



# CAREER & TECHNICAL EDUCATION

Career Connected Learning  
for All Students

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## *Comprehensive Local Needs Assessment for Secondary Education*

*Updated 2/10/20*



**Illinois  
State Board of  
Education**

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# Illinois Perkins V Comprehensive Local Needs Assessment for Secondary Education

## Illinois State Board of Education

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

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

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

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

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

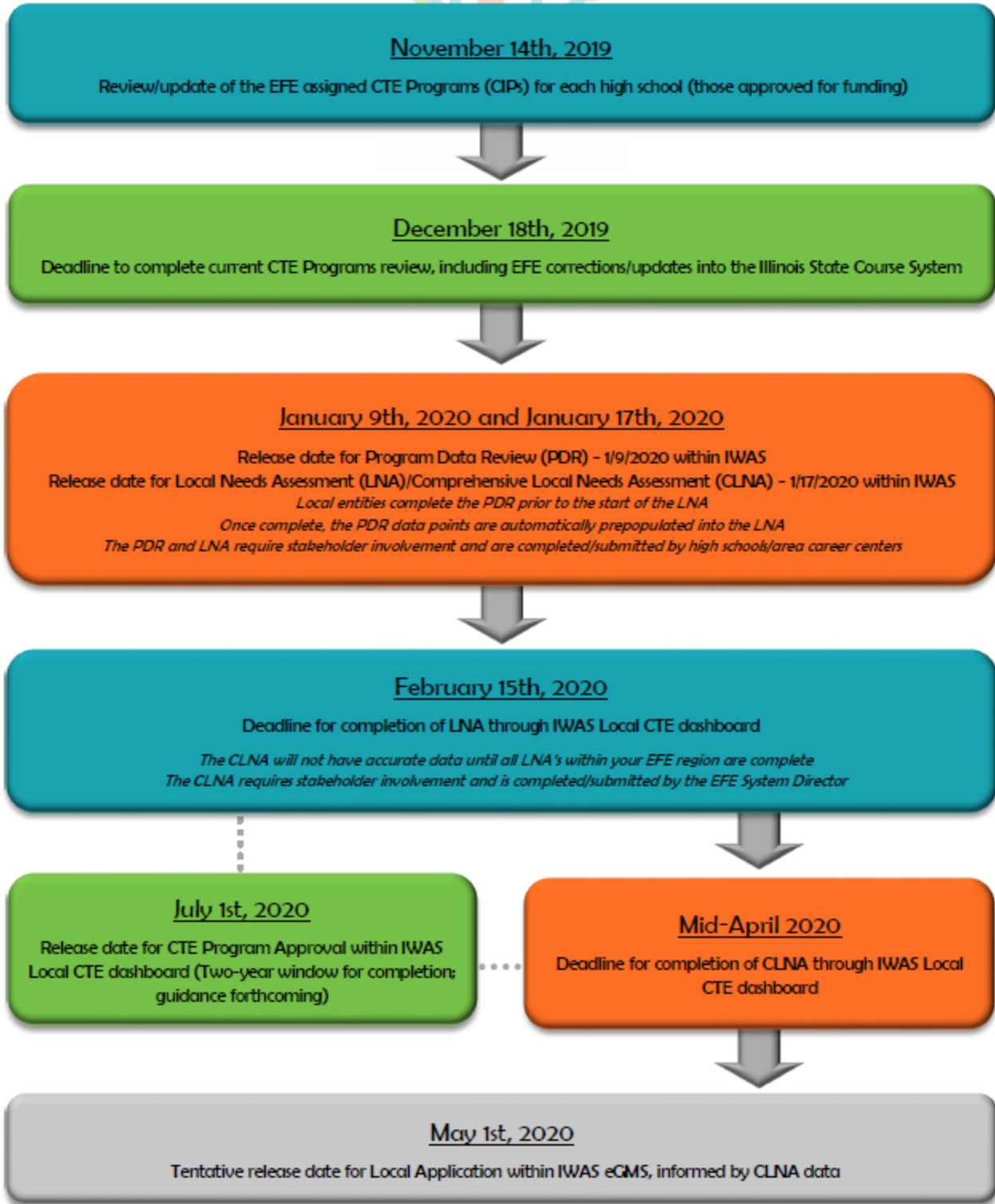
The secondary Illinois Comprehensive Local Needs Assessment process consists of the following steps:

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

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

# Needs Assessment/Local Application Timeline



Updated 1/17/2020

# Component 1

## 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. See PDR Terms and Definitions in Appendix A.*

Program of Study level data:

**Indicate yes or no for each program of study 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). See PDR Terms and Definitions in Appendix A for more information on these roles.**

- 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							

## Component 2

### 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 Required Stakeholders Brainstorm Form in Appendix B.**

*[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. (See LNA/CLNA Terms and Definitions for more information – Appendix C)**

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 C LNA/CLNA Terms and Definitions for more information.**

**Local CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (See Appendix D for examples and Appendix E for Student Data Explanation)

**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?

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

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

**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 C LNA/CLNA Terms and Definitions for more information.**

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

**Data Points Needed:** Student Disaggregated Data Charts (See Appendix D for examples and Appendix E for Student Data Explanation)

**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?



**Based upon 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:**

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

**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?

- 1. Using PDR data points, what are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?**

**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.**

- 2. Please list those programs that you plan to:**
  - **Discontinue**
  - **Fund locally**
  - **Realign to the new programs of study**
- 3. Please list those programs which have a local need and should be funded. Please provide justification of your local need.**
- 4. After reviewing your labor market data, indicate any potential NEW CTE programs that may be needed in your local area.**

**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 LNA/CLNA Terms and Definitions for more information.**

**Size, Scope, and Quality**

**Data Points Needed:** PDR data, Enrollment Trend data (*See Appendix D for examples and Appendix E for Student Data Explanation*)

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

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

***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.***
- 3. 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:***
  - a. enrollment size***
  - b. incorporating challenging State academic standards***
  - c. addressing technical knowledge and skills***
  - d. addressing employability skills***
  - e. meeting with an established advisory committee***
  - f. including team-based challenges or CTSO***
  - g. offering work-based learning opportunities***
  - h. 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 LNA/CLNA Terms and Definitions for more information.

**Progress Toward Implementing Quality Programs of Study**

**Data Points Needed:** PDR data, Enrollment Trend data (See Appendix D for examples and Appendix E for Student Data Explanation)

**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?

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

- 1. Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency.***
- 2. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a. providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest***
  - b. including an orientation course within their course sequence***
  - c. including an advanced course within their course sequence***
  - d. culminating in the attainment of recognized postsecondary credential***
- 3. 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.***
- 4. 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)] See Appendix C LNA/CLNA Terms and Definitions for more information.

**Data Points Needed:** PDR data

*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 the district CTE programs recruitment efforts and outcomes.*
- 3. Summarize the district CTE programs retention efforts and outcomes.*
- 4. Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?*



**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 C LNA/CLNA Terms and Definitions for more information.**

**CTE Student Performance Program Summary**

**Data Points Needed:** Student Disaggregated Data Charts (See Appendix D for examples and Appendix E for Student Data Explanation), LNA Summative Statements for Student Performance

**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?

***Based upon student data at the regional level, LNA summative statements, and discussion points on student performance:***

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

**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 C LNA/CLNA Terms and Definitions for more information.**

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

**Data Points Needed:** Student Disaggregated Data Charts (See Appendix D for examples and Appendix E for Student Data Explanation), LNA Summative Statements for Access to High Quality CTE

**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 on regional program data, identify CTE programs where special populations are performing above average? Below average?
- Based on regional program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based on regional program data, how are we preparing special populations for non-traditional fields?

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

***Based upon student data at the regional level, LNA summative statements, and discussion points on equal access to high-quality CTE courses and programs of student for all students:***

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

**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, LNA Summative Statements for Labor Market Alignment

**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?
- Based on LNA summaries, discuss the process for discontinuing, locally funding, or realigning programs that not aligned to State and Regional labor market needs.

- 1. Using LNA placement data, what are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?***
- 2. Using LNA summative statements, summarize the process for funding program realignment.***
- 3. Based upon the new program summaries, local need requests, and discussion points, describe new programs of study that will be developed and submitted for State approval for FY21-FY24, including year of implementation.***

**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 LNA/CLNA Terms and Definitions for more information.

**Size, Scope, and Quality**

**Data Points Needed:** PDR data, Enrollment Trend data, LNA Summative Statements for Size, Scope, Quality

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

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

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

- 1. 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?***
- 2. Describe your regional STUDENT recruitment and retention plan that extends into middle school to address Equity Gaps.***
- 3. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a.enrollment size***
  - b.incorporating challenging State academic standards***
  - c. addressing technical knowledge and skills***
  - d.addressing employability skills***
  - e.meeting with an established advisory committee***
  - f. including team-based challenges or CTSO***
  - g.offering work-based learning opportunities***
  - h.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 LNA/CLNA Terms and Definitions for more information.

**Progress Toward Implementing Quality Programs of Study**

**Data Points Needed:** PDR data, Enrollment Trend data (See Appendix D for examples and Appendix E for Student Data Explanation), LNA Summative Statements for Implementing Quality Programs of Study

**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?

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

- 1. Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency.***
- 2. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements:***
  - a. providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest***
  - b. including an orientation course within their course sequence***
  - c. including an advanced course within their course sequence***
  - d. culminating in the attainment of recognized postsecondary credential***
- 3. 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.***
- 4. If you have districts 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)] **See Appendix C LNA/CLNA Terms and Definitions for more information.**

**Data Points Needed:** PDR data, LNA Summative Statements for 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 regional CTE programs recruitment efforts and outcomes.*
- 3. Summarize regional CTE programs retention efforts and outcomes.*
- 4. Based on pie chart data and input from professionals, what are your goals and strategies, including timelines, for professional learning?*

## Appendix A

### Terms and definitions listed in the order they appear in the Program Data Review (PDR)

#### CIP Review Section

**Enrollment Size** – Number of students who are registered and have completed a career and technical education (CTE) course.

**POS** – Program of Study; a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging [State academic standards](#), including those adopted by a State under section 1111(b)(1) of the [Elementary and Secondary Education Act of 1965](#);
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

**Academic Standards** – Illinois Learning Standards accessed at <https://www.isbe.net/Pages/Academics.aspx>

**Technical Knowledge and Skills** – Technical competencies relate to specific industry knowledge and skills foundational to in-demand occupations across a cluster or related cluster grouping and the ability to apply that learning in a workplace environment.

**Employability Skills** - Essential employability competencies are workplace dispositions and attitudes connected to often-performed work tasks and behaviors that are applicable across all industries. The State has established Recommended Technical and Essential Employability Competencies which may be utilized or adapted to meet a region's needs and context. For more information, go to the [Illinois Essential Employability Skills Framework and Self-Assessment](#) or the [Illinois workNet Assessment](#) webpage.

**Placement Data** – After graduating from secondary education, a student who is involved in 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** – Recognized postsecondary credential

- **Recognized Postsecondary Credential** – A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
  - **Industry Credential** - This is a work-related credential, certification, or license that:
    1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
    2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
    3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

**Advisory Committee** – A Program Advisory Committee is a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions

who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs.

**Orientation Course** – A foundational course that provides a broad understanding of the CTE program and/or career cluster.

**Advanced Course** – A course that develops competencies and skills needed for entry-level employment or further postsecondary education.

**Team-based Challenges** - A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

**CTSOs** – Career and Technical Student Organization; an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program.

**Work-based Learning** - Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Examples include: 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.

**Appropriate Facilities, Equipment, Technology and Materials** – Appropriate and accessible facilities that use industry standard technology and equipment.

## Professional Learning Section

**CTE Teachers** – Appropriately licensed instructors of CTE courses.

**Other Faculty** – Any other appropriately licensed instructors that support, plan, or teach within CTE programs (e.g., math teacher for Geometry in Construction).

**School Leaders** – Individuals without an administrative license that make or are involved in decisions on CTE programs (e.g., CTE Directors, Teacher Leaders, Curriculum Directors).

**Administrators** – Principals and Superintendents that make decisions regarding CTE programs.

**Specialized Instructional Support Personnel** – Appropriately licensed instructors and directors that support, plan, or teach special populations within CTE programs.

**Career Guidance and Academic Counselors** – School Counselors, Career Counselors, or other staff that support, plan, or assist with career exploration or student placement within CTE programs.

**Paraprofessionals** – An individual who has an Educator License with Stipulations as a paraprofessional that performs their duties within a CTE program (<https://www.isbe.net/licensure-requirements>). Requirements of a paraprofessional:

- At least 19 years of age
- 1 of the Following:
  - Associate's degree or higher
  - 60 semester hours of coursework
  - High School Diploma or GED **and** a score of 460 or higher on the ETS Parapro
  - High School Diploma or GED **and** the following scores on the ACT Workkeys:
    - Applied Mathematics/Applied Math (with a score of 4)
    - Reading for information/Workplace Documents (with a score of 4)

## Appendix B

### 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 C

### Terms and definitions listed in the order they appear in the Local Needs Assessment (LNA) and Comprehensive Local Needs Assessment (CLNA)

For a full list of Perkins V definitions, go to <https://www.isbe.net/Documents/Perkins-V-Definitions.pdf>.

#### Section 1 – Identification of Stakeholders, Section 2 – Student Performance, and Section 3 – Access to High-Quality CTE

**Teachers** – Appropriately licensed instructors of career and technical education (CTE) courses and any other appropriately licensed instructors that support, plan, or teach within CTE programs (e.g., math teacher for Geometry in Construction).

**School Leaders** – Individuals without an administrative license that make or are involved in decisions on CTE programs (e.g., CTE Directors, Teacher Leaders, Curriculum Directors).

**Administrators** – Principals and Superintendents that make decisions regarding CTE programs.

**(Specialized Instructional) Support Personnel** – Appropriately licensed/qualified instructors, staff, and directors that support, plan, or teach special populations within CTE programs and are part of comprehensive program to meet student needs. Examples include but are not limited to special education teachers and directors, school social workers, school psychologists, school nurses, speech language pathologists, and school librarians.

**(Career Guidance and Academic) Counselors** – School Counselors, Career Counselors, or other staff that support, plan, or assist with career exploration or student placement within CTE programs by:

- (A) providing access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future;
- (B) providing information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
- (C) providing assistance for special populations with respect to direct support services that enable students to persist in and complete CTE programs of study, or career pathways.

**Paraprofessionals** – An individual who is an education/instructional assistant AND has an Educator License with Stipulations as a paraprofessional that performs their duties within a CTE program (<https://www.isbe.net/licensure-requirements>). Illinois' requirements of a paraprofessional:

- At least 19 years of age
- 1 of the Following:
  - Associate degree or higher
  - 60 semester hours of coursework
  - High School Diploma or GED **and** a score of 460 or higher on the ETS Parapro
  - High School Diploma or GED **and** the following scores on the ACT Workkeys:
    - Applied Mathematics/Applied Math (with a score of 4)
    - Reading for information/Workplace Documents (with a score of 4)

**Postsecondary Faculty and Administrators** – Faculty or administrators that are employed by a **Postsecondary Education Institution**. **Postsecondary Education Institution** means:

- (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

**Local Workforce Development Board** – IN GENERAL—The local board shall coordinate activities with education and training providers in the local area, including providers of workforce investment activities, providers of adult education and literacy activities under title II, providers of career and technical education (as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)) and local agencies administering plans under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741). For a definition including establishment, membership and function, go to <https://www.isbe.net/Documents/Perkins-V-Definitions.pdf>. For a full definition, see section 107 of the [Workforce Innovation and Opportunity Act](#) (29 U.S.C. 3122).

**Special Populations** – Students who are:

- (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—
  - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

**Individual with a Disability** –

- (A) IN GENERAL—(as defined in section 3 of the [Americans with Disabilities Act of 1990](#) (42 U.S.C. 12102)) The term “individual with a disability” means an individual with—
  - (i) a physical or mental impairment that substantially limits one or more major life activities of such individual;
  - (ii) a record of such an impairment; or
  - (iii) being regarded as having such an impairment (as described in paragraph (C)).
- (B) Major Life Activities
  - (i) IN GENERAL—For purposes of paragraph (i), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
  - (ii) Major bodily functions—For purposes of paragraph (i), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune



system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

(C) Regarded as having such an impairment—For purposes of paragraph (A)(iii):

- (i) An individual meets the requirement of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- (ii) Paragraph (A)(iii) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

(D) **Individuals with disabilities'** means more than 1 individual with a disability.

**Low-Income Students** – those who receive or live in households that receive Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families benefits; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the U.S. Department of Agriculture income guidelines to receive free or reduced-price meals.

**Individuals Preparing for Non-Traditional Fields** – Students who are registered and have completed a CTE program in a non-traditional field. **Non-traditional field** means an occupation or field of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**Out-of-Workforce Individual** – Means:

(A) an individual who is a displaced homemaker, as defined in section 3 of the [Workforce Innovation and Opportunity Act](#) (29 U.S.C. 3102); or

(B) an individual who—

(i) A school dropout.

- I. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
- II. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

(ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Displaced Homemaker** means an individual who has been providing unpaid services to family members in the home and who—

(iii)

- i. has been dependent on the income of another family member but is no longer supported by that income; or
- ii. is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and

(iv) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**English Learners – Means:**

- (A) a secondary school student who is an English learner (*as defined in section 8101 of the [Elementary and Secondary Education Act of 1965](#)*) —
- (i) who is aged 3 through 21;
  - (ii) who is enrolled or preparing to enroll in an elementary school or secondary school;
  - (iii)
    - I. who was not born in the United States or whose native language is a language other than English;
    - II.
      - a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
      - b. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
    - III. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
  - (iv) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
    - I. the ability to meet the challenging [State academic standards](#);
    - II. the ability to successfully achieve in classrooms where the language of instruction is English; or
    - III. the opportunity to participate fully in society; or
- (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—
- (i) whose native language is a language other than English; or
  - (ii) who lives in a family environment or community in which a language other than English is the dominant language.

**Homeless Children and Youth –**

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) includes —
- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
  - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
  - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - (iv) migratory children (as such term is defined in section 1309 of the [Elementary and Secondary Education Act of 1965](#)) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

**Youth in Care –** Students placed or awaiting placement in a 24-hour, out-of-home residence, away from his or her parents/guardians. Placements are made by the Illinois Department of Children and Family Services.

**Out-of-School Youth** – An individual who is—

- (A) not attending any school (as defined under State law);
- (B) not younger than age 16 or older than age 24; and
- (C) one or more of the following:
  - (i) A school dropout.
  - (ii) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
  - (iii) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
    - I. basic skills deficient; or
    - II. an English language learner.
- (D) An individual who is subject to the juvenile or adult justice system.
- (E) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the [McKinney-Vento Homeless Assistance Act](#) (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.
- (F) An individual who is pregnant or parenting.
- (G) A youth who is an individual with a disability.
- (H) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

**At-Risk Youth** – *At-risk*, when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

## **Section 5 – Size, Scope, Quality and Section 6 – Implementing Programs of Study**

**Enrollment Size** – Number of students who are registered and have completed a career and technical education (CTE) course.

**POS** – Program of Study; a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging [State academic standards](#), including those adopted by a State under section 1111(b)(1) of the [Elementary and Secondary Education Act of 1965](#);
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

**Academic Standards** – Illinois Learning Standards accessed at <https://www.isbe.net/Pages/Academics.aspx>

**Technical Knowledge and Skills** – Technical competencies relate to specific industry knowledge and skills foundational to in-demand occupations across a cluster or related cluster grouping and the ability to apply that learning in a workplace environment.

**Employability Skills** - Essential employability competencies are workplace dispositions and attitudes connected to often-performed work tasks and behaviors that are applicable across all industries. The State has established Recommended Technical and Essential Employability Competencies which may be utilized or adapted to meet a region's needs and context. For more information, go to the [Illinois Essential Employability Skills Framework and Self-Assessment](#) or the [Illinois workNet Assessment](#) webpage.

**Placement Data** – After graduating from secondary education, a student who is involved in 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** – Recognized postsecondary credential

- **Recognized Postsecondary Credential** – A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.
  - **Industry Credential** - This is a work-related credential, certification, or license that:
    1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
    2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
    3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

**Advisory Committee** – A Program Advisory Committee is a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs. Advisory committees can be at the local or regional/joint level.

**Orientation Course** – A foundational course that provides a broad understanding of the CTE program and/or career cluster.

**Advanced Course** – A course that develops competencies and skills needed for entry-level employment or further postsecondary education.

**Team-based Challenges** - A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

**CTSOs** – Career and Technical Student Organization; an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program.

**Work-based Learning** - Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Examples include: 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.

**Appropriate Facilities, Equipment, Technology and Materials** – Appropriate and accessible facilities that use industry standard technology and equipment.

**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

## Data Examples

### Student Performance Disaggregated Data

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

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

### Enrollment Trends (by course)

CIP ID	Course	Enrollment Trend			
		2017	2018	2019	Trend

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


### Retention Trends

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

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

### Training (PD) Opportunities


#### Instructional Approaches



**SAMPLE**

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


#### Labor Market



**SAMPLE**

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

#### Industry Knowledge and Skills



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



# Appendix E

## Student Data Explanation

Covers data in Sections 2 – Student Performance, Section 3 – Access to High Quality CTE, Section 5 – Size, Scope, Quality and Section 6 – Implementing Programs of Study

### Sections 2 and 3 – Student Disaggregated Data Charts:

- Year 1 = State Fiscal Year (SFY) 2016
- Year 2 = SFY 2017
- Year 3 = SFY 2018
- The value in the cell is the percentage of students who met the proposed FY20 State Determined Levels of Performance found on page 75-76 of the [draft Perkins V State Plan](#). Performance indicator calculations are explained later in this document.
- For 2S1 (academic proficiency in English language arts) and 2S2 (academic proficiency in math), SFY 2018 was the first year that all concentrators would have taken the statewide English language arts and math assessments, SAT. SFY 2016 and SFY2017 data for these two indicators were impacted by the changes in state assessment testing.

### Sections 5 and 6 – Enrollment Trend Data:

- Year 1 = SFY 2016
- Year 2 = SFY 2017
- Year 3 = SFY 2018

### Sections 2, 3, 5, and 6 – Value Explanation:

- The zero (0) is an actual count or percentage; for Enrollment Trend, a blank cell = 0.
- The “-99.0” values are redactions for student privacy; sample size is under 30 students.
- If any of the data values are “-99.0,” the positive or negative “Trend” percentage will be invalid and should not be used in the data review.
- Local districts, Area Career Centers, and EFE Region Centers are welcome to use local data to supplement state provided data. If local data is used during the CLNA process, the local data must be kept on file in case questions arise during the CLNA or during the development or review of the EFE system’s local application/grant.
- **Example of Trend Calculation for both Student Disaggregated and Enrollment Trend Data:**

		2016	2017	2018	Trend		
Totals	Total #	44	54	28	-12.7%	EL	Total #
	# Met	22	54	28	48.7%		# Met
	% met	50	100	100	50.0%		% met
Male	Total #	29	30	15	-23.3%	IEP	Total #
	# Met	15	30	15	25.0%		# Met
	% met	51.7	100	100	46.7%		% met
Female	Total #	15	24	13	7.1%	Low Income	Total #
	# Met	7	24	13	98.5%		# Met
	% met	46.7	100	100	57.1%		% met

## **Key Terminology: CTE concentrator**

### ***Perkins Legislation:***

The term 'CTE concentrator' means—at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.

### ***Calculation:***

A student who successfully completes two or more (Intermediate/Skill or Advanced) concentrator eligible courses from within one of CTE's predefined 16 career clusters. Concentrator eligible courses are State-approved CTE courses that are categorized as Group 2 (Intermediate/Skill) or Group 3 (Advanced). One course in the Concentrator's Cluster must be a Group 2. Course records are counted back four years from the report year but do not consider courses before grade nine. When a student has met all concentrator requirements, they will be identified as a concentrator from that year forward, until graduation or their last enrolled year. For reporting purposes, the school of record for a student is the school in which they are enrolled in the end of year enrollment collection. Students may receive concentrator status in multiple clusters but will only be accounted for once in all Perkins V metrics.

### ***Laymen Interpretation:***

Student must only complete the two courses within a cluster during their high school career. It is not necessary that the courses be taken within a specific year or timeframe. Students are counted in each appropriate Perkins V metric for the current year, even if the measurement comes from a time before the student was identified as a concentrator. For instance, a student who earns concentrator status in the current year will still be counted in the academic proficiency metrics, even if those exams were taken in prior years.

## **Key Terminology: Exiting CTE Concentrator**

### ***Calculation:***

A student who has earned concentrator status (as outlined above) and is either, a grade 11 student who earned a diploma in the reporting year or a student reported in grade 12.

### ***Laymen Interpretation:***

Exiting concentrators are students who, by definition, should be completing high school in the reporting year if they have stayed on track. Exiting concentrators are a subset of the full concentrator population and as a result, are a portion of the metric population for all Perkins V metrics. Several Perkins V metrics specify that only exiting concentrators are included in the metric population.

## Key Terminology: Program of Study

### *Perkins Legislation:*

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— "(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential."

### *Laymen Interpretation:*

(ISBE interpretation) ISBE are using CTE federal career clusters to serve as the "single career and technical education program or program of study" to allow students the opportunity to explore various Classification of Instructional Programs (CIPs), or programs, in an occupational cluster.

Cluster Id	Cluster Title
1	Agriculture, Food and Natural Resources
2	Architecture and Construction
3	Arts, Audio/Video Technology and Communications
4	Business, Management and Administration
5	Education and Training
6	Finance
8	Health Science
9	Hospitality and Tourism
10	Human Services
11	Information Technology
12	Law, Public Safety, Corrections and Security
13	Manufacturing
14	Marketing
15	Science, Technology, Engineering and Mathematics
16	Transportation, Distribution, and Logistics

### **Secondary 1S1: Four-Year Graduation Rate**

#### *Perkins Legislation:*

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).

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first year, first time grade nine student in any year between the report year and the reporting year minus three

**Denominator:** The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code

#### *Laymen Interpretation:*

The percentage of students who meet the state's graduation or completion requirements within four years of entering high school. Students are considered to have entered high school when they enter grade nine for the first time in the Student Information System. Graduation rate is the upper limit for the length of time being measured. For instance, a student who earns a diploma in three years has successfully completed within the four-year window and will be captured in the four-year rate.

The following exit codes are omitted from this metric: Transferred to another Public, In-District School; Transferred to Home Schooling; Transferred to Private Schooling; Student Death; Student a Victim of Violent Crime; Moved Out of U.S.; Transferred out of Illinois; or Transferred to another District in Illinois. Students with one of these exit codes are taken out of the numerator and denominator for only these metrics.

### **Secondary 1S2: Extended (Six-Year) Graduation Rate**

#### *Perkins Legislation:*

The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first year, first time grade nine student in any year between the report year and the reporting year minus five

**Denominator:** The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code

#### *Laymen Interpretation:*

The percentage of students who meet the state's graduation or completion requirements in six years or less of entering high school. Students are considered to have entered high school when they enter grade nine for the first time in the Student Information System. Graduation rates are cumulative so a student who earns a diploma within four years is captured in the four- and six-year graduation rate metrics.

The following exit codes are omitted from this metric: Transferred to another Public, In-District School; Transferred to Home Schooling; Transferred to Private Schooling; Student Death; Student a Victim of Violent Crime; Moved Out of U.S.; Transferred out of Illinois; or Transferred to another District in Illinois. Students with one of these exit codes are taken out of the numerator and denominator for only these metrics.

## **Secondary 2S1: Academic Proficiency in Reading/Language Arts**

### *Perkins Legislation:*

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.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam

### *Laymen Interpretation:*

“Proficiency” is defined by the testing vendor. Each year, the raw score that is deemed “Proficient” changes based on the actual test taken and mathematic adjustments. The statewide tests with reading/language arts sections are PARCC, DLM, and SAT. A concentrator’s test score is used in the report year, regardless of whether the exam was taken in a year prior to achieving concentrator status. The highest score is used for students with multiple test records.

Students who did not take the state assessment for any reason are omitted from the numerator and denominator of this metric. Students who did not take the assessment are identified with a “Reason for Not Testing” code that include Absent, Refused to Test, and Medically Exempt; among other reasons.

## **Secondary 2S2: Academic Proficiency in Mathematics**

### *Perkins Legislation:*

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.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam

### *Laymen Interpretation:*

“Proficiency” is defined by the testing vendor. Each year, the raw score that is deemed “Proficient” changes based on the actual test taken and mathematic adjustments. The statewide tests with mathematics sections are PARCC, DLM, and SAT. A concentrator’s test score is used in the report year, regardless if the exam was taken in a previous year. The highest score is used for students with multiple test records.

Students who did not take the state assessment for any reason are omitted from the numerator and denominator of this metric. Students who did not take the assessment are identified with a “Reason for Not Testing” code that include Absent, Refused to Test, and Medically Exempt; among other reasons.

### **Secondary 2S3: Academic Proficiency in Science**

#### *Perkins Legislation:*

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.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam

#### *Laymen Interpretation:*

“Proficiency” is defined by the testing vendor. Each year, the raw score that is deemed “Proficient” changes based on the actual test taken and mathematic adjustments. The statewide tests with science sections are ISA and DLM. A concentrator’s test score is used in the report year, regardless if the exam was taken in a previous year. The highest score is used for students with multiple test records.

Starting in 2016, Illinois began administering the Illinois Science Assessment to secondary students who were taking their first Biology I class during the school year in which they tested. The state requirement for who takes the Science Assessment will be changing in 2020, when all 11th grade students will be required to complete a content balanced grade 11 science exam (life, physical, and earth/space sciences with engineering design incorporated where appropriate). Regardless of the number or level of science course, all students will take the assessment; this consideration factored into setting 2S3 SDPLs.

Students who did not take the state assessment for any reason are omitted from the numerator and denominator of this metric. Students who did not take the assessment are identified with a “Reason for Not Testing” code that include Absent, Refused to Test, and Medically Exempt; among other reasons.

### **Secondary 3S1: Postsecondary Placement**

#### *Perkins Legislation:*

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.

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one

**Denominator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one

#### *Laymen Interpretation:*

The number of exiting concentrators from the reporting year minus one who transition into higher education within the six months (two quarters) following their high school graduation. Postsecondary enrollment is identified through student matching at the National Student Clearinghouse. The National Student Clearinghouse receives a list of students who have satisfied completion requirements, along with personal identifying information. This information is used to match against personal identifying information of postsecondary enrolled students at 3,600 participating colleges and universities. National Clearinghouse provides the enrollment information of matched students, including an enrollment date. Prior year exiting concentrators are used because we are assessing postsecondary enrollment in the ensuing months. ISBE is currently unable to identify students enrolled in the military, employed, or

serving as a volunteer in the Peace Corps, as we do not collect student social security numbers. We are exploring other data share agreements to potentially add these metrics in the future.

ISBE does not collect a specific date for HS completion, as the Illinois' School Report Card allows summer school completers to be counted toward the prior year graduation rate. For these reasons, we assume a July 31st date for all graduations and the base date for measuring the length of time until postsecondary enrollment. The Perkins V wording asks for within the "second quarter," so we have calculated baselines for six months (two quarters) from July 31<sup>st</sup>.

### **Secondary 4S1: Non-Traditional Program Enrollment**

#### *Perkins Legislation:*

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

**Numerator:** The unduplicated number of CTE concentrators in a CTE cluster area that is identified as non-traditional to the student's reported gender (If a student achieves concentrator status in multiple clusters and is considered non-traditional in any of them, that is the student's official designation.)

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year

#### *Laymen Interpretation:*

Non-Traditional Program Enrollment is designed to identify the number of CTE concentrators who have earned concentrator status in a field that is underrepresented by their gender. When calculating CTE concentrators, ISBE has defined "program or program of study" as the federal career clusters to allow students the opportunity to explore various Classification of Instructional Programs (CIPs), or programs, in an occupational cluster. This poses some uncertainty for this metric, as the National Alliance for Partnerships in Equity's (NAPE) Nontraditional Occupational Crosswalk is defined by CIP and clusters contain multiple CIPs. ISBE chose to align with the nontraditional gender that is identified for most CIPs within the cluster. This process gives us a single nontraditional gender for each cluster. NAPE's crosswalk should be updated soon, which could also impact this data measure.

### **Secondary 5S2: Program Quality – Attained Postsecondary Credits**

#### *Perkins Legislation:*

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.

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit (Dual credit courses must have a postsecondary institution's IPEDs code to be accepted in SIS.)

**Denominator:** The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year

#### *Laymen Interpretation:*

The number of exiting concentrators, who earn a diploma or certificate in the reporting year, and who have earned dual credit in any course during their high school career. ISBE determined the baseline estimates to identify exiting concentrators who have taken a dual credit course in any subject area over the course of their entire secondary school career, grades nine through twelve. The recommendation was created based on the prior year baseline trends and the approximate number of all Illinois graduates who have earned dual credit that have a postsecondary institution's IPEDs code.