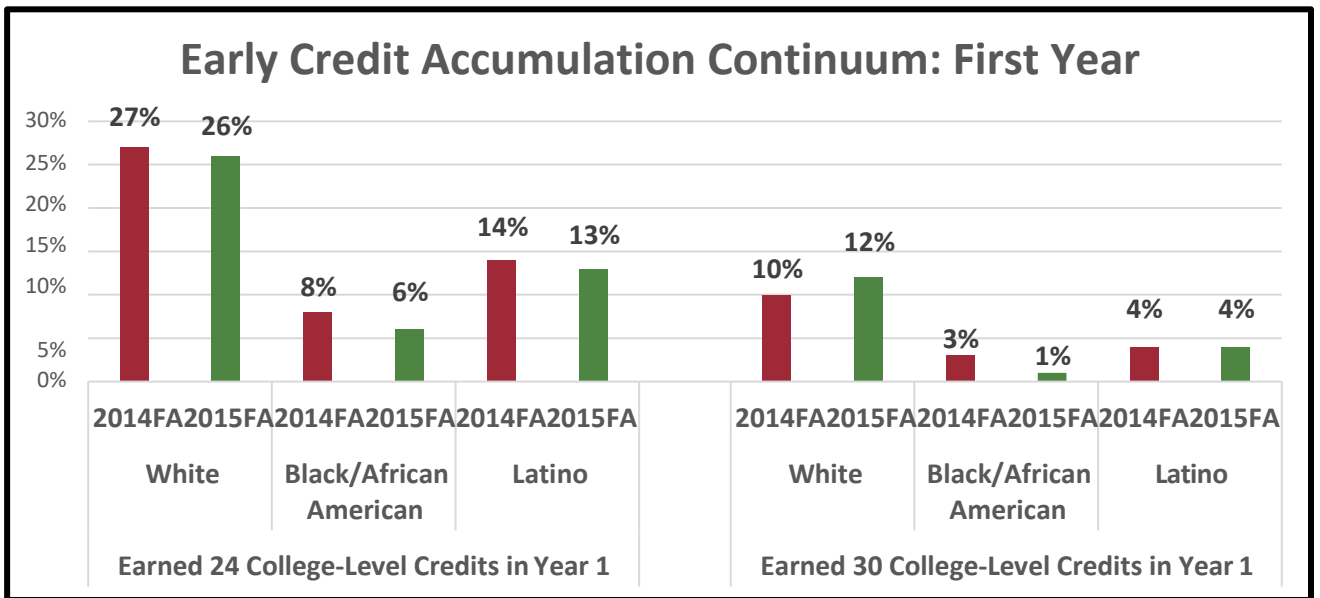
|                               | 2014FA | 2015FA |
|-------------------------------|--------|--------|
| <b>White</b>                  | 62%    | 64%    |
| <b>Black/African American</b> | 34%    | 37%    |
| <b>Latino</b>                 | 49%    | 49%    |

**Earned 12 College-Level Credits in Term 1**

|                               | 2014FA | 2015FA |
|-------------------------------|--------|--------|
| <b>White</b>                  | 28%    | 28%    |
| <b>Black/African American</b> | 9%     | 9%     |
| <b>Latino</b>                 | 17%    | 15%    |

**Earned 15 College-Level Credits in Term 1**

|                               | 2014FA | 2015FA |
|-------------------------------|--------|--------|
| <b>White</b>                  | 49%    | 51%    |
| <b>Black/African American</b> | 17%    | 22%    |
| <b>Latino</b>                 | 36%    | 31%    |





| <b>Earned 24 College-Level Credits in Year 1</b> |               |               |
|--|---------------|---------------|
|  | <b>2014FA</b> | <b>2015FA</b> |
| <b>White</b>                                     | 27%           | 26%           |
| <b>Black/African American</b>                    | 8%            | 6%            |
| <b>Latino</b>                                    | 14%           | 13%           |

| <b>Earned 30 College-Level Credits in Year 1</b> |               |               |
|--|---------------|---------------|
|  | <b>2014FA</b> | <b>2015FA</b> |
| <b>White</b>                                     | 10%           | 12%           |
| <b>Black/African American</b>                    | 3%            | 1%            |
| <b>Latino</b>                                    | 4%            | 4%            |

Overall, are there any Perkins student-performance measures that you are not meeting? Identify key root causes and strategies to improve performance.

With the new methodology for the Perkins performance measures recently released, COD Perkins student performance measures are being met both at the institutional level and for each special population and racial groups.

In what ways are you examining student growth and improvement in both learning and performance (Consider formal classroom as well as clinical or practicum settings)?

The goal of this equity plan and is to eliminate disparities in degree completion rates on our campus between African-American and White students, between Latino/a and White students, and between low-income and higher income students (as indicated by Pell receipt).

**Student Success**

| <b>Race/Ethnicity</b>                  | <b>Target (by Spring 2021)</b>        |
|--|---------------------------------------|
| <b>Black/African American Students</b> | <b>Increase student success by 4%</b> |
| <b>Latino Students</b>                 | <b>Increase student success by 4%</b> |

**Math and English Completion in the First Year**

| <b>Subject</b>             | <b>Target (by Spring 2021)</b>                                  |
|----------------------------|---|
| <b>College Mathematics</b> | <b>Increase Math completion in students first year by 5%</b>    |
| <b>College English</b>     | <b>Increase English completion in students first year by 5%</b> |

**Persistence**

| <b>Terms</b>                  | <b>Target (by Spring 2021)</b> |
|-------------------------------|--------------------------------|
| <b>Overall Fall to Fall</b>   | <b>5% Increase</b>             |
| <b>Overall Fall to Spring</b> | <b>5% Increase</b>             |

Interim Benchmark Goals  
(forthcoming from ILEA as a result of the College’s data submission – expected end of January, 2020)

**Suggested Resources**

Identify Equity Gaps

Facing Equity: Understanding P-20 Equity Conscious Leadership for College and Career Pathways

Perkins V at a Glance: Equity Gap Analysis- Local

**3. RECRUITMENT, RETENTION, AND TRAINING OF CTE EDUCATORS**

The questions below should assist you in evaluating current and future recruitment, retention, and professional development needs with both an equity and culturally responsive lens. In terms of equity, consider how you are recruiting faculty members from underrepresented groups and if they are reflective of the diversity of your student population and your regional and local context. You should also assess in this section the extent to which your faculty is prepared to offer curriculum and teach in a way that is culturally responsive by engaging and speaking to the experiences of your diverse student populations (Owens, 2018).

How has your institution engaged employers in the recruitment of CTE faculty?

- More specifically, 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?
- Among your CTE faculty, how are you increasing representation of underrepresented groups, especially in terms of groups that are underrepresented by race/ethnicity, gender, and disability?

The College does struggle with providing a diverse employee workforce The College proactively posts open positions to many diversity-oriented job boards and local sources and invites diverse candidates to apply to positions via email. In addition, the College attends diversity focused career fairs when available.

All hiring managers and search committee participants are required to complete diversity training.

The College has an internal practice that at two stages of the search process at least 18% of the candidate pools are diverse. The first stage is in the pool of applicants that meet minimal qualifications and the second is the pool of applicants identified for interviewing.

Current employee recruitment and hiring practices will be examined to further identify areas for improvement. Human Resources staff, College leadership, hiring managers, search committees and others will be involved in the research of best practices in this area and the writing of recommendations and an implementation plan.

New policies and practices through an equity lens will be adopted in order to increase staff and faculty demographics to better reflect the diversity of the student body. Research has shown the more a student can see themselves in the institution's administration the higher their sense of belonging, and their confidence in seeking the supports they need.

In what programs of study do you need to recruit and develop more educators? What are some strategies you have already begun to implement toward this effort?

The hiring of a full-time CTE Adjunct Faculty Manager who will convene a working team to develop a Talent Guide that will include strategies to address these concerns.

What supports do you provide to transition industry professionals to the role of teaching, and understanding student learning and development as well as institutional culture?

The College does offer a wide array of professional development opportunities for all faculty and does offer courses and programs to address the transition to teaching in a community college setting.

What do educators report as their needs and preferences for professional development and benefits?

Through the Program Review Feedback surveys, faculty share that the Professional Development opportunities offered through the College are beneficial and that their needs are met. Through Perkins funding, we do offer additional opportunities, especially for adjunct faculty who do not have the professional development discretionary funds that full-time staff are allocated.

How do you advance culturally responsive teaching in CTE through professional development and any other ongoing, embedded, and systemic supports for educators?

New policies and practices through an equity lens will be adopted in order to increase staff and faculty demographics to better reflect the diversity of the student body. Research has shown the more a student can see themselves in the institution's administration the higher their sense of belonging, and their confidence in seeking the supports they need.

How do you ensure that your CTE program leadership is culturally responsive (e.g., deans, vice presidents, workforce partners, advisory committees)?

Employee Climate surveys are one tool that we use and where we have benchmark data. We will recommend the use of a few questions to address the specific needs of the College. Results will then be used to develop strategies to address concerns.

How are you ensuring your CTE educators are meeting credentialing requirements to teach?

The College has implemented checks and balance systems to ensure that all faculty including CTE educators have met the necessary teaching and credentialing requirements. Updates on provided on a regular basis.

**Suggested Resources**

Culturally responsiveness in community college CTE programs brief

Culturally sustaining leadership practices podcast

**4. STAKEHOLDER PARTICIPATION AND VOICE**

Please provide a list of stakeholders who participated in the CLNA process, their title, organization, and how they were involved. As a reminder, according to Perkins V, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; 3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries; 4) parents and students; 5) representatives of special populations; 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); 7) representatives of Indian tribes and tribal organizations in the state, where applicable; and 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

|    | Name               | Title/Organization   | Role in the CLNA process            |
|----|--------------------|--|-------------------------------------|
| 1. | Jonita Ellis       | CTE Program Improvement Mgr./College of DuPage                               | COD Perkins Manager/CLNA Lead       |
| 2. | Lisa Stock         | AVPAA, Assessment & Student Success/College of DuPage                        | COD Perkins Administrator/CLNA Lead |
| 3. | Mark Curtis-Chavez | Provost/College of DuPage  | COD CLNA Steering Committee Member  |
| 4. | James Bente        | Vice President of Planning and Institutional Effectiveness/College of DuPage | COD CLNA Steering Committee Member  |

## College of DuPage, District 50201

|     |                    |   |   |
|-----|--------------------|---|---|
| 5.  | Linda Sands-Vanker | Vice President of Human Resources and Project Hire-Ed/<br>College of DuPage                               | COD CLNA Steering Committee Member  |
| 6.  | Kirk Overstreet    | Assistant Provost, Instruction/<br>College of DuPage  | COD CLNA Steering Committee Member  |
| 7.  | Cynthia Sims       | Assoc. VP Acad, Affrs., Academic Partnerships/College of DuPage   | COD CLNA Steering Committee Member  |
| 8.  | Diana Del Rosario  | Assistant Provost, Student Services /College of DuPage  | COD CLNA Steering Committee Member  |
| 9.  | Joe Cassidy        | Asst. VP Econ Dev. & Dean of CE & Extended Learning/College of DuPage                                     | COD CLNA Steering Committee & Workforce/Labor Market Alignment Member                                       |
| 10. | Mike Zimmerman     | Education for Employment (EFE) System Director DAOES /Technology Center of DuPage (TCD)                   | COD CLNA Steering Committee Member  |
| 11. | Jamie Brown        | Workforce Board Coordinator, DuPage County Workforce Development Division at workNet DuPage Career Center | COD CLNA Steering Committee & Workforce/Labor Market Alignment Member                                       |
| 12. | Lisa Schvach       | Workforce Board Coordinator, DuPage County Workforce Development Division at workNet DuPage Career Center | COD CLNA Steering Committee & Workforce/Labor Market Alignment Member                                       |
| 13. | Jim Kostecki       | Director, Research & Analytics/ College of DuPage   | COD CLNA Steering Committee Resource & Student and Program Performance Working Team Member                  |
| 14. | Andreas Vrretos    | Electromechanical / Electrical CTE Faculty & Program Chair./College of DuPage                             | COD Workforce/Labor Alignment CLNA Working Group Team Member  |
| 15. | Kris Fay           | Dean, Business & Applied Technology/College of DuPage   | COD Workforce/Labor Market Alignment; Equity and Access and Program of Study CLNA Working Group Team Member |
| 16. | Chuck Boone        | Dean, Arts, Communication and Hospitality/College of DuPage   | COD Workforce/Labor Market Alignment and Program of Study CLNA Working Group Team Member                    |
| 17. | Debra Gurney       | Dean, Nursing and Health Services/College of DuPage   | COD Workforce/Labor Market Alignment; Equity and Access and Program of Study CLNA Working Group Team Member |
| 18. | Jennifer Cumpston  | Dean, STEM Programs/College of DuPage   | COD Workforce/Labor Market Alignment; Equity and Access and Program of Study CLNA Working Group Team Member |
| 19. | Adela Meitz        | Workforce Development Specialist /College of DuPage   | COD Workforce/Labor Alignment and Equity and Access CLNA Working Group Team Member                          |
| 20. | Dan Deasy          | Mgr. CE Operations & Grant Compliance /College of DuPage  | COD Workforce/Labor Market Alignment and Program of Study CLNA Working Group Team Member                    |
| 21. | Steve Gustis       | Manager of Career Services/ College of DuPage   | COD Workforce/Labor Alignment CLNA Working Group Team Member  |

|     |   |  |  |
|-----|---|--|--|
| 22. | Danielle Kuglin Seago   | Manager of Project Hire-Ed/<br>College of DuPage               | COD Workforce/Labor Alignment CLNA Working Group Team Member   |
| 23. | Saraliz Jimenez   | Manager of the Latino Outreach Center/College of DuPage        | COD Equity and Access CLNA Working Group Team Member   |
| 24. | Samantha Salvato  | Mgr. of Access & Accommodations /College of DuPage             | COD Equity and Access CLNA Working Group Team Member   |
| 25. | Laura Daly  | Interim Manager of Student Financial Aid/College of DuPage     | COD Equity and Access CLNA Working Group Team Member   |
| 26. | Ami Chambers  | Coord. of External Community Relations/College of DuPage       | COD Equity and Access CLNA Working Group Team Member   |
| 27. | Andreas Polites   | Human Services Faculty & Chair/<br>College of DuPage           | COD Equity and Access and Program of Study CLNA Working Group Team Member  |
| 28. | Jean Zaar   | Early Child Care Education Faculty & Chair/College of DuPage   | COD Equity and Access and Program of Study CLNA Working Group Team Member  |
| 29. | Jane Smith  | Director of Pathways & ILEA Rep./College of DuPage             | COD Equity and Access and Program of Study CLNA Working Group Team Member  |
| 30. | Lisa Haegele  | Manager of Dual Credit and Dual Enrollment/College of DuPage   | COD Program of Study CLNA Working Group Team Member  |
| 31. | Nathania Montes   | Interim Dean of Student Development/College of DuPage          | COD Program of Study CLNA Working Group Team Member  |
| 32. | Monica Miller   | Business Associate for Business & Technology/College of DuPage | COD CLNA Open Forum & Planning Working Group Team Member   |
| 33. | District & Community Latino Leaders – 68 participants   | Hosted by COD Latino Outreach Center –                         | Latino Leaders Lunch Presentation (Info. on Perkins V, Special Populations and CLNA) November 2019   |
| 34. | COD CTE faculty and staff – 50 participants   | CLNA information & Feedback Session led by Perkins Mgr./Adm.   | Internal Community - Open CLNA Forum – held on January 17, 2020<br>Invitations to the college community were sent via internal communications and CLNA handouts.         |
| 35. | COD CTE Advisory Committee members, high school CTE faculty, WIOA Board members and partners, COD Community Members & COD Faculty and Staff (~ 50 participants) | CLNA information & Feedback Session led by Perkins Mgr./Adm.   | External Community - Open CLNA Forum – held on February 14, 2020<br>Invitations went out to COD CTE Advisory Team members as well as notices on the web and in the paper |

**Suggested Resources**

Pathways to Results Engagement & Commitment

**5. LABOR MARKET ALIGNMENT**

Use the guiding questions in this section to consider how your programs align with state, regional, and/or local labor-market needs and demands. Consult with stakeholders assisting you with this CLNA for current and projected labor-market needs and trends. Stakeholders from local workforce development boards, chambers of commerce, unions, and any industry associations will be especially important to include in the assessment of

how your CTE programs align with the labor market. Also consider any information you have gathered such as surveys or exit interviews from alumni who have helped you understand how you have prepared them for the labor market and how they are faring there. Most of the 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.

What have been emerging and/or growing occupations in your region?

- From an equity perspective, what special populations are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?
- From an equity perspective, what racial/ethnic groups are not represented in these emerging and/or growing occupations? What are some of the barriers for the groups you identified?

For the DuPage County, there continue to be projected growth in the following industries:

- Health Care
- Manufacturing
- Transportation/Logistics

In addition, most of the CTE programs the College offers do prepare students that meet high-wage, high-skill and/or high demand criteria. Listed below is a table depicting the top twenty occupations where COD offers degree/certificate programs with the largest anticipated growth in the next ten-year period. Reviewing this data there is some diversity in the fastest growing fields. Though, there are a few occupations listed here where minorities are slightly underrepresented. However, the occupation with the largest discrepancy is the Software Developer occupation where in DuPage County 4% are Hispanic/Latinos and only 3% Black/African Americans. Root causes that may have contributed to this include: education/career preparation, access to technology, role models and mentoring.

Career Services is planning on providing workshops that feature a panel of professionals that will address barriers and obstacles they faced and the strategies they used in overcoming them.

| Living Wage | Need | High Skill | Description                                  | 2019 Jobs | 2029 Jobs | 2019 - 2029 Change | Avg. Hourly Earnings |
|-------------|------|------------|--|-----------|-----------|--------------------|----------------------|
| Yes         | Yes  | Yes        | Registered Nurses                            | 10,429    | 12,423    | 1,994              | \$37.04              |
| Barely      | Yes  | Yes        | Home Health Aides                            | 4,031     | 5,787     | 1,756              | \$13.62              |
| No          | Yes  | Yes        | Cooks, Restaurant                            | 4,371     | 5,336     | 965                | \$13.19              |
| Yes         | Yes  | No         | Heavy and Tractor-Trailer Truck Drivers      | 7,486     | 8,361     | 875                | \$24.80              |
| Yes         | Yes  | Yes        | Medical Assistants                           | 3,000     | 3,846     | 846                | \$19.07              |
| Yes         | Yes  | Yes        | Emergency Medical Technicians and Paramedics | 1,581     | 2,207     | 626                | \$22.02              |
| Yes         | Yes  | Yes        | Management Analysts                          | 5,376     | 6,001     | 625                | \$41.79              |
| Barely      | Yes  | Yes        | Nursing Assistants                           | 4,045     | 4,647     | 602                | \$15.14              |

|        |     |     |   |       |       |     |         |
|--------|-----|-----|---|-------|-------|-----|---------|
| Yes    | Yes | Yes | Software Developers, Applications                 | 5,465 | 6,032 | 567 | \$45.31 |
| Yes    | Yes | No  | Medical Secretaries                               | 1,731 | 2,170 | 439 | \$18.43 |
| Barely | Yes | No  | Receptionists and Information Clerks              | 4,905 | 5,335 | 430 | \$15.03 |
| Yes    | Yes | Yes | Landscaping and Groundskeeping Workers            | 3,635 | 4,064 | 429 | \$17.12 |
| Yes    | Yes | Yes | Postsecondary Teachers                            | 4,285 | 4,700 | 415 | \$33.26 |
| No     | Yes | Yes | Childcare Workers                                 | 1,984 | 2,367 | 383 | \$11.63 |
| Yes    | Yes | Yes | Licensed Practical and Licensed Vocational Nurses | 1,526 | 1,906 | 380 | \$30.19 |
| Barely | Yes | Yes | Teacher Assistants                                | 4,867 | 5,242 | 375 | \$13.67 |
| Yes    | No  | Yes | Speech-Language Pathologists                      | 907   | 1,282 | 375 | \$36.58 |
| Yes    | Yes | No  | Construction Laborers                             | 3,650 | 3,971 | 321 | \$32.88 |
| Yes    | Yes | No  | Electricians                                      | 3,355 | 3,666 | 311 | \$41.81 |
| Yes    | Yes | Yes | Medical and Health Services Managers              | 1,379 | 1,688 | 309 | \$63.42 |
| Yes    | Yes | Yes | Preschool Teachers, Except Special Education      | 2,509 | 2,818 | 309 | \$15.93 |

Has your region experienced economic shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement has been developed to address these shifts.

The growing industries are the same now as they were in the previous WIOA Local and Regional Plans. There does not appear to be any shifts except for more occupations are requiring technology competency regardless of occupation.

Has your region experienced population shifts that impact industry growth? If so, explain how and what types of partnerships and stakeholder engagement you are developing to address these shifts.

Though the district has been becoming more ethnic/racially diverse, the changes does not appear to have any significant impact on industry growth.

Among your CTE graduates, identify subpopulations that are thriving in the labor market. What structures, conditions, and resources are supporting their success?

Graduates from the Nursing and Health programs have been thriving in the labor market. The College has made strides in the diversity of the accepted applicants as well as in the graduating classes. However, through the Program Review Process discussion on the current admissions policies were discussed and asked to be reviewed to ensure the process is inclusive.

Among your CTE graduates, identify subpopulations that are experiencing inequities in the labor market. Explain what inequities in opportunities, institutional structures, and resources may be the root cause.



|  |
|--|
| <ul style="list-style-type: none"> <li>• Are there any racial inequities in the labor market? Explain what inequities in opportunities, institutional structures, and resources may be the root cause.</li> </ul>  |
| <p>As part of the Perkins FY 2021 plan, a cross-sectional team including members of the COD Equity Plan and Chairs of CTE programs with low diversity will meet to identify strategies and resources to further support student participation and success.</p>   |
| <p>How are your partnering stakeholders and institutions helping English language learners gain skills for high-demand and high-wage jobs?</p> <ul style="list-style-type: none"> <li>• What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high- demand and high-wage jobs?</li> </ul>  |
| <p>The ICAPS program offered through the Adult Basic Education program will be expanded to include new programs for students that prepare them for high skill, high wage occupations. Program offerings will also be increased if demand warrants it.</p>  |
| <p>What are your partnering stakeholders and institutions doing to help students with disabilities gain skills for high-demand and high-wage jobs?</p> <ul style="list-style-type: none"> <li>• What systems, structures, supports, and resources are needed to prepare for and advance opportunities for this population of students to secure employment in high- demand and high-wage jobs?</li> </ul>  |
| <p>The Office of Access and Accommodations have partnered with COD Career Services and have offered workshops and information sessions that prepare these students for the workforce. In addition, the College does provide a dedicated counselor that advises students on career options. In addition, the College is planning on hosting a Summit where community based agencies and college personal can discuss how to best serve and meet the needs of special population groups and build a network of resources that available to them. In addition, it is hoped that partnerships will be further developed and the resources can be leveraged to best meet demand.</p>  |
| <p>Are there certain racial/ethnic groups that your institution is not equitably preparing for high- demand and high-wage jobs?</p> <ul style="list-style-type: none"> <li>• Are there certain racial/ethnic groups that are not being equitably supported in securing employment in high-demand and high-wage jobs?</li> </ul>  |
| <p>For the most part, the College is preparing all CTE students equitably for high-demand and high-wage jobs. Since the fall 2017, the College of DuPage started to implement Guided Pathways. The transformation has involved over 100 faculty, staff and students serving on working teams and oversight. Major initiatives are expected to benefit all students in their journey toward achieving their educational goals and are in alignment with our Institutional Goals and Objectives. The current initiatives are:</p> <ul style="list-style-type: none"> <li>• 12 “Navigators” hired in April of 2019 to support students onboarding and “staying on path” – making a significant difference with student retention</li> <li>• 12 additional Navigators will be hired April of 2020</li> <li>• Building program maps for 295 degree and certificate programs</li> <li>• Building transfer program maps for the top 5 transfer institutions for 74 transfer programs</li> </ul> |

- Planning for a First Year Experience program to be implemented summer of 2022
- Counseling and Advising Redesign to be completed and implemented by fall of 2021
- Data Acquisition, Access and Analysis/Interpretation for Decision-Making
- o New data warehouse built to support inquiries and analysis
- o Hobson’s Starfish acquired to support individualized support for students and to identify and intervene with at-risk students
- o CourseLeaf acquired to streamline curriculum and catalog

How is labor-market data used to support program improvement?

- In what ways are you using data to help identify inequitable employment outcomes, especially racial inequities?

The College utilizes labor market data from the Economic Modeling Systems, Incorporated through the following tools:

- Career Coach, an interactive career exploration tool available on the web that provides users with updated occupational information;
- Analyst – a tool that integrates, national, state, regional and local databases and presents the information in user-friendly formats. Occupational and program data for all COD CTE programs are updated quarterly and shared on the Perkins Activities team site accessible to all COD employees; and
- Alumni – A data set that matches information on past graduates and the companies where they are currently employed.

Labor market data is used routinely in the Program Review process and in program development and modification processes. Moving forward ethnic/racial occupational data will also be shared on a regular basis.

After reviewing your local labor-market data, are you missing any potential CTE programs that may be needed in your area?

Other than the truck driving program offered through the Continuing Education program, the College does not offer any other programs that would support Transportation and Logistics. The team is recommending that this program be explored for viability in next few years.

Also, does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?

Currently, most CTE degree and certificate programs are viable and feasible. Some of the programs prepare students for high demand occupations, like Certified Nursing Assistant and Early Child Care workers that do not offer high wage, but do provide meaningful work that can be built upon for advancement with additional education.

**Suggested Resources**

[Illinois Department of Employment Security](#)  
[Illinois Career Pathways & Talent Pipeline Analysis](#)  
[Economic Modeling System, Inc \(EMSI\) Labor Market Analysis](#)

Regional and local workforce boards

Advisory boards

## **6. PROGRAM SIZE, SCOPE, AND QUALITY**

While you will refer to the state definitions of size, scope, and quality below, Perkins V requires you to assess whether the number of programs or programs of study and courses you offer meet the needs of your student population. Assessments of size could include examining class size in addition to the availability of program resources such as facilities and equipment. For scope, you can consider whether program curricular offerings are seamlessly aligned with the subsequent level of education. Finally, for quality purposes, you can assess the extent in which your programs give students the knowledge and skills critical to gaining employment and achieving success in their careers. To reiterate, please refer to the state's definition for size, scope, and quality below.

### **SIZE**

Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.

- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor-market information. Size of programs should be informed by labor-market needs.
- Follow local board policies on class sizes.

### **SCOPE**

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that

- a. incorporates challenging state academic standards
- b. addresses both academic and technical knowledge and skills, including employability skills
- c. aligns with the needs of industries in the economy of the state, region, tribal community, or localities
- d. progresses in specificity
- e. contains multiple entry and exit points that incorporate credentialing
- f. culminates in the attainment of a recognized postsecondary credential

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders including business and industry.

## **QUALITY**

Through CTE programs, eligible recipients offer students the opportunity to participate in programs of study that lead to an in-demand occupation that is either a high-skill one or a high-wage one. Eligible recipients are encouraged to offer programming that meets two or three of the aforementioned characteristics of a program of study.

Programs of study:

1. Are informed by external stakeholders that include, but are not limited to, secondary partners, postsecondary partners, business and industry partners, local workforce boards, adult education providers, and community-based organizations through advisory committees. The advisory committees must meet, at a minimum, annually.
2. Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
3. Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning and career exploration.
4. Include academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g., academic standards, accreditation bodies, and professional and licensing standards) to meet the skillsets needed by employers.
5. Are led by qualified instructors and staff who are provided with opportunities for comprehensive professional development (e.g., accrediting standards and ICCB administrative rules).
6. Assist the recipients in meeting local performance indicators.
7. Are continuously evaluated and improved using a continuous program improvement process (e.g., Pathways to Results, Program Review, Comprehensive Needs Assessment, Program Quality Rubric, and other course or program evaluation methods).
8. Are offered in appropriate facilities using current technology and equipment.

9. Includes other entry and exit points to provide access and smooth transitions through programming (e.g., adult learners and veterans).

|   |
|---|
| <p>Are program-level outcomes aligned with business and industry recognized credentials and standards?</p> <ul style="list-style-type: none"> <li>Identify any CTE programs that are misaligned with credentials and standards of business and industry.</li> </ul>   |
| <p>CTE Program Learning outcomes are in alignment with business and industry. The College recently updated and have now posted the CTE Program Learning outcomes on the Program web site. A Director of Assessment was hired in July 2019 and has provided additional support to program faculty in developing assessment activities for their program outcomes.</p>  |
| <p>Does your enrollment size have the capacity to meet the demands of the businesses and industries in your region?</p>   |
| <p>Overall, CTE course and programs do have the capacity to meet the demands of business and industry in our regions. However, some programs do have selected admissions and students need to meet the program admission requirement prior to application. The Associate Vice President of Academic Affairs with the CTE Program Improvement Manager hold Program Review discussions where capacity issues are addressed as well as other barriers that may impede student success. Discussion on accessibility especially for programs with select admissions have occurred and a work team will be reviewing practices to ensure equity.</p>                              |
| <p>How well do your program offerings meet the needs of students and the communities you serve?</p> <ul style="list-style-type: none"> <li>How do you then ensure that each program is viable in terms of size, scope, and quality as well as sustainable?</li> </ul>   |
| <p>Through the Program Review process, all CTE programs participate in on-going program improvement process that includes an annual update, planning phase and a writing phase. Multiple data sources and information are used in the program review process. Feedback surveys from all stakeholders provide input on the programs offerings, quality and areas for improvement. Data includes enrollment trends, demographic profiles, occupational outlooks, advisory minutes, feedback surveys, faculty ratios, grade distributions, unit cost information and graduate metrics. Programs improvement activities and strategies are implemented to address concerns.</p> |
| <p>Based on your last five years of reviewing different programs of study through the Program Review process, were there any recommendations for changes to the size, scope, or quality of any programs?</p> <ul style="list-style-type: none"> <li>What have you done so far to initiate and implement these changes?</li> </ul>   |
| <p>In the CTE program review process, recommendations for additional equipment have been addressed through operational and Perkins funding.</p>   |

**Suggested Resources**

Revisit your college’s Program Review reports

## 7. PROGRESS TOWARD IMPLEMENTING PROGRAMS OF STUDY

The questions below 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. This portion of the CLNA will require you to do backward and forward mapping of your programs-of-study offerings to determine whether they meet labor-market projections as well as educational and economic needs and priorities of the state and your regional and local contexts. It is also important that secondary, postsecondary, and industry stakeholders in your region work closely together to assess that your programs of study, when implemented, offer structured and cohesive transition points at each subsequent educational level as well as at the transition to employment.

Which programs of study have multiple entry and exit points that lead toward earning a credential?

- What programs of study are underdeveloped and have possibilities for multiple entry and exit points?
- Identify concrete ideas, solutions, and plans for further development.

The College continues to make progress towards the development of new programs of study as well as strengthening existing POS. The College has offered Perkins Program Improvement workshops to address the development and/or improvement process for Programs of Study implementing many of the concepts and processes presented in the Pathways to Results (PTR) documents and previous workshops. In addition, Program faculty list Program of Study as a standing Agenda Item and POS activities are discussed at the program Advisory team meetings. All POS teams have used the Program of Study Expectation tool to determine whether or not the POS meets minimum requirements and assist in establishing areas for program improvement.

Programs that have been working on establishing new programs of study for FY2021-2024 include the following:

- Education – for the Paraprofessional and Utilizing on-line Technology certificates as well developing a POS for CTE secondary education to address the regional and local shortages.
- Early Child Care Education – The program provide Dual Credit offerings at local high schools and will now be ready to develop the POS.
- Human Services – They have been working with district high schools and community agencies.
- Motion Picture Television – Initial work with high schools have been on-going for two years. The program will include TCD and have a wider range of participation.

- Professional Writing Certificate – Discussions with district high schools on-going – dual credit coursework has been offered.

How fully developed and aligned are your programs of study with secondary, postsecondary, and industry?

- Are there specific programs that are misaligned within secondary, postsecondary, and industry areas, and if so, why?

Program of Study are discussed at the Program Advisory Committee and for those updated, are in alignment with secondary, postsecondary and industry.

Most of the existing programs of study have been updated or are planned to be modified. During the year, the following programs developed new Programs of Study with at least one high school. As listed in the FY 2020 Perkins Plan, the following program have active Programs of Study with at least 1 high school or the Technology Center of DuPage.

- American Sign Language (ASL) – Updated in FY 2020
- Architecture (ARCH) – Updated in FY 2020
- Automotive (AUTO) – Updated in FY 2020
- Business/Management/Marketing – Updated in FY 2020
- Computer Information Systems (CIS) – Updated in FY 2020
- Computer and Internetworking Technologies (CIT) – Updated in FY 2020
- Cosmetology (COSME) – Updated in FY 2020
- Culinary Arts (CULIN) – Updated in FY 2020
- Mechatronics and Electromechanical (ELMEC) – Updated in FY 2020
- Fashion Design – New in FY 2020
- Fire Science (FIRE) – Updated in FY 2020
- Horticulture (HORT) – Expanded in FY 2020 and will further expand in FY 2021
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) – Updated in FY 2020
- Interior Design - New in FY 2020
- Manufacturing (MANUF) – Updated in FY 2020
- Nursing (NURSI) – Will be updated in FY 2021
- Office Technology Information (OFTI) – Will be updated in FY 2020
- Photography (PHOTO) – Updated in FY 2020

It should be noted however, that program faculty have requested additional support and resources and need guidance in further developing their POS with other high schools and also reviewing and analyzing the data elements. Consequently, we are creating a new full-time position, Program of Study Alignment Coordinator, who will support faculty in these POS activities.

How are you adapting programs of study as they become more professionalized and specialized?

- What additional education and credentialing are you providing to respond to the further professionalization and specialization of the programs of study (i.e., articulation to a bachelor's degree, additional certifications, or additional skill training in specialized areas of industries)?

Program chairs will participate in the Perkins Program Improvement Workshop: Submitting Programs of Study for ICCB Approval. There will be four workshops held throughout the academic year. Programs will review the

updated Expectations tools and begin preparing the documentation for approval. Resources and assistance will be available through the new POS Alignment Coordinator and the CTE Program Improvement Manager.

Programs of study will be updated to include multiple entry and exit points as well as opportunities for industry recognized credentials, if applicable.

How are you ensuring that you meet each student's individual academic learning needs and mastery of employability skills and readiness?

Currently, copies of the ICCB Employability and Essential Skills handbook have been duplicated and are scheduled to be distributed once the main campus is open. Program Review sessions include discussion of using the resources to integrate the skills into the curriculum.

What opportunities exist for secondary students in your programs of study to earn dual credit or enroll concurrently?

All of the existing Programs of Study offer dual credit opportunities to high schools students. Some of the POS are available through the Technology Center of DuPage. While others are specific to individual school districts or high schools.

In what ways are you facilitating seamless secondary to postsecondary transitions (i.e., communication, assessments, data sharing, college and career counseling and coaching)?

These are areas where we are working on improving those functions. The Dual Credit area holds annual meeting and forums to address these issues. In addition, the Dual Credit Coordinator will help facilitate discussions and meeting between COD and high school faculty to ensure expectations are consistent and in alignment with program, and course goals, outcomes and objectives.

### ***Suggested Resources***

Principles to Guide Career Pathways and Programs of Study Implementation and Improvement

Advance CTE Programs of Study

## **8. PLAN OF ACTION: PREPARING YOUR LOCAL APPLICATION**

Finally, to be eligible for funding, the information gleaned from the CLNA should inform the preparation of your local application. The following guiding questions should help you develop a summary description of the results from the CLNA. The summary description of the results from the CLNA should be included in your location application for funding. After submitting this application, you will return to the CLNA every six months for the next two years—at which time you will re-engage stakeholders in your next CLNA—to ensure continuous improvement and complete a check-in with ICCB on your progress toward systemic, equity-centered change for your CTE programs. We have also included guiding questions for the progress check-in.



Which specific subpopulations are not being served well by your programs?

- What institutional structures and practices are creating barriers for these subpopulations that could be addressed immediately?
- Which of the problems identified need a more comprehensive, long-term plan?
- What priorities from your CLNA will be reflected in your local application?

What strategies will you use to support educators during the next four years to ensure your programmatic and performance goals can be met?

- Which professional development needs are most pressing?

**PROGRESS CHECK-IN TOWARD SYSTEMIC, EQUITY-CENTERED CHANGE**

6 months: How have you begun to address the equity challenges you identified in your local application? Have any additional equity problems or challenges arisen since you completed your local application? What stakeholders are you engaging to address these key equity problems? What supports are you seeking out to redress identified inequities and equity gaps? Please provide examples.

Year 1: What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process?

1.5 years: What has been your progress in addressing the equity problems you identified in your local application? What is hindering the systemic, equity-centered change process? Are there any challenges to redressing the equity gaps and why? At this point, what stakeholders are still engaged in the process? What are you already foreseeing as new or ongoing equity gaps or challenges that would need to be addressed in your next local application?

**Suggested Resources**

Maximizing Perkins V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity

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