

DVR Goals and Strategies for Secondary Local Application

Goal 1 Use research based strategies to expand equity for special populations (CLNA - Access to High Quality Programs, Size/Scope/Quality, and Implementing Programs of Study)

Local Application Components:

- **LWIB collaboration for career exploration and development**
- **LWIB collaboration for up-to-date career information**
- **LWIB collaboration for an organized career guidance and academic counselling system**
- **Special Populations - Prepare for non-traditional fields**
- **Special Populations - Equal Access**
- **Special Populations - Ensure non discrimination**
- **Address disparities or gaps in local levels of performance**

Goal 1 /Strategy: Facilitate development of students' personal career goals using PACE Framework.
(CLNA - Access to High Quality Programs, Size, Scope, Quality/Recruitment and Enrollment; Implementing Programs of Study/Guidance on Career Clusters)

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. (Access to High Quality CTE/Goals, Size/scope/quality - Student Recruitment, Implementing Programs of Study/Career Clusters)

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-trad Toolkit), and translate literature into Spanish for subgroups (as needed). (Access to High Quality CTE/Goals, Size/Scope/Quality, Implementing Programs of Study/Career Clusters)

Activity 3 - [Budget: 2120/100, 2120/300, 2120/400, 2210/100] Parent meetings on career options including non-traditional careers. (Access to High Quality CTE/Goals, Implementing Programs of Study/Career Clusters)

Activity 4 - [Budget: 2120/300] Have all students complete career assessments by the end of their freshman year. (Access to High Quality CTE/Goals, Implementing Programs of Study/Career Clusters)

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, resources, and non-trad opportunities. (Access to High Quality CTE/Goals, Size/scope/quality - Student Recruitment, Implementing Programs of Study/Career Clusters)

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

Activity 6 [Budget: 1000/300, 1000/400] Classroom supplies/resources for integrated academics. (Size/Scope/Quality/Academic Standards)

Activity 7 [Budget: 2210/100, 2210/100, 2210/300] Development of Geometry in Construction programs for schools not yet participating. (Size/Scope/Quality/Academic Standards)

Timeline: FY21: Develop integrated lessons for foundational courses, and post on DVR website “Teacher-share” for access by teachers in EFE region. Schools will examine pilot algebra in business to consider recommendations to their own curriculum committees for inclusion in curriculum. FY:22 Implement inclusion of integrated lessons. This will be for students in Foundational/Introductory courses, (so grades 9 and 10.) These students will take the SAT in grade 11, so there will be a gap of one or two years to see the results. FY23: Continue improving academic integration in all foundational 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

Goal 2 /Strategy 2) Incorporate Employability Skills lessons and assessments (see CLNA-Size/Scope/Quality)

Activity 1 – [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. (Size/Scope/Quality/Employability Skills)

Timeline: FY21: Create lessons and appropriate pre and 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.

Goal 2 /Strategy 3) Foster team-based or CTSO challenges across CTE Programs (see CLNA-Size/Scope/Quality)

Activity 1 - [Budget: 2210/100] Develop in-program challenges in Training/Advanced courses. (Size/Scope/Quality/CTSO)

Activity 2 - [Budget: 2210/100] Collaborate with college and industry to design regional team-based challenges across districts. (Size/Scope/Quality/CTSO)

Activity 3 - [Budget: 1000/100, 1000/300, 1000/400, 2120/300, 2120/400, 2210/100] Facilitate participation in CTSOs, as available, including fiscal support for team challenges. (Size/Scope/Quality/CTSO)

Timeline: FY21: planning and creation of team based challenges for advanced/training level courses FY:22 Incorporation of team based challenges FY23: refinement of challenges Reassess success of activities for refinement and improvement in the LNA update. Student LNA surveys will be repeated to assess progress in program improvement. FY24: Implement changes from LNA update. Track student participation in team based challenges through Transeo.

Evaluation: Technology, materials and supplies will be purchased based on approved budgets. Verify properties lists. Student pass rate will be 85%.

Goal 2 /Strategy 6) Review capacity issues for Programs of Study (see CLNA Implementing Programs of Study/Continuous Improvement)

Activity 1- [Budget: 2210/100]Program Quality Review (PQR) -Program Reviews for existing CIPs. (Implementing Programs of Study/ Continuous Improvement)

Activity 2 - [Budget: 2210/100]Review recommended new CIPs and analyze for viability. Complete new program requests for ISBE as needed. (Implementing Programs of Study/ Continuous Improvement)

Timeline: FY21 Use PQR for half current approved CIPs FY22 Use PQR for remaining half current approved CIPs FY23 Reassess success of activities for refinement and improvement in the LNA update. following PQR evaluation of existing programs. Each district needs to go through their own curriculum committee review process, before requesting additional CIPs. FY24 Implement changes recommended in LNA update

Evaluation: Completion of program reviews by end of FY22. Evaluation will be in the form of the Program review recommendation forms.

Goal 3 Increase student post-secondary attainment (CLNA - Size/Scope and Quality -Advisories, and Implementing Programs of Study/Postsecondary credential attainment)

Local Application Components:

- **Post-secondary credit opportunities for CTE students**

Goal 3 /Strategy 1) Evaluate how to achieve accurate post-secondary student tracking

Activity - None of our schools currently have the capacity to launch statistically valid surveys, or perform accurate, timely analysis. We would hope that ISBE will continue using the State Longitudinal database which was created for the purpose of tracking students into post-secondary. Tracking students is a long term process that starts with how dual credit students are coded into post-secondary, prior to the point of graduation and transition. From there it builds into building a correlation of secondary pathways into consistent tracking across Programs of Study. (Labor Market/Goals)

Therefore, in FY21 we will schedule two meetings between secondary and postsecondary 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 disaggregated sub data, and satisfaction with either post-secondary training and or job placement in their chosen field. Board discussion will include the budgetary constraints related to launching their own data collection and evaluation process.

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). (Implementing Programs of Study / Post-secondary Credit)

Activity 2 - [Budget: 2120/300, 2120/400] Develop regional dual credit cohorts in specific Programs of Study. (Implementing Programs of Study / Post-secondary Credit)

Activity 3 - [2210/300] Support high school faculty members' applications for dual credit adjunct status. (Implementing Programs of Study / Post-secondary Credit)

Activity 4 - [Budget: 2210/100] Curriculum revisions as needed to meet dual credit course requirements. (Implementing Programs of Study / Post-secondary Credit)

Activity 5 [Budget 1000/300, 1000/400] Student transportation and fees to dual credit courses, dual credit required textbooks. (Implementing Programs of Study / Post-secondary Credit)

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.

Goal 3 /Strategy 4) Collaborate on expanding secondary/postsecondary advisory committees.

Activity 1- [2210/100] Regional Admin Council Meet with Chicago Workforce Board representatives to review labor market opportunities, and with College Deans and program coordinators. (Size/Scope/Quality / Advisories)

Activity 2- [2210/100] Regional content committees will provide CTE Teachers opportunities to collaborate with college career program coordinators and representatives from business and industry. (Size/Scope/Quality / Advisories)

Timeline: FY21: Expand relationships, coordinate meeting schedules and share with related content faculty FY:22 Further align instruction based on advisory recommendations. 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: Number of meetings and participants, minutes from discussion and collaboration.

Goal 3 /Strategy 5) Prepare students for post-secondary training through increased student support in academics.

Activity 4 - [1000/100, 2210/300] Faculty participation in state and federal CTE professional development conferences and workshops including working with diverse learners, integration of core academics, and course content. (Access to Quality, Retention/Training)

Activity 5- [1000/100, 2210/300] Provide professional development opportunities to support secondary faculty in the acquisition of credentials leading to adjunct faculty qualifications. (Implementing Programs of Study/Post-secondary Credentials, Retention/Training)

Activity 6 - [2210/300, 2210/400] DVR School/College Alliance Regional Program of Study Workshop (High School Districts and college partner on PACE Framework). (Access to Quality, Retention/Training)

Activity 7 [2210/300] Counselor participation in Illinois CTE Counselor Academy Conference and other professional learning relating to career development for students. (Access to Quality, Retention/Training)

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. (Access to Quality, Retention/Training)

Activity 9 - [Budget: 2210/300, 2210/400] Faculty and counselor site visits to business and industry. (Implementing Programs of Study/Post-secondary Credentials, Retention/Training)

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.

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References:

Updated links for Research Resources for CLNA