

Due: February 15, 2020

I. Who should complete the Program Data Review (PDR)?

- A. ISBE suggestions that the PDR be completed at the building level.
- B. TREES recommends that person(s) with knowledge of and responsibility for leadership of CTE programs along with the CTE teachers from those programs complete the PDR together.

II. What is the Program Data Review (PDR)?

- A. 13 yes or no questions answered about every Program of Study (i.e. approved CIP) validated in Program of Study Approval Process.
- B. **Answer truthfully. There are no punitive consequences for answering no to these questions.** The ISBE is gathering baseline data for these items.
- C. During the LNA (district) process, the district will be asked to describe how the program answering *no* will move towards answering *yes* for the item.
- D. TREES has provided sample language in the section titled Sample language for the Local Needs Assessment to help guide you in writing responses to no responses.

III. Program Data Review questions

- A. Placement Data - It is not common for districts to be collecting one year or five year placement data for students. This answer for most POS will be no.
- B. Minimum Class Size - Minimum class size is defined as 10 students. No is an acceptable answer here... it will just need explanation.
- C. Academic Standards - The POS in all districts includes the academic courses necessary for graduation. The answer for most districts will be yes.
- D. Technical Knowledge and Skills - The answer for most POS will be yes.
- E. Employability Skills - If employability skills are not being explicitly taught and assessed, then the answer is no.
- F. Certification/Credential Opportunities - If yes, is answered here, then the names of the certification/credentials need to be listed.
- G. Advisory Committee - If a secondary teacher regularly attends a joint advisory committee with Joliet Junior College answer yes to this question. Or if a secondary teacher regularly (at least annually) hosts a local advisory committee, answer yes to this question. No is an OK response but will need to be addressed going forward.

- H. Orientation Course - The answer should be yes, except for Career Centers where the orientation course is provided at the district level. Career Centers should answer no here and then can explain later in the LNA.
- I. Advanced Course - The answer should be yes. Even if the advanced course is provided at the Career Center and not the district, answer yes, as the district provides for the Advanced Course to be satisfied through Career Center participation.
- J. Team-based Challenges - Answers will vary here based on the POS and school. Team-based challenges are defined on page 11 of the [Career Pathways Dictionary](#) as 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.

Team-based challenges may include those provided through JJC, Career Tech Student Organizations, Skills USA, industry partners, etc.... Some of your program areas may need to "seek out" these opportunities as a goal.

- K. Career and Technical Student Organizations (CTSOs) - Answers will vary based on the POS and the opportunities provided by the school. Career and Technical Student Organizations - including: Business Professionals of America (BPA), Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), FFA, DECA, HOSA - Future Health Professionals, SkillsUSA, and Technology Student Association.
- L. Work-based Learning - Answers will vary based on the work-based learning opportunities provided by the school.

As defined on page 12 of the [Career Pathways Dictionary](#) - Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

- M. Appropriate Facilities, Equipment, Technology, and Materials Aligned to Industry Input - **Be careful here.... Say something about the need for continuous updates needed done on a rotating basis by department etc.... If you respond you are all current.... ISBE will question any equipment money you put in your upcoming grant.**

- N. School-wide questions (only answered once)

1. Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

Discuss with counselor(s). For most, if not all districts, the answer is yes.

2. Professional development data collection.
 - a. Collection of number of professionals in each area over the years FY17-FY19.
 - b. Recommendation: Do not overthink this chart. Spend 10 minutes or less doing your best to put numbers to these items. ISBE told system directors that the only data ISBE can pull on how many professionals serve CTE students is the number of CTE teachers. ISBE is looking to collect baseline data here. ISBE will **not** be reconciling any information you insert here with EIS or other data systems.

3. Number of professional development events in the past three years.
 - a. Recommendation: Do not over think this chart. Spend 10 minutes or less completing check boxes. ISBE is **not** reconciling any information you put here with any other data system at the state level.
 - b. This is a checkbox chart. All TREES member districts can check yes for the groups CTE Teachers, School Leaders, Administrators, Career and Guidance and Academic Counselors for the following as these opportunities were provided by TREES in the FY17-19
 - (1) Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula.
 - (2) Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials.
 - (3) Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators.
 - (4) Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education program.
 - (5) Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices

IV. **Who should complete Local Needs Assessment (LNA)?**

- A. ISBE recommends that district-level staff complete the LNA.

- B. TREES recommends that staff at the district level with leadership responsibility for CTE programs along with building representatives from the following areas complete the LNA. Areas from the building that should be included: CTE teacher(s), academic teacher, special education teacher, counselor, and person managing the Perkins or CTEI grants. Parent and student input should be

gathered too. Consider available sources of parent and student input, such as existing surveys or events, before creating new opportunities.

V. **What is the Local Needs Assessment (LNA)?**

- A. A series of 19 - 33 open-ended questions to assist the district in creating a plan for maximizing Perkins and CTE grant funds.
- B. Before the LNA can be completed, the PDR must be completed.
- C. Data on student performance including disaggregated data will be populated by ISBE into the application.

VI. **Assistance with the Local Needs Assessment (LNA)**

- A. Attend TREES meetings, Schedule a half-day (2 - 4 hours) with TREES Director by emailing your LNA team's availability brian.gordon@jjc.edu and iflahive@jjc.edu
- B. Sample language for various sections of the LNA is available below by section header and question type. **Only use this sample language if the district is committed to implementing the strategies described in the sample language.**

VII. **Sample language for the Local Needs Assessment**

Special populations, as defined by Perkins V, include: individuals with disabilities; individuals from economically disadvantaged families including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals as described in section 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, who have aged out of, the foster care system; and youth with a parent who - is a member of the armed forces and is on active duty.

Step 1a Based upon student data and discussion points on student performance, identify with summative statements: Use 2-3 Succinct Statements when answering

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

Step 1b Based upon disaggregated student data at the district level and discussion points on equal access to high-quality CTE courses and program 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, including:
 - a. Preparing special populations for self-sufficiency

CTE programs prepare students, including those from special populations, with the knowledge and skills necessary to obtain employment after high school or continue in post-secondary education. CTE programs offered are primarily aligned with the [Learn More Earn More](#) occupations described by the Illinois Department of Economic Security. These occupations are described by Illinois as high-demand, high-wage occupations through 2026 and provide a self-sufficiency wage. Additionally, all students are required to complete a course in Consumer Education where self-sufficiency skills including budgeting, planning, and employability are emphasized.

b. Preparing special populations for non-traditional fields

The recruitment and retention strategies and recommendations described in the Illinois Center for Specialized Professional Support (ICSPS) publication [Supporting Students in Nontraditional Careers](#) will be reviewed with building level and district level stakeholders including teachers, counselors, administrators, and staff responsible for social media campaigns, marketing materials and other district or school online and written publications. A minimum of X number of strategies will be committed to in FY21 and FY22 for further implementation.

c. Preparing special populations for equal access

Special populations have access to all Career and Technical Education programs through annual course selection. Appropriate representatives from a student's IEP or 504 plan committee are consulted during course selection.

d. Ensuring non-discrimination for special populations

Insert school board, district or school policy statement on ensuring non-discrimination including contact information for person(s) responsible for hearing claims of discrimination and follow-up steps.

Step 2a Based upon PDR data and discussion regarding Labor Market Alignment, answer the following with summative statements:

1. For CTE programs that ARE NOT collecting placement data, what are our goals and strategies, including timelines, to implement data collection in these programs?

In FY21, the capability of current district tools (INSERT the product your district uses: Xello, Naviance, etc...) to collect placement data beyond post-secondary enrollment will be investigated. Because in-state post-secondary enrollment is currently collected by the ISBE, the focus will be on (Xello or Naviance)'s ability to collect, through alumni survey or other means, data on military service, a service program that receives assistance under title I of the National Community Service Act, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed. In FY21, a recommendation will be made to either use a tool within (Xello or Naviance) to collect placement data or to develop a local or regional tool.

In FY22, the district will begin using recommended tool or locally or regionally developed tool to collect placement data.

2. After reviewing your labor market data, indicate any potential CTE programs that may be needed in your local area. (This is sample language)

After a review of labor market data for the TREES regions from Grundy and Will County workforce and through surveys of TREES region employers, TREES and Joliet Junior College business advisories, the strongest industries within the region include Healthcare, Information Technology, Manufacturing, & TDL. Future CTE programming that should be considered for long-term planning purposes or as embedded skills and knowledge in existing programs include: cybersecurity, automation, Heating, Ventilation and Air Conditioning, manufacturing and health information technology.

3. CTE programs are aligned to either state or regional labor markets.

No discontinuation or transfer of programs from grant to local funding will occur.

Step 3a Based upon PDR data, Enrollment trend data and discussion regarding [Size, Scope and Quality](#), answer the following with summative statements:

1. Does the LEA District meet the minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?

The answer should be yes for all TREES member districts. Confirm with the [Size, Scope and Quality](#) chart. All TREES member districts should meet the minimum number of CTE programs of study because of the number and variety of approved programs at the building or in combination with the offerings at either Grundy Area Vocational Center or Wilco Area Career Center.

2. Describe your STUDENT recruitment and retention plan that extends into middle school to address Equity Gaps. **THIS should come from the school**

3. What are our goals and strategies, including timelines, to address those CTE programs that ARE NOT:

- a. Meeting minimum class size - defined in Size, Scope and Quality document as "10 students or continuous progress towards increased class size"
- b. Incorporating challenging State academic standards
- c. Addressing technical knowledge and skills
- d. Address employability skills

By the end of FY21, the district will have reviewed the [Illinois Essential Employability Skills Framework](#) with all CTE teachers and have cross walked skills to course curriculum. By the end of FY22, all CTE course syllabi will include the employability skills taught, reinforced and assessed in the course.

- e. Meeting with an established advisory committee

Annually, by the end of the first quarter of the academic year, the CTE teacher will have identified whether there is a regional joint advisory committee offered in their program area and will have secured the date on their calendar. Assistance in identifying an opportunity is available through TREES program committee/content specific meetings and the TREES calendar. If there is not a regional joint advisory committee, the CTE teacher will have established a date and invited advisory members to a locally developed meeting held at the building

or district by third quarter of the school year. JJC offers a variety of Advisories and attendance is available via Skype.

- f. Including team-based challenges AND do not have a Career Tech Student Organization (CTSO)

Sample response for those programs that will not start a CTSO: Annually, by the end of the first quarter of the academic year, the CTE teacher will have identified a regional team-based challenge for participation such as Burger Cook-Off, IDEA, Fire Science Challenge, or Automotive Skills. If no such regional challenge exists, the CTE teacher will have, with the support of TREES, either assisted in the development, with their TREES program committee members, a regional team-based challenge or have developed a local team-based challenge within their district or building.

Sample response for those programs that will start a CTSO: In first semester of FY21, a team of school stakeholders including an administrator, CTE teachers, and if feasible CTE students, will investigate the CTSO possibilities in the program area including reaching out to other TREES member district schools with CTSOs. Second semester of FY21, the team will make a recommendation to the appropriate personnel for starting a CTSO. In FY22, the CTSO opportunity will begin.

- g. Offering work-based learning opportunities

In FY21, the district will offer half-day to one-day job shadow experiences.

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

In FY21, the district, in consultation with CTE teachers, special education teachers or a facility accessibility specialist, business advisory members and administrators, will project the needed facility or technology and equipment improvements necessary for the next three years.

3b Based up 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.

As a member of TREES, district CTE teachers meet with regional colleagues at least twice annually to review curriculum and share resources. These meetings also include the appropriate community college faculty representative to review early college credit agreements in the CTE discipline to ensure alignment and non-duplication. An additional trip meeting for each program committee includes business advisory input in the form of a field trip, team-based challenge judged by business partners, or an advisory meeting.

In FY21, the district will establish a two-year CTE Program of Study review process. Programs in the review cycle, will use the [ACTE Quality CTE Program of Study](#).

[Framework](#) to benchmark strengths, define areas for improvement and to set program goals.

2. What are our goals and strategies, including timeliness, to address those CTE programs that ARE NOT:

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

Most, if not all, districts should have answered yes to this question in the Program Data Review process. Discuss with district counselor(s).

- b. Including an orientation course within their course sequence

All approved Programs of Study include an orientation or Group 1 course.

- c. Including an advanced course within their course sequence

All approved Programs of Study include an advanced course.

- d. Culminating in the attainment of recognized postsecondary credential

In FY21, CTE teachers of programs that do not culminate in the attainment of a credential will actively participate in their TREES program committee meetings and joint business advisory meeting to determine if there is a suitable industry-recognized credential for the program area. Industry will be asked to verify their value and importance. Teachers will consider cost of credential and value of credential in the labor market and as potential post-secondary credit for prior learning. CTE teachers will make recommendations in second semester of FY21 to administration for inclusion of an industry recognized credential or for continuing the POS without an industry recognized postsecondary credential.