DUR CLNA
(correlated to Goals & Strategies Document)

View Comprehensive Application

Status: Efe Submitted

Goal - Strategy - Activity

Identification of Stakeholders

Name	Title	Involvement
	Indicate role for each name provided:	Indicate involvement format(s):
Sara Wurster, SD20	School Leaders ⌄	In-person Virtual attendance at meeting On-line or written input
	Indicate role for each name provided:	Indicate involvement format(s):
David Weishaar, SD	School Leaders ⌄	In-person Virtual attendance at meeting On-line or written input
	Indicate role for each name provided:	Indicate involvement format(s):
Antoinette Rayburn,	Administrators ⌄	In-person Virtual attendance at meeting On-line or written input
	Indicate role for each name provided:	Indicate involvement format(s):
Frank Holthouse, SD	Administrators ⌄	In-person Virtual attendance at meeting On-line or written input
	Indicate role for each name provided:	Indicate involvement format(s):
Eric Lasky, SD 234	Administrators ⌄	In-person Virtual attendance at meeting On-line or written input
	Indicate role for each name provided:	Indicate involvement format(s):
Doug Wildes, CUSD	Administrators ⌄	In-person Virtual attendance at meeting On-line or written input
	Indicate role for each name provided:	Indicate involvement format(s):
Paul Jensen, Assoc	Post Secondary Admin ⌄	In-person Virtual attendance at meeting On-line or written input

Number of Students Participating Virtual Meeting Attendance

Number of Students Providing On-line or Written Feedback

3653

Student Performance

Describe regional strengths, areas for improvement, and challenges for student performance.

- STRENGTHS: English and math proficiency have been trending up for both males and females. In order to improve student transition and completion, DVR high schools have been collaborating with Triton College on Transitional Math, and held their Transitional Math Summit in the fall of 2018, as one of the first regions to move ahead on this initiative. Transitional English is being phased in, starting with Ridgewood High School, who is now using Transitional English for their English 4 curriculum. Five sections of this class are running in FY20. Students have to qualify for the Transitional English credit with SAT or Accuplacer scores. About 80% of Ridgewood students qualify for the credit. However, we also feel the other 25% of students in the class will benefit from the curriculum, and it will help when they retake the Accuplacer for college placement. Leyden is also launching Transitional ELA. Transitional English is an essential part of qualifying for Career Endorsements. Depending on the state rollout, Transitional English will be implemented like Transitional Math by the 21-22 school year. These activities help prepare students for successful transition into post-secondary,using blended and braided funding sources, rather than Perkins funds. In the past CTE faculty have participated in integrated Math, and integrated ELA workshops in the DVR region. In those workshops teachers created integrated lessons which they uploaded in the DVR website Teacher-share section, where those lessons become part of a searchable database for other teachers in the region to use as a resource. An additional strength is in Non-traditional for both female and black subgroups, which under the prior benchmarks was in the exceeds category. AREAS FOR IMPROVEMENT: CTE Perkins student performance data reflect various subgroups that met the old benchmarks, but do not meet the new Perkins benchmarks across our high schools. Reading scores have been trending up, but are slightly below the new state benchmark for males and females, especially ELA students. Math proficiency has been trending upward, but is below the new benchmarks for both males and females, more so in our minority populations, English language learners and students with IEPs. Post-secondary program placement has been an area of concern in our region for several years, and still is under the new Perkins benchmarks, for every subgroup. The one consistent subgroup needing attention is low income, which impacts all our districts. With this in mind, we realize that there is overlap between the widely represented low income deficit, and some of the other subgroups that across districts sporadically "do not meet". STAKEHOLDER PARTICIPATION: An integral part of identifying our needs included stakeholder input. We conducted surveys with students, families, counselors, administrators, and faculty, all of which yielded information that informed our goals, and will be referenced throughout this document. In addition we examined and utilized published resources on creating supports across special populations to increase equity, which were also vital components for this process. WHAT ARE PARENTS SAYING? Research on supporting special populations emphasizes the importance of publishing career related information to students and families in multiple formats, and including non-trad information. Our parent stakeholder survey included 290 parents from across all nine high schools. 42% of respondents were not aware of their child's career interest inventory results, which indicates we need to make more information available to parents regarding the career surveys and other career development resources. However, 85% of respondents do ask their child what they want to be, and 73% ask what their child is passionate about, which reflects active interest on the part of parents, and suggests that by publishing career information on school websites and in parent meetings, that we could gain more parent interest and support. Additional research on supporting special populations also stresses the importance of making labor market information regarding careers available. When asked what kind of post-secondary training their child would need, 36%

based learning experiences, as well as family involvement. (see references below) For students with disabilities we will also incorporate Super Strategies like learner support in high school courses and also dual credit programs at the college. (see references below) As part of our process for continuous improvement, we will develop district-wide PACE frameworks with specific measurable goals for all students, including special populations. (see references below) This will be done in several ways, including dissemination of PACE information to all feeder districts. STUDENT ACTIVITIES: The PACE Framework will carry through career development activities by including updated career literature which will be disseminated to parents and students that includes labor market information and non-traditional designations. Parent meetings will be an important part of getting this information into the hands of families. which as we know from our stakeholder surveys has not been as effective in the past as we would like. Career development activities for students will include campus visits to see some of the key program areas available at the community college, which include areas already identified through student career assessment results as areas of interest for our student population. (See Labor Market Section) Through GOAL 1 we will improve career development through student resources including career assessments, non-traditional career information, bilingual literature, and labor market opportunity. Timelines will be addressed in detail in the related CLNA sections. GOAL 2.) Facilitate Continuous Program Improvement. Goal 2 strategies and activities are referenced in CLNA sections Size/Scope/Quality, and Implementing Programs of Study. GOAL 2 /STRATEGY 1) Expand Academic Integration in CTE curriculum. GOAL 2 /STRATEGY 2) Incorporate Employability Skills lessons and assessments. GOAL 2 /STRATEGY 3) Foster team-based or CTSO challenges across CTE Programs. GOAL 2 /STRATEGY 4) Develop/expand WBL. GOAL 2 /STRATEGY 5) Equip programs with industry standard technology/equipment, curriculum, resources and supplies (see CLNA-Size/Scope/Quality). GOAL 2 /STRATEGY 6) Review capacity issues for Programs of Study (see CLNA Implementing Programs of Study/Continuous Improvement). FACULTY AND COUNSELOR ACTIVITIES: Faculty from each school will work together in regional content committees, along with our college partners and industry representation. Participants will discuss both academic integration and technological knowledge and skills, including an exchange of ideas and best practices in those meetings, documented through their minutes published on our regional website. They will also have access to content lessons uploaded in our regional website which are cataloged by program area and can be searched by keyword, including integrated academics, focused primarily on foundational/introductory courses. We will evaluate the possible extension of Ridgewood's Algebra in Business pilot to other districts. STUDENT ACTIVITIES: We will structure and create opportunities for first hand experiences for students in different career areas. These will include in-program challenges in training/advanced courses, and collaboration with college and industry to design regional team-based challenges across districts. Furthermore, we will develop/expand work-based learning opportunities through collaboration with business and industry, in-class simulations and virtual resources. An important component of this will be to develop a reliable method of tracking for student participation. Our schools will evaluate capacity issues as they determine how to recruit qualified staff. Strategies will be developed for finding fully qualified faculty for approved programs, and increasing faculty and counselor skills through professional development activities. Timelines will be addressed in detail in the related CLNA sections. GOAL 3.) Increase student post-secondary attainment. Goal 3 strategies and activities will be referenced in CLNA sections Size/Scope & Quality, and Implementing Programs of Study. GOAL 3 /STRATEGY 1) Evaluate how to achieve accurate post-secondary student tracking GOAL 3 /STRATEGY 2) Prepare students for post-secondary training through increased student Technical Skill attainment GOAL 3 /STRATEGY 3) Expand postsecondary credit in CTE with dual credit or dual enrollment. GOAL 3 /STRATEGY 4) Collaborate on expanding secondary/postsecondary advisory committees. GOAL 3 /STRATEGY 5) Prepare students for post-secondary training through increased student support in academics. Stackable industry credentials are an important post-secondary credential, and can serve as a rigorous component of post-secondary attainment. The US Department of Education Transition Guide publication states that high schools and community colleges are key partners "to assist a student preparing for post-secondary education. . . research suggests that enrollment in more rigorous, academically intense programs (. . .dual credit) in high school prepares students, including those with low achievement levels, to enroll and persist in post-secondary education at higher rates than similar students who pursue less challenging courses of study." While as a region we will assess options on how to track students post-graduation as part of the evaluations for program improvement and equity issues, we first need to increase dual credit participation. FACULTY AND COUNSELOR ACTIVITIES: We will increase dual credit available in the home schools through systematic evaluation of high school and college course requirements, and faculty application for adjunct status. Initiatives directed at improving dual credit will include student dual credit cohorts. We will also

students' future career success: 20% Employability Skills, 17% High School Courses and Grades, 13% Early College Credit, 13% Career Development, 12% Workplace Experience, 9% Extra Curricular activities, 9% career electives. WHAT ARE THE IMPLICATIONS? There is an apparent disparity between administrator and counselor views on counselor use (and availability) of time. With heavy emphasis in school districts on social-emotional learning and course scheduling, counselors do not feel they have enough time for career advisement. AREAS FOR IMPROVEMENT AND CHALLENGES: As noted in the prior section, student subgroup performance needs to improve across most of the Perkins indicators. While some areas show upward trends over the last three years, others, like post-secondary enrollment, do not. All the research points to the critical importance of career development resources for under-served students. Growing a strong career development program across all schools will require more than literature and resources, however. It will require focused professional development before systemic changes in prioritizing counselor time can be developed. Related Guidance from Research: Students with disabilities and low income students benefit from career pathways information, according to the US Department of Education and Rehabilitation Services, US Department of Education., A Transition Guide to Postsecondary Education and Employment for Students and Youth With Disabilities. May 2017. (see references in Student Performance section) · Key Points in the Transition Process include vocational counseling and career development services, and ICSPS Supporting Students with Disabilities: Recruitment Super Strategies. ISBE's document on Special Populations and CTE includes specific recommendations for socioeconomically disadvantaged students, of which we will focus on: 1. Career assessments, 2. Career Development Activities, and 3. Developing entry-level employment skills. The same document also encourages building relationships with parents and students, which can include teacher awareness of nonverbal cues, which further addresses ensuring non-discrimination. We will consciously support our special populations by incorporating these strategies.

**Identify 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: Prepare special populations for self-sufficiency Prepare special populations for non-traditional fields
Prepare special populations for equal access Ensure non-discrimination for special populations
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1 – 1 – 5

- Goals 1 and 4 address equity strategies for students and faculty, respectively. GOAL 1.) Use research based strategies to expand equity for special populations. In accord with resources referenced in this document on equity, including The Special Populations and CTE publication "Extending Access to Career Pathways for All" from ISBE, we will focus on PACE Framework priorities and include the publication's specific recommendations for Special population students. We will consciously support our special populations by incorporating these strategies, as well as assuring that all students in approved courses have appropriate student supplies and materials for high caliber performance in the CTE content area. Materials on programs, courses, dual credit, (See Implementing Programs of Study Section) and non-trad careers for parent and student groups will be bilingual. We will concentrate on career assessment and career development as we follow the ISBE recommendations listed above. GOAL 1 /STRATEGY: Facilitate development of students' personal career goals using PACE Framework Activity 1 - [Budget: 2120/100, 2120/300, 2210/300, 2210/400] Disseminate PACE Framework to feeder districts to initiate discussions on how to help students with career planning. Activity 2 - [Budget: 2120/100, 2120/300, 2120/400, 2210/100] Publish career information (printed and/or electronic) on school websites, including available programs, courses with early college credit, labor market information, non-Traditional options, (eg: NAPE Non-Traditional Toolkit), and translate literature into Spanish for subgroups (as needed). Activity 3 - [Budget: 2120/100, 2120/300, 2120/400, 2210/100] Parent meetings on career options including non-traditional careers. Activity 4 - [Budget: 2120/300] Have all students complete career assessments by the end of their freshman year Activity 5 - [Budget: 2120/300, 2120/400, 2210/100] Create activities to give students exposure to career assessments, career options, career preparation, including visits to post-secondary partner Programs of Study, job shadowing (in-person or virtual), field trips, career fairs, guest speakers (elementary/middle school and high school)non-trad opportunities and career readiness curriculum, resources, and non-trad opportunities. TIMELINE: FY21: Develop, translate (as needed) and publish career information (update each year as needed) FY22: Pilot career development opportunities FY23: reassess success of activities for refinement and improvement in LNA revision. Original parent and student LNA surveys will be repeated to assess changes in understanding of career guidance/exposure. FY24: Implement changes recommended in LNA update EVALUATON: Pace framework includes career assessments, career development activities and access to career resources in various extents across grade levels. Resources will be disseminated for students, faculty and parents at the beginning of each year.(activities 1,2,3)

supporting a variety of public-facing data resources in Illinois, and a centralized demographic Data-set (CDD). In FY19 the P-20 Council's Education and Workforce Data Task Force planned enhancements to the governance structure, intra and inter-agency systems architecture, and program management processes to improve data access and use for data stakeholders/users including agencies at the state and local level, in order to allow records matching across state agencies. According to NIU, agencies can implement on their own schedules, and IDES is currently working on implementation. Ed360 is also expected to make use of this system which is updated every 6 months. With all the work that has gone into the development, creation and improvement of this inter-agency collaboration for data tracking, our first strategy is to rely on ISBE to make use of this wealth of information on behalf of EFEs. If the state cannot track student data after secondary school we will start from scratch finding a way to track students.   3-1-1 Challenges will include teacher responses to change of working conditions, union cooperation, administrator attention, and student privacy issues. GOAL 3.) Increase student post-secondary attainment GOAL 3 /STRATEGY 1: Evaluate how to achieve accurate post-secondary student tracking. ACTIVITY AND TIMELINE: Because ISBE apparently has doubts about the availability of ILDS data, in FY21 we will attempt to piece together a way to work with local data, starting from scratch. We will schedule two meetings between secondary and post-secondary registrars to discuss CIP consistency in tracking from secondary to post-secondary. During that time, the DVR EFE Board of Control will discuss the challenges of hiring a statistician to collect and analyze data on graduates by CIP, including dis-aggregated sub data, and satisfaction with either post-secondary training and or job placement in their chosen field. Board discussion will include, in spite of all the state resources devoted to ILDS since 2013, the local time and budgetary constraints related to structuring their own data collection and evaluation process. FY22 By this time we hope the Illinois inter-agency collaboration on the ILDS will finally yield reports for us. In the event that does not happen, based on the outcome of the FY21 Registrar meetings, working groups, including registrars, administrators and related personnel will begin the tortuous process of identifying barriers in local systems, technology identified, and how to tackle consistency across institutions to facilitate creating a manageable and accurate tracking method. In FY22, based on the outcome of the FY21 Registrar meetings, working groups will address barriers identified in systems and technology, and questions on consistency across institutions to facilitate more accurate tracking. An additional workgroup consisting of the Regional Content Committees for Business/IT, FCS/Health and Industrial Technology will begin gathering samples of best practices in student post-graduation surveys, including some postsecondary surveys already being utilized. In FY23 we will implement recommendations from the Registrar working group for coding student information created in FY22. In FY 23 we will also recommend surveys screened in the prior year by the content committees to administration and request assistance on establishing related personnel who will be able to field the surveys and tally the results. Union negotiations may be involved, since this would represent a change of working conditions, not having been required in the past. FY24 After solving the questions of data collection, record keeping, and tracking methods, we will review the post-secondary surveys currently being done and assess the relative value of the results compared to the goals established by the content committees in the prior year.

Using LNA summative statements, summarize the process for funding program realignment.

- WHAT ARE BUSINESS AND INDUSTRY SAYING? Regarding the labor market, our CLNA final review with representation from education, industry and the Chicago Workforce Board indicates that previously used labor market projections are no longer accurate reflections for the next year or even two, based on the Covid 19 pandemic. Nevertheless Business partners stated they believe the economy will bounce back, and they will want to continue to collaborate with schools to develop the future workforce. WHAT ARE THE IMPLICATIONS? With the unexpected advent of Covid 19 our schools are facing issues regarding program support and development which had not previously been included in our discussions and evaluation. It will be very important to keep up our communication with our business partners during this difficult time to facilitate renewal of our collaborations as their businesses recover. Program realignment will be reconsidered once school is fully back in session and funding sources are stabilized. All approved programs can be included in federal, state and local budgets, but we will look for additional state grants for specific pathway development like the Education Career Pathway. PROGRAMS TO CLOSE: Based on labor market analysis, support for 19.09005 Apparel & Textile will be discontinued. PROGRAMS TO REALIGN: EXAMPLES OF COURSES TO REALIGN TO ADDITIONAL CIPS DUE TO NEW MATRICES - NEED TO OPEN CIPs Business Management course from Entrepreneurship CIP 52.0701 to New Business Management CIP 52.0201 (new created by ISBE) Product Oriented Marketing course from CIP 52.1801 Sales/Distribution and Marketing (closed by ISBE) to CIP 52.1401 Marketing (new

messages, educate counselors and faculty on bias to reduce barriers, and use gender inclusive language, which will require professional development for counselors and faculty, as noted in the Recruitment and Retention section. WHAT ARE STUDENTS SAYING? DVR issued a student survey (mentioned in Labor Market Alignment section) to all our schools and received 3,653 responses. Demographics of respondents represented all grade levels, with a slightly higher amount (31%) from seniors. Of nine high schools, students responded from seven. 58% said they remember taking a career survey, but only 34% remember the results. With prompts, they could identify their preferred pathways/clusters from the career assessments. Approximately two thirds said they have discussed their results with their parents. Among respondents, 76% believe career development experiences are important for their future career success. WHAT ARE PARENT SAYING? When asked if they were aware of their child's interest inventory, 42% said yes, and 58% said no. Those who said yes answered that they had discussed he career results with their child. WHAT ARE THE IMPLICATIONS? Since approximately 67% of students say they discussed their career survey with their parents, but only 42% of parents had discussed it with their child, this might suggest that the career assessments need more visibility with both parents and students. Regarding a career pathway, most of the feeder districts in our region are independent school districts. School districts in the DVR region are primarily independent, with almost no consolidated unit districts. Therefore no cohesive career development pipelines have been developed for students up to this time. We only have one CUSD. Our feeder districts are at varying stages with their career development activities. Some offer an annual career fair, others offer hands-on STEM activities for students, and others start students on virtual job shadow and career assessments in the middle school years. One of our high schools has currently developed a close working relationship with their feeder districts that includes sending a STEM teacher to coach the middle school teacher for working with students on STEM projects to create exposure and interest. Triton College has been holding a STEM fair at the college annually for a limited number of middle school students. The DVR region schools have a long established partnership with Triton College. In 2011 the DVR Board voted to accept the Triton College President as a voting member of the Board which further solidified the working relationship. Since that time DVR and Triton College have worked on several collaborative initiatives, including the Near West Suburban Manufacturing and Engineering Careers Initiative, in which Triton became the regional FAMTEN Hub for the National Fluid Power Association's Fluid Power Challenge for middle schools. We will collaborate with Triton as they work to expand their STEM program over the next four years, as well as building further communication and collaboration between high schools and their feeder districts on career development activities. GOAL 1 Use research based strategies to expand equity for special ⎯⎯ *1-1-1* populations. GOAL 1 /STRATEGY: Facilitate development of students' personal career goals using PACE Framework *1-1-2* Activity 1 - [Budget: 2210/100, 2120/300, 2210/300, 2210/400] Disseminate PACE Framework to feeder districts to *1-1-5* initiate discussions on how to help students with career planning. Activity 2 - [Budget: 2120/100, 2120/300, 2120/400, 2210/100] Publish career information (printed and/or electronic) on school websites, including available programs, courses with early college credit, labor market information, non-Traditional options, and translate literature into Spanish for subgroups (as needed). Activity 5 - [Budget: 2120/300, 2120/400, 2210/100] Create activities in person or virtual, to give students exposure to career assessments, career options, career preparation, including visits to post-secondary partner Programs of Study, job shadowing (in-person or virtual), field trips, career fairs, guest speakers (elementary/middle school and high school)non-trad opportunities and career readiness curriculum, and non-trad opportunities. TIMELINE: FY21: Develop, translate (as needed) and publish career information (update each year as needed) FY22: Pilot career development opportunities FY23: reassess success of activities for refinement and improvement in LNA revision. Original parent and student LNA surveys will be repeated to assess changes in understanding of career guidance/exposure. FY24: Implement changes recommended in LNA update EVALUATION: Pace framework includes career assessments, Career development activities and access to career resources. Resources will be disseminated for students, faculty and parents at the beginning of each year.(activities 1,2,3) Every year 100% of each freshman class will complete personal career assessments (activity 4), and all students in approved foundational/introductory courses will have a career development experience. Activity 5) 90% positive evaluation on exit tickets by students. Disaggregated subgroups in Districts will meet Perkins Performance levels in 4S1(NONTRAD) by FY22.

Enrollment size

- Enrollment Size: Although student survey results indicated there were some students who could not take a course because the section was full, we understand the sectioning challenges high schools face. Additional sections cannot

- Technical Attainment: Our CTE programs address appropriate technical knowledge and skills. While programs have advisories with industry representation as well as industry-recognized credentials that assure the technical standards are being met, schools do feel there is room for improvement in both these areas. Program quality will be maintained and improved through content-specific student supplies and materials, and by updating according to industry standards. (Also refer to Implementation of Programs of Study/Post-secondary credential attainment) GOAL 2 Facilitate continuous program improvement. GOAL 2 /STRATEGY 5) Equip programs with industry standard technology/equipment, curriculum, resources and supplies, Activity 1 - [Budget: 1000/500] Purchase advisory recommended industry technology and equipment. Record in Properties list. Activity 2 -[Budget: 1000/300] Repair & maintain current equipment Activity 3 - [Budget: 1000/300, 1000/400, 2210/300, 2210/400] Purchase student software, program subscriptions, supplies, program subscriptions & fees, and materials for approved courses Activity 4 [Budget: 2210/100, 2210/300, 2210/400] Curriculum revision as needed to update courses (Also see Technical Attainment in Implementing Programs of Study Section) TIMELINE: FY21: Advisory will inform recommendations for purchases FY:22 continued partnership and appropriate purchases FY23: Reassess success of activities for refinement and improvement in the LNA update. Original faculty LNA surveys will be repeated to assess progress in program improvement. FY24: Implement changes recommended in LNA update EVALUATION: Technology, materials and supplies will be purchased based on approved budgets. Verify properties lists. Student pass rate will be 85%.nd 2S3 by FY24.

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Addressing employability skills

- EMPLOYABILITY SKILLS: Create lessons for Essential Employability Skills Framework - rollout timetable and measurable goals (see references below) During the upcoming year, work will be done on how to infuse the essential framework into each CIP. There will be a greater emphasis in Skill/Advanced level classes. GOAL 2.) Facilitate continuous program improvement. GOAL 2 /STRATEGY 2) Incorporate Employability Skills lessons and assessments Activity - [Budget: 2210/100, 2210/300, 2210/400] create lessons and assessments on Essential Employability Skills for use in approved programs, and building-level student advisories. Over the course of the last year, faculty have had professional development on the essential employability skills and how to infuse the essential framework into each CIP. As mentioned in our High-Quality CTE section, we recognize the importance of helping students develop entry-level employability skills, and adopt ISBE"s recommendation of this as an intervention strategy as well as being a goal of Perkins V. Goal 4 /Strategy 2) Increase Professional Skills for CTE Faculty and Staff, Activity 2 specifies professional development for faculty on Essential Employability Skills. TIMELINE: FY21: Create lessons and appropriate pre & post assessments on Employability Skills Framework for training level courses FY:22 Refine lessons as needed and analyze student progress FY23: Reassess success of activities for refinement and improvement in the LNA update. Create additional related learning activities to enhance student application of employability skills FY24: Implement changes from LNA update. EVALUATION: In-course assessments- pre and post-tests. Students will achieve 85% score or better on specific employability skills post-assessments. REFERENCES: https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf

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Meeting with an established advisory committee

- ADVISORIES: /Advisory Committee: The Advisory Committee Guidebook was developed by the Illinois Center for Specialized Professional Support (ICSPS) in coordination with the Illinois Community College Board's CTE Team to provide guidance for CTE programs as they worked to improve their advisory committees (see references below) As we embrace Perkins V, the Guidebook is being updated to reflect the emphasis on secondary/post-secondary collaboration. GOAL 3.) Increase student post-secondary attainment. GOAL 3 /STRATEGY 4) Collaborate on expanding secondary/postsecondary advisory committees. WHAT ARE BUSINESSES SAYING? In response to our college partner's stakeholder survey, only 7% of businesses said they have participated as members of a program advisory. However, when asked if they would be willing to serve on a program advisory, 79% said yes. WHAT ARE THE IMPLICATIONS? This suggests that over the next couple years our combined secondary/post-secondary advisories will need to improve their business and industry participation. We will look for alternatives for advisory members unavailable to travel to meetings, (Skype, Zoom, or other teleconference options) and structure the advisories to have industry input rather than the schools informing the advisory members of what they are doing. Activity 1- [2210/100] Regional Admin Council Meet with Chicago Workforce Board representatives to review labor market opportunities, and

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developing contacts and tracking methods for the schools to use. Resources include the new Career Development ToolKit by Ed Systems at NIU TIMELINE: FY21: Develop method for students to track and report their WBL activities (eg- Transeo) FY:22 Launch pilot programs with industry partners FY23: Reassess success of activities for refinement and improvement in the LNA update. FY24: Implement changes from LNA update. EVALUATION: Verify method for tracking and reporting in FY21. Thereafter, 10 additional students per year will participate in documented WBL activities. Graduating class of FY22 -Disaggregated Subgroups in Districts will meet Perkins Performance levels in 1S1, and 1S2 (In light of the COVID public health concerns, districts will follow the guidelines provided by health organizations both locally and nationally regarding "social settings". All participation in job shadowing, work-based learning, Team-based challenges and other off-campus school based activities will be determined by health organization guidelines.)

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

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- FACILITIES: GOAL 2.) Facilitate continuous program improvement. GOAL 2 /STRATEGY 5) Equip programs with industry standard technology/equipment, curriculum, resources and supplies. Education appropriate technology in the CTE classroom is critical for students to be prepared to use corresponding technology in order to qualify for employment in the related industry. In order to offer programs with appropriate and accessible facilities using industry standard technology and equipment, the school will continue to support our current CTE CIPs with state-of-the-art industry standard technology and equipment and also look to support our new CIPs with up-to-date industry standard technology and equipment to best prepare and qualify for employment in the related industries. Equipment is tracked on properties lists, and new equipment requests have advisory recommendations. Activity 1 - [Budget: 1000/500] Purchase advisory recommended industry technology and equipment. Record in Properties list. Activity 2 -[Budget: 1000/300] Repair/maintain current equipment Activity 3 - [Budget: 1000/300, 1000/400, 2210/300, 2210/400] Purchase student software, program subscriptions, supplies, program subscriptions/& fees, and materials for approved courses Activity 4 [Budget: 2210/100, 2210/300, 2210/400] Curriculum revision as needed to update courses TIMELINE: FY21: Advisory will inform recommendations for purchases FY:22 continued partnership and appropriate purchases FY23: Reassess success of activities for refinement and improvement in the LNA update. Original faculty LNA surveys will be repeated to assess progress in program improvement. Complete full equipment inventory with estimations of market value and projected usability. Create five-year equipment evaluation plan for each program FY24: Implement changes recommended in LNA update EVALUATION: Technology, materials and supplies will be

Implementing Programs of Study

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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

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- CONTINUOUS IMPROVEMENT: GOAL 2.) Facilitate continuous program improvement. GOAL 2 /STRATEGY 6: Review capacity issues for Programs of Study We have active working committees structured to include interaction across districts specific to CTE department areas, and Student Services. Content committees meet 2-4 times per semester. Discussions on content and resources, as well as dual credit courses are covered. The Student Services Committee meets monthly, and discusses career opportunities for students, field trips, career assessment resources, and dual credit. In addition, the DVR Board assigns a designated representative from each of their districts to the Administrative Council, on which all districts are active members, which has oversight of the content committees, and makes recommendations to the Board on programs, new dual credit, and professional development each year. Strategy 6/ Activity 1- Program Quality Review (PQR) -Program Reviews for existing CIPs. TIMELINE: Each district will conduct program quality reviews for each approved program by FY23. Results will inform areas of emphasis for future improvement. EVALUATION: completed evaluation forms for each program by each school by the end of FY22, with plans for the following two years on how to incorporate further improvements. Strategy 6, Activity 2 - Review recommended new CIPs and analyze for viability. Complete new program requests for ISBE. GOAL 3 Increase student post-secondary attainment. GOAL 3 /STRATEGY 2) Prepare students for post-secondary training through increased student Technical Skill attainment Activity 3 - The Early Childhood Education program curriculum is being revamped at the state level. This will impact the technical knowledge and related industry (state level) certifications. Based on state timelines for approvals, changes will be implemented in ECE offerings TIMELINE: FY21 Use PQR for half current approved CIPs FY22 Use PQR for remaining half current approved CIPs FY23 Reassess success of activities for

students. Therefore we will investigate which credentials matter most to employers (advisory input), and then what qualifications/skill levels our faculty need to instruct our students for success. GOAL 3 /STRATEGY 2) Prepare students for post-secondary training through increased student Technical Skill attainment Activity 1 - [Budget: 2210/100, 2210/300] evaluate industry credentials available for approved CIPS, add additional related credentials Activity 2- [Budget: 1000/300, 2210/300, 2230/300] Purchase appropriate software for industry credentialing and technical skill attainment. Goal 4 Offer high quality instruction in approved programs. Goal 4 /Strategy 2) Increase Professional Skills for CTE Faculty and Staff, Activity 3- [1000/100, 2210/300, 2210/400] Faculty training and resources on related industry credentials and technical skills. and Activity 5- [1000/100, 2210/300] Provide professional development opportunities to support secondary faculty in the acquisition of credentials leading to adjunct faculty qualifications. TIMELINE: FY21: Create baseline attainment tracking for industry credential attainment, and additional industry credentials that should be incorporated into existing programs of study FY:22 Teacher training on industry credentials including test fees to attain those credentials (see High Quality Instruction/PD) FY23:Incorporate additional credentials into advanced/Training level courses Reassess success of activities for refinement and improvement in the LNA update. Original faculty LNA surveys will be repeated to assess progress in program improvement. FY24: Implement changes recommended in LNA update EVALUATION: Students will record credential attainment in Transeo, or similar programs. Report on industry credentials earned, increase 5% per year, compared to baseline FY21. Disaggregated subgroups in Districts will meet Perkins Performance levels in 3S1 and 5S2 .

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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.

- POSTSECONDARY CREDIT: GOAL 3.) Increase student post-secondary attainment. WHAT ARE TEACHERS SAYING? Among 42 faculty responses to our stakeholder survey on programs of study, 81% said they are aware of the school's career interest inventory for students. When asked what post-secondary training students in their classes would need, 33% said college 4 year degree, 30% said college advanced degree, 17% said 2 year degree and another 17% said related industry credential. Therefore we need to make more effort at sharing career materials with our instructors as well as with students and families, with more specific information regarding required postsecondary training. In the student stakeholder survey 65% of students said dual credit is important for their future success. However, a similar number said that extracurricular activities are important for their future success, so we may have some survey bias in our responses. 46% of students think they will need a 4 year college degree for their career. 17% said an advanced degree would be needed. 15% names on the job training, and 11% said a 2 year degree. WHAT ARE THE IMPLICATIONS? we see quite a difference between faculty perception and student perception of required post-secondary training, neither of which mirrors actual national figures. Regardless of the specific form of training, we do know that most careers will require some type of post-secondary training. GOAL 3 /STRATEGY 3) Expand post-secondary credit in CTE with dual credit or dual enrollment. Activity 1 - [Budget: 2210/100, 2210/400] Meet with secondary and post-secondary stakeholders to determine appropriate opportunities. Compare dual credit opportunities across schools for consistency. Identify opportunities for students to achieve 12 or more dual credits, and evaluate student scheduling for incorporation. Promote dual credit opportunities in literature, websites and parent meetings) Activity 2 - [Budget: 2120/300, 2120/400] Develop regional dual credit cohorts in specific Programs of Study Activity 3 - [2210/300] Support high school faculty members' applications for dual credit adjunct status Activity 4 [Budget: 2210/100] Curriculum revisions as needed to meet dual credit course requirements. Activity 5 [1000/300, 1000/400] Student transportation and fees to dual credit courses, and dual credit required textbooks. TIMELINE: FY21: Admin Council will track dual credits earned, by program, and assess how to create more opportunities for students. High school faculty will apply for adjunct status. FY:22 Promote additional Dual Credit opportunities to students and parents. FY23: Reassess success of activities for refinement and improvement in the LNA update. FY24: Implement changes recommended in LNA update Evaluation: Report number of meetings and participants, number of dual credit courses available, dual credits earned. 5% increase per year in dual credit attainment from FY21 baseline. Almost all current DVR Programs of Studies incorporate a pathway to a recognized postsecondary credential or industry credential. Exceptions include CIP 10.0202 AV/Broadcast, CIP 11.0801 Web Page, CIP 46.0000 Construction/General, and CIP 48.0703 Cabinet making/Millwork. We will work towards developing dual credit in our schools for these remaining programs of study over the next two years.

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Non Traditional Super Strategies (see references below) states, "When informing students about Nontraditional Occupation (NTO) programs, it is crucial to dispel stereotypes held by teachers, counselors, parents, and/or students themselves regarding nontraditional occupations by raising awareness of nontraditional careers early in the educational process. A goal of teachers and counselors should be to promote a message that suggests to a student". Therefore we will include PD on equity. Increasing faculty technical skills with industry credentials will contribute to building continuous program improvement (refer to Implementing Programs of Study / Postsecondary credential section) Teachers will have various PD as needed across areas that arose in the faculty stakeholder surveys, and curriculum time for related efforts, like integrating the Essential Employability Skills Framework (EESF) into their CTE curriculum in order to focus attention on entry-level employment skills. In addition, Counselors will receive support through participation in counselor conferences and professional organizations like the CTE Counselor Academy and NAPE. Professional development will be structured as a continuous sequence of trainings by utilizing local, regional, state and national organizations. A supportive environment will be expanded through supplying program needed equipment (See Continuous Improvement section) and by arranging faculty to faculty collaboration on best practices in regional content committees Faculty and counselor professional development opportunities will include site visits, conferences, and workshops. Each year CTE teachers will have budget support to attend CTE Conferences and workshops. Teachers will bring back evidence-based practices to incorporate into local Programs of Study. Participating teachers will update lesson plans, and share best practices in their departments, and in the regional content committee meetings. Examples of sources of professional development include: · ACTE Annual Career Visions - fall(2nd qtr) · IACTE state conference - spring (3rd Qtr) · Illinois Career Connections Conference - spring. (3rd Qtr) · Forum for Excellence (fall 1st qtr) · Illinois Transitions Academy (spring and fall) · Illinois CTE Professional Development Network · DVR Regional Programs of Study Workshop · NAPE If COVID 19 issues cause the cancellation of in person PD, we will use electronic alternatives as they become available. Based on faculty stakeholder surveys, we will include the following support for CTE faculty and staff: GOAL 4, STRATEGY 2: Activity 1 - [1000/100, 2210/300] 4-2-1 Special Pops training for teachers and counselors. Activity 2 - [1000/100, 2210/300] PD on Essential Employability 4-2-2 Skills. Activity 3- [1000/100, 2210/300, 2210/400] Faculty training and resources on related industry credentials and 4-2-3 technical skills. Activity 4 - [1000/100, 2210/300] Faculty participation in state and federal CTE professional 4-2-4 development conferences and workshops including working with diverse learners, integration of core academics, and 4-2-5 course content. Activity 5- [1000/100, 2210/300] Provide professional development opportunities to support 4-2-6 secondary faculty in the acquisition of credentials leading to adjunct faculty qualifications. Activity 6 - [2210/300, 4-2-7 2210/400] DVR School/College Alliance Regional Program of Study Workshop (High School Districts and college 4-2-8 partner on PACE Framework). According to US Department of Education and Rehabilitation Services, US Department of 4-2-9 Education, A Transition Guide to Postsecondary Education and Employment for Students and Youth With Disabilities. May 2017. (see references below) Key Points in the Transition Process (page 22) include vocational counseling and career development services. Therefore we will include activity 7 for counselors. Activity 7 [2210/300] Counselor # 5.6 participation in Illinois CTE Counselor Academy Conference and other professional learning relating to career w college development for students. Activity 8- [1000/100, 2210/300, 2210/400] Raise faculty, counselor, and staff awareness and understanding of equity issues. We will budget for key personnel to attend the NAPE Conference on Bringing Equity into Focus. (dates tba) or other virtual options, and search out ISBE or ICSPS provided workshops for our faculty and counselors to attend. Activity 9 - [Budget: 2210/300, 2210/400] Faculty and counselor site visits to business and industry TIMELINE: FY21: In the fall of FY21 the region will hold a Program of Study Workshop focusing on the PACE Framework. Counselor participation in Illinois CTE Counselor Academy Conference, as available, PD on Essential Employability Skills and Equity/Spec Pops FY22: District administrators approve PD based on course content and district needs. FY23: Reassess success of activities for refinement and improvement in the LNA update. Original faculty LNA surveys will be repeated to assess progress in program improvement. FY24: Implement changes recommended in LNA update EVALUATION: Count participants by workshop/conference, count additional industry credentials attained by faculty. 90% positive evaluation by participants. REFERENCES: https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf,

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