

# AN EQUITY-CENTERED, COMPREHENSIVE LOCAL- NEEDS ASSESSMENT

**Illinois Community College Board**



**OCCRL**  
Office of Community College  
Research and Leadership





The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs to enhance community college education and transition to college for diverse learners in Illinois and the United States. Projects of this office are supported by the Illinois Community College Board (ICCB), along with other state, federal, and private and not-for-profit organizations. Our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to [occr@illinois.edu](mailto:occr@illinois.edu). This document can be found on the web at <http://occr.illinois.edu>. This publication was prepared pursuant to a grant from the Illinois Community College Board (ICCB Grant Number D60008).

### **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.

# 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 disserving 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 ([Galloway, 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

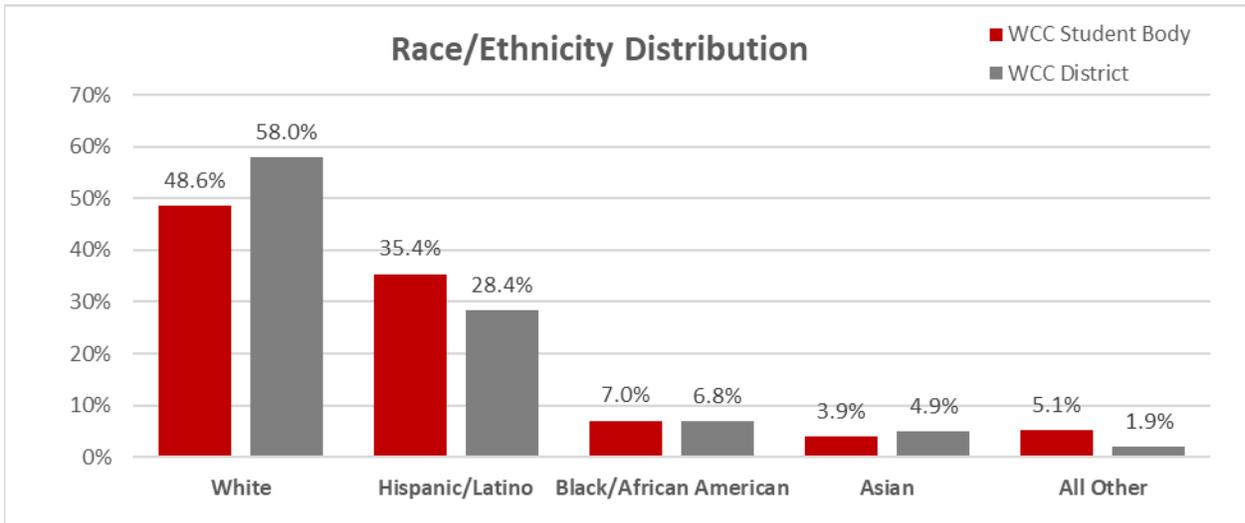
The sections below have guiding questions that require the analysis of data, not just the reporting of data. Therefore, it is imperative to have disaggregated institutional data available in order to complete a quality assessment. Links to resources such as data and/or reports that may be helpful are 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

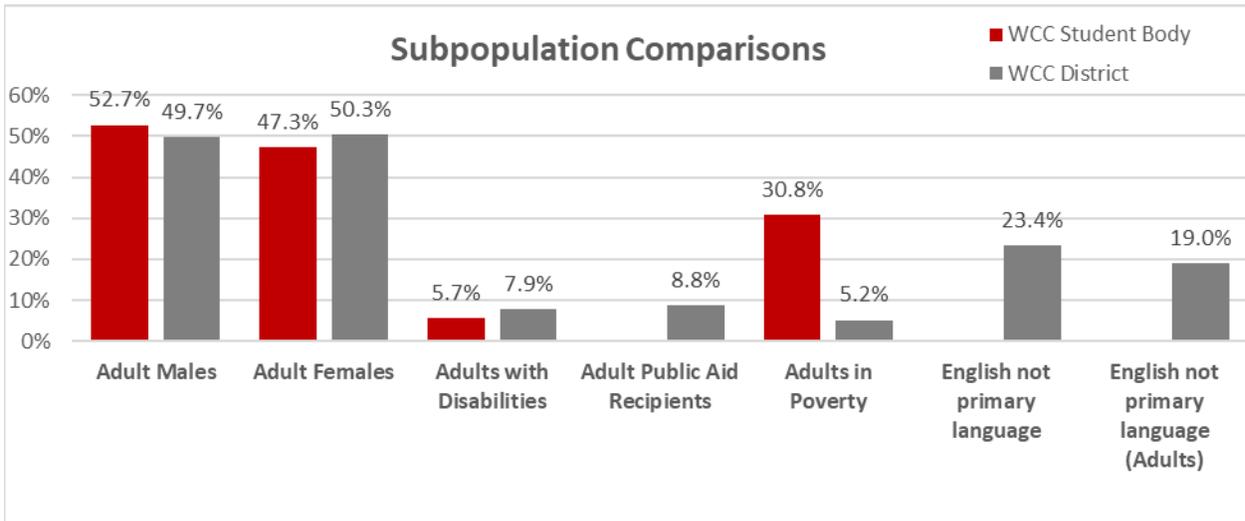
This section asks you to critically examine your overall CTE programs with an equity lens to assess whether and how equity is **systemically and systematically embedded** in all aspects of your CTE programs' structures, resources, materials, curricula, pedagogy, and practices. By assessing your CTE programs 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](#)).

**1. 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)?**

The following data, from the 2019 Demographic Snapshot for District 516, shows the distribution of race/ethnicity for Waubonsee's student body and Waubonsee's district.

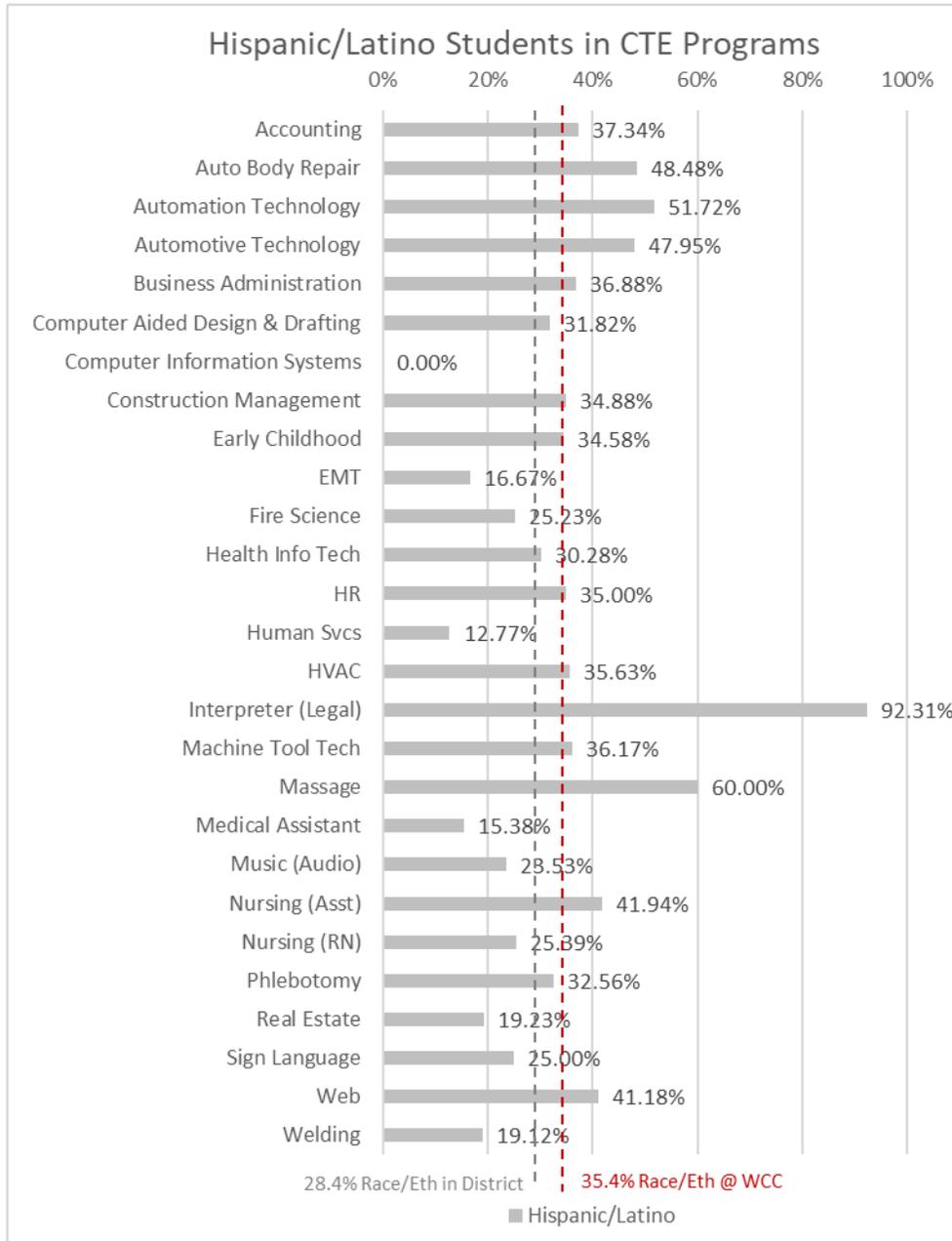


Data provided to Waubonsee's Adult Education Area Planning Council for district 516 provided additional data on subpopulations.



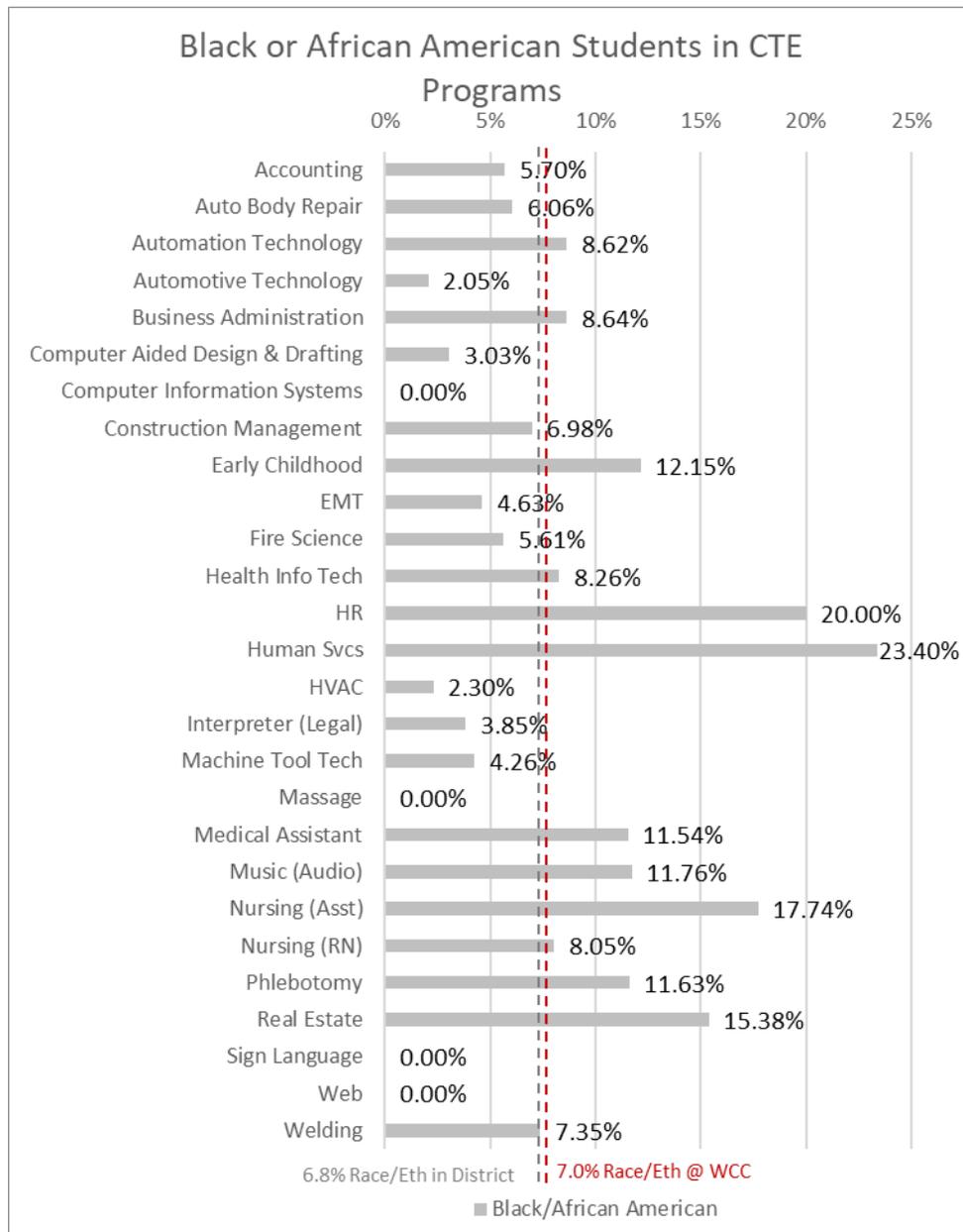
## 2. Which populations are underrepresented in your CTE programs?

The following graphs, provided by Waubensee's Institutional Effectiveness department for FY 2019, show program enrollment in CTE programs disaggregated by race/ethnicity. Programs with >5% difference compared to the district figures indicates an equity gap in enrollment.



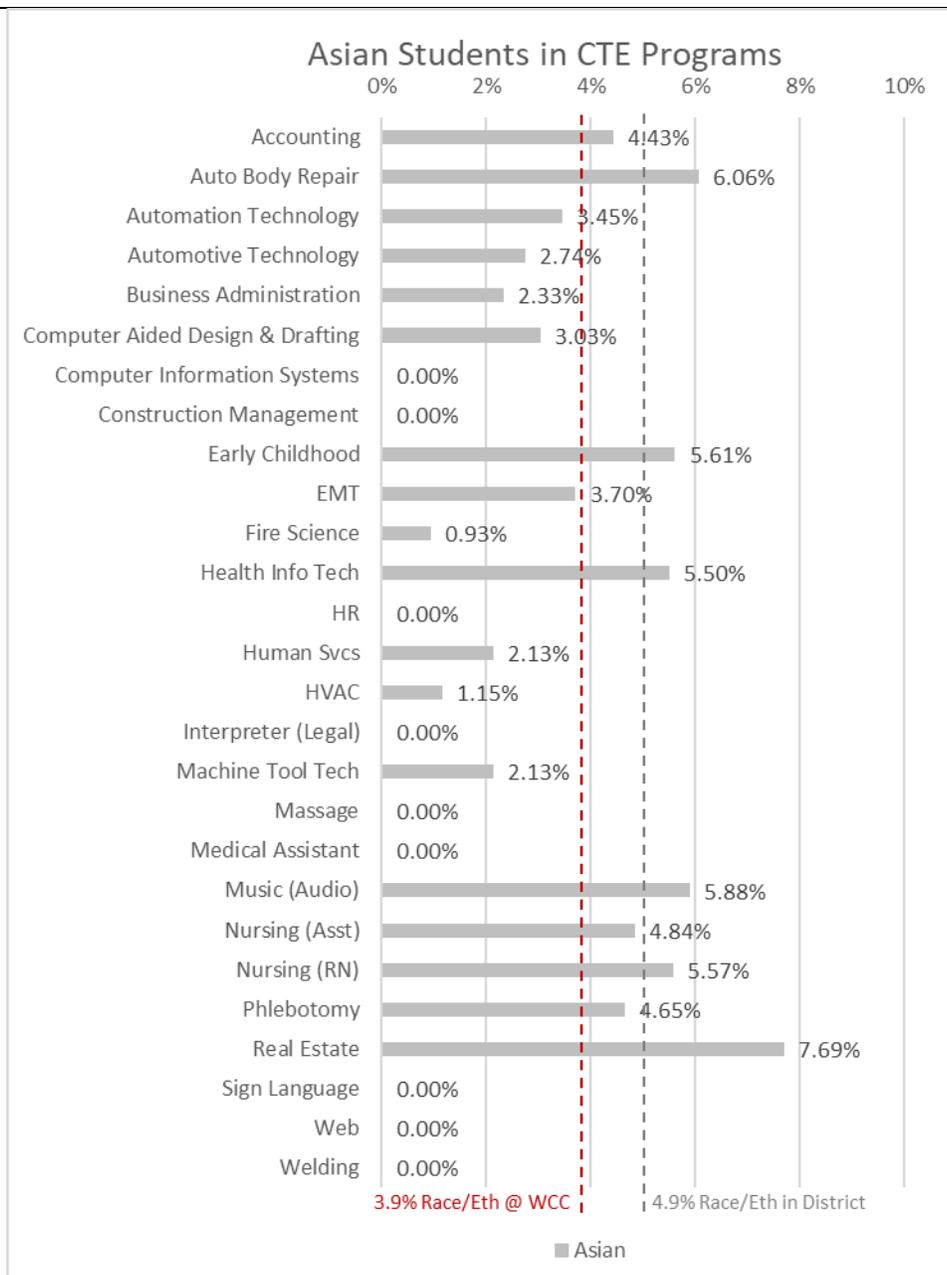
Programs with an enrollment gap greater than or equal to 5% compared to district figures for Hispanic/Latino individuals include:

- Computer Information Systems
- Emergency Medical Technician
- Human Services
- Medical Assistant
- Music-Audio Production
- Real Estate
- Welding



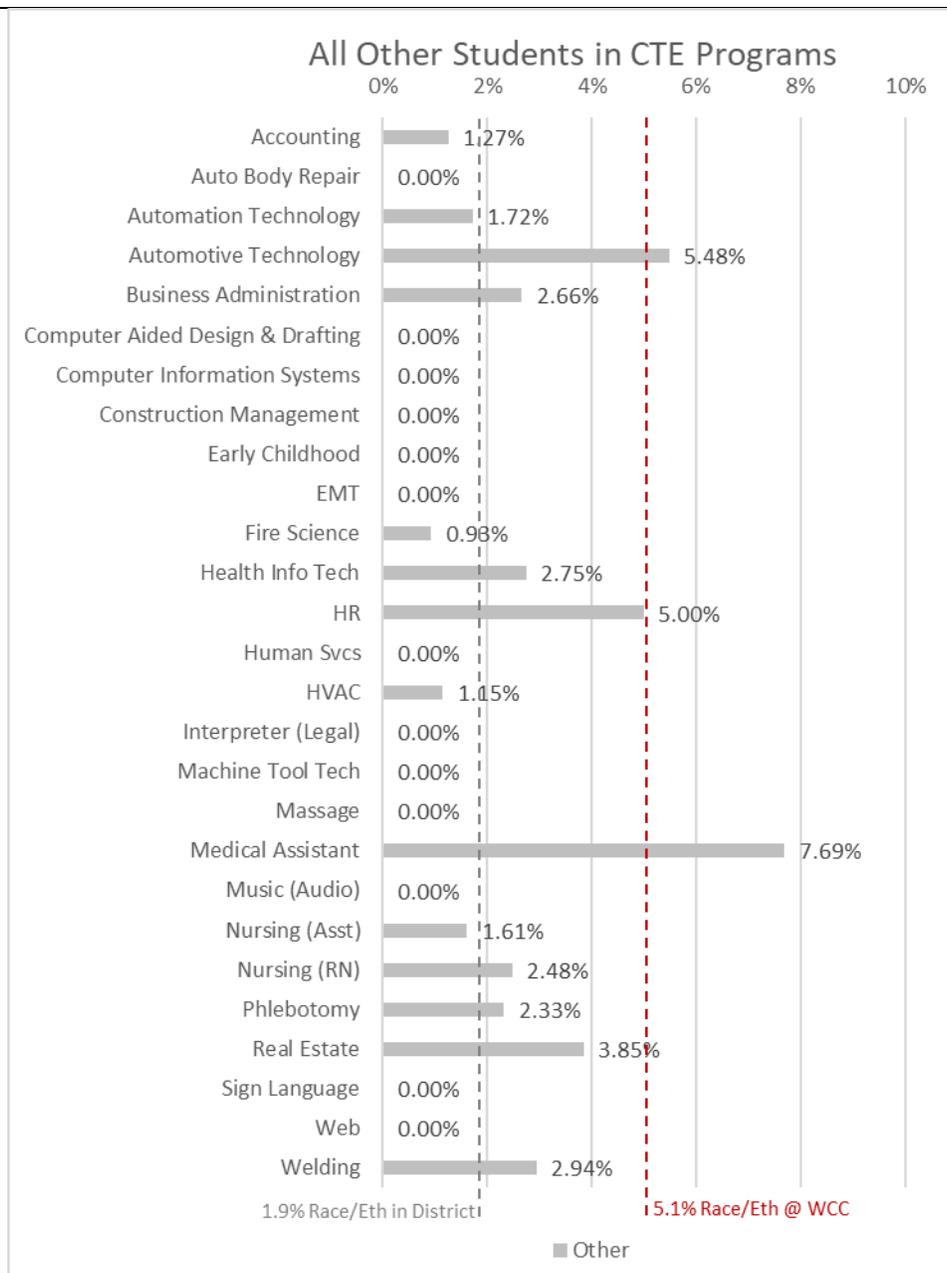
Programs with an enrollment gap greater than or equal to 5% compared to district figures for Black/African American individuals include:

- Automotive Technology
- Computer Information Systems
- HVAC
- Massage Therapy
- Sign Language Interpreter
- Website Development



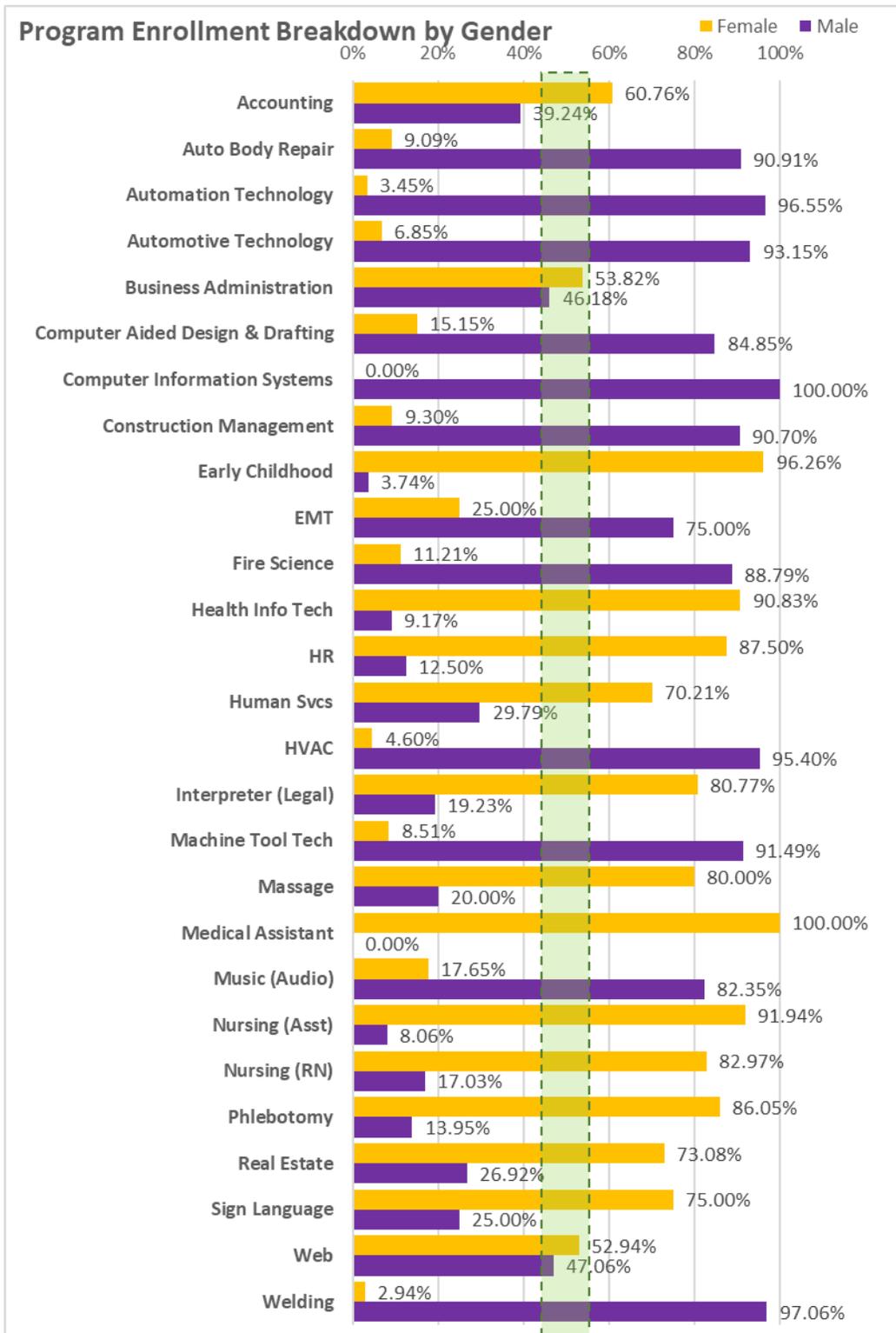
Programs with 0% enrollment, suggesting an equity gap for Asian individuals include:

- Computer Information Systems
- Construction Management
- Human Resources
- Legal Interpreting
- Massage Therapy
- Medical Assistant
- Sign Language Interpreting
- Website Development
- Welding



Programs with 0% enrollment, suggesting an equity gap for All Other individuals include:

- Auto Body Repair
- Computer Aided Design and Drafting
- Computer Information Systems
- Construction Management
- Early Childhood Education
- Emergency Medical Technician
- Human Services
- Legal Interpreting
- Machine Tool Technology
- Massage Therapy
- Music-Audio Production
- Sign Language Interpreting
- Website Development



Regarding gender, for CTE students in FY 19, the percentage of male and female students was within +/- 5% of the Adult population in District 516. Programs with the most equal amount of Male and Female students include:

- Business Administration
- Website Development

Underrepresentation by gender generally aligned with programs considered to be nontraditional, that is one gender is represented by less than 25% of the individuals employed in the field.

Female students were underrepresented in the following programs:

- Auto Body Repair
- Automation Technology
- Automotive Technology
- Computer Aided Design and Drafting
- Computer Information Systems
- Construction Management
- Emergency Medical Technician
- Fire Science
- HVAC
- Machine Tool Technology
- Music-Audio Production
- Welding Technology

Male students were underrepresented in the following programs:

- Accounting
- Early Childhood Education
- Health Information Technology
- Human Resources Management
- Human Services
- Legal Interpreting
- Massage Therapy
- Medical Assistant
- Nurse Assistant
- Phlebotomy
- Real Estate
- Registered Nursing
- Sign Language Interpreting

Regarding students with disabilities, 5% of CTE students self-reported a disability in FY19. This lower than the national average for which ranges from 12.8% (2017 Disability Statistics Report) to 26% (Center for Disease Control and Prevention) depending on the source. Additionally, this number does not include students who have a disability but have not disclosed it to the institution.

***The following data regarding Post-Program Placement in secondary programs was provided by VALEES:***

### **Post-Program Placement**

The regional post-program placement rate trend is declining (-2.62%) in total and for both genders male (-2.32%), female (-2.82%), non-traditional (-4.93%) and homeless (-8.67%). Both White (-4.53%) and Asian (-4.94%) trend rates declined.

However, Black (2.52%) and Hispanic (2.89%) trend rates improved. Also improving are the trend rates for two or more races (10.27%) and EL (7.86%). The trend rates for IEP (0.68%) and low income (-0.80%) were relatively stable.

While trend rate improvement is encouraging, Hispanic (39.7%) students still lag behind their White (53.95%), Black (51.4%) and Asian (51.4%) peers in post-program placement as do EL (27.5%), IEP (31.7%), low income (36.9%), and homeless (22.2%) special populations.

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

Working with customer relationship management, enrollment, and labor market data, along with input from the CTE deans, Marketing and Communications has been prioritizing CTE programs for marketing for the last few years. Plans and tactics vary but typically this results in producing a brochure, stand-up banner, digital ad campaigns, website refresh, programmatic video, front-line staff fact sheet and more. Efforts and

outcomes are tracked using a dashboard. In addition, Perkins funds have been utilized to target “nontraditional by gender” audiences for specific CTE programs, primarily through digital channels. In FY 20, Marketing and Communications created a marketing plan and materials (print materials, digital ads, online inquiry form, etc.) for the Waubensee Works program, which supports students pursuing certificates in CTE, which resulted in successful program enrollments.

In FY 20, events promoting CTE programs, including CTE Showcases, Open House events, were shared with programs serving English Language Learners, including Waubensee’s Adult Education department and World Relief Aurora.

More recently, broader recruitment campaigns from Marketing and Communications have targeted Latinx families and prospects, which includes a quarterly bilingual newsletter and information about the state's alternative application for financial aid, along with participation in Project Greenlight, which helps identify first-generation and other underserved populations during their college search, however, those efforts are not exclusive to CTE.

Programs targeting recruitment of underrepresented or special populations have also included:

**TRIUMPH** (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) program is a minority male retention program, designed to increase the number of minority males graduating from college by providing increased student services, academic support, service-learning projects, community service projects and mentoring. The goal is to help male students of color (those who may identify as Asian/Pacific Islander, Black/African, Arab/Middle Eastern, Latino, and/or Native/Indigenous heritage) realize and understand their potential and goals despite perceived social and cultural barriers.

The **TRIO/SSS** program provides intensive academic, career, financial literacy, tutoring and cultural outings, and motivates students to complete their degree.

- Be a first-generation college student (your parents or parent you reside with, or legal guardian(s) did not receive a four-year college degree);
- Qualify as a low-income student (according to government standards);
- Have a disability protected by Federal law.

The **Waubensee Works** program is a youth WIOA program that supports students pursuing certificates in CTE. To be eligible for this program students must be age 17-24 and meet one of the following criteria: pregnant/parenting, homeless, disability, low income. Students receive individualized support from a Waubensee Works Advisor, to identify available resources, assistance to enroll in CTE programs and job search assistance. All program costs are covered, including tuition, fees, books, and required supplies, as well as limited assistance with transportation and childcare referrals.

The **Access Center for Disability Resources** is a resource for faculty, staff and students. The Access Center is committed to collaborating with the campus community to increase accessibility and reduce barriers for persons with disabilities and to ensure effective delivery of student accommodations. The Access Center cannot recruit students into specific programs, however they provide accommodations and support students pursuing CTE programs.

**4. 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 Waubonsee Works programs serves students pursuing CTE programs who are within one or more of the following groups: pregnant/parenting, homeless, disability, and/or low income.

Each semester, Adult Education Transition Advisors bring students who are close to completing their high school equivalency credentials to tour the Aurora Fox Valley and Sugar Grove campuses, which highlight CTE programs. These students are often part of special population and/or underrepresented groups.

TRIUMPH supports male students of color by providing increased student services, academic support, service-learning projects, community service projects and mentoring. CTE students are eligible to join this program.

The TRIO/SSS program works with students who may be first generation, low income, and or individuals with disabilities, and includes students pursuing CTE programs. The program provides tutoring, academic/career advising and shares necessary resources with their students.

The Admission Department conducts first semester advising for all new students at Waubonsee. Admissions advisors recruit from district high schools and promote all programs at Waubonsee. In addition to the traditional high schools, Admissions recruits from the two career centers that are CTE focused. Admissions advisors refer CTE students to available programs and supports including TRiO and Access Center.

In FY 20, the CTE Services Manager worked with staff at World Relief, a local agency serving refugees, to advertise on-campus CTE events to their clients who are English language learners.

**5. 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.**

In terms of informational/promotional materials, M&C makes every effort to be representative of the district population and student body when it comes to the photos that are used. The department captures quite a few images during actual courses and college events, which helps capture the true essence of what our students look like. Nontraditional-aged students can be challenging given schedules, but several classroom shoots, especially CTE, are done during evening courses to include that group.

ELL courses are captured in much the same way as other courses, though for "staged" student photo shoots, this group can be challenging as our photographer and shoot assistants typically speak only English. An easy solution would be to recruit a bilingual staffer or fellow student to help that population feel included and

able to participate.

Having materials translated can be another challenge given policy of using professional translation services, which can be cost-prohibitive for certain departments, but the list of print materials being done in Spanish has been increasing, especially those relevant to parents and students just getting started.

### **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](#)).

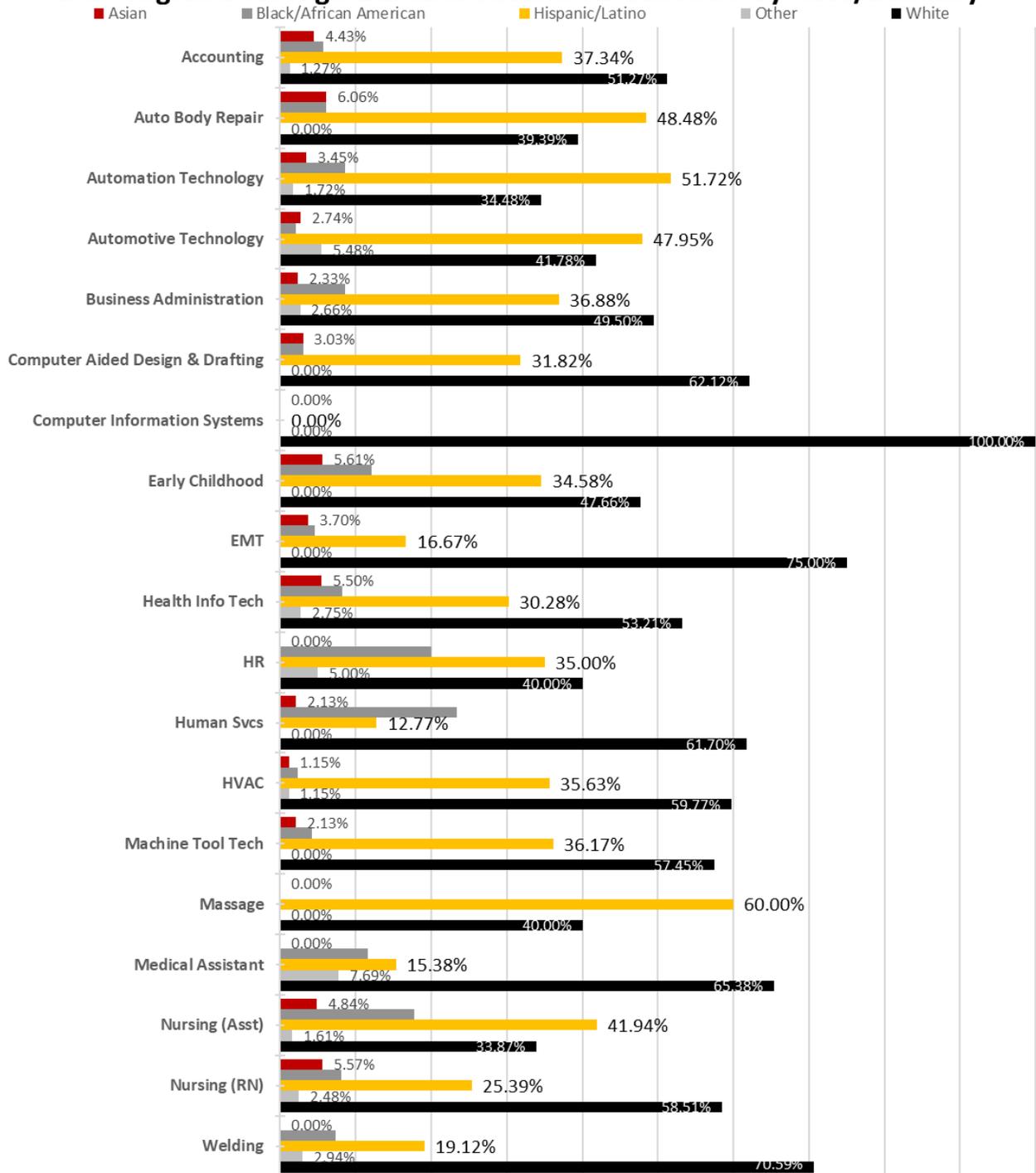
### 6. What equity gaps were identified for students in CTE programs for high-demand sectors?

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

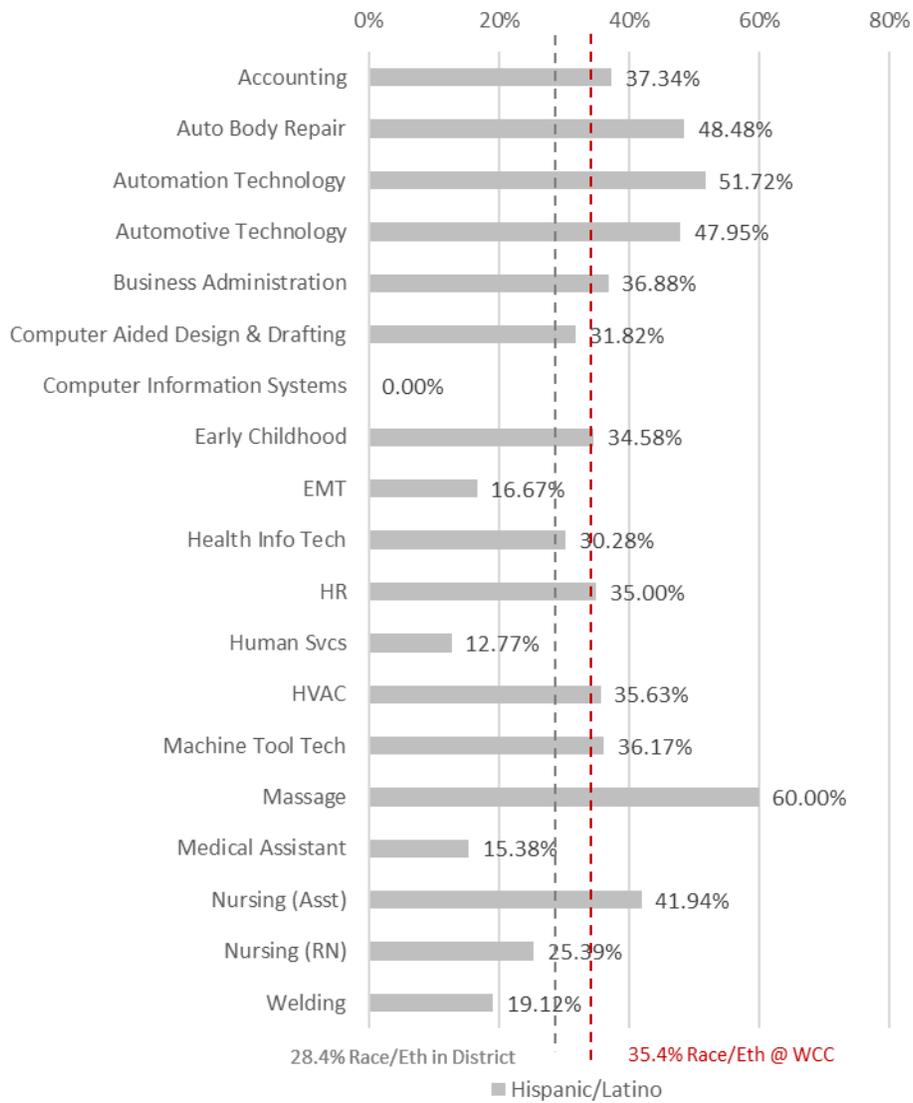
High-demand sectors were identified using Waubonsee's EMSI Program Demand Gap Analysis and the IDES report, *Learn More Earn More*.

The following graphs, provided by Waubonsee's Institutional Effectiveness department, show program enrollment in high demand CTE programs disaggregated by race/ethnicity and gender.

## CTE Programs for High-Demand Sectors - Breakdown by Race/Ethnicity

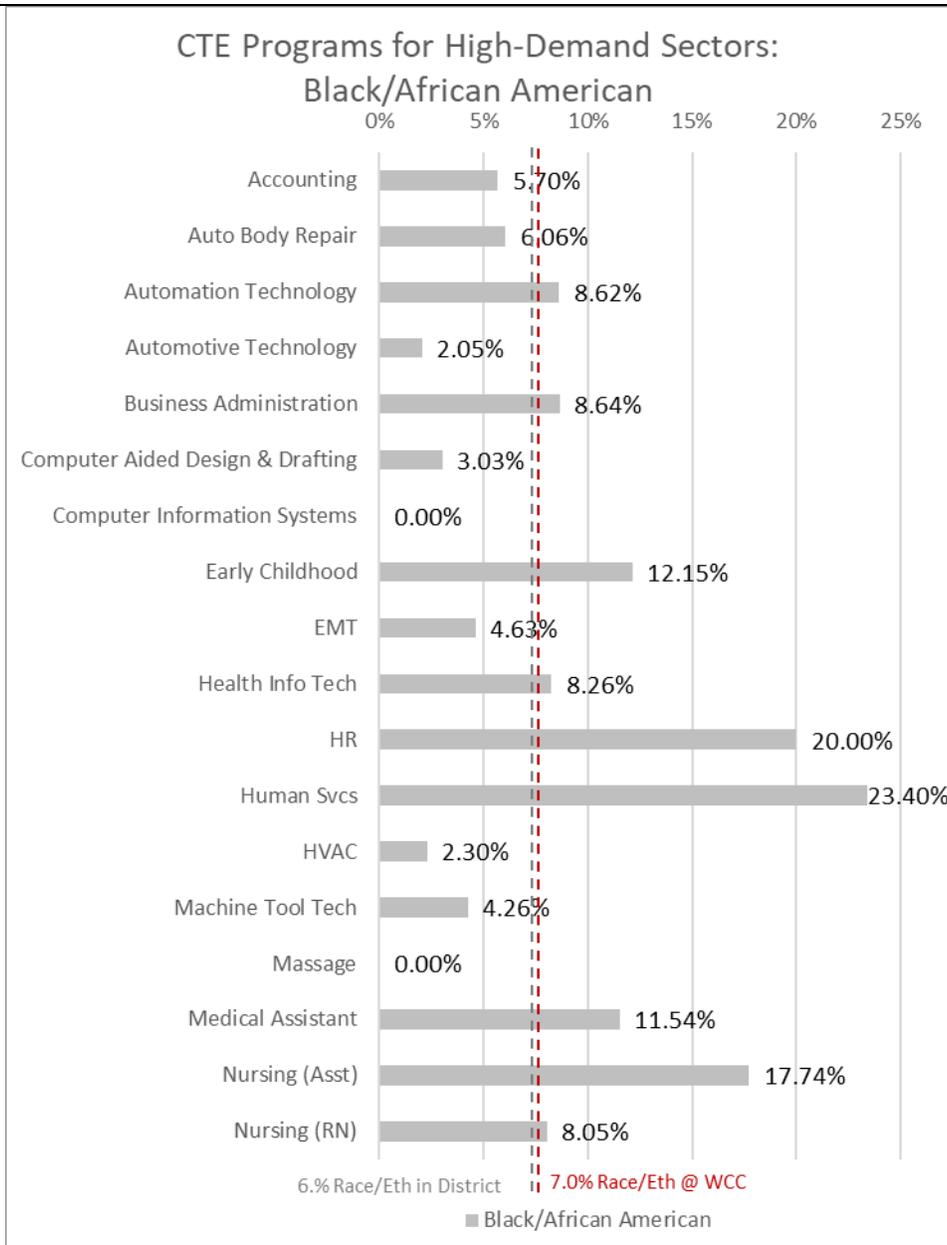


### CTE Programs for High-Demand Sectors: Hispanic/Latino



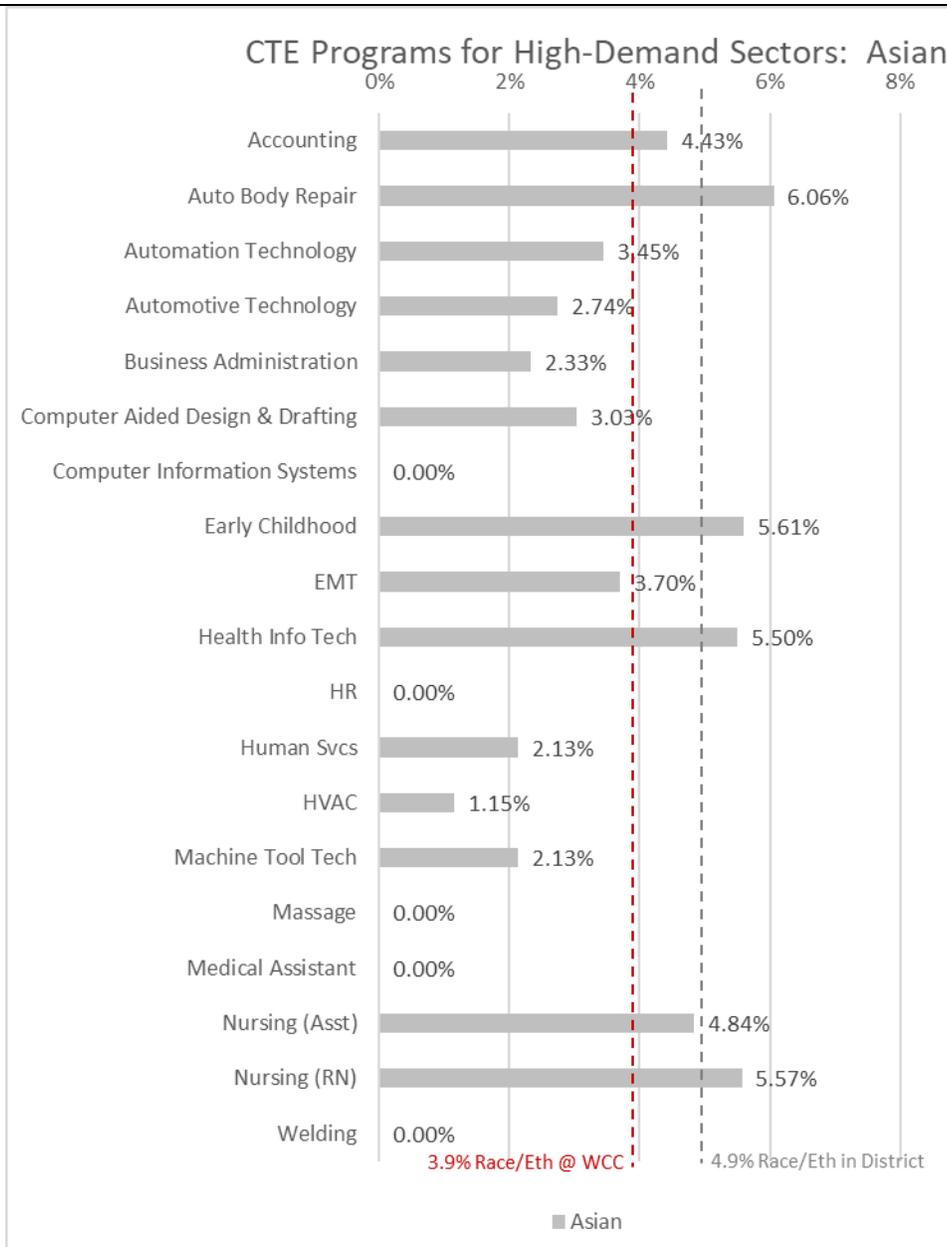
High-demand CTE programs with an enrollment gap greater than or equal to 5% of the district figures for Hispanic/Latino individuals include:

- Computer Information Systems
- Emergency Medical Technician
- Human Services
- Medical Assistant
- Welding



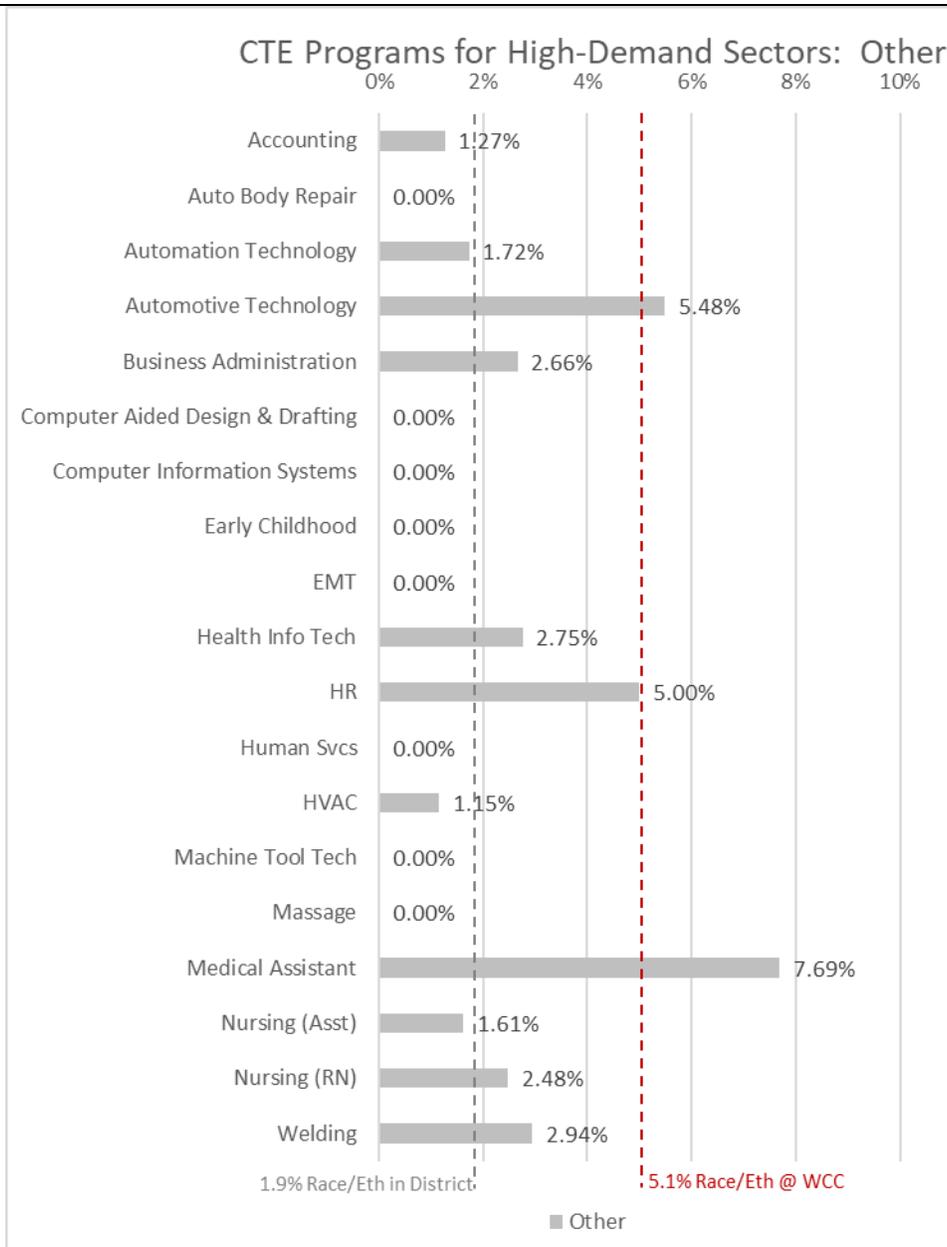
High-demand CTE programs with an enrollment gap greater than or equal to 5% of the district figures for Black/African American individuals include:

- Automotive Technology
- HVAC
- Computer Information Systems
- Massage Therapy



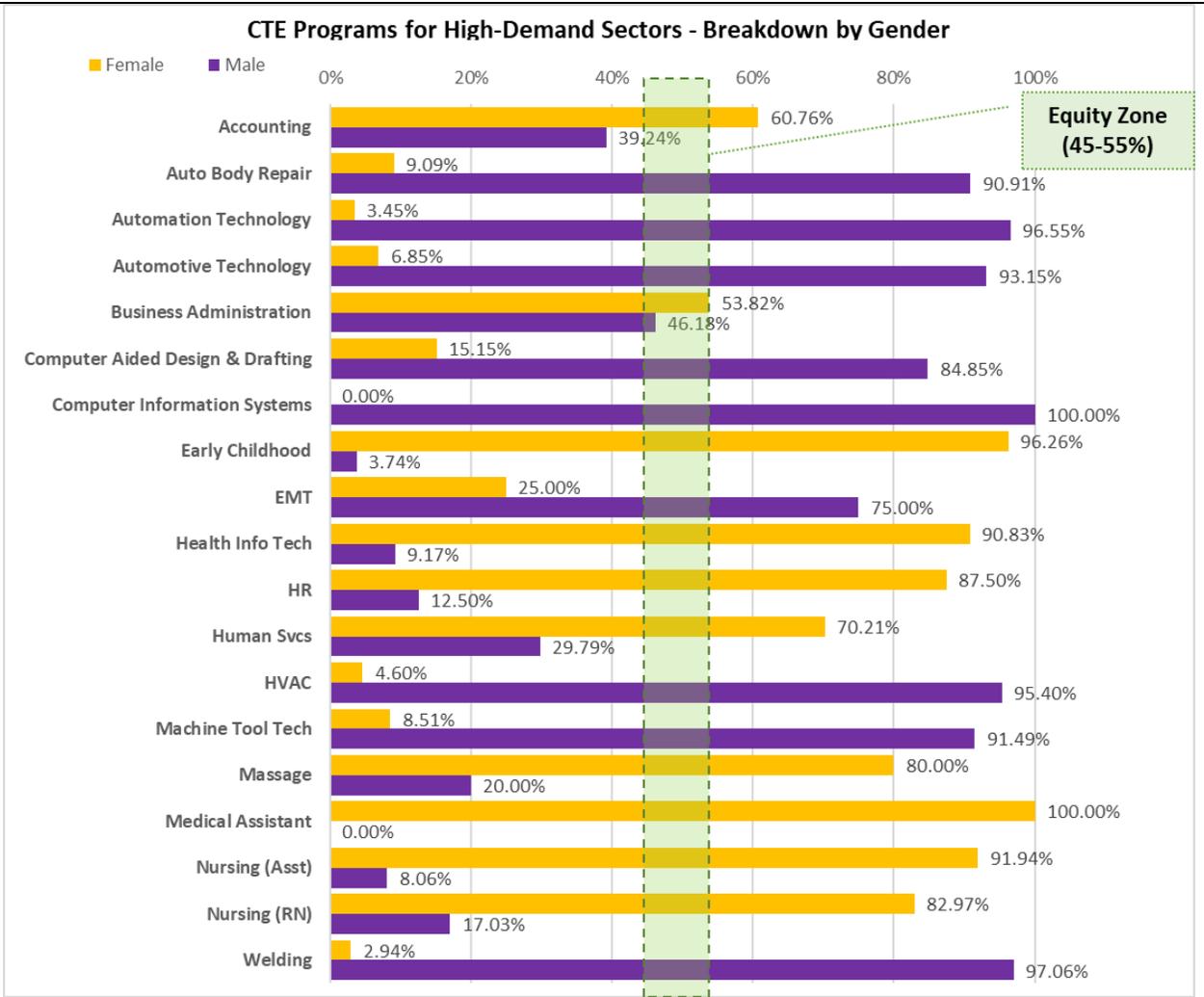
High-demand CTE programs with 0% enrollment, suggesting an equity gap for Asian individuals include:

- Computer Information Systems
- Human Resources
- Massage Therapy
- Medical Assistant
- Welding



High-demand CTE programs with 0% enrollment, suggesting an equity gap for All Other individuals include:

- Auto Body Repair
- Computer Aided Design and Drafting
- Computer Information Systems
- Early Childhood Education
- Emergency Medical Technician
- Human Services
- Machine Tool Technology
- Massage Therapy



Female students were underrepresented in the following high-demand CTE programs:

- Auto Body Repair
- Automation Technology
- Automotive Technology
- Computer Aided Design and Drafting
- Computer Information Systems
- Emergency Medical Technician
- HVAC
- Machine Tool Technology
- Welding Technology

Male students were underrepresented in the following high-demand CTE programs:

- Accounting
- Early Childhood Education
- Health Information Technology
- Human Resources Management
- Human Services
- Massage Therapy
- Medical Assistant
- Nurse Assistant
- Registered Nursing

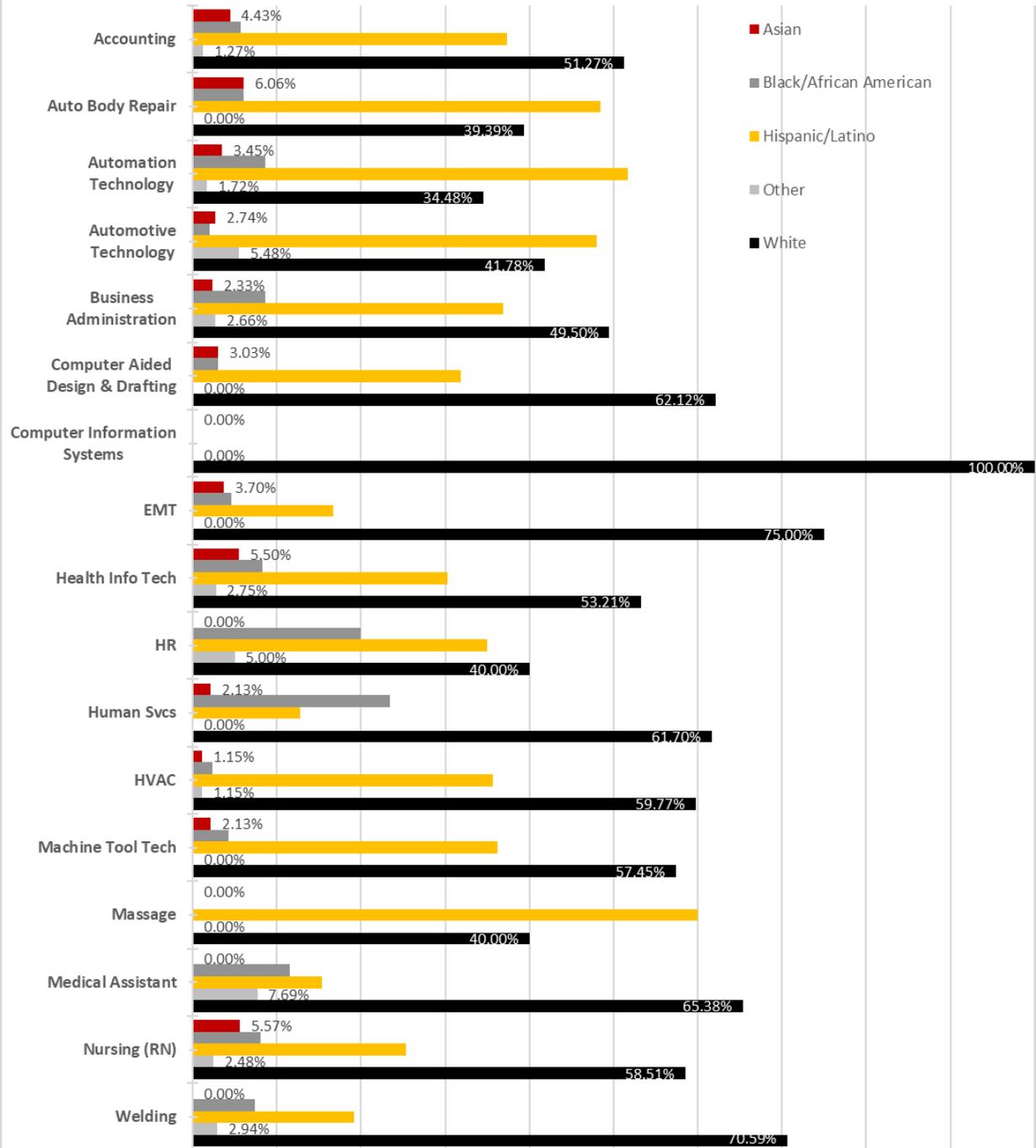
**7. What equity gaps were identified for students in CTE programs for high-wage sectors?**

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

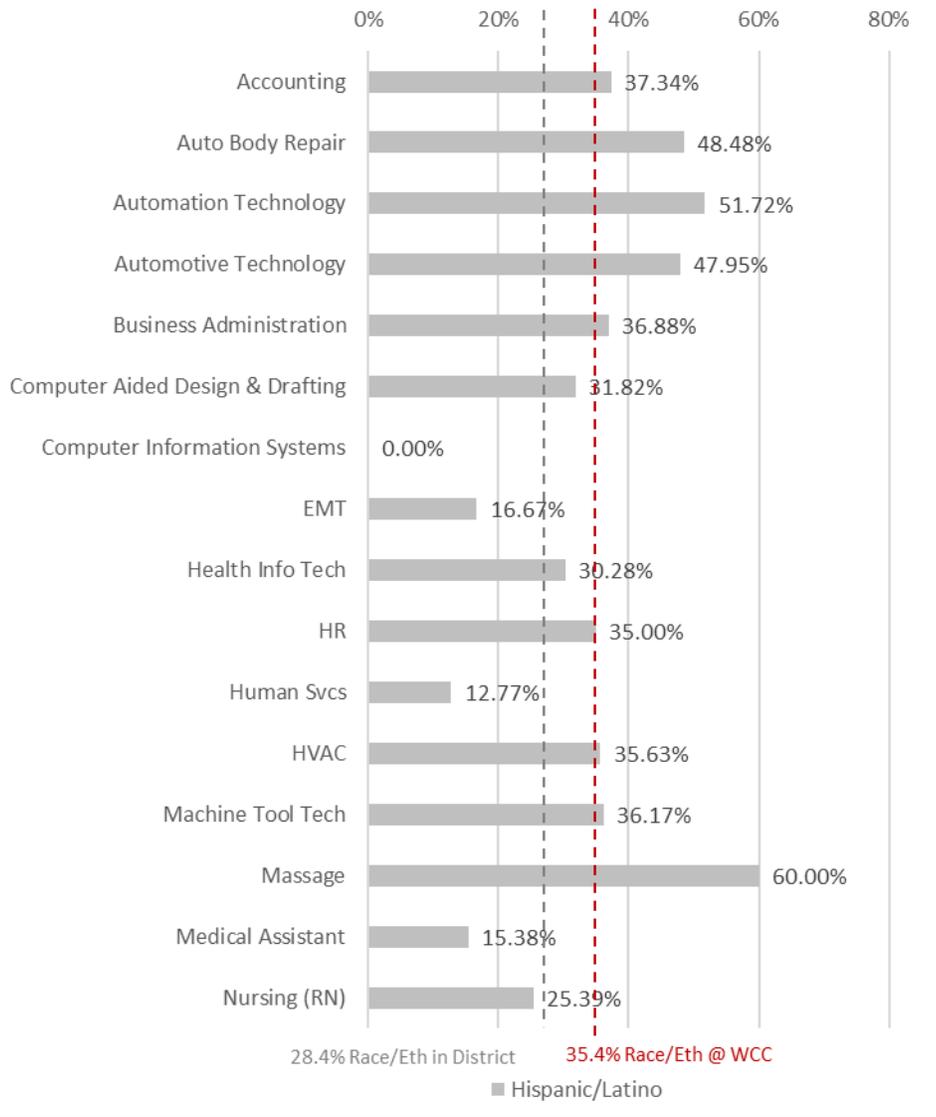
High-wage sectors were identified using Waubonsee's EMSI Program Demand Gap Analysis and the IDES report, *Learn More Earn More*.

The following graphs, provided by Waubonsee's Institutional Effectiveness department, show program enrollment in high-wage CTE programs disaggregated by race/ethnicity and gender.

## CTE Programs for High-Wage Sectors - Breakdown by Race/Ethnicity



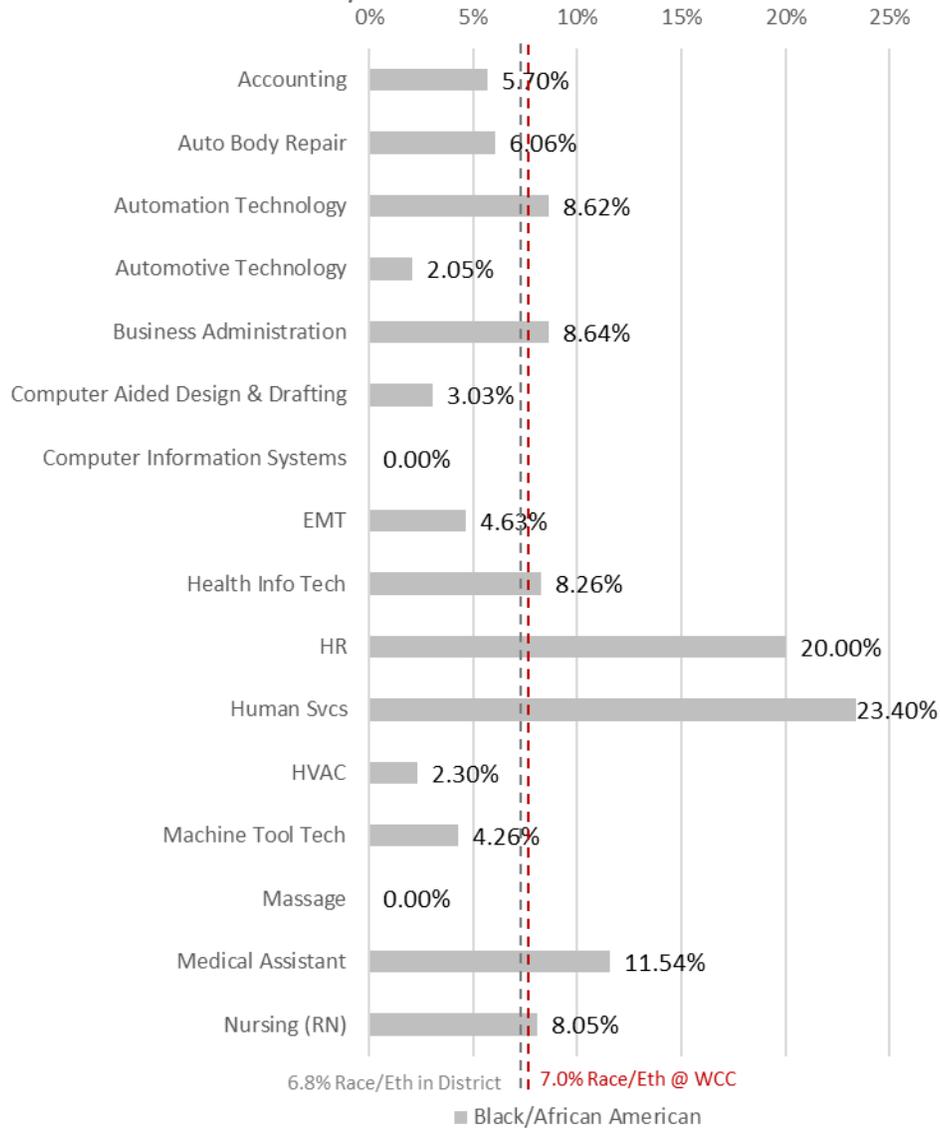
### CTE Programs for High-Wage Sectors: Hispanic/Latino



High-wage CTE programs with an enrollment gap greater than or equal to 5% of the district figures for Hispanic/Latino individuals include:

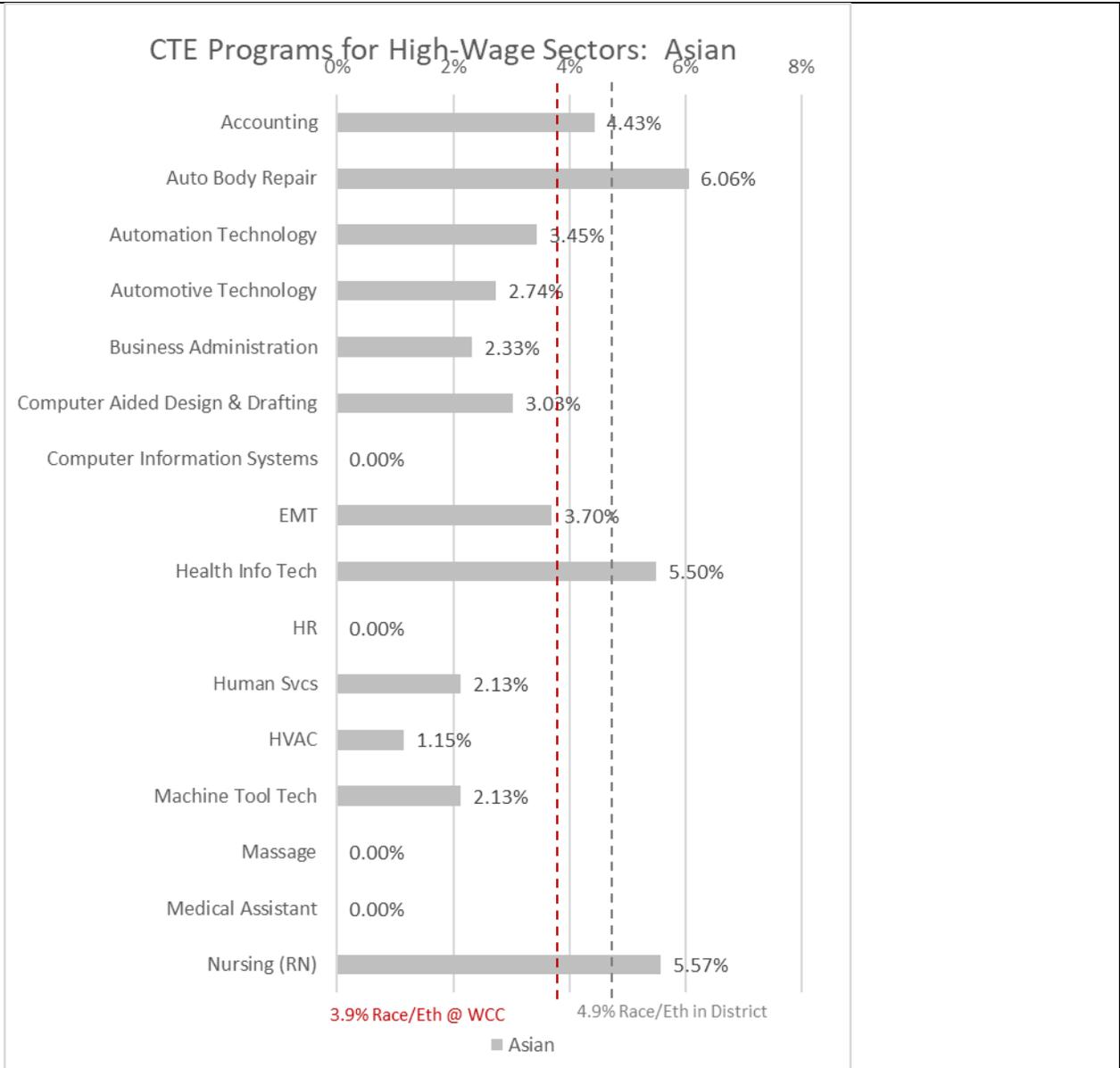
- Computer Information Systems
- Emergency Medical Technician
- Human Services
- Medical Assistant
- Welding

### CTE Programs for High-Wage Sectors: Black/African American



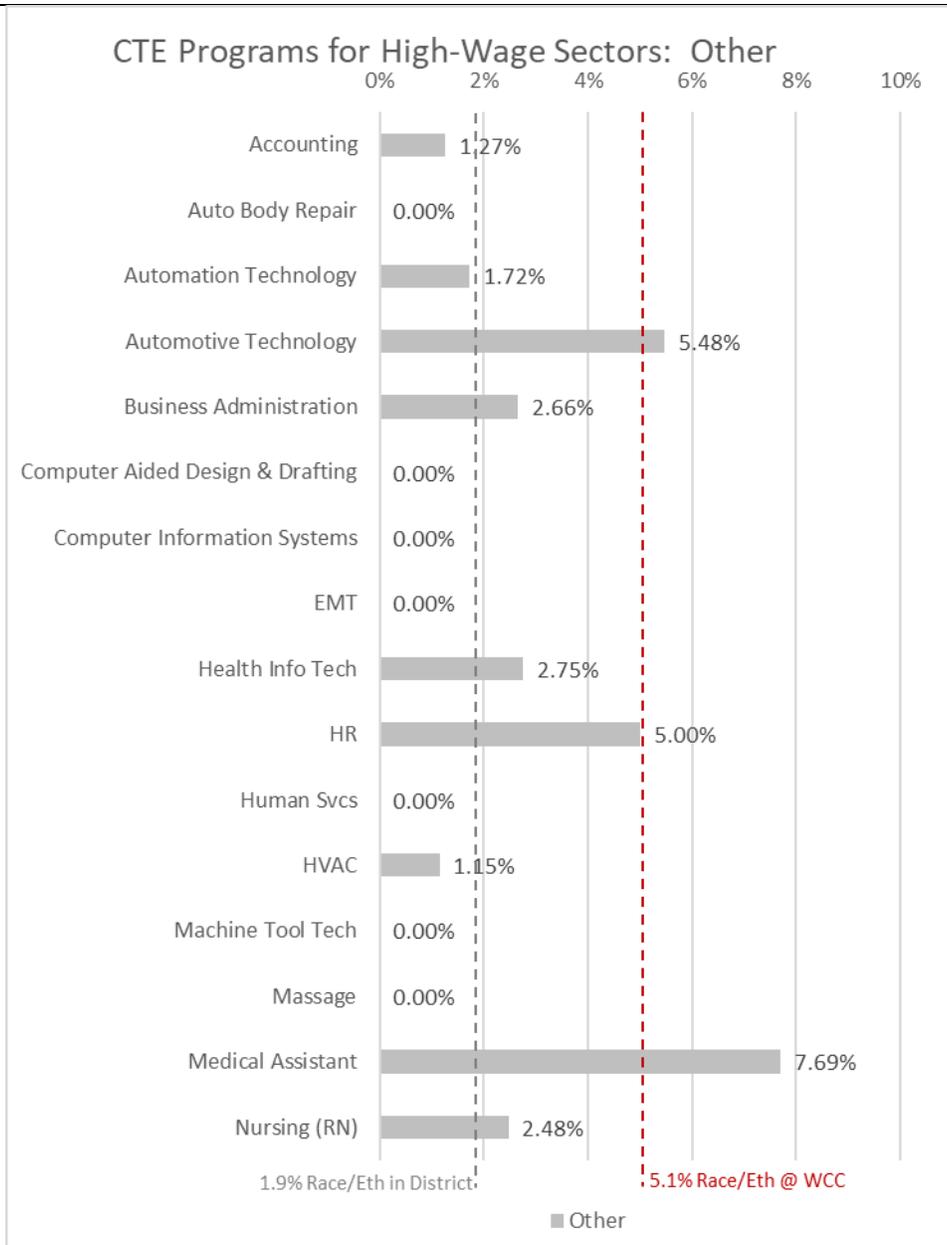
High-wage CTE programs with an enrollment gap greater than or equal to 5% of the district figures for Black/African American individuals include:

- Automotive Technology
- Computer Information Systems
- HVAC
- Massage Therapy



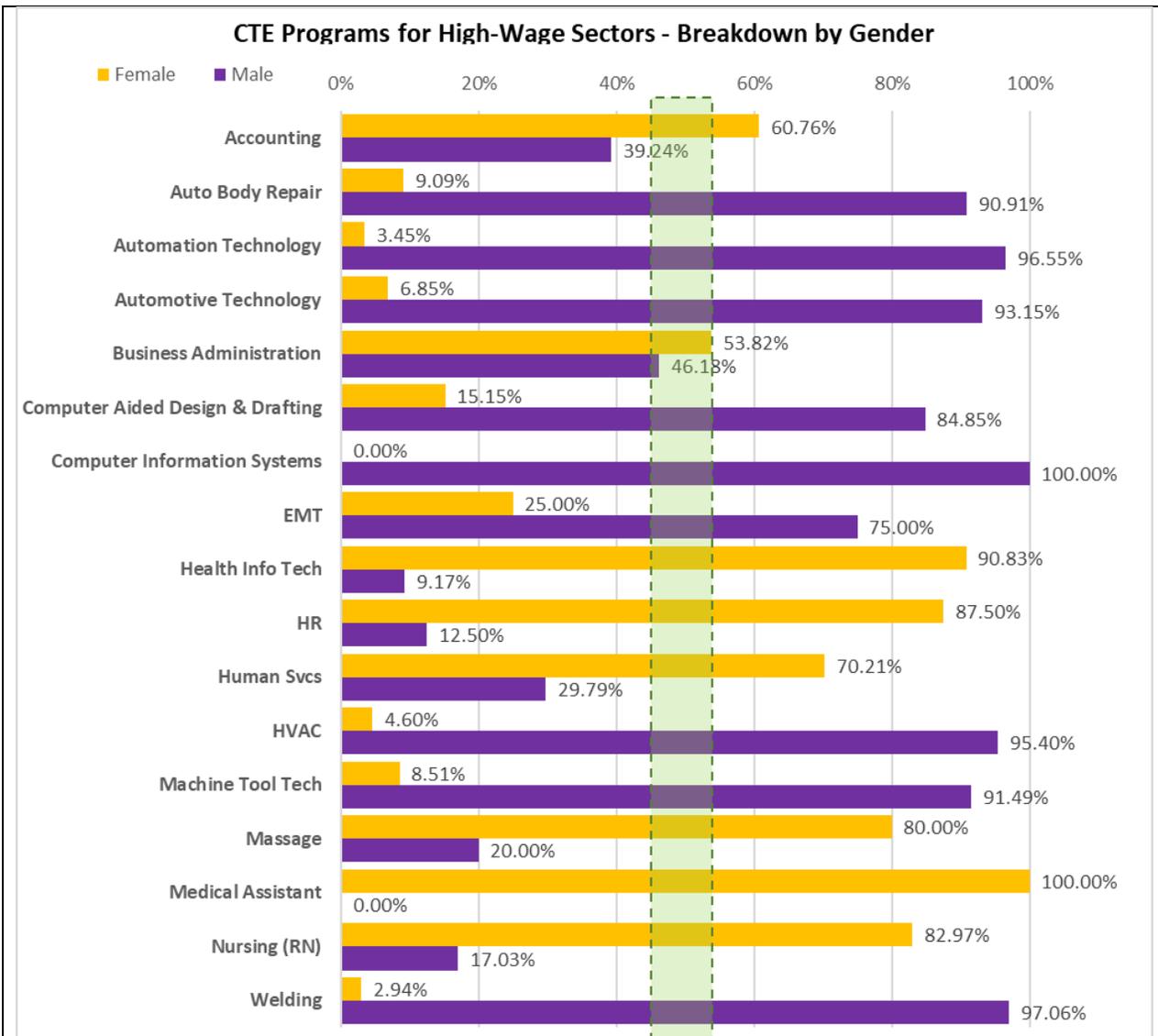
High-wage CTE programs with 0% enrollment, suggesting an equity gap for Asian individuals include:

- Computer Information Systems
- Human Resources
- Massage Therapy
- Medical Assistant
- Welding



High-wage CTE programs with 0% enrollment, suggesting an equity gap for All Other individuals include:

- Auto Body Repair
- Computer Aided Design and Drafting
- Computer Information Systems
- Emergency Medical Technician
- Human Services
- Machine Tool Technology
- Massage Therapy



Female students were underrepresented in the following high-wage CTE programs:

- Auto Body Repair
- Automation Technology
- Automotive Technology
- Computer Aided Design and Drafting
- Computer Information Systems
- Emergency Medical Technician
- HVAC
- Machine Tool Technology
- Welding Technology

Male students were underrepresented in the following high-wage CTE programs:

- Accounting
- Health Information Technology
- Human Resources Management
- Human Services
- Massage Therapy
- Medical Assistant
- Registered Nursing

**8. 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 following programs should be prioritized in order to address racial and gender equity gaps:

- Accounting
- Computer Aided Design and Drafting
- Computer Information Systems
- Emergency Medical Technician
- Human Services
- HVAC
- Massage Therapy
- Medical Assistant
- Machine Tool Technology
- Welding

**9. 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.]**

Previously, college recruitment has focused on increasing enrollment in general, as opposed to targeted efforts to address racial equity gaps in enrollment. Similarly, when CTE programs are identified for priority marketing efforts, the practice has focused on identifying profiles of students who have been successful and targeting efforts to promote programs to similar types of students. The goal is for increased enrollment and does not include targeted goals for addressing equity gaps.

Regarding the retention of underrepresented students, the availability of student support services at all campus locations on a regular basis, such as tutoring, may contribute to equity gaps within CTE programs. Additional issues which impact the participation of new and returning students from underrepresented groups include:

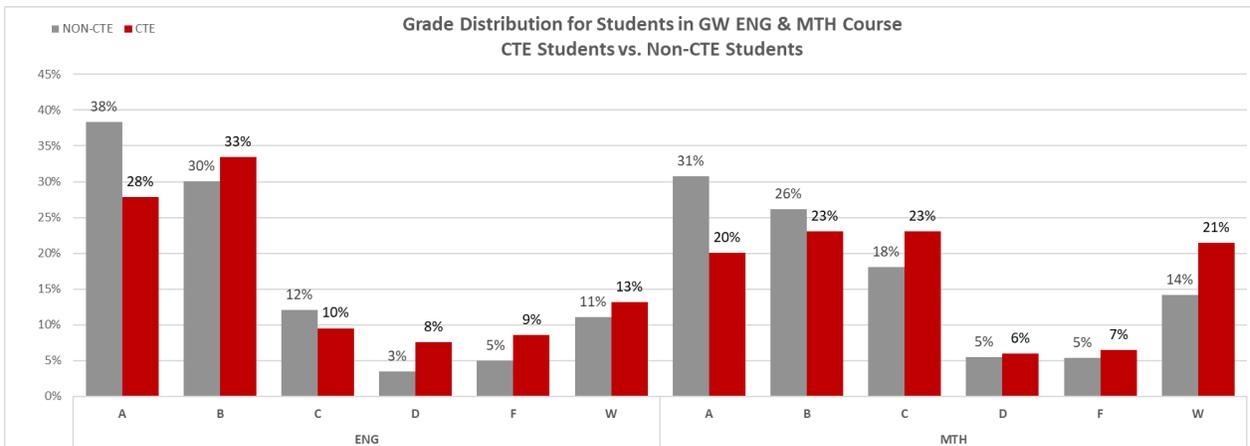
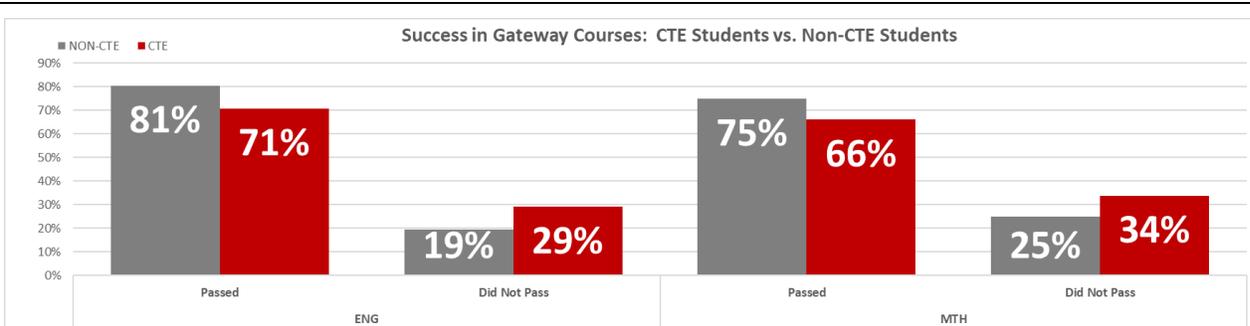
- lack of transportation to allow students access to all campus locations
- lack of access to a bank account and/or debit/credit card, impacting course enrollment/payments
- ensuring all students have the information and support needed to understand/navigate complex institutional processes needed for students to meet their individualized goals

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

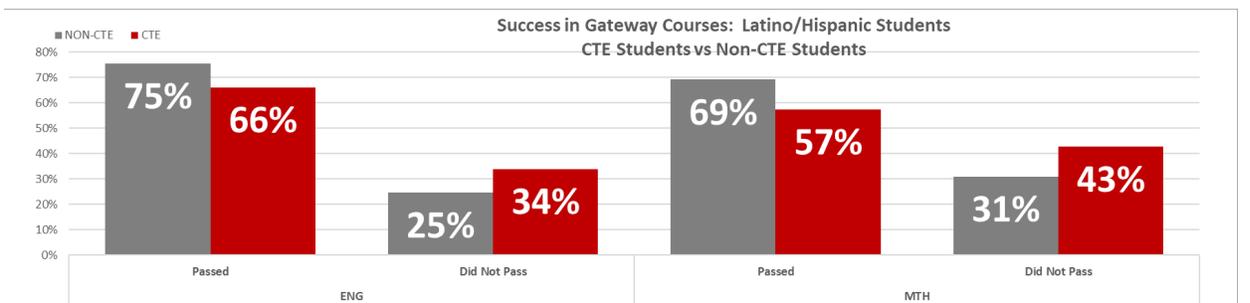
- **Are there differences in performance in gateway courses based on subpopulations? If so, what are the key differences and what may be the root cause of these differences (curricular content, pedagogical practices, support services, etc.)?**
- **Are there differences in performance in gateway courses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

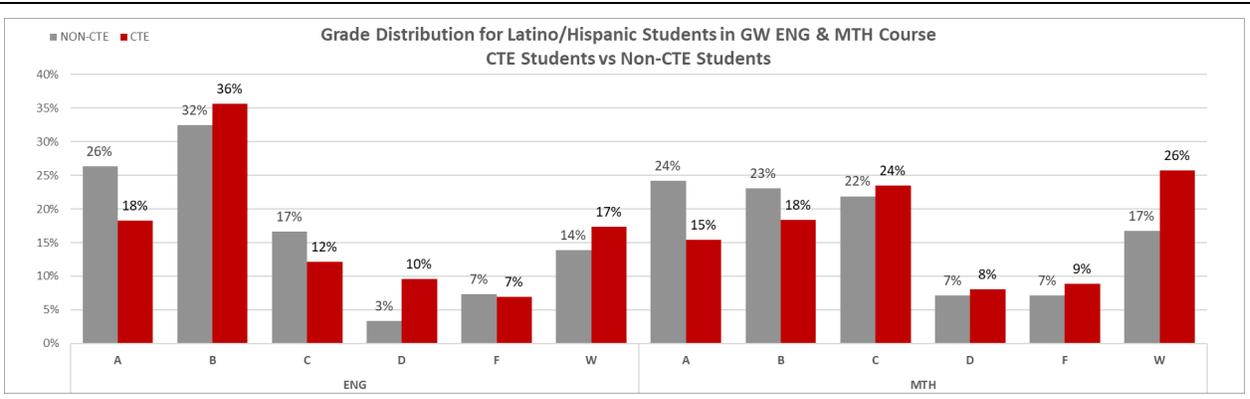
The following charts indicate the comparison between CTE students and non-CTE students in performance in English and math gateway courses, for FY 2019. These graphs provide a high-level look at which populations got an A, B, or C and which did not.

This first graph shows that approximately 10% fewer CTE students passing their gateway courses than non-CTE Students.

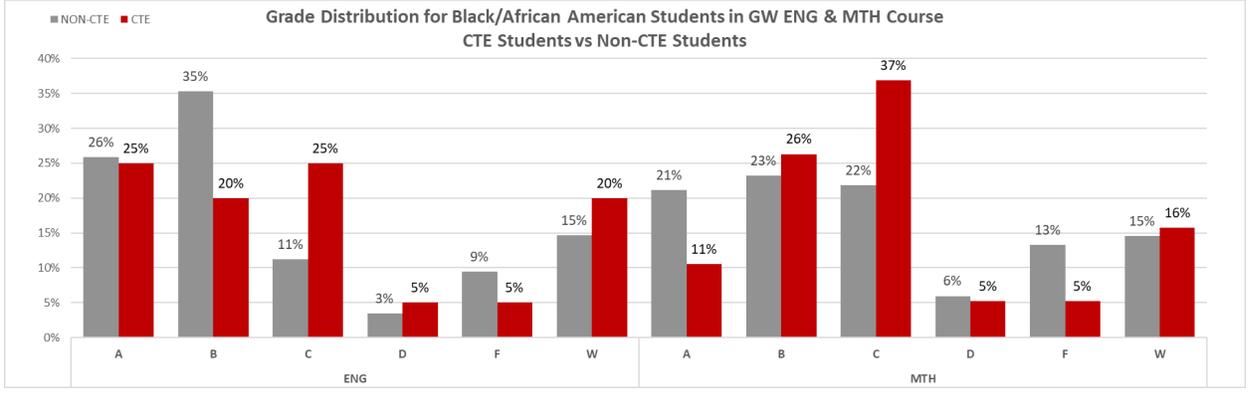
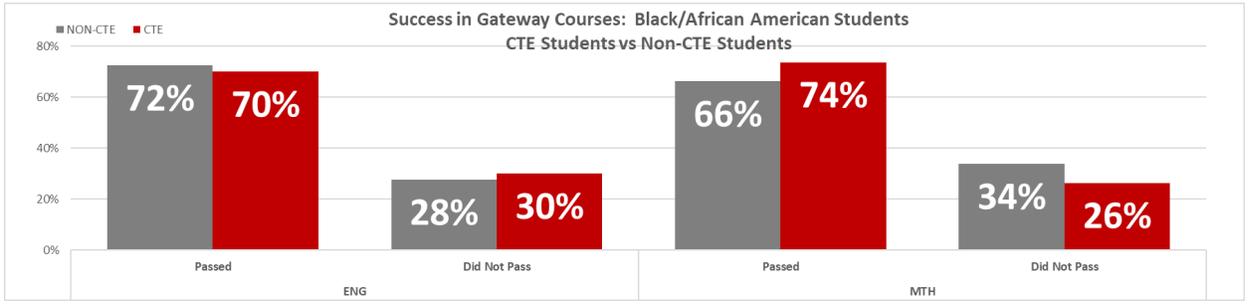


Overall, Hispanic / Latino students reflect the trend shown for all CTE vs. non CTE students.

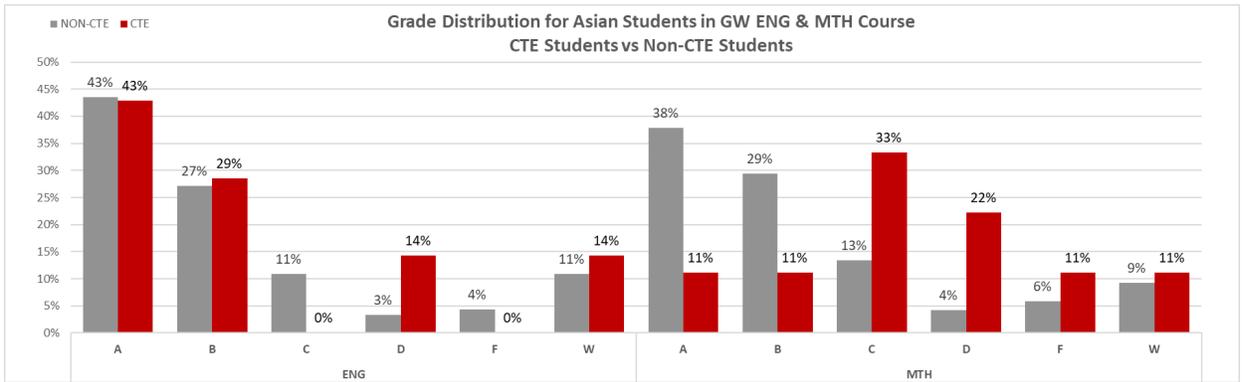
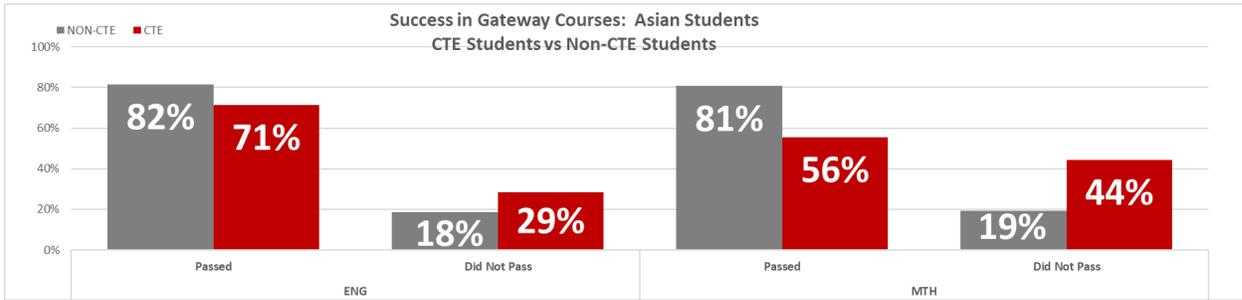




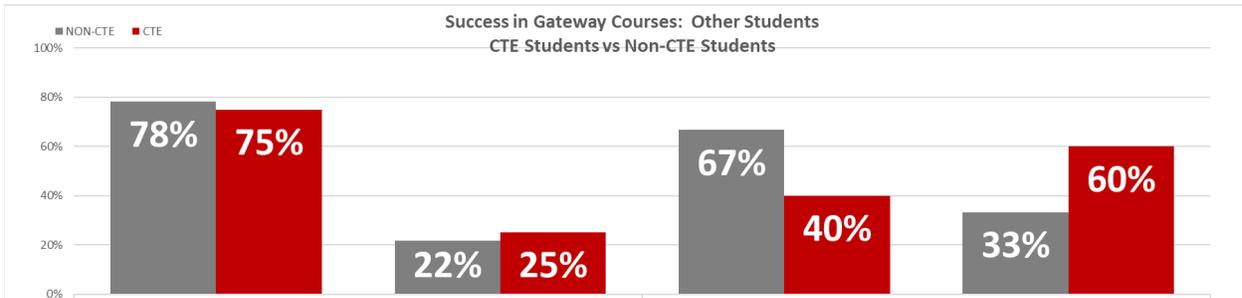
Black/African American students in CTE are more closely matched in English with their non-CTE peers and received more passing grades in math gateway courses than their non-CTE counterparts.

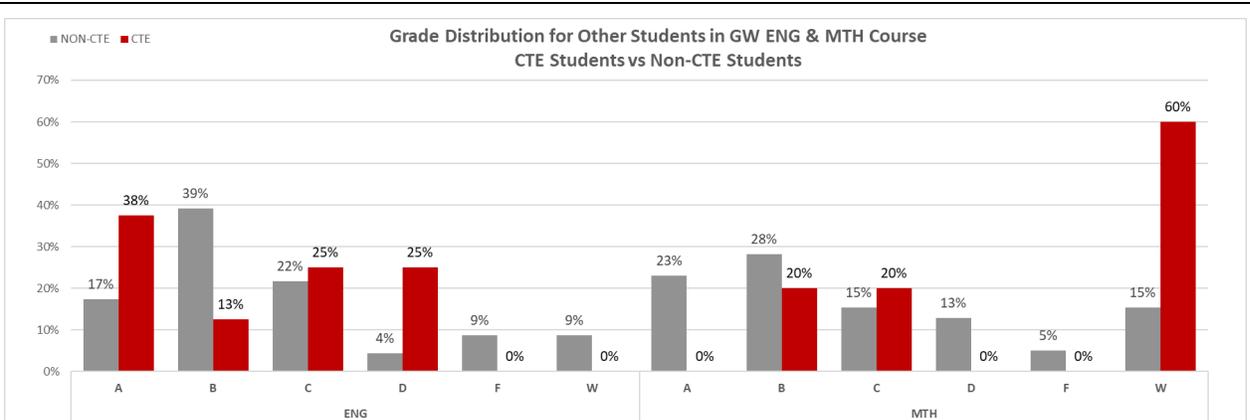


Asian CTE students do not pass as frequently as Asian non-CTE students, especially in math gateway courses.



Other CTE students do not pass as frequently as Other non-CTE students, especially in math gateway courses.





The following data regarding Reading/LA Proficiency and Math Proficiency for secondary programs in the district was provided from VALEES:

**Reading/LA Proficiency, Math Proficiency**

The three-year trend rate is positive for all subgroups with the exception of EL (reading/LA and math), IEP (reading/LA) and homeless (reading/LA).

While the trend rates are mostly positive, some subgroups and special populations trend rates lag behind the overall trend rate improvement including: female, Black, Hispanic, and low-income for reading/LA and Hispanic, EL, and IEP for mathematics. These groups, while improving in reading/LA proficiency and math proficiency, are not improving at as great a rate as the overall trend rate data.

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

The Postsecondary Perkins performance indicators for Waubonsee, provided by ICCB:

1P1: Postsecondary Retention and Placement FY17 Overall: 88.34% FY20 Target: 68.8% FY21 Target: 69.00%	2P1: Credential, Certificate, or Degree FY17 Overall: 78.72% FY20 Target: 69.5% FY21 Target: 70.10%	3P1: Nontraditional Enrollees FY1 Overall: 9.45% FY20 Target: 9.5% FY21 Target: 9.60%
<ul style="list-style-type: none"> <li>● Overall: 88.34%</li> <li>● Disabled: 81.03%</li> <li>● Gender               <ul style="list-style-type: none"> <li>○ Female: 88.69%</li> <li>○ Male: 87.83%</li> </ul> </li> <li>● Race               <ul style="list-style-type: none"> <li>○ African American: 89.58%</li> <li>○ Asian: 78.95%</li> <li>○ Latino: 91.56%</li> <li>○ Native American: 100.00%</li> <li>○ Pacific Islander: N/A</li> <li>○ Two or More Races:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Overall: 78.72%</li> <li>● Disabled: 74.36%</li> <li>● Gender:               <ul style="list-style-type: none"> <li>○ Female: 83.33%</li> <li>○ Male: 72.74%</li> </ul> </li> <li>● Race:               <ul style="list-style-type: none"> <li>○ African American: 73.85%</li> <li>○ Asian: 90.48%</li> <li>○ Latino: 82.80%</li> <li>○ Native American: 75.00%</li> <li>○ Pacific Islander-- N/A</li> <li>○ Two or More Races:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Overall: 9.45%</b></li> <li>● <b>Disabled: 8.82%</b></li> <li>● Gender:               <ul style="list-style-type: none"> <li>○ <b>Female: 7.49%</b></li> <li>○ Male: 12.00%</li> </ul> </li> <li>● Race:               <ul style="list-style-type: none"> <li>○ <b>African American: 5.33%</b></li> <li>○ Asian: 15.38%</li> <li>○ <b>Latino: 7.16%</b></li> <li>○ Native American: 25.00%</li> <li>○ Pacific Islander-- N/A</li> <li>○ Two or More Races:</li> </ul> </li> </ul>

87.5% ○ White: 86.66% ○ Unknown: 95% ● Single Parent: 90.00% ● Disadvantaged: 88.05%	84.21% ○ White: 77.13% ○ <b>Unknown: 68.97%</b> ● <b>Single Parent: 64.52%</b> ● Disadvantaged: 77.72%	12.82% ○ White: 10.72% ○ <b>Unknown: 4.55%</b> ● <b>Single Parent: 6.06%</b> ● Disadvantaged: 11.70%
--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

Performance indicator 1P1 (Postsecondary Retention and Placement) is met overall and in all disaggregated groups.

Performance indicator 2P1 (Credential, Certificate, or Degree) is met overall. Disaggregated groups not meeting the target include:

- Race: Unknown (20 out of 29 students)
- Single Parents (20 out of 31 students)

Integration of Academic and Career Advising and the shift to a case management model will provide more support to all CTE students identifying as Race Unknown and Single Parents. Utilization of technology and the creation of a formal retention plan will positively impact this Perkins Performance Indicator.

Performance indicator 3P1 (Nontraditional Enrollees) misses the overall target by .15% (125 out of 1,323 students). Disaggregated groups not meeting the target include:

- Disabled: (9 out of 102 students)
- African American: (4 out of 75 students)
- Female: (56 out of 748 students)
- Latino: (29 out of 405 students)
- Single Parent: (20 out of 29 students)
- Race: Unknown: (1 out of 22 students)

Integration of Academic and Career Advising and the shift to a case management model will provide more support to nontraditional CTE students within these subpopulations. Utilization of technology and the creation of a formal retention plan will certainly have a positive impact on the Perkins Performance Indicators.

***The following data regarding Non-Traditional Program Enrollment for secondary programs in the district was provided from VALEES:***

**Non-Traditional Program Enrollment**

The regional trend rate for non-traditional program enrollment is positive (2.34%). However, this positive trend is driven by an increasing trend of female program enrollment (9.03%). The male non-traditional program enrollment trend is declining (-3.80%).

All other subgroup and special populations are experiencing a positive enrollment trend or little change in the enrollment trend with the exception of students with IEP who are experiencing a decline (-4.62%).

**12. 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)?**

To ensure we are examining student growth and improvement in both learning and performance, faculty assess all program courses within a 5-year period.

Each fall, faculty complete a Plan for Learning Improvement. In the plan, course, program and college level learning outcomes to be assessed are identified. Assessment measures to be used, artifacts to be collected, result targets and a timeline including participating faculty and specific collection dates.

The following fall, results of the assessments are articulated on the Report for Learning Improvement. Quantitative and qualitative results are summarized to confirm learning and performance. Based on the results, faculty indicate planned changes to instruction, or curriculum if needs are identified.

If changes are made to the course or curriculum, the course is assessed again to confirm learning improvement.

In addition to the assessment of student learning, faculty are provided data each fall as part of our program review process. Data includes success rates, persistence, and grade distributions across each program course for the past five years. This data is another way we are examining student growth and improvement.

## **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](#)).

**13. 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?**

Within the CTE faculty, both full time and adjunct, individuals who identify as Hispanic/Latino, Black or African American, and Asian are underrepresented. When considering gender, males and females are equally represented, however, both groups generally align with programs considered traditional by gender.

All CTE faculty positions are posted to Waubonsee’s website. Additionally, Human Resources promotes positions to a variety of external sources, some of which target specific diverse populations by race/ethnicity, gender, individuals with disabilities, and veterans. CTE deans utilize their networks developed through advisory committees, employers participating in programmatic events on-campus, program clinical sites, student internship sites, and other types of community involvement, to promote available faculty positions. They also utilize the networks of their current faculty to identify and/or make recommendations for prospective CTE faculty. Full-time faculty undergo a multi-step interview process, which includes the input of an internal search committee.

Waubonsee has established the Council for Access and Inclusion (CAI) and one of the goals for FY 21 is to collaborate with Human Resources in order to “identify gaps and actively promote diversity, equity and inclusion in recruiting, hiring, onboarding, retention, and development of policies and practices.”

**14. 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?**

Recruitment is underway for faculty in Cyber Security and Paralegal, which are new CTE programs. There may be a need to recruit additional instructors for our Welding program, as a new lab space is being created, which may provide an opportunity for program expansion. Strategies that have been implemented to support these efforts include advertising for diversity and with professional organizations that may refer us to potential candidates and networking through industry-specific professional organizations.

**15. 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 Office of Faculty Development and Engagement was created to provide meaningful, comprehensive faculty development and inclusive engagement opportunities, which support all Waubonsee faculty, at all career stages, and for all delivery modes.

Waubonsee has developed several ways to support the transition of CTE faculty from industry into their roles as educators. CTE Deans use a checklist of “First Year Topics” to orient full time CTE faculty to basic tasks including resources for students, institutional service expectations, divisional processes/procedures, program review, and development of a professional development plan. New full-time faculty on a tenure track participate in the New Faculty Learning Academy, which is a 3-year program designed to provide information on teaching and learning strategies, available Waubonsee

resources, and available professional development opportunities.

Full time faculty may utilize professional development funds provided by the institution to attend relevant conferences and trainings, although these opportunities are usually related to industry content. In addition, faculty have the opportunity to participate in the Illinois Community College Faculty Conference and the Illinois Annual Assessment Fair, which are funded through the Faculty Development and Engagement Division and the Learning Outcomes, Curriculum and Program Development Division, respectively.

Prior to the start of fall and spring semester, full time faculty are required to attend Faculty Development Days, which is a 3-day professional development event on campus. Topics are developed with faculty input. The last 3 events have focused on diversity, equity and inclusion topics.

Recent professional development opportunities for faculty include:

- Effective Practice Framework Course through the Association of College and University Educators (ACUE)
- Industry Expert to Expert Instructor (IE2EI course developed through TAAACT grant and available on Skills Commons)

#### **16. What do educators report as their needs and preferences for professional development and benefits?**

Input on faculty professional development needs is gathered via survey after each Faculty Development Days event. The results of the survey are utilized to develop the next event, in addition to smaller scale professional development opportunities. In Spring 2020 a survey was developed specifically for CTE faculty to assess their unique needs as educator

In addition, a survey assessing professionally development needs is in development, and will be disaggregated between CTE/Transfer faculty as well as adjunct/full-time faculty. This survey is currently planned for Fall 2020.

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

The Spring 2019 Faculty Development Days focused on culturally responsive teaching topics. These topics continued into the FY 20 Faculty Development Days and will continue to be embedded in the future. Additional professional development available to faculty include:

- Faculty Institute on Equity and High Impact Practices
- NAPE series on Equity (Micro-messaging, Self-Efficacy, Universal Design)
- Effective Practice Framework Course through the Association of College and University Educators (ACUE)
- Inclusive Teaching Excellence Series

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

Waubonsee has joined the Illinois Equity in Attainment Initiative (ILEA) and developed an Equity Plan to work toward closing gaps in degree attainment for low-income, first generation, African American, and Latinx students. In addition, Waubonsee's Senior Leadership Team approved the establishment of

CAI in order to provide structured support and systematic assessment of diversity, equity, access and inclusion efforts at the college. This will result in continued efforts to integrate culturally responsive activity at Waubensee.

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

Review of CTE faculty qualifications occurs as part of the vetting process for employment applications. Required qualifications for CTE faculty, including education level, desired skills, and/or industry credentials, are listed in the official job posting. These qualifications are based on the requirements set forth by ICCB, HLC, Waubensee Community College, and/or a program’s accrediting body. Applications and documentation are screened by Human Resources to ensure minimum qualifications have been met prior to moving applications forward for review by the search committee. The search committee, led by the CTE Dean and/or Assistant Dean, conduct further review of each applicants’ documentation to ensure the necessary requirements are being met.

Additionally, when full time faculty are hired, a customized professional development plan is created, and includes industry credential attainment that may be required for accreditation or per industry recommendation.

**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			
<b>Waubonsee Community College Representatives</b>											
1.	Ne'Keisha Stepney	Dean for Business and Career Technologies / Waubonsee Community College	Provided feedback related to role within Waubonsee								
2.	Jeff Gregor	Dean for Health Professions and Public Service / Waubonsee Community College	Provided feedback related to role within Waubonsee								
3.	Dr. Stacey Randall	Dean for Institutional Effectiveness and Title V Project Director / Waubonsee Community College	Collaboration on planning, implementation, and information gathering								
4.	Dr. Antonio Rodriguez	Institutional Data and Analytics Manager / Waubonsee Community College	Data analysis and additional consultation								
5.	Emily Thomas Chaney	Data Analyst / Waubonsee Community College	Data analysis and additional consultation								
6.	Shannon Flavin	Grants Compliance Manager / Waubonsee Community College	Collaboration on planning, implementation, and information gathering								
7.	Kathleen Osman	Grants and Special Projects Analyst / Waubonsee Community College	Collaboration on planning, implementation, and information gathering								
8.	Suzette Murray	Assistant Vice President of Education and Workforce Development / Waubonsee Community College	Collaboration on planning, implementation, and information gathering								
9.	Stephanie Wennmacher	Marketing Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee								
10.	Faith LaShure	Dean for Admissions / Waubonsee Community College	Provided feedback related to role within Waubonsee								
11.	Joy Sanders	Admissions Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee								
12.	Dr. Kathleen Gorski	Dean for Learning Outcomes, Curriculum and Program Development / Waubonsee Community College	Provided feedback related to role within Waubonsee								
13.	Toni Ford	Program Development Coordinator / Waubonsee Community College	Provided feedback related to role within Waubonsee								
14.	Andrea Egle	TRIO/Student Support Services Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee								
15.	Dr. Chassie Sherretz	Academic Success Initiatives Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee								

16.	Julie Bechtold	Academic and Career Advising Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee
17.	Adam Schauer	Dean for Adult Education / Waubonsee Community College	Provided feedback and data related to Adult Education Department
18.	Marques Clark	Adult Education Special Programs Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee
19.	Amanda Geist	Executive Director of Marketing and Communications / Waubonsee Community College	Assistance with student focus group and engagement with community members
20.	Kris Mapes	Research and Reporting Manager / Waubonsee Community College	Collaboration on planning, implementation, and information gathering; assistance with survey construction and distribution
21.	Derek Schreiner	Assistant Dean for Business and Career Technologies / Waubonsee Community College	Provided feedback related to role within Waubonsee
22.	Michele Needham	Executive Director of Human Resources / Waubonsee Community College	Provided feedback related to role within Waubonsee
23.	Yesenia Cadena	Human Resources Recruitment Manager / Waubonsee Community College	Provided feedback related to role within Waubonsee
24.	Dr. Laura Ortiz	Dean for Faculty Development and Engagement / Waubonsee Community College	Provided feedback related to role within Waubonsee
24.	Marjie Schoolfield	Associate Professor of Nursing and Associate Degree Nursing Program Director / Waubonsee Community College	Provided feedback related to role within Waubonsee
25.	Andrea Siekierski	Assistant Professor of Health Information Technology / Waubonsee Community College	Provided feedback related to role within Waubonsee
26.	Lisa Giese	Adjunct Faculty - Health Professions and Public Service / Waubonsee Community College	Provided feedback related to role within Waubonsee
27.	Bob Cofield	Director of School District Partnerships / Waubonsee Community College	Provided feedback related to role within Waubonsee
28.	Lei Xie	Director of Financial and Auxiliary Services / Waubonsee Community College	Collaboration on planning, implementation, and information gathering
29.	Lesia Simon	Data Analyst / Waubonsee Community College	Assistance with survey distribution
30.	John Wicker	Computer Services Coordinator / Waubonsee Community College	Provided feedback related to role within Waubonsee
31.	Dr. Janette Funaro	Dean for Social Sciences, Education and World Languages	Provided feedback related to role within Waubonsee

32.	Andy MacDonald	Assistant Professor of Auto Body Repair	Provided feedback related to role within Waubonsee
33.	Ken Kunz	Professor of Automotive Technology	Provided feedback related to role within Waubonsee
34.	Guy Tiberio	Assistant Professor of Automotive Technology	Provided feedback related to role within Waubonsee
35.	Jim Armitage	Professor of Automotive Technology	Provided feedback related to role within Waubonsee
36.	Amy Chaaban	Assistant Professor of Information Systems	Provided feedback related to role within Waubonsee
37.	Steven Skaggs	Professor of Business and Information Systems	Provided feedback related to role within Waubonsee
38.	Maya Tolappa	Assistant Professor of Information Systems	Provided feedback related to role within Waubonsee
39.	Linda O'Connell-Knuth	Associate Professor of Early Childhood Education	Provided feedback related to role within Waubonsee
40.	Carla Diez	Professor of Early Childhood Education	Provided feedback related to role within Waubonsee
41.	Andrea Montgomery	Assistant Professor of Fire Science Technology and Emergency Medical Technician	Provided feedback related to role within Waubonsee
42.	Joe Kloke	Instructor of Heating, Ventilation and Air Conditioning	Provided feedback related to role within Waubonsee
43.	Brandon Blagg	Instructor of Manufacturing Technology	Provided feedback related to role within Waubonsee
44.	Shawn Ballee	Assistant Professor of Industrial Systems Technology	Provided feedback related to role within Waubonsee
45.	Mark Gloudeman	Assistant Professor of Welding	Provided feedback related to role within Waubonsee
46.	Randy Hines	Assistant Professor of Computer Aided Design and Drafting	Provided feedback related to role within Waubonsee
47.	Lisa Giese	Adjunct Faculty - Health Professions and Public Service	Provided feedback related to role within Waubonsee
48.	Judy Reardanz	Assistant Professor of Allied Health	Provided feedback related to role within Waubonsee
49.	Denise Nakaji	Adjunct Faculty - Health Professions and Public Service	Provided feedback related to role within Waubonsee
50.	Waubonsee Student Focus Group, 2/5/2020	Sugar Grove Campus, 30 Students	Provided feedback regarding CTE Programs/Career Development
51.	Waubonsee Student Focus Group, 2/10/2020	Aurora Downtown Campus, 20 Students	Provided feedback regarding CTE Programs/Career Development
52.	Waubonsee Community College Brand Pulse & Community Needs Assessment (2018)	Current and prospective students, parents, and additional community members (600+reponses)	Provided feedback regarding future trends related to educational and career needs of the community through quantitative survey, focus groups, and in-depth interviews
<b>Community Partners</b>			
53.	Summar Alnuami	One-Stop Operator / American Job Center of North Aurora	Provided feedback (LWIA5 Partner)

54.	Brendan Mitchell	Compliance Officer / Family Service Agency	Provided feedback (LWIA5 Partner)
55.	J.H. Contreras	Office Manager / Illinois Department of Employment Security	Provided feedback (LWIA5 Partner)
56.	Vanessa Aguirre	ESSI / Illinois Department of Employment Security	Provided feedback (LWIA5 Partner)
57.	Marcia Luptak	Associate Dean for Adult Education / Elgin Community College	Provided feedback (LWIA5 Partner)
58.	Nancy Chahino	Perkins Coordinator / Elgin Community College	Provided feedback (LWIA5 Partner)
59.	Rachel Greene	Senior Employment Specialist / World Relief	Provided feedback (LWIA5 Partner)
60.	Joy Pak	ESL Program Coordinator / Chinese Mutual Aid Agency	Provided feedback (LWIA5 Partner)
61.	Scott Berger	Director / Kane County Office of Community Reinvestment	Provided feedback (LWIA5 Partner)
62.	Suzanne Markin	Program Manager / Kane County Office of Community Reinvestment	Provided feedback (LWIA5 Partner)
63.	Renee Renken	Assistant Director for Workforce Development / Kane County Office of Community Reinvestment	Provided feedback (LWIA5 Partner)
64.	Diane Alford	Director of Community Action Services / Kendall County Health Department	Provided feedback (LWIA5 Partner)
<b>Employer Partners</b>			
65.	Industry Representative	County Line Customs	Provided feedback during CTE advisory committees
66.	Industry Representative	PPG Automotive Refinishes	Provided feedback during CTE advisory committees
67.	Industry Representative	Fox Valley Auto Paints	Provided feedback during CTE advisory committees
68.	Industry Representative	White Eagle Auto Body	Provided feedback during CTE advisory committees
69.	Industry Representative	Crash Champions	Provided feedback during CTE advisory committees
70.	Industry Representative	Spanesi	Provided feedback during CTE advisory committees
71.	Industry Representative	Fix Auto	Provided feedback during CTE advisory committees
72.	Industry Representative	1-55 Auto Salvage	Provided feedback during CTE advisory committees
73.	Industry Representative	Midas	Provided feedback during CTE advisory committees
74.	Industry Representative	Gjovik Ford, Inc.	Provided feedback during CTE advisory committees
75.	Industry Representative	Auto Machine	Provided feedback during CTE advisory committees

76.	Industry Representative	Navistar	Provided feedback during CTE advisory committees
77.	Industry Representative	River Front Chrysler-Jeep-Dodge-Ram	Provided feedback during CTE advisory committees
78.	Industry Representative	NAPA Auto Parts	Provided feedback during CTE advisory committees
79.	Industry Representative	Mercedes-Benz USA Midwest Learning / Performance	Provided feedback during CTE advisory committees
80.	Industry Representative	Astro Auto Repair	Provided feedback during CTE advisory committees
81.	Industry Representative	Keith's Car Care	Provided feedback during CTE advisory committees
82.	Industry Representative	Hyundai Motors	Provided feedback during CTE advisory committees
83.	Industry Representative	Aldi Corporate Headquarters	Provided feedback during CTE advisory committees
84.	Industry Representative	Weblinx Incorporated	Provided feedback during CTE advisory committees
85.	Industry Representative	IBM	Provided feedback during CTE advisory committees
86.	Industry Representative	APS Data Technologies	Provided feedback during CTE advisory committees
87.	Industry Representative	LaPetite Academy	Provided feedback during CTE advisory committees
88.	Industry Representative	Cadence Academy	Provided feedback during CTE advisory committees
89.	Industry Representative	Two Rivers Head Start	Provided feedback during CTE advisory committees
90.	Industry Representative	Mansio Montessori of Geneva	Provided feedback during CTE advisory committees
91.	Industry Representative	Fox Valley YMCA	Provided feedback during CTE advisory committees
92.	Industry Representative	DuPage Children's Museum	Provided feedback during CTE advisory committees
93.	Industry Representative	ENEngineering	Provided feedback during CTE advisory committees
94.	Industry Representative	Schactee Engineering	Provided feedback during CTE advisory committees
95.	Industry Representative	Fabtek	Provided feedback during CTE advisory committees
96.	Industry Representative	Richards-Wilcox, Inc	Provided feedback during CTE advisory committees
97.	Industry Representative	Lincoln Electric	Provided feedback during CTE advisory committees
98.	Industry Representative	Americhem Systems	Provided feedback during CTE advisory committees
99.	Industry Representative	Sauber Manufacturing	Provided feedback during CTE advisory committees
100.	Industry Representative	Weldstar	Provided feedback during CTE advisory committees
101.	Industry Representative	OAS, LLC	Provided feedback during CTE

			advisory committees
102.	Industry Representative	Hy-Tek Manufacturing	Provided feedback during CTE advisory committees
103.	Industry Representative	Smith and Richardson	Provided feedback during CTE advisory committees
104.	Industry Representative	TEKPAK	Provided feedback during CTE advisory committees
105.	Industry Representative	Valley Industrial Association	Provided feedback during CTE advisory committees
106.	Industry Representative	Fluxxor, Inc.	Provided feedback during CTE advisory committees
107.	Industry Representative	Prater Industries	Provided feedback during CTE advisory committees
108.	Industry Representative	Haas Factory Outlet-Chicago	Provided feedback during CTE advisory committees
109.	Industry Representative	Innovative Plastech	Provided feedback during CTE advisory committees
110.	Industry Representative	Progressive Turnings	Provided feedback during CTE advisory committees
111.	Industry Representative	Share Machine, Inc.	Provided feedback during CTE advisory committees
112.	Industry Representative	MTH Pumps	Provided feedback during CTE advisory committees
113.	Industry Representative	NN, Inc.	Provided feedback during CTE advisory committees
114.	Industry Representative	Dukane Precast	Provided feedback during CTE advisory committees
115.	Industry Representative	Prater Industries	Provided feedback during CTE advisory committees
116.	Industry Representative	Patriot Heating and Cooling Services	Provided feedback during CTE advisory committees
117.	Industry Representative	Elements Massage	Provided feedback during CTE advisory committees
118.	Industry Representative	Hand and Stone Massage and Facial Spa	Provided feedback during CTE advisory committees
119.	Industry Representative	Mario Tricoci	Provided feedback during CTE advisory committees
120.	Industry Representative	Massage Envy	Provided feedback during CTE advisory committees
121.	Industry Representative	Edward Health	Provided feedback during CTE advisory committees
122.	Industry Representative	Quest Diagnostics	Provided feedback during CTE advisory committees
123.	Industry Representative	Versiti Blood Center	Provided feedback during CTE advisory committees
124.	Industry Representative	Rush Copley	Provided feedback during CTE advisory committees
125.	Industry Representative	Heritage of Care	Provided feedback during CTE advisory committees
126.	Industry Representative	Asbury Health Care	Provided feedback during CTE advisory committees

127.	Industry Representative	Bickford Assisted Living	Provided feedback during CTE advisory committees
128.	Industry Representative	Advocate Medical Group	Provided feedback during CTE advisory committees
129.	Industry Representative	Fox Valley Orthopedics	Provided feedback during CTE advisory committees
130.	Industry Representative	Fox Valley Orthopedics	Provided feedback during CTE advisory committees
<b>Secondary Education Partners</b>			
131.	Cassie Blickem	Director / Valley Employment for Education Systems	Secondary EFE Partner; Collaboration on planning, implementation, and information gathering
132.	Nate Fookes	Teacher / West Aurora High School	Provided feedback during CTE advisory committees
133.	Tyler Friedland	Industrial Technology Teacher / Oswego East High School	Provided feedback during CTE advisory committees
134.	Don Vath	Teacher / Oswego High School	Provided feedback during CTE advisory committees
135.	Joe Wintermute	Industrial Technology Teacher / East Aurora High School	Provided feedback during CTE advisory committees
136.	Dave Vincent	Automotive Technology Instructor / Indian Valley Vocational Center	Provided feedback during CTE advisory committees
137.	Dan Bark	Computer Technology Instructor / Indian Valley Vocational Center	Provided feedback during CTE advisory committees
138.	Maya Chavez	Business Teacher / Plano High School	Provided feedback during CTE advisory committees
139.	Stephanie Crutcher	Business Teacher / Indian Creek High School	Provided feedback during CTE advisory committees
140.	Judy Fabrizius	Family and Consumer Science Teacher / Kaneland High School	Provided feedback during CTE advisory committees
141.	AJ Keller	Computer Programming Instructor / Indian Valley Vocational Center	Provided feedback during CTE advisory committees
142.	Nolan Possley	Business Education Teacher / St. Charles East High School	Provided feedback during CTE advisory committees
143.	Jennifer Whiteaker	Teacher / West Aurora High School	Provided feedback during CTE advisory committees
144.	Debbie Burgess	Family and Consumer Science Teacher / Oswego East High School	Provided feedback during CTE advisory committees
145.	Meghan Jones	Teacher / West Aurora High School	Provided feedback during CTE advisory committees
146.	Katie Mynatt	Teaching Methods Instructor / Indian Valley Vocational Center	Provided feedback during CTE advisory committees
147.	Brenda Renaud	Family and Consumer Science Teacher / East Aurora High School	Provided feedback during CTE advisory committees
148.	Kris Humes	Teacher / Somonauk High School	Provided feedback during CTE advisory committees

149.	Danielle Wukitsch	Computer Technology Instructor / Fox Valley Career Center	Provided feedback during CTE advisory committees
150.	Austun Savitski	Family & Consumer Science Teacher / Batavia High School	Provided feedback during CTE advisory committees
151.	Joe Barbic	Director / Indian Valley Vocational Center	Provided feedback during CTE advisory committees
152.	Rick Burchell	Director / Fox Valley Career Center	Provided feedback during CTE advisory committees
153.	Brian Veit	Curriculum Coordinator / West Aurora School District 129	Provided feedback during CTE advisory committees

## 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.

### 20. 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?

Waubonsee partnered with EMSI to conduct a Program Demand Gap Analysis this analysis was performed by assessing the supply and demand of skilled workers and identifying the educational programs that need to be adapted in order to fill any existing or future gaps. The results of this analysis

identified 16 new programs that Waubonsee should consider because they are high pay and high demand in Waubonsee's service region. Of the 16 programs, Paralegal and Cyber Security will start in fall 2020. Additional programs under development are Diesel Mechanics, Diagnostic Medical Sonographer. The final program under development is Cannabis Lab Technician.

Other emerging programs cited by WIOA partners of the LWIA5 include artificial intelligence in fields like cybersecurity, data science, robotics programming, cloud engineer, software developers/engineers, etc., which impact a variety of industries, including Information Technology, hospital and healthcare, financial services, etc.

A community needs assessment conducted in 2018 indicates nursing/health care, software/web development and business programs are the programs perceived as the most in-demand by community members.

Using Occupational Overview reports from EMSI the following equity gaps exist:

- For Cyber Security gaps exist for the following groups: Hispanic/Latinos and women
- For Paralegal gaps exist for the following groups: Hispanic/Latinos and men
- For Diagnostic Medical Sonographers gaps exist for the following groups: Hispanic/Latinos and men

Feedback from WIOA partners of the LWIA5 regarding barriers to subpopulations and special populations completing WIOA approved CTE programs includes:

- Customers/students are not aware of which CTE programs are approved for WIOA funding, due need for more promotional materials and cross-training for specific programs at the One-Stop
- Cancelled classes due to low enrollment (or other reasons) causes a delay in customers/students successfully completing their program, which may cause the customer/student to drop out of school altogether due to the urgent need of returning to the workforce.
- Need for more availability of classes/flexibility in class schedules to allow for customers to return to work while still attending school.
- Program acceptance requirements/process and wait list for some programs (e.g. nursing, etc.) can often deter customers from pursuing community college as an option for training.
- Customers with outstanding balances at Waubonsee are unable to utilize Individual Training Account funds awarded through WIOA
- Need for more apprenticeship models
- Customer/students have additional financial needs that prevent them from participating in training programs
- Need for more supports to address transportation needs for customers/students throughout the district
- When financial aid funds are applied before WIOA funds, students receive less money in their Pell refund to be used towards living expenses.

**21. 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.**

Using data from the District 516 Demographic Snapshots from 2016-2019, there have been no significant economic shifts that have impacted industry growth. The top 5 industries from this time frame are Office/Administrative Support, Sales Related, Management, Transportation/Material Moving, and Production.

**22. 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.**

Using data from the District 516 Demographic Snapshots from 2016-2019, there have been no significant shifts in the population that have impacted industry growth.

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

The youth WIOA program, Waubensee Works, has seen an increase in the number of individuals who are low-income. Transportation assistance and soft skill development training have been two of the most impactful resources that have helped participants thrive in the labor market. Participants who utilize transportation assistance through Waubensee Works have benefited from reliable transportation methods to and from work. Participants who have utilized our soft skill training have received increased communication from employers and have seen an increase in the number of job offers after their interviews.

Additionally, in the field of Health Information Technology, those with bilingual skills are in high demand with employers.

**24. 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.**

- **Are there any racial inequities in the labor market? Explain what inequities in opportunities, institutional structures, and resources may be the root cause.**

For Waubensee Works, individuals who have a physical disability report fewer employment opportunities, without interventions/assistance through WIOA, than those who do not have a physical disability. Many participants with disabilities require additional assistance in order to be successful in occupational training or employment (sign language interpreter, extended breaks, etc.) Some employers are unable to provide specific accommodations for participants who have a disability which prevents participants from pursuing the employment opportunity. Employment resources are shared, including career fairs and employer referrals, with participants who may experience such inequities. Participants have not specifically identified racial inequities as a barrier to employment, however, there is still the possibility that this barrier exists.

For the Registered Nursing program, no racial inequities were identified. Students in the Registered Nursing program who are between the ages of 46-99 appear to be more willing to withdraw from the later courses in the program. Students who stay enrolled may have a lower success rate.

Anecdotal evidence gathered informally through CTE advisory committee meetings suggests the equity gaps identified within programs may also be reflected within the local workforce.

**25. How are your partnering stakeholders and institutions helping English language learners gain skills for high-demand and high-wage jobs?**

- **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?**

The One-Stop for LWIA5 staffs a manager, navigator, and referral coordinator position to coordinate the referral process for clients seeking services provided by partner organizations. Clients seeking job training support may be referred to programs offering support to English language learners, including St. Augustine, World Relief Aurora, and Waubonsee's Adult Education program.

Waubonsee's Adult Education department employs two full-Time Transition Specialists and one Part-Time Career Navigator. The Career Navigator is tasked with working directly with unemployed students and aligning job opportunities that meet their skillsets. The Career Navigator also engages local employers to help place our students into meaningful employment. Employers are invited on campus to engage our students on a regular basis.

World Relief Aurora prepares refugees, asylees, and interested immigrants for the workplace, including placement in employment. Upon completion, the department works with these students to obtain job upgrades and to develop a career pathway that will lead to sustainable employment. Waubonsee CTE events are shared with World Relief Aurora each semester to encourage their clients to explore the available programs for those interested in pursuing certificates/degrees in their chosen career pathway.

St. Augustine College career services helps determine students' educational needs and assists the educationally disadvantaged students in making the transition to more advanced education or employment. If students are interested in education and/or training different from the opportunities at St. Augustine College, they can be referred to an external organization.

WIOA partners through LWIA5 made recommendations for needed supports which include:

- More counseling and advising support related to labor market information and career pathway options. Customers/students need assistance to determine what specific training program/credential will directly increase their marketability to employers and allow them to enter/re-enter the workforce and retain self-sufficient employment/careers.
- More assistance with building/strengthening soft skills/employability skills
- Need for more supports to address childcare and transportation needs for customers/students throughout the district
- Assistance to coordinate competing schedules (work, school, childcare, etc.)

**26. What are your partnering stakeholders and institutions doing to help students with disabilities gain skills for high-demand and high-wage jobs?**

- **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?**

The Access Center for Disability Resources is a resource for faculty, staff and students. The Access Center is committed to collaborating with the campus community to increase accessibility and reduce barriers for persons with disabilities and to ensure effective delivery of student accommodations. Services include recommendations for academic accommodations, assistive technology training, college success strategy workshops, advocacy services. Additionally, the annual Waubensee Career Fair allows early entry for veterans and individuals with disabilities.

Through the One-Stop Partnership for LWIA5, Waubensee students reporting individuals with disabilities can be referred to the Department of Rehabilitation Services-Vocational Rehabilitation Services office, which provides services including tuition assistance for college, vocational training, job placement assistance, resume' preparation; purchase of work clothing, provision of subsidized public transportation, provision of job coaching, on the job training (OJT), worksite evaluations and modifications, access to rehabilitation technology, orthotics and prosthetics provision, low vision aids, hearing aids, post-employment services to help maintain employment and many other supports to help the customer be on par with able bodied individuals in the work place.

**27. Are there certain racial/ethnic groups that your institution is not equitably preparing for high-demand and high-wage jobs?**

- **Are there certain racial/ethnic groups that are not being equitably supported in securing employment in high-demand and high-wage jobs?**

Information on high-demand/high-wage sectors was provided for questions 8 and 9.

Additional data was provided from the LWIA5 One-stop for October-December of 2019. During this time the One-Stop reported 1,513 visits (duplicated count). The racial breakdown of customers included White 40%, Hispanic/Latino 38%, Black/African American 19%, Asian 3%. This information suggests a higher percentage of minority individuals are seeking support for the services provided by the One-Stop Center.

**28. 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?**

Waubensee utilizes EMSI Analyst for gathering labor market data for CTE programs. Each year faculty are provided with updated labor-market information about their program. In the report relevant skills and credentials are identified. Faculty and administrators use this data in their annual and 5-year program review updates to ensure that programs are aligned with the skills needed for a particular occupation. In addition, CTE programs with external accreditations facilitate program improvement based on industry trends. New program development is a direct correlation of labor market data.

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

Waubonsee contracted with EMSI to conduct a Program Demand Gap Analysis. The Program Demand Gap Analysis is performed by assessing the supply and demand of skilled workers and identifying the educational programs that need to be adapted in order to fill any existing or future gaps. The results of this analysis identified 16 new programs that Waubonsee should consider because they are high pay and high demand in Waubonsee's service region. Of the 16 programs, Paralegal will start in fall 2020 and we are beginning the groundwork for Diesel Mechanics and Diagnostic Medical Sonographer. Due to the commonalities in the coursework and the accreditation, Radiologic Technologists, Magnetic Resonance Imaging Technologist and Nuclear Medicine Technologists will be considered once we have an established Diagnostic Medical Sonographer program. Respiratory Therapists is a program that Waubonsee had in the past and was closed due to low enrollment. Occupational Therapy Assistants and Physical Therapy Assistants are programs that the college decided not to pursue due to accreditation requirements. Heavy & Tractor Truck Drivers, First-Line Supervisors of Transportation & Material Moving Workers, Installation, Maintenance & Repair Workers, Aircraft Mechanics & Service Technicians, Veterinary Technician, Dental Hygienists and Carpentry are all programs that college is not moving forward with at this time but will be considered for future programs.

**30. 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.)?**

Labor-market data informs the college as to growth or decrease in available positions in the service region of Waubonsee. It also informs the college of the requirements and credentials of the occupation. Recent examples include changes to Waubonsee's Kinesiology and Therapeutic Massage programs. Previously, Waubonsee offered a Certificate of Achievement and Associate in Applied Science in Kinesiology, however the labor market data indicated that employment in this field requires a baccalaureate degree. The certificate and AAS were withdrawn and changed to a transfer associate degree so students can easily continue their studies in this field. Additionally, Therapeutic Massage was offered as an Associate of Applied Science program. Data revealed that an AAS was not needed for this career and as a result faculty redesigned the program to make it a certificate program. Finally, labor market data is being used in the on-going evaluation of the Sign Language Interpreter program, and although there is an indicated need, the labor market suggests a potential re-alignment may be necessary to better meet industry needs.

## **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).

**31. Are program-level outcomes aligned with business and industry recognized credentials and standards?**

- **Identify any CTE programs that are misaligned with credentials and standards of business and industry.**

Currently, several of our CTE programs are accredited. Accredited programs include Addictions Counseling (Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc./IAODAPCA), Auto Body Repair and Automotive Technology (National Automotive Technicians Education Foundation/NATEF), Emergency Medical Technician – Paramedic (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions/CoAEMSP), Health Information Technology (Commission on Accreditation for Health Informatics and Information Management Education/CAHIIM), Heating, Ventilation and Air Conditioning (HVAC Excellence), Medical Assistant (Medical Assisting Education Review Board/MAERB), Registered Nursing (Accreditation Commission for Education in Nursing/ACEN). Machine Tool Technology is in the process of applying for accreditation through the National Institute for Metalworking Skills/NIMS and the Welding Technology program is aligning to the Lincoln Electric Education Program Supports/LEEPS standards.

In addition, the following programs prepare students to sit for certification exams within the field: Accounting, Early Childhood Education, Nurse Assistant, Therapeutic Massage.

The alignment of Sign Language Interpreter is currently under evaluation. There is not a clear correlation between program outcomes and industry needs. We are currently evaluating the program to determine the best course of action to re-align the program.

All other programs appear to be in alignment with business and industry standards.

**32. Does your enrollment size have the capacity to meet the demands of the businesses and industries in your region?**

As evidenced by EMSI labor market data and through conversation with advisory committee members, there are industries with companies that have open positions they are seeking to fill, as is the case for employers in advanced manufacturing companies and the health care field.

For some of these industries, if the enrollment caps for the courses offered were filled to capacity, this could potentially meet the demands of the industry. However, in several programs, there is not enough enrollment to meet the demands, particularly in programs like Massage Therapy, Nursing, Medical Assistant, and Sign Language Interpreter.

**33. How well do your program offerings meet the needs of students and the communities you serve?**

- **How do you then ensure that each program is viable in terms of size, scope, and quality as well as sustainable?**

New programs undergo a rigorous process to ensure long term sustainability. Programs that are not sustainable, for whatever reason, are not developed further. Current programs are evaluated on a regular basis to meet the needs of the students and community partners we serve. Programs undergo an annual review or 5-year program review process, as well as an external accreditation review, if applicable. Advisory committees are held twice a year to obtain feedback from external partners. These processes

are used to ensure the programs continue to be sustainable.

Divisions continually make adjustments to programs to ensure their viability including updating lab spaces for HVAC, adding faculty to create new sections in Automotive Technology, utilizing available classroom space and online sections for Automation labs, offering Machine Tool Technology classes on Friday evenings to maximize availability, and remodeling Plano campus to offer Welding, Cyber Security and other CTE programming.

Program enrollment continues to be a challenge, but there are significant marketing efforts to promote low-enrolled programs, to include marketing materials, open houses, and events promoting exploring majors.

In 2018 Waubensee conducted a Community Needs Assessment to identify future trends and the career needs of the district to help drive decisions regarding programmatic offerings. This assessment indicated healthcare, computer science and sales as areas of opportunity.

**34. 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?**

- **What have you done so far to initiate and implement these changes?**

**Computer Software Development (A.A.S.):**

The Computer Software Development Program was reviewed in FY17, recommendations based on the review, and a program of study the following year were to revise the existing curriculum to meet industry standards and include industry credentials. Faculty has been revising the curriculum and working with industry partners such as CompTIA to ensure student employability upon completion. Revisions have been made and the new curriculum is currently in practice.

**Criminal Justice (A.A.S.):**

Our A.A.S. in Criminal Justice was revised to a transfer program. Based on program review, employment data, and advisory feedback we learned that hiring in this field is prioritizing the bachelor's degree. To implement these changes, curriculum was revised, and we worked with four-year partners to ensure course alignment and course transferability.

**Kinesiology (A.A.S. & Certificate):**

Our A.A.S. in Kinesiology was revised to a transfer program. Based on program review, employment data, and advisory feedback we learned that hiring in this field is changing and bachelor's degrees and higher are needed for employability. The certificate was eliminated because students had much shorter non-credit options to obtain the personal trainer certification. To implement these changes, curriculum was revised and we worked with four-year partners to ensure course alignment and course transferability. The certificate program was eliminated, but courses are still in place that transfer to four-year institutions.

**Mass Communications (A.A.S.):**

Our A.A.S. in Mass Communications was revised to a transfer program. Based on program review, employment data, and advisory feedback we learned that hiring in this field is prioritizing the bachelor's degree. To implement these changes, curriculum was revised and we worked with four-year partners to ensure course alignment and course transferability.

**Phlebotomy (Certificate):**

The phlebotomy program was in review in FY19, recommendations based on the review and program advisory feedback were to update current curriculum to include basic electrocardiogram skills and embed the phlebotomy program into the existing A.A.S. Medical Assistant Program. These changes are currently in process. The curriculum has been revised and we are in the process of hiring a full-time faculty for the Medical Assistant Program.

Additionally, the program review process led to the withdrawal of programs no longer relevant, including Paraprofessional Educator, Geographic Information Systems, and Graphic Design.

**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.

### 35. 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.

CTE programs of study are designed with multiple entry and exit points when possible. The following programs have multiple entry and exit points:

- Accounting
- Auto Body Repair
- Automation Technology
- Automotive Technology
- Business Administration
- Computer Aided Design and Drafting
- Computer Information Systems
- Construction Management
- Early Childhood Education
- Emergency Medical Technician
- Fire Science
- Health Information Technology
- HVAC
- Human Services
- Machine Tool Technology
- Real Estate
- Welding Technology
- Web Development

The remaining programs of study have one point of entry and exit for completion.

Continued conversations with external partners, program faculty, and marketing are underway to identify ways to promote and grow programs.

**36. 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?**

Programs are in alignment with multiple career pathways. Some programs offer dual enrollment courses in both the regional career centers, and local high schools. In the case of the CNA program, students from local area high schools are sent to our campus for their course. In the case of some programs like nursing, we have articulation agreements for students to persist into a four-year university. Other programs are built around the industry/job needs and need for employment after completion. Advisory Committees and external accreditations help keep the programs aligned with industry needs. Accreditations also provide structure to some programs and keep them aligned with state or national testing standards.

The Accounting and Business Administration programs have the greatest opportunity to improve alignment with secondary programs.

**37. 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)?**

We are continuously looking for opportunities to renew or create articulation agreements and partnerships with 4-year programs. We have partnered with several BSN programs to help facilitate continued education for students in the Registered Nursing program who wish to transfer. We also participate in the Illinois Course Exchange to provide students opportunities to take courses not offered on our campus, but available at other educational institutions in the state.

Program specific transfer partnership agreements are in place for Registered Nursing, Human Services, Health Information Technology, Fire Science, and EMT-Paramedic programs. Schools with agreements for multiple AAS programs include DeVry, Eastern Illinois University, Northern Illinois University and Southern Illinois University,

Programs that offer students opportunities to earn industry recognized credentials include Accounting, Auto Body Repair, Automotive Technology, Computer Information Systems, Computer Aided Design and Drafting, Early Childhood Education, Emergency Medical Technician, Health Information Technology, Human Services, Machine Tool Technology, Medical Assistant, Nurse Assistant, Registered Nursing, Therapeutic Massage.

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

We are ensuring that we meet individual academic learning needs through our Assessment of Student Learning process outlined in Section 2: Question 12. In addition, College Learning Outcomes are embedded and assessed in all courses. Our outcomes generate learning that prepares students to deal with a complex, diverse and changing world. Our outcomes include critical thinking, communication, quantitative literacy, global awareness, and information literacy. These outcomes align with The National Association of Colleges and Employers (NACE) Career Readiness competencies.

Accredited CTE programs may adhere to guidelines, prescribed curriculum maps, and certification exams to maintain standards for meeting employability skills.

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

Dual credit and articulated credit opportunities are available through the career centers and the high school programs in the district. Early college credit is available for the following CTE programs: Accounting, Auto Body Repair, Automotive Technology, Early Childhood Education, Computer-Aided Design and Drafting, Computer Information Systems, Emergency Medical Technician, Fire Science, Graphic Design, Health Information Technology, Machine Tool Technology, Nurse Assistant, Web Development, Welding. Additionally, dual credit is available for the following general education areas, required for AAS degrees: communication, English, math, psychology.

We are continually exploring ways to partner with district high school programs to add more dual credit and articulated credit options for students.

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

Waubonsee has a strong partnership with the local EFE, Valley Education for Employment System (VALEES). Waubonsee representatives regularly participate in quarterly student services and steering committee meetings, program committee meetings to review curriculum alignment for articulated credit, and collaborative events targeting secondary and middle school students and professional development for secondary and postsecondary teachers. In addition, Waubonsee's Director of School District Partnerships is the liaison with district high schools to manage initiatives including dual credit, Transitional Math and Transitional English.

The High School Counselor Breakfast is an annual event to invite school counselors to campus to provide updates and tour facilities. For the 2019-2020 school year, Waubonsee committed to providing bus transportation to provide campus tours to our top feeder schools. Secondary teachers participate in CTE advisory committees and Waubonsee faculty conduct outreach to district high schools as well.

After conducting a review of Waubonsee's dual credit offerings, it was determined that out of 13 high schools in the district, 75% of the dual credit opportunities are attributed to 4 district high schools. This was identified as an equity issue regarding the ability for all students to access dual credit, thereby reducing time to completion. This discovery led to the revision of the fee structure for dual credit courses, making it more affordable for high school students to take classes on campus.

The following data regarding secondary programs was shared by VALEES:

#### **Program Quality - Attained Postsecondary Credits**

Overall, the VALEES regional postsecondary credit attainment trend rate is positive (11.98%).

However, this hides a disparity, described below, across race and special population status in attainment

of postsecondary credits.

While the three-year trend data for White (35.78%), two or more races (23.89%), Asian (21.78%), and non-traditional (15.71%) are improving, the Hispanic (-17.63%) and Black (-9.13%) trend rate for postsecondary credits are declining. EL (-32.38%), homeless (-24.54%), low income (-14.09%), and IEP (-13.75%) trend rate data are also sharply declining.

This data demonstrates a gap in the opportunity of racial subgroups and special populations groups in the ability to engage in postsecondary credit attainment while in high school.

### ***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.

### **41. 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?**

Using the Performance Indicators as a reference, subpopulations that would benefit from additional support include single parents and nontraditional students. Additionally, racial and gender equity gaps exist within several high wage, high demand CTE programs.

Planned changes for FY 21 that will benefit CTE students:

- Enrollment activities for new students will be based on their plans to be degree-seeking or non-degree seeking, as opposed to a focus on part-time/full-time enrollment status. Degree seeking

students (including certificate-seeking) will meet course placement requirements through transcript review of GPA, standardized test scores or placement testing. They will also complete the re-designed Pre-Registration Review, to ensure major selection and course registration align with their educational goals.

- To support students in making decisions that will support their educational goals and reduce time to completion, students will submit requests to change their major which must be approved by their advisor.
- Academic and Career Advising has been merged and is in the process of shifting to a case management model. All new degree-seeking students will be assigned to a specific advisor, and current students are in the process of being assigned to advisors as well. Advisors will now be able to conduct targeted outreach to their case load of students at key points during the year. Additionally, program review with an advisor will occur sooner in a student's experience, to ensure students are making adequate progress and their course selections are aligned with their completion goals.
- Enhancements to the student payment process will include clarification of payment due dates, financial literacy outreach campaigns, reduction in down payments for some payment plans, standardized due dates, and creation of additional payment plan options. These changes will be implemented to streamline the processes for ease of use as well as consistent communication with a focus on student recruitment, retention, and collectability.
- Communication of available WIOA services of LWIA5 partners to students will increase through promotion on the Waubensee website and referrals generated through the Perkins special population survey each semester.

Long term plans that will benefit CTE students:

- The development of a formal Equity Plan and the ongoing efforts of the Council for Access and Inclusion will work towards ensuring matters of diversity, equity and inclusion are embedded within all process development and strategic planning within the institution. This should include student recruitment efforts and promotion of CTE program.
- Incorporate diversity, equity, and inclusion in new and on-going training and development plan for faculty, staff, and students.

#### **42. 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?**

Several departments are currently involved with assessing the professional development needs within the institution and implementing training opportunities. The office of Faculty Development and Engagement provides this support for all faculty and the office of Employee Development provides this support to administration and support staff. These efforts are also supported by Institutional Effectiveness, Employee Engagement and Human Resources.

Planned professional development for faculty will include:

- Training on implementation of new LMS, Canvas
- Faculty Development Days theme: The Science of Learning
  - Engaging Students and Making Classrooms Inclusive: 21 Strategies to Structure Classroom Interactions and Promote Student Success
  - Investigating Inclusive Curricula in the College Classroom: Scientist Spotlight Homework Assignments
  - Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and other "Differentisms"

- Flex-delivery of instruction (polysynchronous instruction)
- ACUE cohort: Effective Practice Framework

Planned professional development for support staff and administrators will include:

- Diversity, Equity, and Inclusion training in New Employee Orientation
- Preferred Pronouns
- Undocumented Ally training
- Diversity, Equity, and Inclusion in the hiring process for hiring managers and interview committees

**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](#)

# REFERENCES

Association for Career and Technical Education. (March, 2019). Maximizing Perkins V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity. Retrieved from [https://cte.careertech.org/sites/default/files/Local\\_Tool\\_Needs\\_Assessment\\_FINAL\\_3.18.2019.pdf](https://cte.careertech.org/sites/default/files/Local_Tool_Needs_Assessment_FINAL_3.18.2019.pdf)

Boggs, G. R. & McPhail, C. J. (2016). *Practical leadership in community colleges: Navigating today's challenges*. Hoboken, NJ: John Wiley & Sons.

Center for Urban Education (n.d.). Equity mindedness. Los Angeles, CA: University of Southern California. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

Gallaway, C. (2018). Reaching for Equity in Dental Assistance: Solving Issues of Access for In-District Students at Prairie State College. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. Retrieved from [https://occrll.illinois.edu/docs/librariesprovider4/ptr/prairie-state-brief.pdf?sfvrsn=bacc8289\\_2](https://occrll.illinois.edu/docs/librariesprovider4/ptr/prairie-state-brief.pdf?sfvrsn=bacc8289_2)

McKinney, M.F. (2018, June 14). Black unemployment in Illinois tops other states. *NPR Illinois*. Retrieved from <https://www.nprillinois.org/post/black-unemployment-illinois-tops-other-states#stream/0>

Museus, S. D., Ledesma, M. D., & Parker, T. L. (2015). Racism and racial equity in higher education [Special issue]. *ASHE Higher Education Report*, 42(1).

Owens, D. Culturally responsiveness in community college CTE programs. Champaign, IL: Office of Community College Research and Leadership. Retrieved from <https://occrll.illinois.edu/docs/librariesprovider4/cte/cr-brief.pdf>

Reinhold, R. (n.d.). Declining unemployment during the 1990s: Good news for everyone? Illinois Department of Employment Security. Retrieved from [http://www.ides.illinois.gov/lmi/Pages/Declining\\_Unemployment.aspx](http://www.ides.illinois.gov/lmi/Pages/Declining_Unemployment.aspx)

Smith, A.A. (2018, August 21). States attempt closing racial gaps to improve graduation. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2018/08/21/states-showing-some-progress-closing-racial-equity-gaps>

Stewart, D.L. (2018). Minding the gap between diversity and institutional transformation: Eight proposals for enacting institutional change. *Teachers College Record*, 120(14).