Date: January 10, 2013

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 2012 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 Vocational/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
Tim Anderson, Secretary of the Senate
Timothy Mapes, Clerk of the House
Legislative Research Unit
State Government Report Center
2012 CAREER AND TECHNICAL EDUCATION REPORT

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 Incorporating the Common Core 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 unit and high school 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.

ISBE 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.

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: Agricultural 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:
- Business Professionals of America Illinois Association (BPA)
- Future Business Leaders of America (FBLA)
- Family Career and Community Leaders Association (FCCLA)
- Health Occupations Students of America (HOSHA)
- Illinois Association FFA (FFA)
- Illinois Association of DECA (DECA)
- Illinois Association of SkillsUSA
- Phi Beta Lamda (PBL) - postsecondary
- Technology Student Association (TSA)

*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 held on August 5-7, 2012 at the Hilton Hotel 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 of 1984, career and technical education programs are organized through regional delivery systems. The EFE systems are comprised of unit and high school 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 Illinois State Board of Education**
The Illinois State Board of Education provides state leadership and direction for the specific instructional programs through occupational consultant support. These instructional programs consist 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 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. The ICCB distributes Perkins funds to the 39 Illinois community college districts consisting of 48 community colleges.

There are fifty-seven (57) 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 2012, of the population enrolled in public secondary schools (grades 9-12), 300,983 students were enrolled in career and technical education. This is 48.9% (300,983/614,854) of the total student population. Also, the EFE systems made career development activities available to 1,367,164 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, 94.0% graduated from high school. Of the students with special needs, 63.1% 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: 33.4% of the CTE students enrolled in college and 43.7% 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 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 CTE Concentrators' overall and subgroup populations.

Recommendations and Activities for FY 2012

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 ninety (190) high schools, colleges, career centers, and middle schools from 2003-2012. 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 CTE field has also assisted as the EFE Regional agencies are key players in providing cooperative efforts to offer courses at various locations. Three hundred and thirty five (335) Illinois teachers have received substantial professional development to support implementation of the Technology and Engineering curriculum. Illinois PLTW has enrolled over 7,500 students at the high school level and over 7,600 at the middle school level.

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 three Illinois schools have implemented the Biomedical curriculum.

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

FY 2012
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 (GEAC) 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 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.

Gender Equity Advisory Committee
The GEAC is tasked to advise and consult with ISBE 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).

The GEAC met in September and February of 2012. 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. The committee formed a workgroup to review the Strategies for Improving Performance/Non-traditional Performance Measures. The GEAC has encouraged the workgroup to continue their research and review of the CTE Report materials for trend data outcomes.

Sex Equity/Nontraditional Project
The Career and Technical Education (CTE) Special Populations Leadership Project provided trainings and technical assistance to assist and facilitate improved performance of special populations' learners in career and technical education participation and completion in a nontraditional program. Statewide professional development and technical assistance to educators for the improvement of instructional services for special populations' learners was provided, with an emphasis on creating equitable learning environments. The project website (www.illinoiscete.org) hosts resources for CTE programs and the educational community. Along with the website, Facebook® and Twitter® electronic page was added to provide updated information regarding newly developed and updated resources on gender equity. Illinois Special Populations Professional Development Tool continues to be available as a self-guided process through the special populations with basic information and resources (http://www.illinoiscete.org/Tool/index.html). The interactive tool is arranged in modules devoted to each of the special populations.

(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

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<thead>
<tr>
<th></th>
<th>Appropriation</th>
<th>Administration</th>
<th>Distribution</th>
<th>State Leadership/Technical Assistance</th>
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<tr>
<td>Federal</td>
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State Career and Technical Education Funds

FY 2012
The state appropriation for secondary career and technical education for FY 2012 was $38,562,100. $37,576,100 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: $1,374,339, the Work Experience and Career Exploration Program (WECEP): $2,114,987 and the student organizations: $189,086.

ISBE $986,000 supported state leadership projects for the improvement of CTE programs.

![FY 2012 STATE CTE DOLLARS](image)

**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 14-15, 2012. 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 HSTW Forums, HSTW technical assistance in-service activities, and other professional development workshops/activities were conducted and included:

2. A HSTW Data Workshop included 42 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 2012 for over 30 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 $42,068,842 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 College and Career Readiness 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 $25,229,789. $22,377,901 was distributed to local and regional agencies for the improvement of career and technical education programs. $700,000 was used for administration and $2,151,888 supported federal state leadership projects.

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<th>FY 2012 CTE FEDERAL DOLLARS</th>
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<tr>
<td>Administration 10%</td>
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<tr>
<td>Distribution              2%</td>
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<td>State Leadership/Technical Assistance 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.

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 two 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 two (2) Career and Technical Teacher Education programs throughout the state.

The 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 or biomedical 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 biomedical and engineering oriented courses in Illinois middle and high schools.

The Illinois Career and Technical Education (CTE) Special Populations Leadership Project provided 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 included a focus on performance assessment and accountability training, special populations’ website, professional development, technical assistance and innovative initiatives support.

The University of Illinois Office of Community College Research and Leadership provides resources to assists in the development of sample programs of study that may be adopted by the local education agencies and postsecondary institutions. Material assists Education for Employment Regional Delivery Systems (consortia of schools) and postsecondary institutions in the implementation of the programs of study at the local level.

Development of Materials
- The Illinois Career and Technical Education (CTE) Special Populations Leadership Project website provides access to a variety of newly developed vignettes for customization and implementation http://www.illinoiscpte.org/vignettes.shtml.
- Resources continue to be updated and are available at http://www.illinoiscpte.org/resources.shtml.

Professional Development
- 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.