



Illinois State Board of Education

Program Data Review and Local Needs Assessment Training for Secondary School Districts

CTE and Innovation Department

December 2019

Welcome

- **Dr. Jason Helfer, Deputy Superintendent of Instructional Education**
- **Dr. Jennifer Kirmes, Executive Director of Teaching and Learning**
- **Marci Johnson, Director of CTE and Innovation, State CTE Director**



CTE and Innovation Department

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(Moved to ISBE Wellness Dept. 12/16/19)



Why are we here?

- Perkins V mandated the Comprehensive Local Needs Assessment (CLNA)

Dr. Ayala's 4 Lenses to View Our Work



1. Quality
2. Equity
3. Collaboration
4. Community

Logistics and Agenda

- Restroom Locations
- Break – at halfway point
- Agenda:
 - Major Components of Perkins V
 - CTE Program of Study Approval
 - Collaboration with EFE and Stakeholders
 - Timeline and Overview of CLNA Process
 - Program Data Review (PDR)
 - Local Needs Assessment (LNA)
 - Comprehensive Local Needs Assessment (CLNA)



Group Norms

- Start and end on time
- One person speaks at a time
- Be present and actively engaged for the entire session (if you have to take a call, please step out of the room)
- No side conversations
- Reserve questions for the allotted times within the presentation
- Additional suggestions?

Introduce Yourself

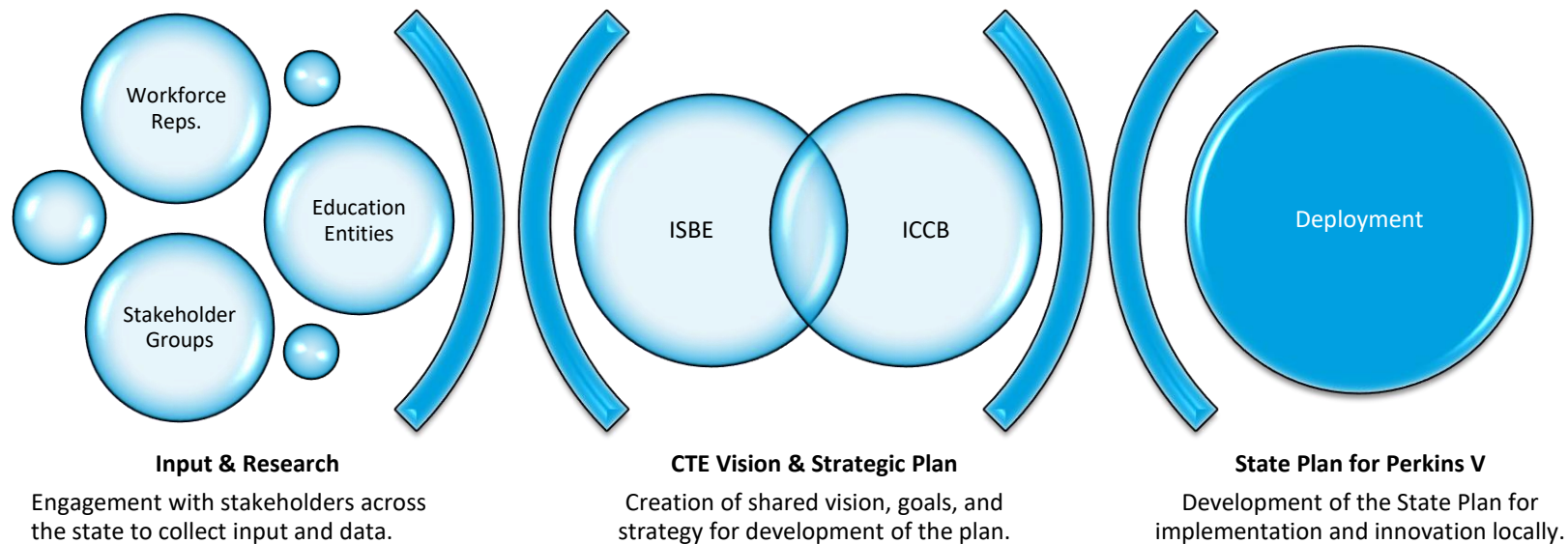
HELLO
my name is



- What's your name?
- What School District are you from and your role?
- How many years working with CTE?
- Share 1 thing you would like to taking away from the workshop.



Perkins V Planning Process



Illinois – Focused Career Clusters



Agriculture, Food, and Natural Resources (AFNR)

Agriculture, Food, and Natural Resources



Arts and Communication (A&C)

Arts, Audio/Video Technology and Communication



Finance and Business Services (FBS)

Business Management and Administration, Finance, Marketing, Hospitality and Tourism



Health Sciences and Technology (HST)

Health Sciences



Human and Public Services (HPS)

Education and Training, Government and Public Administration, Law, Public safety, Corrections, and Security, Human Services



Information Technology (IT)

Information Technology

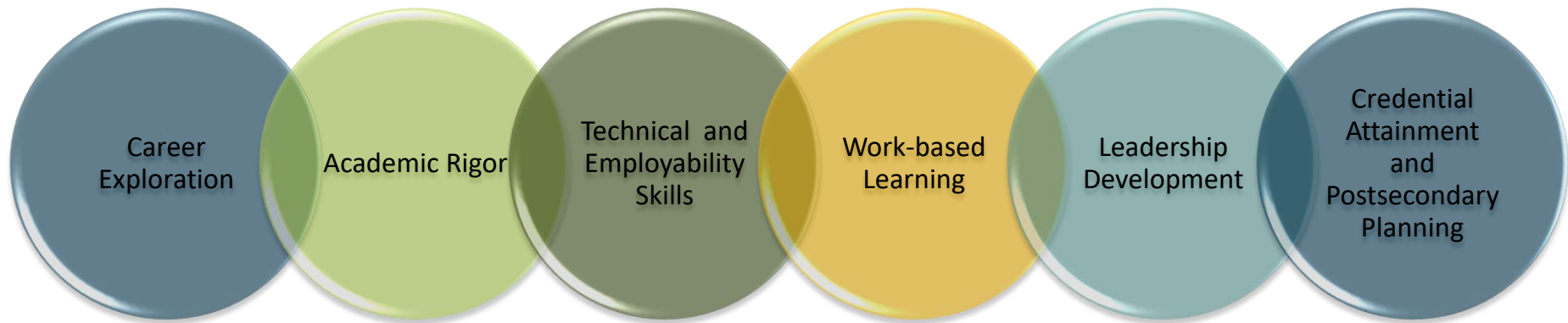


Manufacturing, Engineering, Technology and Trades (METT)

Architecture and Construction, Manufacturing, STEM, Transportation, Distribution, and Logistics, Energy



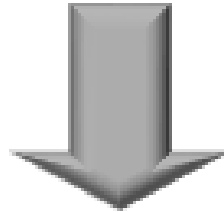
Program of Study Components



CTE Program of Study Approval

November 14th

Review/update of the EFE assigned CTE Programs (CIPs) for each high school (those approved for funding)



December 18th

Deadline to complete current CTE Programs review, including EFE corrections/updates into the Illinois State Course System



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CTE Program of Study Approval

- Sign-in to IWAS -
<https://sec.isbe.net/iwas/asp/login.asp?js=true>
 - Administrative Agents for School District, Area Career Center, and Education for Employment (EFE) System
 - Automatic access
 - Access: System Listing – Reporting – Annual
- Who should complete?
 - Staff member with knowledge of the CTE Programs and Courses offered
 - EFE Point of Contact (POC) for making Illinois State Course System (ISCS) Assignments





CTE Program of Study Approval

- School User Access to Complete – Existing Users:
 - Go to System Listing – [Want to Signup for Other Systems?](#)
(bottom right);
 - Go to Reporting – Annual –CTE Program of Study Approval;
 - Click “Sign Up Now” button next to it; 
 - Complete necessary information, including justification for access; and
 - Click 



CTE Program of Study Approval

- School User Access to Complete – New Users:
 - Go to System Listing – Reporting – Annual –CTE Program of Study Approval;
 - Click  button next to it;
 - Complete necessary information, including justification for access; and
 - Click 
- **NOTE:** Schools and area career center District Admin can choose to complete the application for the entities or grant access to others.



CTE Program of Study Approval

ACCESS LEVEL CLARIFICATION FOR SCHOOLS and SCHOOL DISTRICTS:

- If user's **IWAS profile is District based:**
 - User's should be District Admin
 - See all schools in the district and make any necessary changes
- If user's **IWAS profile is School based:**
 - User's access should be School User
 - See information for the school the user is affiliated with and make any necessary changes

CTE Program of Study Approval

ACCESS LEVEL CLARIFICATION FOR SCHOOLS and SCHOOL DISTRICTS:

- If user's IWAS profile is School based **AND** user is responsible for reporting for all schools in the District:
 - User should be assigned District Admin
 - Report on any – or all – school(s) in the District.

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



CTE Program of Study Approval

- District Administrative Agent Role to Grant School User Access:
 - School District Admin grants access to secondary schools under their RCDT.
 - Area career center District Admin grants access to area career centers under their RCDT.
 - EFE Business Managers have automatic access to enter data for EFE region center/programs under their RCDT.

CTE Program of Study Approval

- District Administrative Agent Role to Grant School User Access:
 - Login-in to IWAS account;
 - Go to the CTE Program of Study Approval system request;
 - Select School User or District Admin for the correct school rep; and
 - Approve access.

Please choose an access level for this person below. Some of the access levels may not be available based upon the RCDT and RCDTS above. Please refer to the access level descriptions for more detailed information.

Access Level

<input checked="" type="radio"/> School User	School User is responsible for filling out the application and submitting the application to EFE/Business Manager if there are requested CIP (CTE program) or CTE course changes or to ISBE if there are not requested changes. This will be done at the school and area career centers.
<input type="radio"/> Business Manager	Business Manager is the Education for Employment (EFE) System Director and is responsible for communicating with School Users on requested changes. They will determine the need for changes in the Illinois State Course System and UnSubmit (unlock) the application for the School User to finalize and submit to ISBE.
<input type="radio"/> District Admin	District Administrators are generally school district superintendents and will give approval access to School Users. This is read only access.
<input type="radio"/> ISBE Admin	ISBE staff only: This is a view only ISBE user group



CTE Program of Study Approval

- EFE-assigned CIPs pulled into system from ISCS
- School/Area Career Center (ACC) Process:
 - If mark "Yes" for all Courses and no requested additions, approval submitted to ISBE
 - If mark "No" for any Course or request additional CIPs or Courses, EFE notified upon submission
- EFE Required Actions:
 - Contact the school/ACC
 - Determine if CIP or Course changes needed in ISCS
 - If so, make changes in ISCS

CTE Program of Study Approval

- School/Area Career Center (ACC) Process:
 - Goes to CIPs where changes requested
 - Marks "Yes" for all agreed upon changes
 - Submits to ISBE
- Guidance Document -
<https://www.isbe.net/Documents/CTE-Program-Study-Approval-guide.pdf>



CTE Program of Study Approval

CTE Program of Study Approval

Home

I was Login

EFE :110157350454500 - EASTERN IL EFE SYSTEM

District : 11015002026 - MATTOON CUSD 2

School : 0001 - Mattoon High School

FiscalYear : 2020

This button will become available when you have completed all of your CIP's

I would like to add a new CIP

Submit

☐ Yes ☐ No

Q Search...

CIP ID	CIP Title	Status	Action
01.0000	Agriculture, General.	EFE Action	
01.0201	Agricultural Mechanization, General.	Completed	
01.0601	Applied Horticulture/Horticulture Operations, General.	Not Started	
10.0303	Prepress/Desktop Publishing and Digital Imaging Design.	Not Started	

Filters

Status

All



CTE Program of Study Approval

Group 2

State Course ID	Course Title	Max Allowed Carnegie Units	Approved Carnegie Units	Start	End	Action
18051A002	Agriculture, General.	3	3	2011	--	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18101A001	Agriculture, General.	3	3	2011	--	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Items per page: 10						1 - 2 of 2 Results < >

Group 3

State Course ID	Course Title	Max Allowed Carnegie Units	Approved Carnegie Units	Start	End	Action
18201A001	Agriculture, General.	3	3	2011	--	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
18449A002	Agriculture, General.	3	3	2011	--	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22153A001	Agriculture, General.	3	3	2012	--	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Items per page: 10						1 - 3 of 3 Results < >

Want to add new Course?

☐ Yes ☐ No

Done



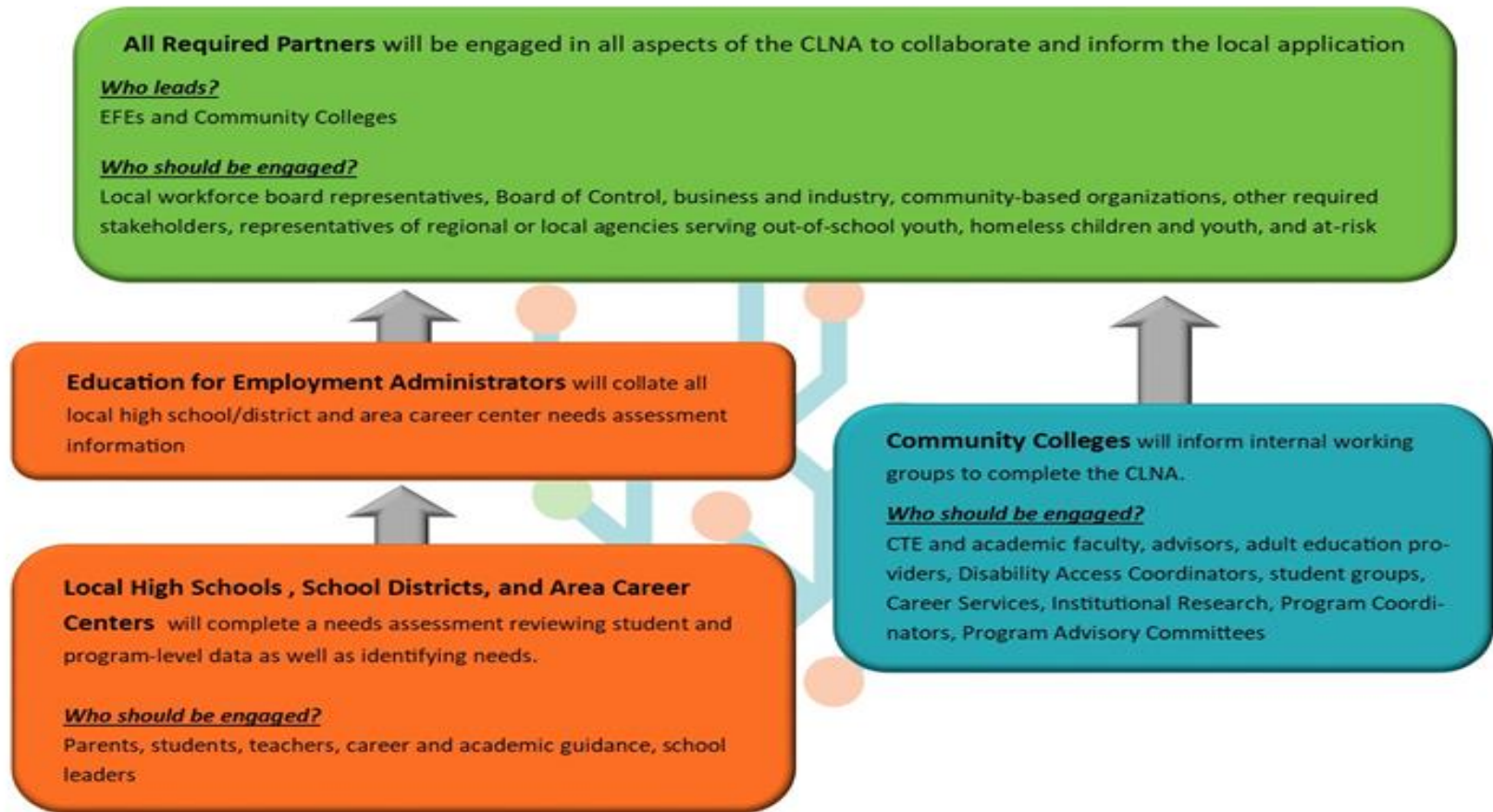
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Annual Programs of Study Updates



Collaboration for CLNA



Stakeholder Engagement

**Work with Education for Employment (EFE)
System for stakeholder
engagement to complete the
Comprehensive Local Needs
Assessment (CLNA)**



Identification of Stakeholders

- Start with individuals and organizations that your programs already work with
- Stakeholders involved within the process will be identified beginning at the PDR/LNA level
- School/district/ACC representatives should be involved in the CLNA even with the LNA summaries/data

Identification of Stakeholders

- Activity
 - Use the handout with the required minimum stakeholder involvement list to identify 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



Timeline and CLNA Process

- Three main components of the secondary CLNA process
 1. Schools/ACC/EFE Region Center complete the Program Data Review (PDR)
 2. Districts/ACC/EFE Region Center complete the Local Needs Assessment (LNA)
 3. EFEs complete the CLNA



PDR and LNA Timeline

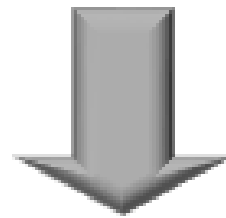
January 2nd

Release date for Program Data Review (PDR), Local Needs Assessment (LNA) and Comprehensive Local Needs Assessment (CLNA) within IWAS Local CTE dashboard

Local entities complete the PDR prior to the start of the LNA

Once complete, the PDR data points are automatically prepopulated into the LNA

The PDR and LNA require stakeholder involvement and are completed/submitted by high schools/area career centers



February 15th

Deadline for completion of LNA through IWAS Local CTE dashboard

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

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



1

Program Data Review

- Each CIP will be listed
- Schools, ACCs, and EFE region centers will need to complete the PDR for every assigned CIP
- The majority of the components are simple "yes/no" responses

Program Data Review

Home

Professional Development

I was Login

EFE: ▶ EFE

District Name: ▶ District

School: ▶ School

Search:

School Year	CIP Id	CIP Title	Status	School Name	EFE	Update Id	Update Date	Action
2020	1	CIP1	Not Entered	School1	EFE1	spulijal	10/23/2019 3:47:10 PM	<div>Enter CIP</div>
2020	2	CIP2	Not Entered	School2	EFE2	spulijal	10/23/2019 3:47:10 PM	<div>Enter CIP</div>
2020	3	CIP3	Not Entered	School3	EFE3	spulijal	10/23/2019 3:47:10 PM	<div>Enter CIP</div>

Showing 1 to 3 of 3 entries

Program Data Review

Size
Step1

Scope
Step2

Program Of Study level data
Step3

Professional development opportunities
Step4

Program of Study level data:

Indicate yes or no for each program of study in the areas of labor market alignment and progress towards implementing programs of study. For the Advisory Committee data point, indicate compliant, in-progress, or none. If no certification/credential opportunities are available for the program of study, please indicate none; a response must be indicated within that area.

Labor Market Alignment		Progress Toward Implementing Programs of Study	
1yr Placement Data	<div>Yes</div> <div>No</div>	CTSO	<div>Yes</div> <div>No</div>
5yr Placement Data	<div>Yes</div> <div>No</div>	Work Based Learning	<div>Yes</div> <div>No</div>
Advisory Committee	<div>Compliant</div> <div>In-Progress</div> <div>None</div>	Appropriate Facilities,Equipment,Technology and Materials Aligned to Industry Input	<div>Yes</div> <div>No</div>

Previous

Next

Sample of the "yes/no" questions within size, scope, and quality

See Support Document for full list of questions



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Program Data Review

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.

	Number Working in Local CTE Program(s)		
	2017	2018	2019
CTE Teachers	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other Faculty	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
School Leaders	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Administrators	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Specialized Instructional Support Personnel	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Career Guidance and Academic Counselors	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Paraprofessionals	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

[Previous](#) [Next](#) [Finish](#) [Cancel](#)

*Sample of the professional development component
(CTE teachers will be prepopulated)*



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Program Data Review

Professional development:

For FY19, indicate (with an X) the 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample of the professional development component; directions will be changed to indicate "For the past three years,"



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Discussion about PDR



2

Local Needs Assessment

- Upon completion of the PDR, districts, ACCs, and EFE region centers will access the LNA through the CTE Dashboard
- Data points from the 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

PDR and LNA Timeline

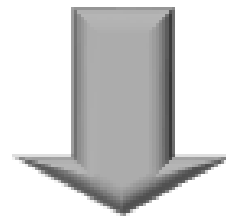
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February 15th

Deadline for completion of LNA through IWAS Local CTE dashboard

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

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





CLNA

- EFE System Directors will access the CLNA through the CTE Dashboard 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

LET'S DO THIS!



CLNA Timeline

February 15th

Deadline for completion of LNA through IWAS Local CTE dashboard

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

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

April 1st

Release date for CTE Program Approval within IWAS Local CTE dashboard (Two-year window for completion; guidance forthcoming)

April 1st

Deadline for completion of CLNA through IWAS Local CTE dashboard



Discussion about CLNA process



LNA Walkthrough

- Step 1: Identification of stakeholders
 - Previous activity provides a starting point
 - You will be required to indicate the names and roles of the stakeholders involved in the completion of the LNA



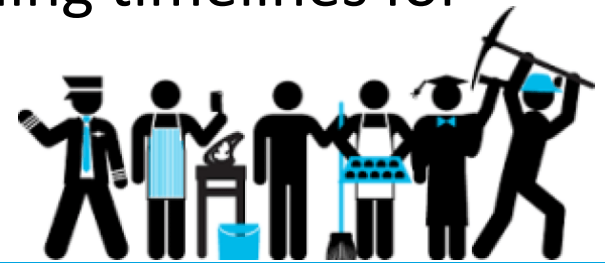
There will be an option for you to indicate the level of involvement: *in-person at meeting, virtual attendance at meeting, on-line written input, or a combination.*

LNA Walkthrough

- Step 2: Student performance program summary **and** access to high-quality CTE courses and programs for all students
 - Data will include student disaggregated data charts provided by ISBE
 - Prompts for district strengths, areas for improvement, and challenges
 - Prompts for goals and strategies, including timelines

LNA Walkthrough

- Step 3: Labor market alignment
 - Data will include PDR data, IDES data
 - Placement data (1yr and 5yr)
 - Programs that are NOT aligned and those with local need
 - Indication of whether non-aligned CTE programs will be discontinued, funded locally, or demonstrates local need
 - Prompt for goals and strategies, including timelines for implementing new programs of study



Discussion about LNA Steps 1-3



LNA Walkthrough

- Step 4a: Size, scope, and quality
 - Data will include PDR data, enrollment trend data
 - Prompts for goals and strategies, including timelines
 - Prompt for student recruitment and retention plan

Meeting Minimum
Class Size



Advisory Committee



Incorporation of academic
standards



LNA Walkthrough

- Step 4b: Implementing quality programs of study
 - Data will include PDR data, enrollment trend data
 - Prompts for CTE continuous improvement process
 - Prompt for goals and strategies, including timelines



Based upon PDR Data, Enrollment Trend data and discussion regarding Progress Toward Implementing Quality Programs of Study, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:

2. Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest

3. Including an orientation course within their course sequence

4. Including an advanced course within their course sequence

5. Culminating in the attainment of a recognized postsecondary credential(s)



LNA Walkthrough

- Step 5: Improving recruitment, retention, and training
 - Data will include PDR data, enrollment trend data
 - CTE teachers will be provided through EIS
 - Other faculty and staff (as listed within the chart) will need to be entered within the PDR; ISBE does not currently have the ability to identify those individuals who work with CTE
 - Prompt for needs and preferences for professional development
 - Prompt for recruitment and retention efforts
 - Prompt for goals and strategies, including timelines

Resources

- ISBE:
 - Perkins - <https://www.isbe.net/perkins>
 - Hyperlink to Illinois Department of Security Labor Market Data
 - Perkins V Definitions - <https://www.isbe.net/Documents/Perkins-V-Definitions.pdf>
 - CTE - <https://www.isbe.net/Pages/Career-Technical-Education.aspx>
 - College and Career - <https://www.isbe.net/Pages/College-and-Career.aspx>
 - College and Career Readiness Indicators guidance document
 - Postsecondary and Workforce Readiness
 - Learning Standards
- Perkins Collaborative Resource Network:
<https://cte.ed.gov/legislation/perkins-v>
- Advance CTE: <https://careertech.org/Perkins>

Any comments or feedback can be emailed to Perkins@isbe.net



Questions





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