

FY 26 Comprehensive Local Needs Assessment Training for EFEs

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Agenda



Importance of Collaboration



LNA Process



CLNA Process



Resources

Quick Reminder

- Be sure to sign up for the **CTE Comprehensive Local Needs Assessment** in IWAS so you have access to the system.
- If you can see the highlighted system and it says "authorized", you are good to go.
- If you need to request the system, go to the red circle at the bottom of the page and request the CTE CLNA system.

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
eGMS Reports	Authorized
Active Grants	
Career & Technical Ed. - Student Organizations	Authorized
CTE Consolidated Application	Authorized
CTE Education Career Pathway Continuation	Authorized
CTE Education Career Pathway RFP	Authorized
CTE Manufacturing, Engineering, Technology and Trades RFP	Authorized
Organizational Risk Assessment	Authorized
Other State Programs	Authorized
Regional Work Experience Career Exploration Program	Authorized
School STEAM	Authorized
Reporting	
Employment Information System (EIS)	Disapproved
Grant Periodic Reporting System	Authorized
Annual	
Career Pathway Endorsement Plan	Authorized
CTE Comprehensive Local Needs Assessment	Authorized
CTE Program Data Review	Authorized
Illinois State Course System (ISCS)	Authorized
ISBE Internal	
Entity Profile System (Internal)	Authorized
Educators	
ELIS for Administrators	Authorized
Retired Applications	

Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

[Want to Signup for Other Systems?](#)

Collaboration for CLNA

All Required Partners will be engaged in all aspects of the CLNA to collaborate and inform the local application

Who leads?

EFEs and Community Colleges

Who should be engaged?

Representatives of CTE programs; representatives of CTE programs at postsecondary educational institutions; representatives of the local workforce development boards; parents and students; representatives of special populations; and, representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth

Local High Schools, School Districts, and Area Career Centers will complete a needs assessment reviewing student and program-level data as well as identifying needs.

Who should be engaged?

Parents, students, teachers, career and academic guidance, school leaders

Education for Employment Administrators will collate all local high school/district and area career center needs assessment information.

Community Colleges will inform internal working groups to complete the CLNA.

Who should be engaged?

CTE and academic faculty, advisors, adult education providers, Disability Access Coordinators, student groups, Career Services, Institutional Research, Program Coordinators, Program Advisory Committees

Local Needs Assessment

- Districts, ACCs, and EFE region centers will access the LNA through IWAS (*CTE Comprehensive Local Needs Assessment*)
- Data points from the FY24 PDR will be compiled and prepopulated into the LNA to aid in completion
- Districts, ACCs, and EFE region centers will be asked to refer to discussion questions, data points, and prompts for each step of the LNA

What does the Access Level mean?

CTE Comprehensive Local Needs Assessment – School District and Area Career Center Access

School User

School user is view only

District Admin

District Administrators are generally school district superintendents or area career center directors. They will either complete the Local Needs Assessment application for their respective entities or grant access to additional District Admin (district-based staff with CTE knowledge) to complete this process. This access is view only for the Comprehensive Local Needs Assessment.

Please note, there is not a limit on the number of individuals who can have District Admin access.

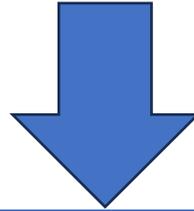
Local Needs Assessment

October/November 2025

Release data for the Local Needs Assessment/Comprehensive Needs Assessment within IWAS.

FY24 PDR data points will be prepopulated into the LNA.

The LNA requires stakeholder involvement and are completed/submitted by high schools/area career centers.



March 31, 2026

Deadline for completion of the LNA through IWAS Local CTE dashboard.

The CLNA will not have accurate data until all LNA's within your EFFE region are complete.

The CLNA requires stakeholder involvement and is completed/submitted by the EFE System Director.

Comprehensive Local Needs Assessment

- EFE System Directors will access the CLNA through IWAS (*CTE Comprehensive Local Needs Assessment*) after the completion of the district level LNAs
- Data points and summative information from the LNA will be compiled and prepopulated into the CLNA to aid in completion of this final component
- EFEs will refer to discussion questions, data summaries, and prompts for each step of the CLNA

What does the Access Level mean?

CTE Comprehensive Local Needs Assessment – Education for Employment (EFE) Access

Business Manager

Business Manager is the Education for Employment (EFE) System Director. Communicates with District Admin to assist them in completing the Local Needs Assessment (LNA). EFE Systems with region center CTE programs: complete LNA for those centers or assign other EFE personnel as the Business Manager for completion. When all LNAs submitted, complete the Comprehensive LNA (CLNA) . Can Unlock LNA application unless CLNA has started.

Comprehensive Local Needs Assessment

April 30, 2026

Deadline for completion of the CLNA through IWAS Local CTE dashboard.



June 2026

Release date for FY27 Local Application within IWAS eGMS, informed by CLNA data.

Dashboard Overview

- When you enter the CLNA dashboard, you will see the District & Career Center or Regional Center which are assigned to your EFE region.
- The status of the LNA is indicated under the Status column
 - *Application not yet started* indicates the LNA has not begun
 - *District Admin Draft* indicates the LNA has been started and is in draft format
 - *Submitted* indicates the completion of LNA
 - The Submit Date and Submitted By are also provided.
- Once all LNAs are completed, you will click on *Fill Comprehensive* to begin the CLNA or *Edit Comprehensive* to return to the application that was previously started.

Dashboard Overview

Please note the system menu allows you to easily access various support documents for additional information



Data points or guidance documents will appear in a new tab

As you work through your CLNA, you can toggle between each section of the CLNA at the top, however, any information that has been entered WILL NOT be saved unless you click on

Next

CLNA Walkthrough

Section 1: Identification of stakeholders

You will be required to indicate the names and roles of the stakeholders involved in the completion of the CLNA.

There will an option for you to indicate the level of involvement:

- *In-person at meeting*
- *Virtual attendance at meeting*
- *On-line written input*
- *Combination of levels*
- *If an individual has multiples roles, you must enter their name for each role they represent.*

The second portion of this section will require you to indicate the number of Parents and Students involved in the three involvement options.

Stakeholder Engagement

- 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.
- Stakeholders involved with the process will be identified beginning at the LNA level.
- School/district/ACC representatives should be involved in the CLNA even with the LNA summaries/data.
- Use the [Identification of Stakeholders](#) document to begin identifying potential stakeholders.
- Remember that you may need to reach out to new partners to fill gaps in expertise and ensure breadth and depth of representation among those impacted by CTE.
- Samples of Student/Parent/Stakeholder Surveys on [website](#).

CLNA Walkthrough

Section 2: Student performance program summary

Data will include student disaggregated data charts and LNA Summaries.

Discussion questions:

What student data is trending positively over the last several years?

What student data is stagnated or trending negatively?

What are your high priority areas of focus for your programs?

How will you address the areas where data indicates you are not meeting performance indicator targets?

Prompt for regional strengths, areas for improvement, and challenges.

Identify your goals and strategies, including timelines for addressing disparities or gaps in local levels of performance.

CLNA Walkthrough

Section 3: Equal access to high quality CTE courses and programs for all students

–Data will include student disaggregated data charts and LNA Summaries.

–Discussion questions:

- *How are students from special populations performing in CTE programs? Where are the gaps in performance?*
- *How are you preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?*
- *What are the potential root causes of inequities in the CTE programs?*

–Prompt for regional strengths, areas for improvement, and challenges

Identify goals and strategies, including timelines for addressing equal access to high-quality CTE courses and programs of study for all students.

Include descriptions of how you will:

- ***Prepare special populations for self-sufficiency***
- ***Prepare special populations for non-traditional fields***
- ***Provide equal access for special populations***

CLNA Walkthrough

Section 4: Labor market alignment

- Data will include FY24 PDR placement data, IDES data, and LNA Summaries
- Discussion questions:
 - *What industries are projected to grow the most in your area? What occupations?*
 - *How do your CTE program enrollments match projected job openings? Biggest gaps?*
 - *What opportunities exist in your labor market for students with disabilities, English learners, or other special populations? How do you ensure access?*

Based on 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 FY25-FY28, including year of implementation.

After reviewing your labor market data, LNA results, and discussion points, indicate any potential CTE programs that you plan to discontinue in your region.

CLNA Walkthrough

Section 4: Labor market alignment

- Accessing IDES Data
- Click on “View IDES data” which will open a new tab with ISBE’s CTE Grants Webpage.
- Click on the CLNA Resources dropdown, then refer to the Illinois Department of Employment Security (IDES) Labor Market Data and Resources.
- The listed PDR documents are State and Economic Development Region (EDR) labor market data.
- To determine your EDR, click on “Definitions of Illinois Economic Development Regions”.

The O*Net link has a crosswalk that aligns CIPs to Standard Occupational Classifications (SOC) listed in the State and Regional data documents

Learn More, Earn More provides information on Illinois’ In-Demand, High-Wage Occupations through 2030

Within the State and Regional documents, focus on the Average Annual Total Job Openings to determine actual labor market needs. Please note:

- *SOC ending in “0000” is an Industry Classification*
- *SOC ending in “000” is an Occupational Classification*
- *SOC ending in any other number than zero is a specific occupation*

CLNA Walkthrough

Section 5: Size, scope, and quality (some questions may be revised)

–Data will include FY24 PDR placement data, Enrollment Trends, and LNA Summaries

–Discussion questions:

- *What trends are you seeing in enrollment data?*
- *Are there students who want to enroll in your programs who are unable to do so? Why?*
- *What barriers may prevent students from completing a program of study within your region?*
- *Do some of your programs offer more opportunities for skill development than others? If so, how can you modify other programs to do the same?*

What are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?

Do our LEA Districts meet the recommended minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?

Describe your regional level student recruitment and retention plan that extends into middle school to address equity gaps.

CLNA Walkthrough

Section 5: Size, Scope, and Quality

What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.

- ***Enrollment size***
- ***Incorporating challenging State academic standards***
- ***Addressing technical knowledge and skills***
- ***Addressing employability skills***
- ***Meeting with an established advisory committee***
- ***Including team-based challenges or CTSO***
- ***Offering work-based learning opportunities***
- ***Offering programs with appropriate and accessible facilities using industry standard technology and equipment***

CLNA Walkthrough

Section 6: Implementing programs of study

Data will include FY24 PDR data, Enrollment Trends, and LNA Summative Statements

Discussion questions:

How fully are your programs aligned and articulated across secondary and postsecondary education?

Are there specific programs that are misaligned, and if so, why?

How are you 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?

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.

If you have districts without approved CTE programs, what are your strategies for providing access to CTE for those students?

CLNA Walkthrough

Section 6: Implementing programs of study

What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.

- *Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest*
- *Including an orientation course within their course sequence*
- *Including an advanced course within their course sequence*
- *Culminating in the attainment of an industry-recognized credential(s)*
- *Including credit transfer opportunities (e.g., dual credit, articulation agreement)*
- *Including instruction and evaluation in safety*

CLNA Walkthrough

Section 7: Recruitment, retention, and training

–Data will include FY24 PDR data and LNA Summative Statements

What do educators report as needs and preferences for professional learning and supports?

Summarize regional CTE programs recruitment efforts and outcomes.

Summarize regional CTE programs retention efforts and outcomes.

What are your goals and strategies, including timelines, for professional learning?

Resources

- [ISBE CTE EFE Website](#)
 - Today's PPT
 - CLNA/LNA Timeline
 - CLNA/LNA Forms
 - IDES Employment Projections
 - Multiple data sites for LNA/CLNA team's review
- Reach out to your assigned regional Principal Consultant for support.

Contact Information

EFE Region	ISBE Regional Principal Consultant
CPS	Charmell Stoxstell - cstoxste@isbe.net Juliana Garruto – jgarruto@isbe.net
Suburban Cook & Lake	Charmell Stoxstell - cstoxste@isbe.net Juliana Garruto – jgarruto@isbe.net
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Region 3	Abbi Barton – abarton@isbe.net
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Region 6	Jason Mott – jmott@isbe.net
State Agencies (IDJJ, DHS- OMH/DD, DHS-Rehab)	Elyse Matulevich – ematulev@isbe.net



Questions?

Thank you