



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

---

## *Program Data Review and Local Needs Assessment*

## *Support Document for Secondary School Districts, Area Career Centers, and EFE Region Centers*

*Updated – 1/15/20*



**Illinois  
State Board of  
Education**

## Program Data Review and Local Needs Assessment Support Document for Secondary Schools, Area Career Centers, and EFE Region Centers

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 of the Program Data Review (PDR) (secondary schools, area career centers, and Education for Employment (EFE) region centers must complete)**
  3. **Completion of Local Needs Assessment (LNA) (secondary districts, area career centers, and EFE region centers 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)
- 

To implement ***the local needs assessment***, you must evaluate, in consultation with 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

The goal of this document is to provide an overview of how to get started on your program data review and local needs assessment and help you translate the language in the law into concrete, actionable steps. These steps not only complete the requirements of the law but also engage stakeholders in meaningful, regular, data-driven consultation that drives program quality and equity. The LNA is arranged by the required components and includes guidance on gathering information, discussions around data points, recording your findings, and merging those findings for working with your EFE on the local application.

## Program Data Review (PDR)

*Secondary schools, area career centers, and EFE region centers will access the PDR through the CTE Program Data Review system, 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 learning opportunities will be identified. PDR data points will be compiled and available in the Local Needs Assessment and Comprehensive Local Needs Assessment.*

### Program of Study level data:

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

- **Enrollment Size** – Are the class and program enrollment minimums and maximums justified by the program of study (POS) local advisory committee?
- **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 essential employability competencies?
- **Placement Data** – Within the POS, do you collect 1-year postsecondary placement data? 5-year 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.*
- **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 competencies 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 internships, service learning, school-based enterprise or apprenticeships? Please see the PDR Terms and Definitions (Appendix A) for a full list of work-based learning opportunities.
- **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 Learning Opportunities:**

**CTE Professional Capacity: Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) over the past three years (FY2017 – FY2019).**

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

**For the past three years (FY2017 – FY2019), indicate any professional learning 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, which 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							

## Local Needs Assessment (LNA)

*Secondary school districts, area career centers, and EFE region centers will access the LNA through the CTE Comprehensive Local Needs Assessment system, in ISBE Web Application Security (IWAS), 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 available in the Comprehensive Local Needs Assessment to aid in completion of the final component.*

**Section 1 – Identification of Stakeholders.** 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. (see Appendix A)

*[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):

***Please list the name of each person agreeing to participate in the LNA process, their roles, and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times.***

Name	Title	Involvement
	Indicate role for each name provided:	Indicate involvement format(s):
	<input type="checkbox"/> Teacher	<input type="checkbox"/> In-person
	<input type="checkbox"/> School Leaders	<input type="checkbox"/> Virtual attendance at meeting
	<input type="checkbox"/> Administrators	<input type="checkbox"/> On-line or written input
	<input type="checkbox"/> Support Personnel	
	<input type="checkbox"/> Counselors	
	<input type="checkbox"/> Paraprofessionals	
	<input type="checkbox"/> Postsecondary Faculty	<i>*Click all that apply*</i>
	<input type="checkbox"/> Postsecondary Admin	
	<input type="checkbox"/> Workforce Board Rep	
	<input type="checkbox"/> Employer	
	<input type="checkbox"/> Special Populations Rep	
	<input type="checkbox"/> Out of School Youth Rep	
	<input type="checkbox"/> At-Risk Youth Rep	
	<input type="checkbox"/> Homeless Youth Rep	
	<i>*Will be in drop-down format*</i>	

**Number of Parents Participating:** In-Person \_\_\_\_\_ Virtual Meeting \_\_\_\_\_ On-line or Written Feedback \_\_\_\_\_

**Number of Students Participating:** In-Person \_\_\_\_\_ Virtual Meeting \_\_\_\_\_ On-line or Written Feedback \_\_\_\_\_

**Section 2 – Student Performance.** “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)] (see Appendix B and D)

**Local CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (see samples below)

**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?

		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																

		2S3 Science Proficiency				3S1 Post-Program Placement				4S1 Non-Traditional Program				5S1, 5S2, or 5S3			
		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	Disabled																
	Low SES																
	Non-Traditional																
	Single Parent																
	Out of Work																
	ELL																
	Homeless																
	Foster Care Military Family																

## Section 2 – Student Performance

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

<b>1. Strengths</b>
<b>2. Areas for improvement and challenges</b>
<b>3. Proposed Strategies, including students supports and interventions, with timeline for addressing disparities or gaps in local levels of performance</b>

**Section 3 – Access to High Quality CTE.** “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)*] (see *Appendix B and D*)

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

**Data Points Needed:** Student Disaggregated Data Charts (*see samples on the previous page*)

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

- Based on the disaggregated 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?

### Section 3 – Access to High Quality CTE

*Based upon the disaggregated 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:*

<b>1. Strengths</b>
<b>2. Areas for improvement and challenges</b>
<b>3. 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:</b> <ul style="list-style-type: none"><li>• Prepare special populations for self-sufficiency</li><li>• Prepare special populations for non-traditional fields</li><li>• Prepare special populations for equal access</li><li>• Ensure non-discrimination for special populations</li></ul>



**Section 4 – Labor Market Alignment.** 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 placement data, IDES data, CIP Changes Crosswalk

**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?

**Section 4 – Labor Market Alignment**

<b>Using PDR data points, what are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?</b>
<b>Please refer to the list of state level discontinued programs found within the CIP Changes Crosswalk. Use this information and the discussion regarding Labor Market Alignment to determine how to address those programs on the discontinued list which you currently have in your region. Please list those programs that you plan to:</b>
<ul style="list-style-type: none"><li>• Discontinue</li><li>• Fund locally</li><li>• Realign to the new programs of study</li></ul>
<b>3. Please list those programs which have a local need and should be funded. Please provide justification of your local need.</b>
<b>4. After reviewing your labor market data, indicate any potential NEW CTE programs that may be needed in your local area.</b>

**Section 5 – Size, Scope, Quality.** 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)] (see Appendix C)

**Size, Scope, and Quality**

**Data Points Needed:** PDR data, Enrollment Trend data (see samples below)

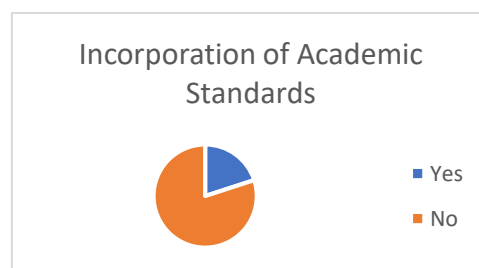
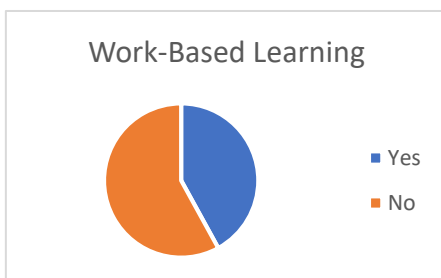
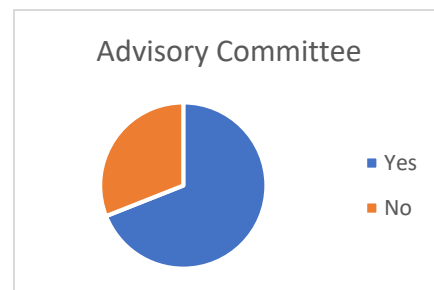
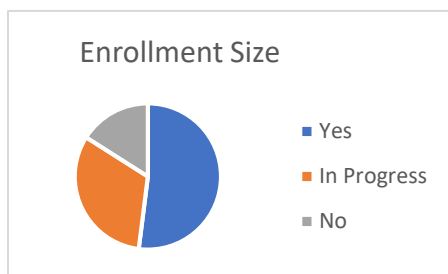
**Local Discussion Prompts for Size, Scope, and Quality:**

- 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 within our district 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?

***Enrollment Trends (by course) at the District Level***

Course Title	Enrollment Trend			
	2016	2017	2018	Trend
<i>This data provides summative data across the district and will be provided by ISBE.</i>				

***Summative District Data Samples from PDR***



## Section 5 – Size, Scope, Quality

*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 recommended 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.

*Based upon PDR data, Enrollment Trend data, and discussion regarding 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:*

3. Enrollment size

4. Incorporating challenging State academic standards

5. Addressing technical knowledge and skills

6. Addressing employability skills

7. Meeting with an established advisory committee

8. Including team-based challenges or CTSO

9. Offering work-based learning opportunities

10. Offering programs with appropriate and accessible facilities using industry standard technology and equipment

**Section 6 – Implementing Programs of Study.** Evaluate “progress toward the implementation of quality CTE programs and programs of study.” [Perkins V Sec 134 (c)(2)(C)] (see Appendix C)

**Progress Toward Implementing Quality Programs of Study**

**Data Points Needed:** PDR data, Enrollment Trend data (see samples on previous pages)

**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?

**Section 6 – Implementing Programs of Study**

**1. Based upon PDR data, Enrollment Trend data, and discussion regarding Progress Toward Implementing Quality Programs of Study, describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committees, including meeting frequency.**

***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 meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***

**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)**

**6. Describe how you will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs.**

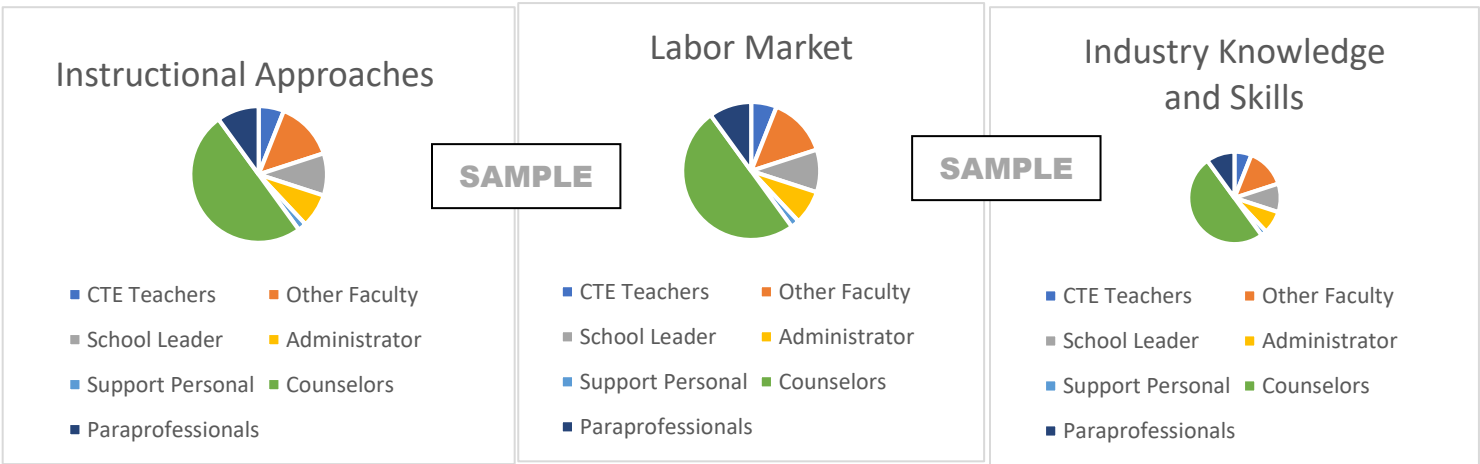
**7. If you have schools without approved CTE programs, what are your strategies for providing access to CTE for those students?**

**Section 7 – Recruitment, Retention, Training.** 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 (see samples below)

	Number working in Local CTE Program(s)		
	Year 1	Year 2	Year 3
CTE teachers		This area will be prepopulated at the district level based on PDR input.	
Other Faculty			
School Leaders			
Administrators			
Specialized Instructional Support			
Counselors			
Paraprofessionals			

**Training (PD) Opportunities**



Displayed data will include information on all areas of professional development at the district level as identified in the PDR.

**Section 7 – Recruitment, Retention, Training**

*Based upon employment data trends, professional learning opportunities, and discussion with educators:*

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

**2. Summarize district CTE programs recruitment effort and outcomes.**

**3. Summarize district CTE programs retention efforts and outcomes.**

**Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?**

**Appendix A**

**Brainstorm Form of Required Stakeholders for Needs Assessment Discussions**

		Name	Organization/Title	Email/Contact Information (optional)
(1) representatives of career and technical educational programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support and personnel and paraprofessionals.	Teachers (CTE and Academics working with CTE)			
	School Leaders			
	Administrators			
	Support Personnel			
	Counselors			
	Paraprofessionals			
(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Postsecondary Faculty			
	Postsecondary Admin			
(3) representatives of the state board or local workforce development boards and a range of local or regional businesses or industries	Workforce Board Reps			
	Employers			
(4) parents and students	Parents			
	Students			
(5) representatives of special populations	Special Pop Reps			

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth	Out-of-school Youth Reps			
	At-Risk Youth Reps			
	Homeless Youth Reps			
(7) any other stakeholders that the agency may require				



## Appendix B

### **Perkins V Special Populations Definition** [*Perkins V Sec. 3(48)*]

**Perkins V defines** ``special populations'' as:

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
  - a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - b. is on active duty (as such term is defined in section 101(d)(1) of such title.

## Appendix C

### Definition of Size, Scope, and Quality (*updated January 2020*)

#### 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.
- Postsecondary recipients: must follow local board policies on class size.
- Secondary recipients: Class and program enrollment minimums and maximums should be justified by the program of study local advisory committee as appropriate to meet industry labor market and economy needs as presented in the CLNA. Ideally, secondary recipients would meet the recommended minimum number of CTE programs of study indicated in the table below. This is not a requirement; however, enrollment irregularities should be addressed in the CLNA and a component of the continuous improvement plan for the LEA.

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

**Figure – Size of Secondary Program Recommendations**

#### Scope

As defined in Perkins V, a program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

1. Incorporates challenging state academic standards;
2. Addresses both academic and technical knowledge and skills, including employability skills;
3. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
4. Progresses in specificity;
5. Has multiple entry and exit points that incorporate credentialing; and
6. 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 an industry. The scope of a program must be specified through curricular development, evaluation, and revision. Program scope must be defined in consultation with all stakeholders, including business and industry.

#### Quality

Programs of study must meet all of the following quality criteria. Most criterion should be met at the time of initial application; all criterion must be met no later than the start of Year 3 of the local plan, including specific strategies to address the unmet criterion in Years 1 and 2. ISBE or ICCB ultimately determines the extent to which programs meet the quality and may require accelerated timelines or provide extensions for additional time based on local efforts.

This framework addresses K-12 and postsecondary and its application to local program development is required to receive Perkins funding as well as any additional CTE funding provided by the state.

1. **Development and Engagement:** All programs of study 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. The advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.
2. **Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.
3. **Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies.
4. **Recruitment and Access:** Beginning in SFY 2021, districts and colleges must develop a student recruitment and retention plan through the CLNA to address equity gaps that are evident into middle school. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
5. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

*Middle School and Secondary:* The middle school and secondary program of study 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 orientation course that includes career exploration;
- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum

*Postsecondary.* The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and include opportunities for dual credit or articulated credit in applicable academic and technical areas;
  - Include stackable credentials;
  - Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
  - Describe how work-based learning is incorporated into the curricula;
  - Describe how employability skills are incorporated into the content of the program; and
  - Ensure access and smooth transitions through programming for all students.
6. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
- Team-based challenges and/or CTSOs; and
  - One or more of the following: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or research apprenticeship
7. **Instructors:** Instructors within programs of study are:
- Qualified,
  - Collaborate with industry professionals, and
  - Engaged in applicable professional learning.
8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee described in the State Plan.

Appendix D

Perkins V Core Indicators of Performance [*Perkins V Sec. 113(b)*]

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level</b>		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion – IL six-year) The percentage of CTE concentrators who graduate high school, as measured by extended year adjusted cohort graduation rate defined in such section 8101	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning	5S3	Participated in Work-Based Learning