Date: January 10, 2012

MEMORANDUM

TO: The Honorable John J. Cullerton, Senate President
    The Honorable Christine Radogno, Senate Minority Leader
    The Honorable Michael J. Madigan, Speaker of the House
    The Honorable Tom Cross, House Minority Leader

FROM: Christopher A. Koch, Ed.D.
      State Superintendent of Education

SUBJECT: FY 2011 Career and Technical Education Report

The Illinois State Board of Education respectfully submits this report to the Governor, the General Assembly and institutions of higher education in order to fulfill the requirements of the Illinois School Code 105 ILCS 435/2e which states that the following duty shall be exercised: a report, in writing, to the Governor annually on or before the fourteenth day of January.

Specifically, this report provides:

1. A statement to the extent to which Career and Technical Education has been established in Illinois.

2. A statement of the existing condition of Career and Technical Education in Illinois.

3. A statement of suggestions and recommendations with reference to the development of Career and Technical Education in the State.

4. A statement of recommendations on programs and policies to overcome sex bias and sex stereotyping in Career and Technical Education programming and an assessment of the State’s progress in achieving such goals prepared by the state vocational education sex equity coordinator pursuant to the Federal Vocational Education Law (20 U.S.C. 11 et.seq.).

5. An itemized statement of the amounts of money received from Federal and State sources, and of the objects and purposes to which the respective items of these several amounts have been devoted.

cc: The Honorable Pat Quinn, Governor
    Jillayne Rock, Secretary of the Senate
    Mark Mahoney, Clerk of the House
    Legislative Research Unit
    State Government Report Center
In compliance with Illinois School Code 105 ILCS 435/2e the following duty shall be exercised: a report, in writing, to the Governor annually on or before the fourteenth day of January. The annual report shall contain:

(1) A statement to the extent to which Career and Technical Education (CTE) has been established in Illinois

Career and Technical Education (CTE) programs in Illinois assist students to meet Illinois Learning Standards and close achievement gaps. These programs support local districts to ensure student success and promote continuous improvement of Illinois education. CTE programs support these content areas: Agricultural Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education.

The CTE system is designed to comply with the Illinois State Board of Education's Education for Employment Policy of 1984. The system is currently delivered in programs at the secondary and post secondary levels through the Education for Employment (EFE) systems. The EFE systems are comprised of the high school, unit districts, and area career centers within the system boundaries. The boundary lines conform to either the Regional Office of Education or the community college boundaries.

The EFE system's primary function is to facilitate the cooperative planning and delivery of quality career and technical education to students within the system. The EFE systems efficiently maintain continuity and accessibility of secondary CTE instruction as well as accountability for the use of both state and federal CTE funds. The systems work collaboratively with postsecondary institutions to create programs that enhance the skill and academic development of students and articulate transitions to post-secondary training programs, employment or both.

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

Goals for Strategic Plan:

GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school.

GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders.

GOAL 3: Every school will offer a safe and healthy learning environment for all students.

Career and technical education (CTE) provides instruction for careers in high-wage, high-skill, or high-demand occupations. The secondary CTE instructional programs are grouped into 5 broad areas based on the related content. These content areas are: Agriculture Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology, and Technology and Engineering Education.

CTE student organizations are co-curricular entities that provide secondary students with activities that expand classroom instruction. Competitive events develop leadership and state and national conferences foster self-confidence in students. The Illinois Coordinating Council for Career and Technical Student Organizations (ICCCTSO) is comprised of the state advisors, executive directors and presidents of each of the secondary career and technical student organizations (CTSO). The organizations include:
Illinois Coordinating Council for Career and Technical Student Organizations coordinated the activities of the individual career and technical student organizations. A 3-day workshop was on August 4-6, 2011 at the Northfield Inn, Suites, and Conference Center that provided leadership training for Career and Technical Student Organizations (CTSO) officers and advisors. It also provides direction in various career and technical education initiatives.

Special Programs
The Work Experience and Career Exploration Program (WECEP) is a one or two year school-to-work transition program designed for students, ages 14 and 15, who displayed difficulties with their previous school experiences and are at-risk of dropping out of school. The goal of the program is to provide intensive intervention strategies to encourage at-risk students to improve their academic growth, develop a career plan that guides their transition from school-to-work, demonstrate a positive work ethic, and remain in school after the age of 16. To accomplish this, the program:

- Offers intensive, small-group, academic instruction and intervention;
- Exposes each student to a range of available educational and/or vocational opportunities;
- Involves the school, the community, businesses, and parents in partnership to ensure students’ progress in their career plan; and
- Emphasizes the value of work to students and arranges paid work experiences that comply with child labor laws established by the U.S. Department of Labor for WECEP.

Delivery of Career and Technical Education
In compliance with the Illinois State Board of Education’s Education for Employment policy (1984), career and technical education programs are organized through regional delivery systems. The Education for Employment (EFE) systems are comprised of the high school, unit districts, and area career centers within the system boundaries. The boundary lines conform to either the Regional Office of Education or the community college boundaries. The system’s primary function is to facilitate the cooperative planning and delivery of quality career and technical education to students within the system. The EFE systems efficiently maintain continuity and accessibility of secondary CTE instruction as well as accountability for the use of both state and federal CTE funds.

Role of the State Board of Education
The State Board of Education provides state leadership and direction for the specific instructional programs through occupational consultant support. These instructional programs consists of curriculum guidance, state and federal grant administration, data collection and accountability, student and teacher educator association advisement, and intra and inter-agency liaisons, including instructional and agency articulation.

(2) A statement of the existing condition of Career and Technical Education in Illinois

The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Career and Technical Education Act of 2006. ISBE distributes Perkins funds to
unit and high school districts as well as Area Vocational/Career Centers through the Illinois Education for Employment (EFE) Regional Delivery System which consists of 57 EFE system directors. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002, and Tech-Prep Education was transferred to ICCB, effective July 2003. ICCB distributes Perkins funds to the 39 Illinois community college districts consisting of 48 community colleges.

There are fifty-seven (57) Education for Employment (EFE) systems operating in the state including three systems organized by the state agencies that serve secondary students in their responsibilities: IL Department of Juvenile Justice (IDJJ) and IL Dept. of Human Services (IDHS) - the Office of Mental Health Services and the Office of Rehabilitation Services. All high schools and area career centers are members of an EFE system.

In FY 2011, of the population enrolled in public secondary schools (grades 9-12), 309,722 students were enrolled in career and technical education. This is 48.6% (309,722,184/637,705) of the total student population. Also, the EFE systems made career development activities available to 1,374,637 elementary (grades kindergarten-grade 8) students.

The success of a program can be gauged by the number of students that graduate from high school. Of the students that completed career and technical education programs, 91.5% graduated from high school. Of the students with special needs, 78.2% graduated from high school. This includes students with disabilities, economically disadvantaged students, single parents, students preparing for non-traditional fields, displaced homemakers and limited English proficient students.

These students proceed to additional education and/or employment: 47.9% of the CTE students enrolled in college and 51.5% of the CTE students were employed.
(3) A statement of suggestions and recommendations with reference to the development of Vocational/Career and Technical Education in the State

The Illinois State Board of Education (ISBE) launched and supports the CTE Performance Reporting System, which provides local schools, districts, and system directors the ability to review and assess Perkins IV performance indicators through the presentation of aggregated data. This CTE Performance Reporting System adopts statistical methodologies and a type of growth model to determine whether or not local schools, districts, and regions met their Perkins Performance Levels in the reporting year. The CTE Performance Reporting System contains four-levels of data (school, district, EFE region and state) in five related reports, which illustrates the Perkins IV core indicators according to the CTE Classification of Instructional Programs (CIP) for the overall and subgroup populations.

Recommendations and Activities for FY 2011

Continue and Expand Current Innovative Pilot Projects

Project Lead The Way (PLTW) – PLTW is one of the leading national STEM curriculums across the county. In Illinois, activities have expanded to one hundred and thirty-three (133) high schools, colleges, career centers, and middle schools from 2003-2011. The project provides early exposure to Science, Technology, Engineering and Mathematics (STEM) with a specific focus on Technology and Engineering concepts. This allows students to follow a pathway to formal post-secondary preparation in engineering and technology or technologically oriented jobs. The Career and Technical Education field has also assisted as the Education for Employment (EFE) Regional agencies are key players in providing cooperative efforts to offer courses at various locations. Two hundred eighty-seven (287) Illinois teachers have received substantial professional development to support implementation of the Technology and Engineering curriculum. Illinois PLTW has enrolled 7000 students (18% female; 36% minority) at the high school level and 7100 (48% female; 31% minority) at the middle school level.

In FY 2010, PLTW expanded their curriculum into Biomedical Sciences, engaging students in rigorous and relevant hands-on problems that relate to the human body, cell biology, genetics, disease, and other biomedical science topics. This program area is expanding across the country and Illinois is soon to follow.

The High Schools That Work (HSTW) initiative provides funding to thirteen (13) high school districts which integrate, upgrade, and delivers the rigorous academics and CTE studies to the students it serves by implementing the HSTW model for school improvement. This project fosters high school reform and improvement.

Health Career Cluster Initiative - In coordination with the Department of Commerce and Economic Opportunity (DCEO), ISBE supports the Health Career Cluster Initiative, part of the Critical Skills Shortage Initiative. The goal of the project is to expand career development opportunities for K-12
students by developing and marketing a curricular framework complete with instructional
strategies.

Recommendations for Future ISBE Initiatives

Align Pathways to the National Career Cluster Model-
The Career Clusters are groups of occupations and industries based on common knowledge and
skills. The Clusters provide a content organizing tool for schools. The Career Cluster Initiative is
maintained by the National Association of State Directors of Career and Technical Education
Consortium (NASDCTEc) and most states are transitioning to this model for academic and career
curricula.

Pursue Curriculum Revitalization-
The Curriculum Revitalization Project partners with ISBE, the Center for Workforce Development
(CWD), Facilitating Coordination in Agriculture Education (FCAE), and Center for Agricultural and
Environmental Research and Training, Inc. (CAERT) to develop and disseminate revitalized
online CTE curriculum in all content areas.

(4) A statement of recommendations on programs and policies to overcome sex bias and
sex stereotyping in vocational/Career and Technical education programming and an
assessment of the State’s progress in achieving such goals prepared by the state
vocational education sex equity coordinator pursuant to the Federal Vocational Education
Law [20 U.S.C. 11 et.seq.];

The Gender Equity Advisory Committee advises and consults with ISBE on ensuring that all
students have equal educational opportunities to pursue high-wage, high-skill
occupations leading to economic self-sufficiency. The Illinois Center for Specialized
Professional Support, and the Illinois Nontraditional Training and Employment Statewide
Resource Center continue to update and develop gender equity and nontraditional
resources for CTE programs and the educational community.

Gender Equity Advisory Committee
The Gender Equity Advisory Committee (GEAC) is tasked to advise and consult with the
Illinois State Board of Education on ensuring that all students have equal educational
opportunities to pursue high-wage, high-skill occupations leading to economic self-
sufficiency. (Public Act 91-304).

GEAC met in October and November of 2011. Dedicated professionals shared
knowledge and information regarding initiatives in equity work across the state,
including collaborations on STEM Equity in the classroom, career exploration events,
conferences, and trainings. A committee was formed to review and provide guidance
on the preparations of Illinois CTE students who have participated in coursework
which is targeted to prepare them for a nontraditional career.

Sex Equity/Nontraditional Projects
The Illinois Nontraditional Training and Employment Statewide Resource Center (INTERSC)
project provided a variety of resources, training, and research technical assistance to
members of the education and workforce communities. A new Career and Technical
Education Special Populations Leadership project was established to provide statewide
professional development and technical assistance to educators for the improvement of
instructional services for special populations’ learners, with an emphasis on the
recruitment and retention of students preparing for a non-traditional career field.

The Illinois Center for Specialized Professional Support (ICSPS) project provided training and
technical assistance to assist and facilitate improved performance of special populations
learners in career and technical education participation and completion in nontraditional
programs. The Civil Rights Self Assessment: A tool for the Illinois Education Community
online tool that can be used for self-assessment of policies and practices to prepare for a
civil rights review and/or for a better understanding and interpretation of the laws was
updated.

A Career and Technical Education (CTE) Special Populations Leadership Project was
established to provide statewide professional development and technical assistance to
educators for the improvement of instructional services for special populations’ learners,
with an emphasis on the recruitment and retention of students preparing for a non-
traditional career field. Leadership activities include focus on performance assessment
and accountability training, special populations website, professional development,
technical assistance and innovative initiatives support.

(5) An itemized statement of the amounts of money received from Federal and State
sources, and of the objects and purposes to which the respective items of these several
amounts have been devoted

<table>
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<tr>
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<th>Appropriation</th>
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<td>$38,562,100</td>
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State Career and Technical Education Funds
The state appropriation for secondary career and technical education for FY 2011 was
$38,562,100. $37,573,591 was distributed to local and regional agencies for the support of career
and technical education programs and activities. This total also includes support for the
Elementary Career Development Program: $1,380,841, the Work Experience and Career
Exploration Program (WECEP): $2,127,000 and the student organizations: $189,086.

ISBE $985,509 supported state leadership projects for the improvement of CTE programs

State Leadership Projects
Illinois State University - The Connections Project continues to assist the Illinois State Board of
Education in implementing the High Schools That Work (HSTW) whole-school reform model.
Major goals of the initiative are to:

- Raise the mathematics, science, communications, problem-solving and technical
  achievement of more students to the national average and above;
- Blend the essential content of traditional college-preparatory studies – mathematics,
  science and language arts – with high-quality career and technical studies by creating
conditions that support school leaders, teachers and counselors to carry out key practices; and
• Advance state and local policies and leadership initiatives necessary to sustain a continuous school improvement effort for both academic and career/technical studies.

This project facilitated the coordination of the HSTW sites in Illinois through the delivery of a state-wide conference, HSTW Forum, numerous workshops, and HSTW Site Visits. The gathering and dissemination of data related to participating sites and continues the professional development of educators.

The Connections Conference was held at the Pheasant Run Resort in St. Charles, Illinois on March 16-17, 2011. The conference focused on new and innovative practices in both core academic and CTE content areas. It featured teachers, counselors and other educators from Illinois sharing innovative programs and strategies that have been successful. A special emphasis was placed on implementing the High Schools That Work model. Approximately 1,000 educators were in attendance, including junior high, secondary and postsecondary educators. Participant evaluations were positive.

A series of High Schools That Work (HSTW) Forums, HSTW technical assistance in-service activities, site visits, and other professional development workshops/activities were conducted and included:

1. Four (4) HSTW Technical Assistance site visits.
2. A HSTW Data Workshop include 40 participants from HSTW Sites.
3. An Illinois HSTW Forum for over 70 participants from the HSTW Sites.
4. A state meeting at the National HSTW Conference was conducted in July 2011 for over 100 participants.

State Leadership grant funds were provided to Southern Illinois University, the Center for Workforce Development (CWD) to enhance professional development opportunities available to career and technical educators in Illinois. Progress toward their objective includes:

• The Curriculum Revitalization Project (CRP) develops and disseminates revitalized CTE curriculum in all content areas.
• Conducted curriculum research and planning in each of the approved content areas.
• Conducted curriculum dissemination and technical assistance in each of the content areas
• Provide technology-based curriculum resources to CTE educators and maintain up-to-date technology support in order to deliver innovative and effective resources for ISBE priorities.

Perkins Career and Technical Education Grant
The State of Illinois was appropriated $45,107,893 from the Carl D. Perkins Career and Technical Education Act. The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Career and Technical Education Act of 2006. The division administrator of the ISBE Career Development and Preparation Division is also the state director of Career and Technical Education. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002.

The appropriation designated for secondary career and technical education administered by ISBE was $27,048,052. $23,758,262 was distributed to local and regional agencies for the
improvement of career and technical education programs. $616,415 was used for administration and $2,673,375 supported federal state leadership projects.

**FY 2011 CTE FEDERAL DOLLARS**

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<th>Distribution</th>
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<th>State Leadership/Technical Assistance</th>
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<td>88%</td>
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**Federal Statewide Leadership Projects**

*Southern Illinois University* – Federal State Leadership grant funds were utilized by the *Center for Workforce Development (CWD)* as previously indicated. CWD also provides technical support and training for the Illinois Student Information System (ISIS) and maintains the Illinois Nontraditional Training and Employment Statewide Resource Center.

The *Illinois Association for Career and Technical Education* was funded to provide professional improvement activities for secondary and postsecondary teachers. These activities were conducted primarily at the annual Professional Development Institute held in February.

The *University Council on Career and Technical Education* sustained and strengthened collaborative and cooperative working relationships between and among ISBE and all public institutions of higher education that prepare teachers and counselors in workforce development and/or career and technical education. The Council held three working meetings. The Council also maintained a website to facilitate the dissemination of career and technical education information, links to other pertinent sites, and discussion forum. The Council awarded Innovative Grants to five (5) Career and Technical Teacher Education programs throughout the state.

*University of Illinois – Project Lead the Way* brings early exposure of engineering concepts to students in middle and high school, providing the path to more formal preparation in engineering in institutions of higher education or the path to technologically oriented jobs. The project provided training and professional development for those who teach a core group of technological and engineering oriented courses in Illinois middle and high schools.

The *Illinois Center for Specialized Professional Support* and the Illinois Nontraditional Training and Employment Statewide Resource Center provided a variety of resources/materials, professional development training and technical assistance to members of the education and workforce communities to assist and facilitate improved performance of special population learners in career and technical education. The leadership provides: An online directory of secondary and postsecondary individuals and organizations involved in the delivery of services to CTE students is available to assist with connecting professionals to professional development opportunities, resources, effective practices and collaborations for the success of all special populations learners, Resources to Perkins administrators and special population personnel through a variety of media, and updated the websites: ([http://cwd.siu.edu/genderequity.php](http://cwd.siu.edu/genderequity.php), [http://www.icsps.ilstu.edu/](http://www.icsps.ilstu.edu/) and [www.icsps.ilstu.edu](http://www.icsps.ilstu.edu)).

**Development of Materials**

- The *Illinois Special Populations Professional Development Tool* provides online instruction to educators to assist in better serving special populations students. It provides information on
each special populations and suggested effective instructional strategies. The tool is available at http://icsps.ilstu.edu/icsps/spdd/.


- CTE Works is a bi-weekly electronic journal of resources addressing Gender Equity/Nontraditional Careers, Equity and Diversity Issues, STEM Initiatives, College and Career Readiness, Emerging Fields and New Horizons, CTE Content Areas, Research and Reports, Education Reform, Online Professional Development, and Technology.

- The Nontraditional Gender Equity Toolkit for Educators. This electronic handbook is available to assist educators, counselors, parents and students to identify and develop a plan to make student career decisions based on skills and talents regardless of the traditional assignment by gender or other societal restrictions. The tool is available at http://cwd.siu.edu/genderequity.php.

**Professional Development**

- Webinars and Workshop sessions on supporting special populations for success were presented at conferences and regional meetings. Topics addressed by the workshops assisted to utilize the research, resources, and relevance of gender differences and nontraditional occupations focused on learners preparing for careers which are nontraditional for gender. Sessions provided progressive depth for comprehensive professional development availability.