

**Work-Study Session: Career and Technical Education
April 15, 2009
10:30 a.m.**

Board Room, 4th Floor

AGENDA

1. Roll Call
2. Board Member Participation by Other Means
3. Career and Technical Education *(pp. 2-4) (Also, see Attachments A-J)*
4. Adjourn

ILLINOIS STATE BOARD OF EDUCATION MEETING

April 15, 2009

TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education 
Susie Morrison, Deputy Superintendent 

Agenda Topic: Board Study Session: Career and Technical Education

Staff Contact(s): Mark Williams, Division Administrator, Career Development and Preparation

Materials

Discussion Guide

Attachment A: Career & Technical (CTE) in Illinois Factsheet – 2009

Attachment B: CTE Philosophy in Illinois: Proposed Program Approval Redesign

Attachment C: Carl D. Perkins Secondary Performance Report: Proposed

Attachment D: Introduction to Illinois CTE Programs of Study 2008-09

Attachment E: Illinois Programs of Study Self Assessment 2008-09

Attachment F: Forging the Innovation Generation – PLTW

Attachment G: Illinois Innovation Talent Overview April, 2009

Attachment H: Statewide Performance of Illinois Agricultural Education Students (FY09)

Attachment I: Growing Agriculture in New Fields – 2008 Report

Attachment J: CTE Curriculum Revitalization Project 2007 - ongoing

Purpose of Agenda Item

The Division of Career Development and Preparation is responding to the Board's request for dedicated time to investigate more completely various dimensions and implications of its mission to serve Illinois schools.

Relationship to/Implications for the State Board's Strategic Plan

GOAL 1: *Every student will demonstrate academic achievement and be prepared for success after high school.* The Career and Technical Education programs operative in Illinois schools are a valuable dimension of the educational system that can raise academic achievement, student engagement and retention, as well as preparation for further study/training and careers.

GOAL 2: *Every student will be supported by highly effective teachers and school leaders.* Career and Technical educators have unique insight into techniques of applied learning as well as the relevance of core academic content to the lives of students and the concrete circumstances in which they live and will eventually work.

GOAL 3: *Every school will offer and safe and healthy learning environment for all students.* Career and Technical Education contributes to a learning environment where the applications of content are as valuable as the content in isolation. The focus upon the individual student, the students' skill development and career aspirations allows core content to have greater significance.

Expected Outcome(s) of Agenda Item

Board members will have a greater knowledge of the contribution that CTE makes to the educational framework in Illinois, as well as challenges, and opportunities as well as an opportunity to discuss policies and positions in this area.

Background Information

In the years since the implementation of No Child Left Behind, the role of CTE has sometimes been minimized due to the high stakes accountability associated with Math and Reading scores on a statewide assessment. In the national conversation on high school reform and design, Career and Technical Education is returning to significance as a method of restoring meaning and relevance to the secondary school experience. CTE in Illinois is making an important contribution to the lives of many Illinois students and is poised to expand its influence in the future as we discuss the redesign of high schools in Illinois.

Illinois State Board of Education
Work Study Session: Career and Technical Education
Discussion Guide
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The session will include both presentation and discussion of Career and Technical Education (CTE) in Illinois.

The following questions will serve as a guide for this discussion.

1. What does the data tell us about CTE in Illinois? What data elements are missing to inform our decision making?
2. Should CTE fund Programs of Study that are high skill, high-wage and/or high demand?
3. What is the role of CTE and 21st Century Partnership in the American Diploma Project?
4. Should schools be encouraged to award students with certificates that indicate skill proficiency?
 - Should the Board promote a movement away from Carnegie units, credit hours and contact time toward a greater reliance on assessment of knowledge and skills?
 - Should learning rather than time become the basis for transition from one level to the next?
5. Is career education an expectation for all students? Should every student have an individualized career plan to guide their high school experience?
6. What are some decisions/policies that would promote integration between CTE and core academics?
 - Are CTE courses good for all students?
 - Should we eliminate the CTE label?
 - How can we promote the application of knowledge into all content areas?
7. How can Work Keys become a vital component of the PSAE?
 - How do local schools/communities use Work Keys?
 - What would be the value of adding a 3rd Work Keys assessment?
8. Who are the Education for Employment entities? How are they funded? What are their current role and responsibilities? How can they be most helpful in supporting quality programs at the local level?
9. What projects/innovations has CTE undertaken in the last 10 years in Illinois?
10. What are the challenges and opportunities for Career and Technical Education in Illinois?