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

- 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

Input & Research
Engagement with stakeholders across the state to collect input and data.

CTE Vision & Strategic Plan
Creation of shared vision, goals, and strategy for development of the plan.

State Plan for Perkins V
Development of the State Plan for implementation and innovation locally.
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

- Career Exploration
- Academic Rigor
- Technical and Employability Skills
- Work-based Learning
- Leadership Development
- Credential Attainment and Postsecondary Planning
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
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 [Submit](#)

Illinois State Board of Education
CTE Program of Study Approval

- School User Access to Complete – New Users:
  - Go to System Listing – Reporting – Annual – CTE Program of Study Approval;
  - Click **Sign Up Now** button next to it;
  - Complete necessary information, including justification for access; and
  - Click **Submit**

- **NOTE:** Schools and area career center District Admin can choose to complete the application for the entities or grant access to others.
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.

<table>
<thead>
<tr>
<th>Access Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School User</td>
<td>School User is responsible for filling out the application and submitting the application to EIE/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.</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Business Manager is the Education for Employment (EIE) 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.</td>
</tr>
<tr>
<td>District Admin</td>
<td>District Administrators are generally school district superintendents and will give approval access to School Users. This is read-only access.</td>
</tr>
<tr>
<td>ISBE Admin</td>
<td>ISBE staff only: This is a view only ISBE user group.</td>
</tr>
</tbody>
</table>
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 -
### CTE Program of Study Approval

#### EFE: 110157350454500 - EASTERN IL EFE SYSTEM

**District:** 11015002026 - MAATOON CUSD 2  
**School:** 0001 - Mattoon High School  
**FiscalYear:** 2020

You can submit a CIP or add a new CIP after completing all of your CIPs. 

<table>
<thead>
<tr>
<th>CIP ID</th>
<th>CIP Title</th>
<th>Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.0000</td>
<td>Agriculture, General.</td>
<td>EFE Action</td>
<td></td>
</tr>
<tr>
<td>01.0201</td>
<td>Agricultural Mechanization, General.</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>01.0601</td>
<td>Applied Horticulture/Horticulture Operations, General.</td>
<td>Not Started</td>
<td></td>
</tr>
</tbody>
</table>

**Filters**

- **Status:**
  - All

*Whole Child • Whole School • Whole Community*
## CTE Program of Study Approval

### Group 2

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>Course Title</th>
<th>Max Allowed Carnegie Units</th>
<th>Approved Carnegie Units</th>
<th>Start</th>
<th>End</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18051A002</td>
<td>Agriculture, General.</td>
<td>3</td>
<td>3</td>
<td>2011</td>
<td>--</td>
<td>Yes  No</td>
</tr>
<tr>
<td>18101A001</td>
<td>Agriculture, General.</td>
<td>3</td>
<td>3</td>
<td>2011</td>
<td>--</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

### Group 3

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>Course Title</th>
<th>Max Allowed Carnegie Units</th>
<th>Approved Carnegie Units</th>
<th>Start</th>
<th>End</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18201A001</td>
<td>Agriculture, General.</td>
<td>3</td>
<td>3</td>
<td>2011</td>
<td>--</td>
<td>Yes  No</td>
</tr>
<tr>
<td>18449A002</td>
<td>Agriculture, General.</td>
<td>3</td>
<td>3</td>
<td>2011</td>
<td>--</td>
<td>Yes  No</td>
</tr>
<tr>
<td>22153A001</td>
<td>Agriculture, General.</td>
<td>3</td>
<td>3</td>
<td>2012</td>
<td>--</td>
<td>No</td>
</tr>
</tbody>
</table>
Annual Programs of Study Updates
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?
Local workforce board representatives, Board of Control, business and industry, community-based organizations, other required stakeholders, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk

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

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

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
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
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 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.

<table>
<thead>
<tr>
<th>Labor Market Alignment</th>
<th>Progress Toward Implementing Programs of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1yr Placement Data</td>
<td>CTSO</td>
</tr>
<tr>
<td>5yr Placement Data</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>Appropriate Facilities,Equipment,Technology and Materials Aligned to Industry Input</td>
</tr>
</tbody>
</table>

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

**See Support Document for full list of questions**
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.

<table>
<thead>
<tr>
<th>Number Working in Local CTE Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
</tr>
<tr>
<td>CTE Teachers</td>
</tr>
<tr>
<td>Other Faculty</td>
</tr>
<tr>
<td>School Leaders</td>
</tr>
<tr>
<td>Administrators</td>
</tr>
<tr>
<td>Specialized Instructional Support Personnel</td>
</tr>
<tr>
<td>Career Guidance and Academic Counselors</td>
</tr>
<tr>
<td>Paraprofessionals</td>
</tr>
</tbody>
</table>

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

For FY19, indicate (with an X) the professional development opportunities that were offered for the following:

<table>
<thead>
<tr>
<th>Professional development</th>
<th>CTE Teachers</th>
<th>Other Faculty</th>
<th>School Leaders</th>
<th>Administrators</th>
<th>Specialized Instructional Support Personnel</th>
<th>Career Guidance and Academic Counselors</th>
<th>Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

**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*
- 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
CLNA Timeline

February 15th

Deadline for completion of LNA through IWAS Local CTE dashboard

The CLNA will not have accurate data until all LNAs 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
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:

<table>
<thead>
<tr>
<th>2. Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Including an orientation course within their course sequence</td>
</tr>
<tr>
<td>4. Including an advanced course within their course sequence</td>
</tr>
<tr>
<td>5. Culminating in the attainment of a recognized postsecondary credential(s)</td>
</tr>
</tbody>
</table>
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
  ▪ 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
  ▪ Advance CTE: https://careertech.org/Perkins

Any comments or feedback can be emailed to Perkins@isbe.net
Questions
Whole Child  •  Whole School  •  Whole Community

The Future