



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

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## *Comprehensive Local Needs Assessment for Secondary Education*



**Illinois  
State Board of  
Education**

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# Illinois Perkins V Comprehensive Local Needs Assessment for Secondary Education

## Illinois State Board of Education

*One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21st Century Act) is the new requirement for local grant recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years.*

*The new needs assessment is designed as the foundation of Perkins V implementation at the local level - it drives your local application development and future spending decisions. It should be seen as a chance to take an in depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community<sup>1</sup>.*

To implement the comprehensive local needs assessment, you must evaluate, in consultation with a wide range of stakeholders, how your overall CTE offerings measure up on:

- Student performance by subgroup on Perkins core indicators
- Alignment to labor market needs
- Size, scope and quality of CTE programs offered
- Progress toward implementing CTE programs and programs of study
- Recruitment, retention and training for CTE educators and support professionals
- Progress toward implementing and improving equal access and equity to CTE for all students

Guided by the suggestions from Advance CTE, the goal of this document is to provide an overview of how to get started on your comprehensive local needs assessment and help you translate the language in the law into concrete, actionable steps that not only completes the requirements but also engages stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity. The CLNA is arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings as you begin the local application process.

The secondary Illinois Comprehensive Local Needs Assessment process consists of the following steps:

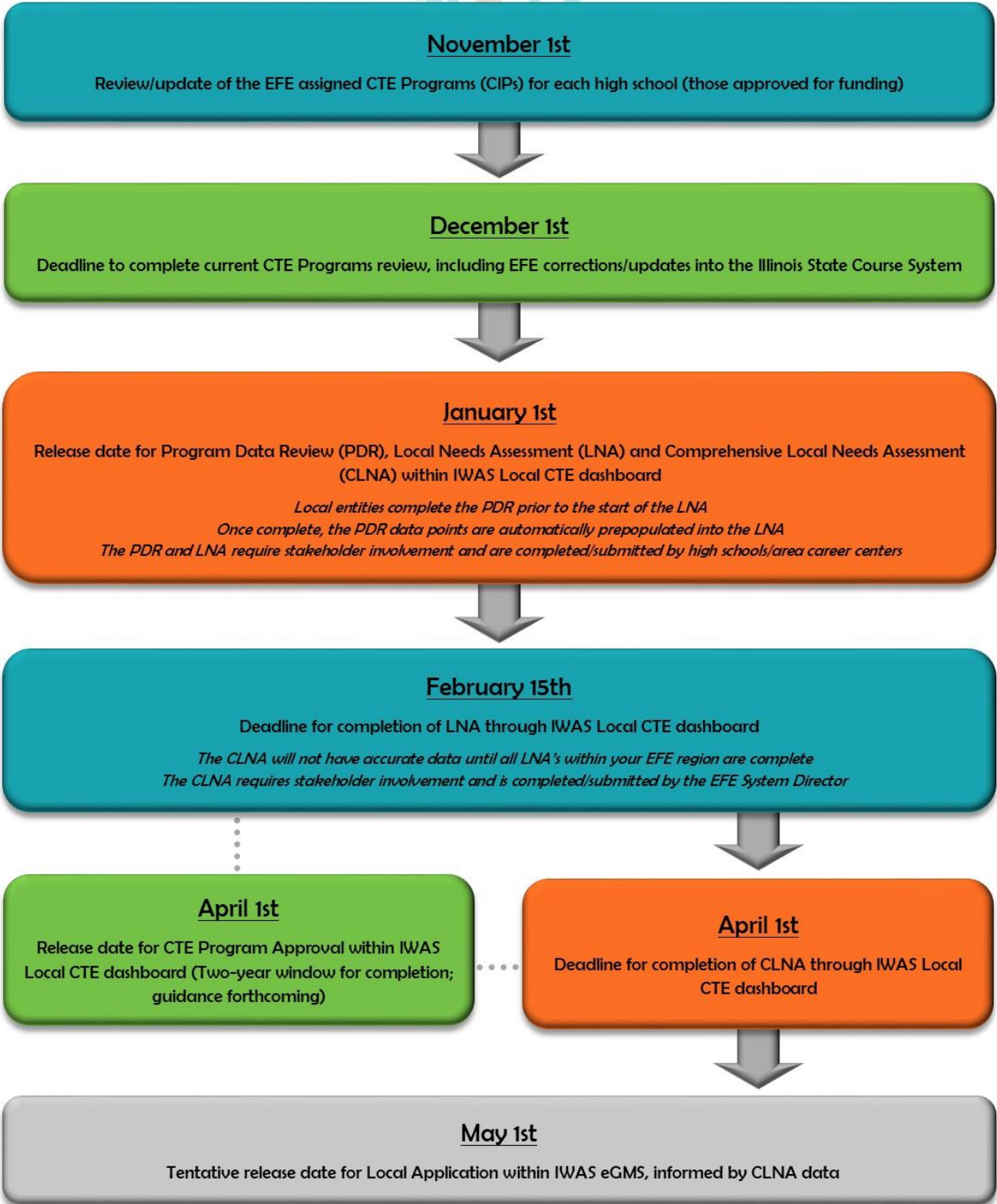
1. *Verification of current approved Programs of Study* (ISBE will provide list to be approved; this step must be completed prior to stakeholder engagement)
2. *Completion the Program Data Review (PDR)* (secondary schools must complete)
3. *Completion of Local Needs Assessment (LNA)* (secondary districts must complete)
4. *Identification of Planning Team* (stakeholder engagement; establish dates to meet with stakeholders to complete CLNA)
5. *Identification of data sources* (PDR and LNA results will be provided for review)
6. *Analysis of the disaggregated data* (stakeholder discussion with prompts; many data points are prepopulated from the PDR and LNA)
7. *Identification of areas of growth and strengths* (what is working; summaries within each area of measurement)
8. *Identification of areas of opportunity* (what requires improvement; summaries within each area of measurement)
9. *Prioritization of opportunities* (create a timeline based on your needs for each area of measurement within the programs of study)

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<sup>1</sup> Maximizing Perkin V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.



# Needs Assessment/Local Application Timeline



# Component 1

## Program Data Review (PDR)

Secondary schools will access the PDR through the CTE Dashboard, located in ISBE Web Application Security (IWAS), to provide data points on various components of each program of study within their school. Additionally, information regarding professional development opportunities will be identified. PDR data points will be compiled and repopulated into the Local Needs Assessment and Comprehensive Local Needs Assessment.

### Program of Study level data:

**Indicate yes or no for each program of study in the following areas:**

- **Placement Data** – Within the POS, do you collect 1-year postsecondary placement data? 5yr postsecondary placement data? *Placement data is defined as postsecondary education or advanced training, military service or a service program under the National and Community Service Act, are volunteers in the Peace Corps, or are employed.*
- **Minimum Class Size** – Examine your school’s enrollment trend data to determine if the POS has a minimum class size of 10 students. If no, is there continuous progress towards increased class size?
- **Academic Standards** – Does the POS incorporate challenging State academic standards?
- **Technical Knowledge and Skills** – Does the POS address technical knowledge and skills?
- **Employability Skills** – Does the POS incorporate a progression of employer-informed Technical and Essential Employability Competencies?
- **Certification/Credential Opportunities** – Does the POS culminate in the attainment of a recognized postsecondary credential? If yes, please list those credentials.
- **Advisory Committee** – Does the POS have an advisory committee?
- **Orientation Course** – Does the POS course sequence include a quality orientation course providing a broad understanding of a cluster or cluster grouping?
- **Advanced Course** – Does the POS course sequence include an advanced course developing competences and skills needed for entry-level employment or further postsecondary education?
- **Team-based Challenges** – Does the POS include Team-based Challenges?
- **CTSOs** – Does the POS have an active CTSO?
- **Work-based Learning** – Does the POS include work-based learning opportunities such as Career Development Experiences, Youth Apprenticeships, and/or Apprenticeships?
- **Appropriate Facilities, Equipment, Technology and Materials Aligned to Industry Input** – Is the POS offered in appropriate and accessible facilities using industry standard technology and equipment?

### School-wide data:

**Indicate yes or no for the following:**

- Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level*

Professional development opportunities:

**Indicate the number of professionals in each area indicated below that were working within your CTE Program(s) over the past three years (FY17 - FY19).**

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

**Over the past three years (FY17 – FY19), indicate any professional development opportunities that were offered for the following:**

	CTE Teachers	Other Faculty	School Leaders	Administrators	Specialized Instructional Support Personnel	Career Guidance and Academic Counselors	Paraprofessionals
Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula.							
Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students							
Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials							
Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators							
Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs							
Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices							
Training to provide appropriate accommodations for individuals with disabilities							
Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, with may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools							
Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries							

## Component 2

### Local Needs Assessment (LNA)

*Secondary school districts will access the LNA through the CTE Dashboard after the completion of the PDR. Districts will not have access to the LNA until all schools within the school district have completed the PDR. Data points and summative information from the LNA will be compiled and prepopulated into the Comprehensive Local Needs Assessment to aid in completion of the final component.*

**Step 1.** “Evaluate the performance of students...with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup.” [Perkins V Sec. 134 (c)(2)(A)] and to “Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [Perkins V Sec. 134 (c)(2)(E)]

#### **Local CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (see Appendix A)

#### **Discussion Prompts for Program Summary:**

- What student data is trending positively over the last several years? Our strengths and improvements.
- What student data is stagnated or trending negatively? Our challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

**Step 1a Based upon student data and discussion points on student performance, identify with summative statements:**

1. **Strengths**
2. **Areas for improvement and challenges**
3. **Proposed strategies, including student supports and interventions, with timeline for addressing disparities or gaps in local level of performance**

#### **Access to High-Quality CTE Courses and Programs of Study for All Students**

**Data Points Needed:** Student Disaggregated Data Charts (see Appendix A)

#### **Discussion Prompts for Equal Access to High Quality CTE Courses and Programs of Study for all students**

- Based on the desegregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based upon local program data, identify CTE programs where special populations are performing above average? Below average?
- Based upon local program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?

- Based upon local program data, how are we preparing special populations for non-traditional fields?
- Based upon local program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based upon local program data, what are the potential root causes of inequities in the CTE programs?

**Step 1b** *Based upon desegregated student data at the district level and discussion points on equal access to high-quality CTE courses and programs of study for all students, identify with summative statements:*

1. **Strengths**
2. **Areas for improvement and challenges**
3. **Goals and strategies, including timelines, for addressing equal access to high quality CTE courses and programs of study for all students, including:**
  - a. **Preparing special populations for self-sufficiency**
  - b. **Preparing special populations for non-traditional fields**
  - c. **Preparing special populations for equal access**
  - d. **Ensuring non-discrimination for special populations**

**Step 2.** Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)]

**Data Points Needed:** PDR prepopulated data, IDES data

**Discussion Prompts for Labor Market Alignment:**

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners or other special populations? How do we ensure access for these populations?

**Step 2a** *Based upon PDR data and discussion regarding Labor Market Alignment, answer the following with summative statements:*

1. **For CTE programs that ARE NOT collecting placement data, what are our goals and strategies, including timelines, to implement data collection in these programs?**
2. **After reviewing your labor market data, indicate any potential CTE programs that may be needed in your local area.**
3. **For CTE programs that ARE NOT aligned to State or Regional Labor Markets, indicate for each program whether you will discontinue, fund locally, or if there is a local need for the program.**



**Step 3.** Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students” [Perkins V Sec 134 (c)(2)(B)(i)] and evaluate “progress toward the implementation of quality CTE programs and programs of study”. [Perkins V Sec 134 (c)(2)(C) (see Appendix B)]

**Size, Scope, and Quality**

**Data Points Needed:** PDR data, Enrollment Trend data (see Appendix A).

**Local Discussion Prompts for Size, Scope and Quality:**

- Based on local program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study at our institution and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical and employability skills at every learner level?

**Step 3a Based upon PDR data, Enrollment Trend data and discussion regarding Size, Scope and Quality, answer the following with summative statements:**

1. **Does our LEA District meet the minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?**
2. **Describe your STUDENT recruitment and retention plan that extends into middle school to address Equity Gaps.**
3. **What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:**
  - a. **meeting minimum class size**
  - b. **incorporating challenging State academic standards**
  - c. **addressing technical knowledge and skills**
  - d. **addressing employability skills**
  - e. **meeting with an established advisory committee**
  - f. **including team-based challenges AND do not have a CTSO**
  - g. **offering work-based learning opportunities**
  - h. **offering programs with appropriate and accessible facilities using industry standard technology and equipment**

### **Progress Toward Implementing Quality Programs of Study**

**Data Points Needed:** PDR data, Enrollment Trend data (see Appendix A)

#### **Discussion Prompts for Program Summary:**

- How fully are our programs aligned and articulated across secondary and postsecondary education?
  - What evidence do we have to support this?
  - Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

**Step 3b Based upon PDR data, Enrollment Trend data and discussion regarding Progress Toward Implementing Quality Programs of Study, answer the following with summative statements:**

1. **Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency.**
2. **What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:**
  - a. **providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest**
  - b. **including an orientation course within their course sequence**
  - c. **including an advanced course within their course sequence**
  - d. **culminating in the attainment of recognized postsecondary credential**

**Step 4.** Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions”. [Perkins V Sec 134 (c)(2)(D)]

**Data Points Needed:** PDR data including summative teacher recruitment, retention, and training data points (see Appendix A).

**Step 4a Based upon employment data trends, professional development opportunities, and discussion with educators:**

1. **What do educators report as needs and preferences for professional development and supports?**
2. **Summarize the local CTE programs recruitment efforts and outcomes.**
3. **Summarize the local CTE programs retention efforts and outcomes.**
4. **Based on pie chart data and input from professionals, what are your goals and strategies, including timelines, for professional development?**

## Component 3

### Comprehensive Local Needs Assessment (CLNA)

*EFE System Directors will access the CLNA through the CTE Dashboard after the completion of the district level LNAs. System Directors **will not** have access to the CLNA until all districts within their region have completed the LNA. Data points and summative information from the LNA will be compiled and prepopulated into the Comprehensive Local Needs Assessment to aid in completion of this final component.*

#### Step 1.

##### Identification of Required Stakeholders for Completion of Comprehensive Local Needs Assessment

To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE.

*[Perkins V Sec. 134(d)] In conducting the comprehensive needs assessment...and developing the local application...an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following):*

**Step 1a List the name of each person that has agreed to participate in the completion of the CLNA. Indicate their role as well as if they were able to attend the official meeting or were not available on that meeting date.**

Name	Title	Involvement
	Indicate role for each name provided:	Indicate their involvement with the completion of the CLNA:
	<input type="checkbox"/> Teacher	<input type="checkbox"/> Participant
	<input type="checkbox"/> Counselor	<input type="checkbox"/> Not available
	<input type="checkbox"/> Principals/Admin	
	<input type="checkbox"/> Support Personnel	
	<input type="checkbox"/> Paraprofessional	
	<input type="checkbox"/> Postsecondary Faculty	
	<input type="checkbox"/> Postsecondary Admin	
	<input type="checkbox"/> Workforce Board Rep	
	<input type="checkbox"/> Employer	
	<input type="checkbox"/> Parent	
	<input type="checkbox"/> Student	
	<input type="checkbox"/> Special Populations Rep	
	<input type="checkbox"/> Out of School Youth Rep	
	<input type="checkbox"/> At-Risk Youth Rep	
	<input type="checkbox"/> District/School Rep	
	<i>*Must have each box checked*</i>	

**Step 2.** “Evaluate the performance of students...with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup.” [*Perkins V Sec. 134 (c)(2)(A)*] and to “Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [*Perkins V Sec. 134 (c)(2)(E)*]

### **CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (*see Appendix A*), Summative statements from LNAs

#### **Discussion Prompts for Program Summary:**

- What student data is trending positively over the last several years? Our strengths and improvements.
- What student data is stagnated or trending negatively? Our challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

**Step 2a Based upon student data at the regional level, responses (Strengths, Areas for Improvement/Challenges and Goals/Strategies) from the LNAs and discussion points on student performance:**

1. **Describe regional strengths, areas for improvement, and challenges for student performance.**
2. **Identify your goals and strategies, including timelines, for addressing disparities or gaps in local levels of performance.**

### **Access to High-Quality CTE Courses and Programs of Study for All Students**

**Data Points Needed:** Student Disaggregated Data Charts (*see Appendix A*), summative statements from LNAs

#### **Discussion Prompts for Equal Access to High Quality CTE Courses and Programs of Study for all students**

- Based on the desegregated data:
  - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
  - How are students from different genders, races and ethnicities performing in CTE programs?
  - Where do the biggest gaps in performance exist between subgroups of students?
- Based on upon regional program data, identify CTE programs where special populations are performing above average? Below average?
- Based upon regional program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based upon regional program data, how are we preparing special populations for non-traditional fields?
- Based upon regional program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based upon regional program data, what are the potential root causes of inequities in the CTE programs?

**Step 2b** Based upon student data at the regional level, responses (Strengths, Areas for Improvement/Challenges and Goals/Strategies) from the LNAs and discussion points on equal access to high-quality CTE courses and programs of student for all students:

1. Describe regional strengths, areas for improvement, and challenges for equal access for all students.
2. Identify your goals and strategies, including timelines, for addressing equal access to high quality CTE courses and programs and study for all students, including:
  - a. Preparing special populations for self-sufficiency
  - b. Preparing special populations for non-traditional fields
  - c. Preparing special populations for equal access
  - d. Ensuring non-discrimination for special populations

**Step 3.** Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(ii)]

**Data Points Needed:** PDR prepopulated data, IDES data, LNA listing of CTE non-alignment programs

**Discussion Prompts for Labor Market Alignment:**

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners or other special populations? How do we ensure access for these populations?

**Step 3** Using LNA data, summaries, and discussion regarding Labor Market Alignment to answer the following:

1. For CTE programs that ARE NOT collecting placement data, what are our goals and strategies, including timelines, to implement data collection in these programs?
2. Summarize the process for discontinuing and locally funding programs that are not aligned to State or Regional labor markets.
3. Based upon the new program summaries, local need requests, and discussion points, describe new programs of study that will be developed and submitted for State approval for FY21-FY24, including year of implementation.

**Step 4.** Describe how CTE programs are “sufficient in size, scope, and quality to meet the needs of all students” [Perkins V Sec 134 (c)(2)(B)(i)] and evaluate “progress toward the implementation of quality CTE programs and programs of study”. [Perkins V Sec 134 (c)(2)(C) (see Appendix B)]

**Size, Scope, and Quality**

**Data Points Needed:** PDR data, Enrollment Trend data (see Appendix A).

### Local Discussion Prompts for Size, Scope and Quality:

- Based on regional program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our region and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical and employability skills at every learner level?

**Step 4a Based upon PDR data, Enrollment Trend data and discussion regarding Size, Scope and Quality, answer the following with summative statements:**

- 1. Do our LEA Districts meet the minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?**
- 2. Describe your STUDENT recruitment and retention plan that extends into middle school to address Equity Gaps.**
- 3. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:**
  - a.meeting minimum class size**
  - b.incorporating challenging State academic standards**
  - c. addressing technical knowledge and skills**
  - d.addressing employability skills**
  - e.meeting with an established advisory committee**
  - f. including team-based challenges AND do not have a CTSO**
  - g.offering work-based learning opportunities**
  - h.offering programs with appropriate and accessible facilities using industry standard technology and equipment**

### Progress Toward Implementing Quality Programs of Study

**Data Points Needed:** PDR data, Enrollment Trend data (see Appendix A)

### **Discussion Prompts for Program Summary:**

- How fully are our programs aligned and articulated across secondary and postsecondary education?
  - What evidence do we have to support this?
  - Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

**Step 4b** Based upon PDR data, Enrollment Trend data and discussion regarding Progress Toward Implementing Quality Programs of Study, answer the following with summative statements:

1. Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and joint advisory committee, including meeting frequency.
2. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:
  - a. providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest
  - b. including an orientation course within their course sequence
  - c. including an advanced course within their course sequence culminating in the attainment of recognized postsecondary credential

**Step 6.** Describe progress being made to “improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personal, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions”. [Perkins V Sec 134 (c)(2)(D)]

**Data Points Needed:** PDR data including summative teacher recruitment, retention, and training data points (see Appendix A).

**Step 6a** Based upon employment data trends, professional development opportunities, and discussion with educators:

1. What do educators report as needs and preferences for professional development and supports?
2. Summarize regional CTE programs recruitment efforts and outcomes.
3. Summarize regional CTE programs retention efforts and outcomes.
4. Based on pie chart data and input from professionals, what are your goals and strategies, including timelines, for professional development?

# Appendix A

## Data Examples

### Student Performance Disaggregated Data

		1S1 Four-Year Graduation Rate				1S2 Extended Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
		Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
Subgroups	Totals																
	Male																
	Female																
	White																
	Black																
	Hispanic																
	Asian																
	Pacific Islander																
	American Indian																
	Two or more																
Special Populations	EL																
	IEP																
	Low Income																
	Non-Traditional																
	Single Parent																
	Out-of-Workforce																
	Military Connected																
	Homeless																
	Youth In Care																

The data points within this chart will be pre-populated by ISBE.

### Enrollment Trends (by course)

### Retention Trends

CIP ID	Course	Enrollment Trend			
		2017	2018	2019	Trend

*This data will be pulled from the PDR and provides summative data across the region.*

	Number working in Local CTE Program(s)			
	Year 1	Year 2	Year 3	Trend
CTE teachers				
Other Faculty				
Instructional Support				
Paraprofessionals				
Counselors				
Others				

This area will be prepopulated at the regional level based on PDR input at the district level.

### Training (PD) Opportunities

#### Instructional Approaches

- CTE Teachers
- School Leader
- Support Personal
- Paraprofessionals
- Other Faculty
- Administrator
- Counselors

**SAMPLE**

#### Labor Market

- CTE Teachers
- School Leader
- Support Personal
- Paraprofessionals
- Other Faculty
- Administrator
- Counselors

**SAMPLE**

#### Industry Knowledge and Skills

- CTE Teachers
- School Leader
- Support Personal
- Paraprofessionals
- Other Faculty
- Administrator
- Counselors



## Appendix B

### Size, Scope, and Quality Definition

The ISBE and ICCB jointly defined the following terms for size, scope, and quality. The proposed definition for size, scope, and quality and its elements will apply to all eligible recipients, secondary and postsecondary, unless specifically noted. The definitions are as follows:

#### 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 need.
- Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.
- Postsecondary recipients: must follow local board policies on class size.

Size of LEA District (No. of students)	Minimum Number of CTE Programs of Study
Less than 500	One Program
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

#### Scope

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

- a. incorporates challenging State academic standards;
- b. addresses both academic and technical knowledge and skills, including employability skills;
- c. is aligned with the needs of industries in the economy of the State, region, Tribal community or local area;
- d. progresses in specificity;
- e. has multiple entry and exit points that incorporate credentialing; and,
- 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.

**Defined Terms:** Underlined below in Quality Criteria

## Quality

Programs of Study (POS) must meet all of the following quality criteria. If not met at the time of initial application, the criterion must be met no later than Year 3 of the plan with specific strategies to address the criterion in Years 1 and 2. This framework addresses K - 12 and Postsecondary. CTE is funded by Perkins and State Funding.

- 1. Development and Engagement.** All POS must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including but not limited to business and industry, local workforce boards, adult education providers, and community-based organizations. POS must have ongoing review and support by a Joint Advisory Committee (which may be for multiple POS within a cluster or cluster grouping level). The Joint Advisory Committee must meet, at minimum, on an annual basis to provide input on current industry practices; identify Priority Occupations within the region; inform competencies and skills relating to those occupations; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies and Skills:** The POS must incorporate a progression of employer-informed Technical and Essential Employability Competencies leading to readiness for employment or further education for Priority Occupations identified during the engagement process.
- 3. Academic Instruction and Supports:** The POS must include Standards-aligned academic instruction and Student Supports and Interventions to facilitate successful student progressions to and through required coursework and avoid remediation to the extent possible.
- 4. Recruitment and Access:** Districts and colleges must have a student recruitment and retention plan to address Equity Gaps that extends into middle school. POS must ensure access is equitable and all students have support to persist and succeed in CTE courses and opportunities.
- 5. Instructional Sequence.** POS must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions where appropriate) that has Multiple Entry and Exit Points and incorporates Stackable Credentials.

*Middle School and Secondary:* The middle school and secondary POS course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific Quality Orientation Course
- Include a Quality Orientation Course providing a broad understanding of a cluster or cluster grouping
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education
- Incorporate Strategic Early College Credit and/or training for an Industry Credential

*Postsecondary.* The postsecondary POS course sequence must, at minimum:

- Connect to area secondary sequences through Strategic Early College Credit
- [Focuses on access and smooth transitions through programming for adult learners, veterans, returning citizens, etc.] [Input needed from ICCB]

6. **Work-based Learning:** POS must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- Career Exploration
- Team-based Challenges and/or CTSOs
- Career Development Experiences, Youth Apprenticeships, and/or Apprenticeships, with opportunities for such experiences available by Year 3 for a substantial number of POS participants

7. **Instructors:** Instructors within POS are qualified, collaborate with industry professionals, and are provided opportunities for comprehensive professional learning.

8. **Facilities and Equipment:** POS are offered in appropriate and accessible facilities using industry standard technology and equipment.

9. **Continuous Improvement:** The district and college have a CTE Continuous Improvement Process that continuously evaluates and improves the POS in collaboration with those stakeholders and the Joint Advisory Committee described in Criterion 1.