

MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable Emanuel "Chris" Welch, Speaker of the House
The Honorable Tony McCombie, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable John Curran, Senate Minority Leader

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: January 13, 2026

SUBJECT: 2025 Career and Technical Education Annual Report

The Illinois State Board of Education respectfully submits the 2025 Career and Technical Education Annual Report to the Governor, General Assembly, and institutions of higher education to fulfill the requirements of 105 ILCS 435/2e.

This report is transmitted on behalf of the state superintendent of education. For additional information, please contact the Legislative Affairs Department at 217-782-6510.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

2025

Career and Technical Education Annual Report

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Executive Summary

Career and Technical Education (CTE) in Illinois continues to play a pivotal role in preparing students for successful futures. In Fiscal Year 2025, Illinois reached a historic milestone with 49 percent of all high school students – 289,967 learners – participating in CTE coursework. This marks the highest participation rate in nearly a decade and reflects a strong recovery from pandemic-related declines. Student outcomes demonstrated the effectiveness of CTE programs. CTE concentrators, students completing two or more advanced-level courses within a program of study, graduated at significantly higher rates than their peers.

Illinois delivers CTE through a two-tiered structure that combines statewide leadership with regional flexibility. At the state level, the Illinois State Board of Education (ISBE) provides leadership, technical assistance, and accountability for 56 Education for Employment (EFE) systems. At the regional level, EFE systems coordinate planning and resources for local districts and Area Career Centers (ACCs). In FY 2025, school districts and ACCs offered approved CTE programs, which met Illinois' standards for size, scope, and quality. These programs span seven endorsement areas aligned with the 16 national career clusters, plus Illinois' unique Energy cluster.

Funding for CTE in Illinois is supported by both federal and state sources. Under Perkins V, ISBE received \$30.5 million in federal funds for K-12 CTE programming (60% of the total Federal appropriation of \$50.8 million, of which 40% is transferred to the Illinois Community College Board for postsecondary CTE programming), while the state appropriation totaled \$58 million, bringing combined secondary CTE funding to \$88.5 million. These funds support program delivery, leadership, and innovation. Key investments in FY 2025 included \$3.32 million for the Manufacturing, Engineering, Technology, and Trades (METT) Grant Program to expand pathways in aviation, welding, machining, and advanced manufacturing; \$1.67 million for the Work-Based Learning Grant to strengthen regional initiatives, particularly in rural areas; and \$4.27 million for Education Pathways Competitive Grants to recruit and prepare future educators. An additional \$7.85 million was dedicated to agricultural education programs, through a separate state budget line-item, to support teacher recruitment and retention.

On a broader scale, ISBE sought to address chronic teacher shortages through its Teacher Vacancy Grant (TVG), which empowered school districts with innovative strategies to attract and retain educators. TVG findings validate that flexible, locally responsive funding combined with professional development and credentialing support is effective. While ISBE CTE served on a committee for TVG, the department developed its own initiative in 2025: a mentoring and induction program for early-career CTE teachers, particularly those transitioning from industry. The new program for CTE teachers will launch in 2026 to build a sustainable pipeline of qualified educators capable of delivering high-quality instruction.

Regional innovation remains a hallmark of Illinois' CTE system, which embraces local control to design programs that reflect community needs and labor market demands. Highlights from FY 2025 include dual-enrollment partnerships, immersive career exploration events, and industry-led initiatives such as Manufacturing Month tours and healthcare career pilots. These efforts exemplify Illinois' commitment to aligning education with workforce priorities while fostering innovation at the local level.

Illinois continues to expand work-based learning opportunities, which provide authentic, career-connected experiences. In FY 2025, 17,146 participants and 13,162 concentrators engaged in work-based learning courses offered by 400 districts and 26 ACCs. These experiences include internships, job shadowing, and cooperative education, supported by ISBE's updated Work-Based Learning Manual and professional development initiatives. Industry-recognized credentials also remain a priority as a measure of program quality and workforce readiness. In FY 2025, 14,179 credentials were earned by exiting participants, with the highest concentrations in health sciences and manufacturing-related fields.

Looking ahead to FY 2026, ISBE plans to implement several strategic initiatives to strengthen CTE statewide. These include adopting the modernized National Career Clusters Framework, expanding health science pathways in rural areas, enhancing work-based learning data collection, and launching a statewide CTE Teacher Mentor Program. ISBE will also continue to prioritize equity, ensuring that all students – regardless of geography or background – have access to high-quality CTE programs that lead to college and career success.

The 2025 Illinois Career and Technical Education Report is submitted in compliance with Illinois School Code 105 ILCS 435/2(e), which requires a written career and technical education (CTE) report to be issued to the governor annually. This report describes the establishment of and delivery of CTE in Illinois, the existing condition of Illinois CTE based on school year 2024-25 data (fiscal year 2025), and the future developments and recommendations for CTE in our state as required by Illinois School Code 105 ILCS 435/2(e). Further, this report provides an update on the police academy program in Illinois as required 105 ILCS 5/22-83. The work of the Gender Equity Advisory Committee and other ISBE initiatives also are referenced within the report.

Establishment and Delivery of CTE in Illinois

Career and Technical Education (CTE) remains a cornerstone of Illinois' commitment to preparing students for success in college, career, and life. In FY 2025, Illinois reached a significant milestone: **289,967 high school students – 49 percent of all students in Grades 9–12 – participated in CTE coursework statewide**, representing the highest participation rate in nearly a decade. This growth reflects the Illinois State Board of Education's (ISBE) ongoing focus on expanding access to high-quality, equitable, and industry-aligned career pathways for all learners.

49%
of students in Grades 9–12 participated in CTE coursework in FY 2025

Since 2021, when CTE participation declined to 37 percent amid pandemic-related disruptions, Illinois has experienced a steady and sustained rebound in student engagement. Participation increased to 44 percent in FY 2022, 47 percent in FY 2023, and 48 percent in FY 2024, culminating in the 49 percent participation rate achieved in FY 2025. Notably, **this increase occurred during a period of gradual decline in overall high school enrollment**, underscoring the growing value that students, families, and communities place on CTE as an essential component of a well-rounded education.

CTE growth in Illinois is the result of deliberate statewide strategies that prioritize program quality, labor market alignment, and student access. Through Perkins V implementation, expansion of programs of study, strengthened secondary-postsecondary articulation, and increased emphasis on work-based learning and industry partnerships, districts and regional delivery systems continue to enhance opportunities for students to explore careers, earn industry-recognized credentials, and develop in-demand skills. ISBE's continued focus on equity ensures that historically underserved student populations are increasingly able to participate in and benefit from CTE programming.

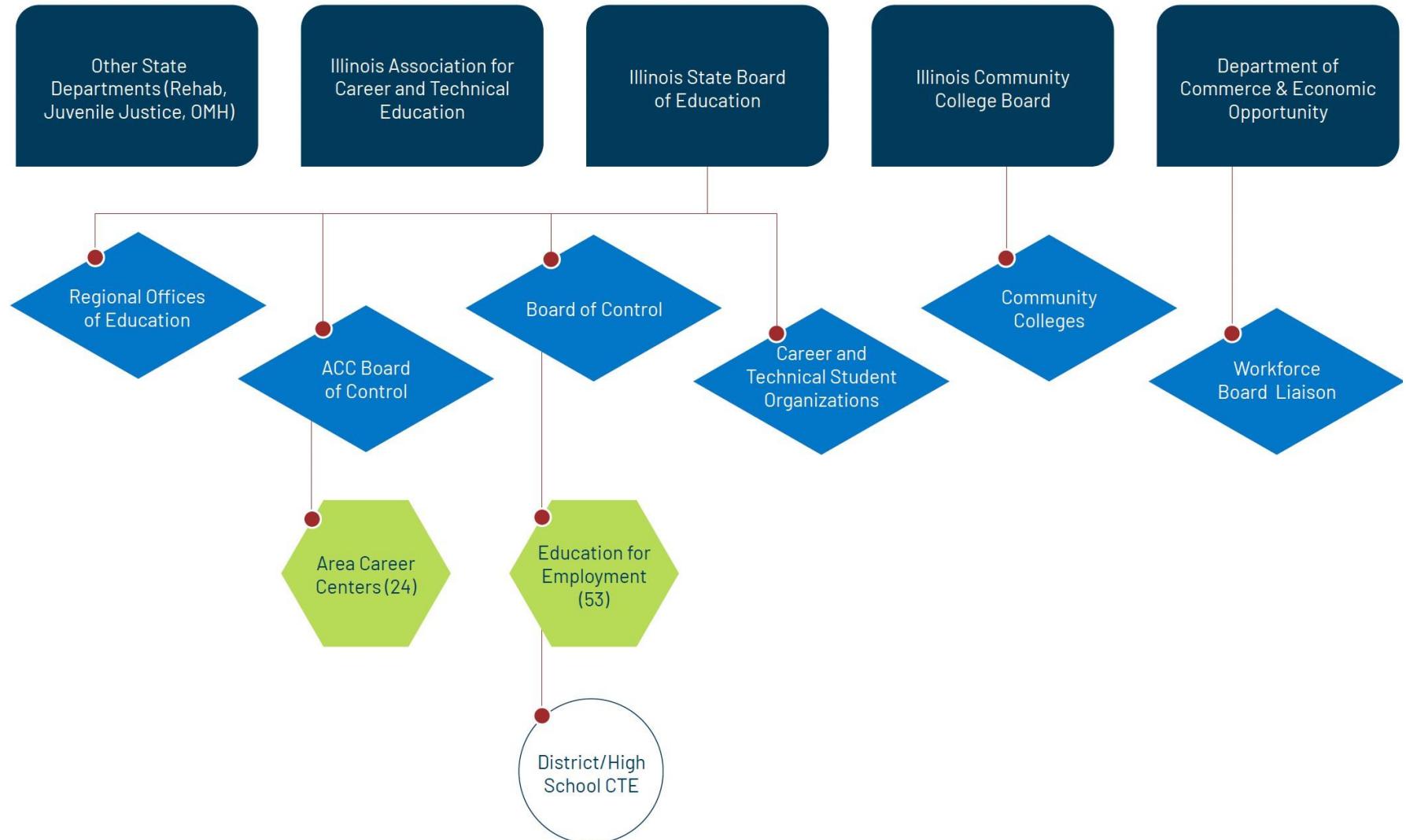
As highlighted throughout this annual report, FY 2025 represents more than increased participation, it reflects **sustained momentum**. Career and Technical Education in Illinois continues to **evolve** to meet the needs of students and employers alike, supporting economic vitality while **empowering learners** with the **knowledge, skills, and experiences** necessary for **long-term success**.

Fiscal Year	Total High School Population Grades 9-12	CTE Participants	Percent of Total HS Population
FY 2025	586,131	289,967	49%
FY 2024	590,921	285,732	48%
FY 2023	595,319	278,543	47%
FY 2022	601,804	266,448	44%
FY 2021	604,208	228,797	38%
FY 2020	607,488	278,883	46%
FY 2019	611,732	295,270	48%
FY 2018	616,162	283,473	46%
FY 2017	617,485	277,461	45%

Special Population	State of Illinois Secondary Students		CTE Participants		CTE Concentrators	
Female	284,765	48.58%	130,106	44.87%	68,217	44.31%
Male	300,889	51.33%	159,646	55.06%	85,619	55.62%
Non-Binary	477	0.08%	215	0.07%	104	0.07%
Hispanic/Latino	172,772	29.48%	69,200	23.86%	34,542	22.44%
American Indian/Alaskan Native	1,418	0.24%	647	0.22%	316	0.21%
Asian	33,193	5.66%	14,809	5.11%	7,877	5.12%
Black/African American	94,165	16.07%	34,990	12.07%	15,838	10.29%
Native Hawaiian/Pacific Islander	564	0.10%	239	0.08%	128	0.08%
White	259,710	44.31%	155,652	53.68%	88,065	57.21%
Two or More Races	22,525	3.84%	13,352	4.60%	6,693	4.35%
Middle Eastern/North African	1,784	0.30%	1,078	0.37%	481	0.31%
Children with Disabilities	117,599	20.06%	52,992	18.28%	27,445	17.83%
Economically Disadvantaged	271,351	46.30%	117,907	40.66%	60,010	38.98%

Special Population	State of Illinois Secondary Students		CTE Participants		CTE Concentrators	
English Learners	82,481	14.07%	32,074	11.06%	13,702	8.90%
Homeless	16,066	2.74%	6,880	2.37%	3,377	2.19%
Migrant	116	0.02%	70	0.02%	23	0.01%
Foster	2,891	0.49%	1,054	0.36%	435	0.28%
Military	4,399	0.75%	2,729	0.94%	1,382	0.90%

CTE Governance Structure

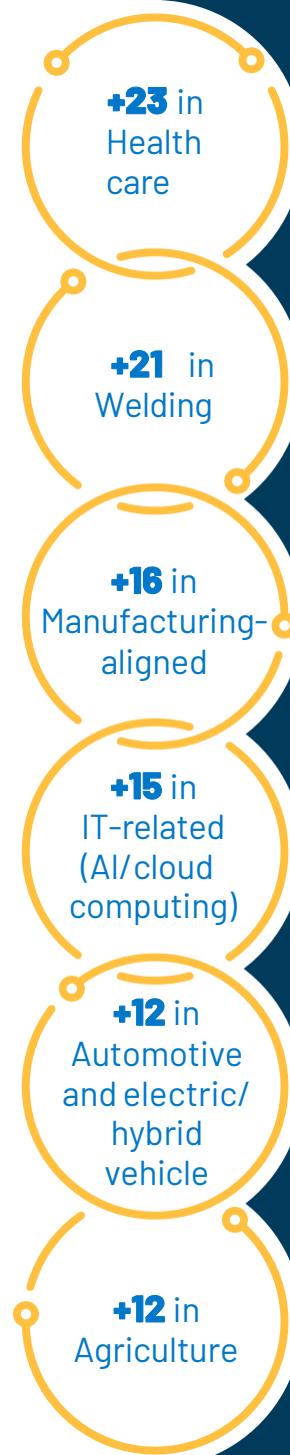


Postsecondary CTE Programs

ISBE provides a federal postsecondary allocation to the Illinois Community College Board (ICCB) per the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Postsecondary CTE is coordinated at the state level by ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership, coordination, and technical assistance to the community college system.

Throughout fiscal year 2025, nearly 100 new programs for postsecondary students were added to the system. The new programs (see right) reflect changing technology – such as electric vehicles for healthcare settings – as well as modern workplace demands.



Illinois CTE Vision, Mission, Goals

Illinois State Plan for CTE

The U.S. Department of Education approved the four-year Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V) on May 22, 2020. The SFY 2025-28 State Plan builds upon the solid foundation laid by the previous State Plan and places a more concerted focus on developing and implementing activities and strategies that will aid Illinois in meeting its goals. The vision, mission, foundational tenet, and goals remain unchanged.

The vision, mission, and goals specific to Illinois' Perkins V State Plan are:



VISION

Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.



MISSION

Illinois' Career and Technical Education system will promote success for students in their communities by fostering pathways that:

1. Align to current and projected future industry and community needs;
2. Support students to navigate and complete a personalized pathway based on personal interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
4. Provide targeted support to students who have a broad range of backgrounds and skills; and
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

Illinois will support achieving this vision and mission by implementing activities aligned to six goals grounded on the foundational tenet of equity.



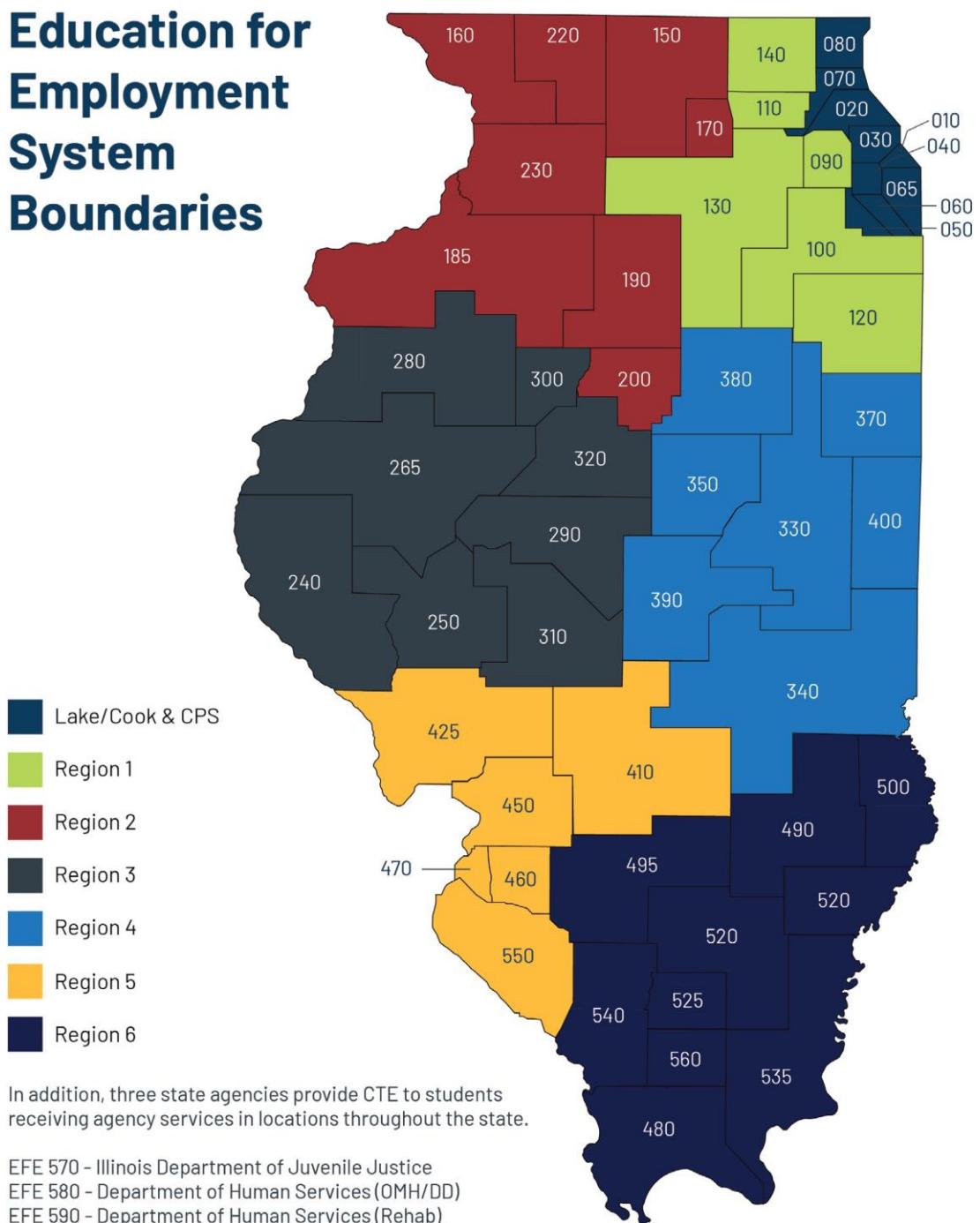
GOALS

1. Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credentials.
2. Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.
3. Increase participation in CTE dual credit coursework.
4. Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
5. Recruit and retain a sustainable pipeline of CTE educators.
6. Expand access to quality work-based learning for all students.

Education for Employment System

Education for Employment (EFE) refers to the systems through which career and technical education is delivered at the secondary and postsecondary levels. Each EFE system serves as the coordinating entity among member school districts and colleges. ISBE provides leadership, oversight, and technical assistance. The map details the regions into which 56 EFE systems are divided.

Education for Employment System Boundaries



Area Career Centers and Regional CTE Programs

In addition to CTE programming offered through local schools and districts, Illinois has two types of regional cooperative systems serving some students and communities. Area Career Centers (ACCs) are centrally located facilities that serve public school districts within a specific geographic region. Regional CTE Programs are a consortium of school districts cooperating through their EFE region office to allow students from other public school districts access to locally operated school or district CTE programming.

Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are for students enrolled in a Career and Technical Education program that engages in CTE activities as an integral part of the instructional program. Through CTSO programs, Illinois CTE students develop leadership skills, build employability and career skills, and engage in experiential learning. The CTSOs in Illinois offer local, regional, and state student-led leadership teams, competitive skill-based events that can lead to scholarship and grant opportunities, and student-oriented activities that often involve authentic student interactions with industry partners and employers.

In Illinois there are eight nationally recognized CTSOs:

1

Illinois Association of Distributive Education Clubs of America

5

Illinois Technology Student Association

2

Illinois Association of Family, Career and Community Leaders of America

6

Illinois HOSA-Future Health Professionals

3

Illinois Business Professionals of America

7

Illinois Future Business Leaders of America

4

SkillsUSA Illinois

8

Illinois Association FFA

The ISBE CTE team supports a state-level CTSO Student Board. The CTSO Student Board members represent a variety of the CTSO organizations and are critical to ensuring the student perspective and voice are included when the ISBE CTE team is developing new initiatives. Each year, during CTE Month in February, the CTSO Student Board participates in a panel at the regular meeting of the ISBE Board of Education to provide an overview of Illinois CTE programs and answer questions from ISBE Board members.

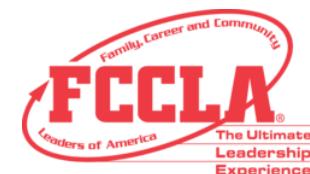
Illinois Association of Distributive Education Clubs of America

The Illinois Association of Distributive Education Clubs of America (DECA) hosted their state conference in March. This year, there was a membership increase of 23%, growing the 4,400-plus membership base to over 5,500. Out of these, 2,600 attended the 80th annual State Career Development Conference. More than \$5,200 was raised for the Muscular Dystrophy Association that weekend through a Miracle Minute game and raffle. About 240 members attended the International Career Development Conference in Orlando, Florida, from April 25-30.



Illinois Association of Family, Career and Community Leaders of America

At the Illinois Association of Family, Career and Community Leaders of America's (FCCLA) Annual Leadership Conference in April, members demonstrated skills through participation in competitive proficiency events, displaying community service projects, exploring careers, attending educational sessions, and electing officers. In addition, every summer, FCCLA sends a delegation of students, advisers, and guests to the FCCLA National Leadership Conference. This conference is held in various locations across the country. A few relevant youth issues, future career options, youth violence prevention, family relations, traffic safety, community service, and the changing roles of men and women in the home and workplace are explored at the conference.



Illinois Business Professionals of America

Illinois Business Professionals of America (BPA) hosted the State Leadership Conference on February 28 and March 1. They invited motivational speaker Eddie Slowikowski to engage the audience at the opening session, conducted sessions, elected next state officers, and raised \$4,067 for the Special Olympics through an auction of items. Competitors who advanced from the state were invited to compete in Orlando, Florida, in May.



SkillsUSA Illinois

SkillsUSA prepares high school, college, and middle school students to work in technical and trade occupations. SkillsUSA Illinois hosted the Amplify Conference, where they took over 100 students to Springfield to advocate for SkillsUSA and CTE. On the first day of the conference, state officers taught fellow SkillsUSA Illinois members how to advocate and use their voices to empower future generations. The following day they met with legislators to use what they learned and make a real impact.



Illinois Technology Student Association

The mission of the Illinois Technology Student Association (ILTSA) is to enhance personal development, leadership, and career opportunities in science, technology, engineering, and mathematics (STEM), whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.



Illinois HOSA-Future Health Professionals

Illinois HOSA had a record-breaking 1,629 members in attendance for its State Leadership Conference. Members competed in a wide range of health science events, showcasing their skills. One hundred and seventy-seven outstanding competitors advanced to the international Leadership Conference, which took place June 18-21 in Nashville, Tennessee.



Illinois Future Business Leaders of America

Illinois Future Business Leaders of America (FBLA) hosted their State Leadership Conference in May in Springfield. The state officer team worked diligently to create auction baskets, plan a special pie-in-the-face fundraiser, a social event, and information sessions. Following the conference was the National Leadership Conference in Anaheim, California, from June 29 to July 2.



Illinois Association FFA

Illinois FFA Center coordinates professional services for all agricultural education-related organizations to include the FFA student organization, FFA Foundation, FFA Alumni, Illinois Association of Vocational Agriculture Teachers, Illinois Association of Community College Agriculture Instructors, and Professional Agriculture Students. There are 42,631 FFA members from 405 FFA chapters in Illinois. New Ag Ed programs are developing throughout the state – Coulterville FFA held its charter signing in February.



Illinois Science Olympiad

Illinois Science Olympiad is a co-curricular educational program that strives to ignite the passion for science, medicine, and engineering in young minds. With an unwavering commitment to fostering curiosity and critical thinking, it aims to nurture the potential of future scientists, health professionals, and engineers, shaping a brighter tomorrow.



Educators Rising Illinois

EdRising is a CTSO that offers resources, support, opportunities, and professional development to recruit and prepare educators and education support professionals. Illinois chapters are committed to diversifying and developing the educator pipeline starting in middle and high school. There were 97 affiliated high school chapters with 150 certified teachers leading 395 registered student members in Illinois in FY 2024.

By working with aspiring educators who reflect the demographics of their communities and who are passionate about serving those communities through public education, EdRising Illinois is changing the face of teaching. EdRising Illinois aims to build a clear pathway in school for young people who want to serve their communities as highly skilled educators.



CTE Programming at State Institutions

Illinois Department of Juvenile Justice

The Illinois Department of Juvenile Justice (IDJJ) is its own secondary school district, which runs schools within Illinois Youth Centers (IYCs) in Harrisburg, Pere Marquette (Grafton), St. Charles, Chicago, and Warrenville (Naperville). These facilities offer a variety of CTE programs, including construction, NOVA Driving School, Horticulture, U.S. Vocational Solar Training, and Larry's Barber Program, among others. The CTE programs and opportunities for IDJJ youth accomplish their mission by building youth skills, strengthening families, promoting safe communities, and achieving positive youth outcomes.



Illinois Department of Human Services

Career and Technical Education Improvement (CTEI) and Perkins funding is distributed to support agencies, such as the Illinois School for the Visually Impaired (ISVI) and Illinois School for the Deaf (ISD), as well as 13 mental health facilities, all operated by the Illinois Department of Human Services. Each facility collaborates with local workforce development boards and agencies to provide tailored career exploration and development opportunities that meet the specific needs of their populations. State agencies utilize CTEI and Perkins allocations to enhance CTE experiences through a variety of initiatives, including regional workshops for CTE teachers, career fairs, job shadowing, and industry tours conducted by their selected CTE program. These activities offer students and patients valuable hands-on experiences and insights into various professions.



Top left: IDJJ students can learn barbering through Larry's Barber Program while also serving a need for personal care at the facilities.

Top right: IDJJ Simlog Machine supports high-quality Career and Technical Education by offering learners simulation training that mirrors real industry environments.

Bottom: IDJJ students can learn about operation and maintenance of Solar Training Panels through the on-campus working panels.



Illinois School for the Deaf hosted a Taste of CTE for the junior high school students.

Structure of CTE Instruction

CTE programs provide access to instruction focused on careers in high-skill, high-wage, and in-demand occupations. To organize these training efforts, CTE instructional programs in Illinois are grouped into seven endorsement areas that align with the 16 federal career clusters, plus the Illinois-specific cluster of Energy.

The primary purpose of the clusters framework is to guide learners in exploring a wide range of career options within a sector without requiring them to commit to a specific occupation. It aligns educational programs with the skills and knowledge demanded by the labor market, ensuring that instruction is relevant and practical. Additionally, the framework establishes well-defined career pathways within each cluster, outlining progressive steps from entry-level positions to advanced roles, often incorporating postsecondary education and industry-recognized credentials.

To encourage collective understanding and better align terminology used in Illinois CTE, definitions are provided in this section:

Career Cluster

A grouping of occupations and industries with similar skills and knowledge within the National Career Clusters Framework

Career Clusters Framework

A model created by Advance CTE that organizes career paths and skills into categories, referred to as cluster groupings, and subcategories, known as career clusters and sub-clusters

Career Pathway

A series of connected courses and experiences guiding students from high school through postsecondary education into a specific career within the National Career Clusters Framework provided by Advance CTE

Programs of Study (CTE Program)

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging state academic standards;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- progresses in specificity;
- has multiple entry and exit points that incorporate credentialing; and,
- culminates in the attainment of a recognized postsecondary credential.

A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry. Illinois has 19 approved CTE programs and a program matrix for each. The matrices outline CTE coursework and certification requirements.

CTE Endorsement Area

An Illinois-specific grouping for elementary and secondary education systems of CTE programs requiring similar skills and knowledge. This framework is applied to educator licensure and CTE coursework.

The table below provides the intersection of endorsement areas, programs, and pathways for CTE in Illinois.

CTE Programs of Study		
Endorsement Areas	CTE Program	Career Pathway
Agriculture, Food, and Natural Resources	Agriculture and Environmental Systems	Agribusiness Systems; Animal Systems; Biotechnology Systems; Environmental Service Systems; Food Products and Processing Systems; Natural Resource Systems; Plant Systems; and Power, Structural and Technical Systems
Arts and Communication	Arts and Communications	Graphic Communications; Radio and Television Broadcasting Technology/Technician; Commercial Photography; and Journalism
Finance and Business Services	Business Systems	Business Management & Administration; Entrepreneurship/Entrepreneurial Studies; Human Resources Management/Personnel Administration; and Administrative Assistant and Secretarial Science
	Finance Systems	Finance and Accounting
	Marketing	Marketing and Real Estate
Family and Consumer Sciences: Foods, Nutrition, and Culinary Arts	Culinary Arts	Cooking and Related Culinary Arts
Hospitality and Tourism	Tourism Management	Tourism and Travel Services Management; Hotel/Motel Management; and Parks, Recreation and Leisure Facilities Management

CTE Programs of Study

Endorsement Areas	CTE Program	Career Pathway
Human and Public Services	Education Professions	Education, General; and Early Childhood Education and Training
	Family and Human Services	Work and Family Studies; Adult Development and Aging; Child Care Provider; Social Work; Foods, Nutrition, and Wellness Studies; Housing and Human Environments; and Apparel and Textiles
	Personal Services	Cosmetology/Cosmetologist, General; Barbering/Barber; and Nail Technician/Specialist and Manicurist
	Law and Public Safety	Criminal Justice/Police Science; Fire Science/Firefighting; and Security and Loss Prevention Services
	Legal Professions	Legal Assistant/Paralegal; and Court Reporting and Captioning/Court Reporter
	Military and Public Service	Air Force JROTC/ROTC; Army JROTC/ROTC; Navy/Marine Corps JROTC/ROTC; and Public Administration
Health Sciences and Technology	Health Professions	Health Services/Allied Health/Health Sciences; Dental Assisting/Assistant; Health Unit Coordinator/Ward Clerk; Medical Insurance Coding Specialist/Coder; Medical/Clinical Assistant; Pharmacy Technician; Electrocardiograph Technology/Technician; Emergency Medical Technology/Technician (EMT); Athletic Training/Trainer; Physical Therapy Technician/Aide; Clinical/Medical Laboratory Technician; Phlebotomy Technician/ Phlebotomist; Community Health Worker; and Nursing Assistant/Aide and Patient Care Assistant/Aid
Information Technology	Computer and Information Sciences	Computer Programming/Programmer, General; Computer Science; Webpage, Digital/Multimedia, and Information Resources Design; Computer Networking; and Computer Installation and Repair Technology/Technician

CTE Programs of Study

Endorsement Areas	CTE Program	Career Pathway
Manufacturing, Engineering, Technology, and Trades	Construction and Design	Drafting and Design Technology/Technician, General; Construction Trades, General; Electrician; Building/Property Maintenance; Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician; and Heavy Equipment Technology/Technician
	Manufacturing Systems	Industrial Electronics Technology/Technician; Machine Tool Technology/Machinist; Sheet Metal Technology/Sheet-Working; Welding Technology/Welder; and Cabinetmaking and Millwork
	Engineering and Energy Systems	Engineering Technology, General; Energy Systems Technology/Technician; Solar Energy Technology/Technician; and Wind Energy Technology/Technician
	Transportation and Distribution	Parts and Warehousing Operations and Maintenance Technician; Auto Body/Collision and Repair Technology/Technician; Automobile/Automotive Mechanics Technology/Technician; Aircraft Power-plant Technology/Technician; Airline/Commercial/Professional Pilot and Flight Crew; Truck and Bus Driver/Commercial Vehicle Operator and Instructor; and Forklift Operation/Operator

Postsecondary CTE Programs

The Illinois Community College System oversees 45 colleges in 39 districts and has 4,175 approved CTE programs, consisting of 1,195 degree programs and 2,980 certificate programs spanning across all career clusters. These programs are approved by ICCB. Each community college must publish all program offerings annually.

Model Programs of Study

As part of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Illinois State Board of Education has developed model programs of study to provide guidance and serve as exemplars during the development of CTE programs. ISBE's model programs of study are designed to assist in identifying credit transfer opportunities, career and technical student organizations (CTSOs), work-based learning opportunities, appropriate course sequences, and additional components of a quality CTE program. The process included research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders. The following CTE Model Programs of Study are available on the ISBE website:

[**Accounting**](#)

[**Agribusiness**](#)

[**Business Management**](#)

[**Construction**](#)

[**Cybersecurity**](#)

[**Education**](#)

[**Engineering**](#)

[**Graphic Communication**](#)

[**Machining**](#)

[**Marketing**](#)

[**Nursing**](#)



Additionally, ICCB sponsored the development of Model Programs of Study Guides facilitated by Education Systems Center (EdSystems) at NIU.

Size, Scope, and Quality

Efforts to establish a baseline for minimum standards of CTE programs statewide include an interagency collaborative project whereby ISBE and ICCB jointly defined size, scope, and quality. The definitions for size, scope, and quality, and their elements, will apply to all eligible recipients – secondary and postsecondary – unless specifically noted. These definitions are incorporated into both ISBE and ICCB CTE:

Size

At least one state-approved CTE program of study

All programs of study are aligned to in-demand sectors using labor market information

Postsecondary: follow local board policies on class size

Secondary: class and program minimum and maximum should be justified by local advisory committee to meet industry labor market and economy needs

Scope

Incorporates challenging state academic standards

Addresses both academic and technical knowledge and skills, including employability skills

Progresses in specificity

Multiple entry and exit points that incorporate credentialing

Culminates in the attainment of a recognized postsecondary credential

Quality

Development and engagement

Employer-informed competencies and skills

Academic instruction and supports

Recruitment and access

Instructional sequence

Work-based learning

Instructors

Facilities and equipment

Continuous improvement

Programmatic Highlights by Endorsement Area

Endorsement areas are Agriculture, Food, and Natural Resources (AFNR); Arts and Communication (A&C); Finance and Business Services (FBS); Health Sciences and Technology (HST); Human and Public Services (HPS); Information Technology (IT); and Manufacturing, Engineering, Technology, and Trades (METT).



Agriculture, Food, and Natural Resources (AFNR)



Arts and Communication (A&C)



Finance and Business Services (FBS)



Health Sciences and Technology (HST)



Human and Public Services (HPS)



Information Technology (IT)



Manufacturing, Engineering, Technology, and Trades (METT)



Agriculture, Food, and Natural Resources

This career program focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products or resources. A quality Agriculture, Food, and Natural Resources (AFNR) program utilizes the Three Circle Model. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral program component for leadership development, career exploration, and reinforcement of academic concepts.

AFNR workers produce and sell a variety of products ranging from food to raw materials and also help manage our environment. Agribusiness produces livestock, field crops, and fruit and vegetable produce, along with processing these products and marketing them for consumers to purchase.

Career Pathways

Careers can range from working in an innovative scientific laboratory to being outdoors raising plants and animals. The AFNR career pathways available to Illinois students include:

- Agribusiness Systems
- Animal Systems
- Biotechnology Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

In-Demand Occupations in Illinois (organized by lowest to highest level of education needed)

- Farmer and Greenhouse Worker
- Agricultural Equipment Operator
- Farm Equipment Mechanic
- Agricultural and Food Science Technician
- Veterinary Technician
- Forest and Conservation Technician
- Environmental Science and Protection Technician
- Environmental Engineering Technician
- Biological Technician
- Soil and Plant Scientist
- Environmental Engineer



FFA members in Geneseo High School District 228 kicked off an exciting new project with the launch of a podcast, *Connections in Corduroy*. Students worked with Larry Lord, Geneseo Performing Arts manager, to learn to operate professional podcasting equipment and build confidence behind the microphone.



In an unprecedented experience, the Williamsfield High School FFA Land Use Team made history as it stepped into soils pits on the national stage in Oklahoma in early May. The team placed in the top 25% of the nation in the highly competitive contest. With one member placing 5th in the nation out of 363 competitors and scoring just 10 points less than the 1st place contestant.



Arts and Communications

This career program centers on the creation and distribution of multimedia content, encompassing visual and performing arts, design, journalism, and entertainment services. From designing eye-catching advertisements to producing compelling theater performances, students explore a wide range of creative disciplines. Art is not confined to galleries – it permeates everyday life through products, commercials, and even video games. Behind the scenes, audio and video technologies power the TV shows, movies, and live productions enjoyed by billions annually. Professionals such as artists, graphic designers, and photographers often contribute their talents to award-winning campaigns and media projects.

In addition to the arts, communication plays a vital role in shaping public perception and delivering impactful messages. Careers in this field involve producing news, crafting memorable stories, and driving efforts in advertising, marketing, and public relations. Communications professionals are instrumental in helping organizations connect with their audiences, build brand awareness, and increase sales. Together, the arts and communications sectors offer dynamic opportunities for creative expression and strategic influence in today's media-rich world.

Career Pathways

Multimedia involves working with computers, animation, video, and photography to create digital and online products that engage the user, including websites, online marketing campaigns, and interactive video games. Audio/Video Technology involves the operation of video cameras, lighting, sound equipment, and film editing software to make videos, films, music, and podcasts. Jobs can be found within businesses, hospitality, schools, and self-employment.

The A&C career pathways available to Illinois students include:

- Audio/Video Production
- Photography and Printing Technology
- Graphic Communications
- Broadcast Technology
- Journalism

In-Demand Occupations in Illinois (organized by lowest to highest level of education needed)

- Photographer
- Audio and Video Equipment Technician
- Sound Engineering Technician
- Camera Operator – TV, Video, and Film
- Graphic Designer
- Film and Video Editor
- Web Developer
- Interior Designer
- Produce and Director
- Public Relations Specialist
- Writer and Author
- Multimedia Artist and Administrator



Students receiving industry mentor feedback during the regional VALEES Arts & Communications team-based challenge on March 14, 2025.



Illinois CTE in Action

Riverside Brookfield High School's RBTV program is a longstanding, student-run audio-visual pathway that immerses learners in real-world media production. For decades, RBTV

has served as both a creative outlet and a community service, producing school news, live events, and original films for audiences on campus and beyond. RBTV students produced and executed more than 25 live broadcasts of athletic contests and school events, providing professional-quality coverage for families and community members while giving students hands-on experience in live sports broadcasting, multi-camera directing, graphics, and audio.

The school year 2025 was a landmark year for RBTV. The program celebrated its first National Academy of Television Arts & Sciences (NATAS) Student Production Award at the national level in the Short Form Fiction category. Students also earned three first-place trophies at the Midwest Media Educators Association competition, along with multiple top three nominations, demonstrating excellence across multiple formats. Additionally, two RBTV seniors

earned substantial scholarships in sports media: Liam Hickey now studies sports broadcasting at the University of Miami, and Liam Keohane is majoring in sports broadcasting at Arizona State University's Walter Cronkite School of Journalism and Mass Communication.

TommyTV is **Taylorville High School's** student-driven digital media and broadcast program, designed to give students an immersive, real-world experience in content creation, storytelling, and modern media production. From concept to set-up and strike, the Tommy Awards is completely student-run!





Finance and Business Services

The Finance and Business Services program offers exciting career pathways designed to help students explore the world of business. Finance introduces students to money management, including banking, insurance, investment planning, and fiscal management.

Business Systems focuses on the skills needed to plan, organize, and lead business operations so that students understand how companies stay productive and efficient. In the marketing and service program, students learn how businesses promote and sell their products or services. Students engage with hands-on experience in advertising, sales, and customer engagement.

Together, these programs offer practical, career-focused training designed to support professional growth and success across a wide range of industries.

Career Pathways

Finance

- Finance
- Accounting

Business Management and Administration

- Business Management and Administration
- Entrepreneurship/Entrepreneurial Studies
- Human Resources Management/Personnel Administration
- Administrative Assistant and Secretarial Science

Marketing, Sales, and Service

- Marketing
- Real Estate

In-Demand Occupations in Illinois

Finance

- Insurance Claims and Policy Clerk
- Bookkeeping and Accounting Clerk
- Credit Counselor
- Tax Preparer

- Accountant and Auditor

- Loan Officer
- Cost Estimator
- Personal Financial Advisor
- Budget Analyst
- Financial and Investment Analyst
- Purchasing Manager
- Financial Manager
- Marketing Manager
- Sales Manager

Business Management and Administration

- Property and Real Estate Manager
- Medical Administrative Assistant
- Human Resources Specialist
- Training and Development Specialist
- Compensation and Benefits Specialist
- Project Management Specialist
- General and Operations Manager
- Management Analyst
- Facilities and Administrative Services Manager
- Operations Research Analyst
- Training and Development Manager
- Human Resources Manager

Marketing, Sales, and Service

- Customer Service Representative
- Sales Representative, Services
- Real Estate Sales Agent
- Insurance Sales Agent
- Market Research Analyst
- Public Relations Specialist
- Financial Services Sales Agent
- Sales Engineer
- Sales Representative, Technical and Scientific Products
- Public Relations Manager



Illinois CTE in Action

The St. Ambrose University Stock Market Exchange Challenge is an event hosted by Junior Achievement (JA) for high school students to compete in a simulated stock market environment. Participants use their

classroom knowledge to make trading decisions in a fast-paced simulation, learning about investing, financial literacy, and critical thinking skills. **United High School (UHS)** students in Sarah Horner's Small Business class got to participate in this challenge. These students spent six weeks learning about the fundamentals of stocks, market volatility, and long-term investing before they took part in the 60-day challenge along with 23 other schools. The goal is to be the team with the highest return on investment at the end of the competition. UHS took three teams and while they were not the highest, all three teams made money in the stock market! Some key takeaways for the students were learning financial literacy, real-world skills, and being exposed to careers in finance. Shown in photos below, at **Batavia High School**, students met with business and industry professionals to learn about a variety of career opportunities. Students in the photos below got to learn about package development and design from a local business leader.





Health Sciences and Technology

Healthcare careers focus on the health and well-being of patients and advancing the cause of medicine.

Work is generally performed in hospitals or clinics, but can also be found in offices, nursing facilities, and increasingly, people's homes. Technology has been transforming healthcare in recent years, allowing patients to receive better care and live longer, more productive lives.

Physicians, nurses, and therapists work directly with patients to diagnose, treat, and comfort their patients. Researchers, biomedical engineers, and technicians work in laboratories developing new cures for disease. Students might also work as a medical assistant or health information specialist who keeps a history of medical records for insurance or future use.

Career Pathways

- Health Services/Allied Health/Health Sciences
- Dental Assisting/Assistant
- Health Unit Coordinator/Ward Clerk
- Medical Insurance Coding Specialist/Coder
- Medical/Clinical Assistant
- Pharmacy Technician
- Electrocardiograph Technology/Technician

In-Demand Occupations in Illinois (organized by lowest to highest

level of education needed)

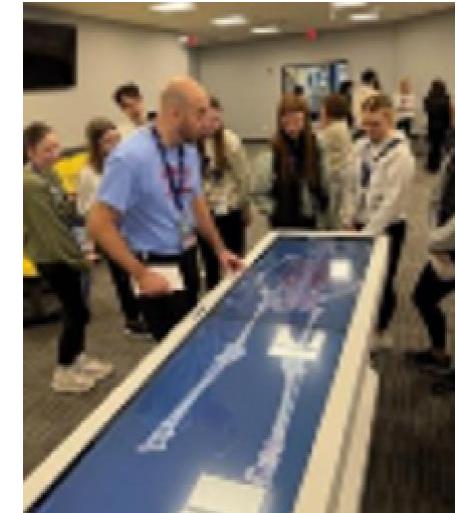
- Nursing Assistant
- Pharmacy Technician
- Dental Assistant
- Medical Assistant
- Licensed Practical and Vocational Nurse
- Radiologic and X-Ray Technician
- Physical Therapist Assistant
- Occupational Therapist Assistant
- Registered Nurse

Nurse Practitioner

- Physician Assistant

Illinois CTE in Action

In summer 2025, **Education for Employment 030 (DVR)** launched its first Pharmacy Technician Pathway, offering students from nine high schools a paid, three-week hospital-based experience at Loyola Medical. After a competitive application process, 10 rising seniors trained in multiple departments, completed Pharm Tech modules, and are now preparing for certification – opening doors to high-demand healthcare careers. Loyola praised their professionalism and is considering lowering age restrictions for future opportunities.



Galesburg Area Vocational Center students attended the Industry Pathways Healthcare Career Experience at Methodist College in Peoria. This hands-on event allowed students to engage in a variety of simulations and develop practical skills for future careers in the health sciences field.

Livingston Area Career Center celebrated its first cohort of nationally certified EKG technicians. All students in the new Medical Assisting program passed the national exam. **Bremen High School District 228** is responding to growing interest in health services by developing a Health Services Pathway. In partnership with the Cook County Department of Public Health and the Sinai Urban Health Institute (SUHI), the district is certifying students in Core Community Health Worker (CHW) Skills. SUHI, with over two decades of experience in community health interventions, launched the Center for CHW Research, Outcomes, & Workforce Development (CROWD) to address health inequities. District 228 students will further their training through paid summer internships funded by a Cook County Department of Public Health grant.



Human and Public Services

Human and Public Services offer a wide range of training options and career opportunities for individuals interested in making a difference in their communities. At the heart of Human Services careers

is the commitment to directly supporting individuals and families through roles in counseling, mental health, and community services. The Family and Human Services program prepares students for these impactful careers by focusing on human needs and support systems. Similarly, the Education Professions program equips individuals for roles in teaching and training, with opportunities extending beyond traditional classrooms into libraries, churches, and extracurricular settings – sometimes even leading to careers as counselors or principals.

In the realm of Personal Services, students are trained for careers centered on personal care, while the Culinary Arts program develops skills in food preparation, menu planning, and food service management. For those drawn to the service industry, the Hospitality and Tourism program emphasizes customer experience in lodging, recreation, and travel services. Closely related, the Tourism Management program prepares individuals to plan and manage services that enhance travel and leisure experiences.

Legal and protective services are also key components of this career focus. The Legal Professions program focuses on providing legal support and services, while Law and Public Safety programs prepare individuals to ensure public safety and deliver protective services. Additionally, the Military and Public Service program trains individuals for roles in government operations at all levels, including national security and public administration – fields that are essential to the functioning of society.

Together, these programs reflect the diverse and meaningful career paths available within Human and Public Services, all united by a shared goal of serving others and strengthening communities.

Career Pathways

Family and Human Services

- Work and Family Studies
- Adult Development and Aging
- Child Care Provider
- Social Work
- Foods, Nutrition, and Wellness Studies
- Housing and Human Environments
- Apparel and Textiles

Education Professions

- Education, General
- Early Childhood Education and Training

Personal Services

- Cosmetology/Cosmetologist, General
- Barbering/Barber
- Nail Technician/Specialist and Manicurist

Tourism Management

- Tourism and Travel Services Management
- Hotel/Hotel Management
- Parks, Recreation, and Leisure Facilities Management

Culinary Arts

- Cooking and Related Culinary Arts

Law and Public Safety

- Criminal Justice/Police Science
- Fire Science/Firefighting
- Security and Loss Prevention Services

Legal Professions

- Legal Assistant/Paralegal
- Court Reporting and Captioning/Court Reporter



Military and Public Service

- Air Force JROTC/ROTC
- Army JROTC/ROTC
- Navy/Marine Corps JROTC/ROTC
- Public Administration

Illinois CTE in Action

In the spring of 2024, the Aurora Police Department generously donated a 2015 Ford Explorer Police Interceptor to the Law Enforcement program at the **Indian Valley Vocational Center**. While the vehicle was a valuable addition for student training, years of service and constant exposure to the elements had taken a toll on the paint, interior, and body. Faced with the challenge of preserving the squad car and inspired by a vision to enhance community engagement, Law Enforcement Instructor Jim Kerry set the wheels in motion for the "Wrap the Squad" project. With approval and support from community partners, the project quickly gained momentum. Thanks to the generosity and expertise of several local businesses, the squad was completely transformed.

The project highlights the value of hands-on learning and the power of community partnerships.

Harper College hosts a Culinary Competition which includes 150 high school culinary students and "showcases the continued impact of regional collaboration in creating career opportunities for students," said Dr. Avis Proctor, Harper College president. "By bringing together high school culinary arts students from multiple districts, the contest provides a dynamic, hands-on learning experience that goes beyond the classroom, giving students a taste of professional training. This event highlights the strength of our partnership with area high schools as we invigorate regional curriculum alignment for college and career readiness."

Throughout the year, the Early Childhood Education students at the **Galesburg Area Vocational Center** work in classrooms at a variety of locations throughout the school district. Students are placed in classrooms at Bright Futures Early Learning Center, Lombard Middle School, Galesburg Junior High, and at multiple area elementary schools. All ECE students are placed with excellent classroom teachers.





Information Technology

Computers can be found today in almost every home, business, and industry. The demand for people with information technology training is very high.

Information technology careers involve developing and maintaining computer systems and applications for individuals and organizations to conduct their everyday business. Careers also include installing, troubleshooting, and repairing computers.

Students interested in information technology might be network administrators responsible for a company's entire computer network system. As computer programmers, students will work on developing code that creates an application used by businesses to perform certain tasks. A business intelligence analyst might analyze data that helps an organization make better strategic business decisions.

- Computer Network Architect

Career Pathways

- Computer Programming/Programmer, General
- Computer Science
- Webpage, Digital/Multimedia, and Information Resources Design
- Computer Networking
- Computer Installation and Repair Technology/Technician

In-Demand Occupations in Illinois (organized by lowest to highest

level of education needed)

- Computer User Support Specialist
- Computer Network Support Specialist
- Web Developer
- Network and Computer Systems Administrator
- Database Administrator
- Computer Systems Analyst
- Data Scientist
- Information Security Analyst
- Software Developer

Illinois CTE in Action

United Township High School District 30, in partnership with John Deere, has implemented a Software Engineer Apprenticeship Program. This program has been an incredibly rewarding experience for everyone involved. Students are learning about technology, while they are also living it. Over 2,000 hours (about two and a half months), students dive into programming, scrum, and project collaboration, all while developing strong leadership and teamwork skills.

John Deere managers have shared wonderful feedback about the students' dedication, focus, and drive, noting how seriously they take this opportunity: "Watching these students grow in confidence and skill, while contributing to real-world projects in a meaningful way, has been inspiring." This partnership truly highlights what CTE is all about, connecting passion, purpose, and professional growth.



Manufacturing, Engineering, Technology, and Trades

Manufacturing, Engineering, Technology, and Trades (METT) programs belong to four unique career clusters: 1) STEM and Manufacturing; 2) Engineering and Energy Systems; 3) Transportation; and 4) Architecture and Construction.

Science, Technology, Engineering, and Math (STEM) and Manufacturing career clusters are focused on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering. Engineering and Energy Systems career clusters are focused on varying sources, methods of delivery, and multiple uses of energy. All career and technical education programs provide students with opportunities for practical application of academic concepts. Transportation and Distribution careers clusters are focused on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services, such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance. Architecture and Construction career clusters are focused on careers in designing, planning, managing, building, and maintaining the built environment.

Career Pathways

STEM and Manufacturing

- Engineering Technology, General
- Energy Systems Technology/Technician
- Industrial Electronics Technology/Technician
- Machine Tool Technology/Machinist
- Sheet Metal Technology/Sheet-Working

Engineering and Energy Systems

- Engineering Technology, General
- Energy Systems Technology/Technician
- Solar Energy Technology/Technician
- Wind Energy Technology/Technician

Transportation and Distribution

- Parts and Warehousing Operations and Maintenance Technician
- Auto Body/Collision and Repair Technology/Technician
- Aircraft Power Plant Technology/Technician
- Airline/Commercial Professional Pilot and Flight Crew
- Truck and Bus Driver/Commercial Vehicle Operator and Instructor
- Forklift Operation/Operator

Architecture and Construction

- Drafting and Design Technology/Technician, General
- Construction Trades, General
- Electrician
- Building/Property Maintenance
- Heating, Air Conditioning, Ventilation and Refrigeration, Maintenance Technology/Technician
- Heavy Equipment Technology/Technician

In-Demand Occupations in Illinois (organized by lowest to highest level of education needed)

STEM and Manufacturing

- Chemical Technician
- Microbiologist
- Chemist
- Medical Scientist
- Mechanical Engineer
- Electrical Engineer
- Industrial Engineer



- Biomedical Engineer
- Data Scientist
- Chemical Engineer
- Statistician
- Medical and Clinical Research Scientist

Engineering and Energy Systems

- Oil and Gas Service Unit Operator
- Oil and Gas Derrick Operator
- Oil and Gas Rotary Drill Operator
- Mining and Extraction Worker
- Gas Plant Operator
- Electrical Power-Line Installer
- Refinery Operator
- Solar Panel Installer
- Wind Turbine Service Technician
- Surveying and Mapping Technician
- Petroleum Engineer

Transportation and Distribution

- Tire Repairer and Changer
- Industrial Truck and Tractor Operator
- Automotive Body Repairer
- Cargo and Freight Agent
- Automotive Service Technician
- Mobile Heavy Equipment Mechanic
- Heavy Truck and Tractor-Trailer Driver
- Bus, Truck, and Diesel Engine Mechanic
- Aircraft Mechanic and Service Technician
- Air Traffic Controller
- Logistics Planner and Coordinator
- Airline Pilot

Architecture and Construction

- Carpenter
- Roofer
- Construction Equipment Operator
- Electrician
- Plumber and Pipefitter
- HVAC Installer
- Security and Fire Alarm Installer
- Architectural and Civil Drafter
- Civil Engineering Technician
- Architect
- Civil Engineer
- Construction Manager and General Contractor



Illinois CTE in Action

In summer 2025, 44 middle school students from across **Maine Township HS 207** had the unique opportunity to participate in the annual Summer STEM Camp. This camp, made possible through the NSERVE (North Suburban Educational Region for Vocational Education - EFE 20) Elementary STEM Mini Grant, offered a one-of-a-kind experience. Students experienced three dynamic modules – designing and racing CO₂-powered cars, engineering ziplines to transport fragile cargo, and programming robots with brand new controllers to complete complex tasks.

Belleville District 201 unveiled a 15,000-square-foot expansion to its Center for Academic and Vocational Excellence (CAVE) in May 2025. The CAVE offers high-demand vocational training through partnerships with local businesses, with many programs providing dual credit through Southwestern Illinois College. Current offerings include aviation, automotive, carpentry and construction, healthcare, culinary arts, early childhood education, machining/metalworking, and welding. The largest area of the annex is dedicated to aviation and features a retired corporate jet. Gulfstream, a leading business jet manufacturer, is a key partner in supporting the aviation curriculum.



CAVE students have access to an airplane in the aviation program and work on framing skills in their construction trades program.

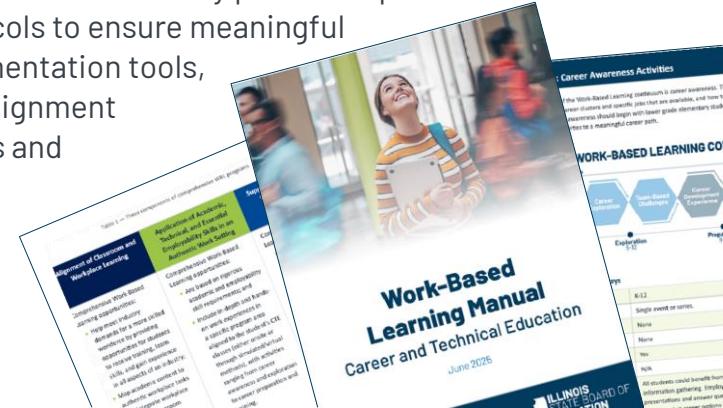
Work-Based Learning and Industry-Recognized Credentials

Work-based learning (WBL) provides students with the opportunity to engage and interact with industry experts (employers, postsecondary institutions), while learning to demonstrate essential employability and technical skills necessary for today's workforce. WBL is defined in Perkins V legislation as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in each career field, that are aligned to curriculum and instruction."

WORK-BASED LEARNING CONTINUUM



The Illinois [Work-Based Learning Manual](#) is a comprehensive non-regulatory guide designed to support districts, educators, and industry partners in delivering high-quality, career-connected work-based learning experiences. In 2025, the WBL Manual was updated and revised to reflect input from the ISBE cross-divisional staff, the Illinois Department of Labor, EFE directors, and CTE teachers. The manual includes outlined guidance for employing and working with students under 18 years old in safe, meaningful, and compliant workplace settings. To support implementation, the manual includes best practices for industry partnerships and supervisors, including mentorship strategies, workplace culture orientation, and safety protocols to ensure meaningful student engagement. In addition to instructional guidance, the manual offers practical implementation tools, including embedded WBL guidance for CTE courses, along with updated course coding and assignment instructions. This comprehensive expansion of the WBL Manual ensures that Illinois educators and industry partners are equipped to deliver high-quality work-based learning experiences for students.



In 2025, the ISBE CTE Department, in partnership with Northern Illinois University's Illinois CTE Project, continues to offer a free work-based learning online course. This nine-module course enables CTE educators to earn the WBL designation, enhancing their capacity to integrate meaningful work-based learning experiences into their instructional practice. In fall of 2025, two cohorts were updated and designed on an eight-week cycle to allow CTE teachers the opportunity to learn about work-based learning in a format that supports their own professional development needs. CTE educators who successfully complete the online WBL course are eligible to teach WBL outside their endorsement area and can serve as the teacher-of-record for Perkins-funded Workplace Experience courses. Sixty-three CTE educators have earned the WBL designation by completing the online module of coursework in 2025. Three additional cohorts will be offered in spring 2026.

Illinois CTE educators may also earn the WBL designation by enrolling in approved Illinois university WBL courses. In 2025, two three-credit hour courses were offered at Illinois State University: BE 480 Organization and Administration of Workplace Experience Programs and BE 482 Coordination Techniques of Workplace Experience Programs.

Agriculture educators have the unique opportunity to earn the WBL designation through FFA's Supervised Agricultural Experiences (SAE) for All course. This eight-hour, in-person course offered as professional development for teachers attending FFA student conferences is designed to train Ag educators on additional opportunities for SAEs. In 2025, 50 Agriculture educators earned the WBL designation through SAE for All, allowing them to teach Workplace Experience courses outside of Agriculture.

A total of 113 CTE educators have earned the WBL designation in 2025.

Industry-Recognized Credential

An industry-recognized credential (IRC) is a work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

There exists a collection of recommended industry-recognized credentials in career and technical education pathways that students may earn during or immediately following high school. Credentials included on the list are those that employers recognize as favorable or preferential when recruiting, hiring, promoting, and retaining their workforce.

The graphic below indicates the number of IRCs in Illinois sorted by career areas.



Teacher Pipeline Initiatives

CTE Educator Licensure Updates

In continued efforts to expand the pool of career and technical education educators, several strategic updates were implemented this year to enhance support and streamline licensure processes:

- **Primary Point of Contact:** The Regional Offices of Education (ROEs) remain the most effective and accessible resource for guiding applicants through the CTE licensure process.
- **Departmental Transition:** Responsibility for handling CTE licensure within the Educator Licensure Information System (ELIS) transitioned from the CTE Department to the **Educator Effectiveness Department**, aligning licensure support with broader educator development initiatives.
- **Role of EFE System Directors:** The addition of EFE System Directors has strengthened the licensure determination process. Their involvement has enabled deeper engagement with new, current, and aspiring educators, fostering stronger community relationships and helping address local teacher shortages.
- **Resource Updates:** Licensure websites were updated with revised instructions and resources. Notably, the 73-23 form was modified to reflect recent changes, improving clarity and usability for applicants.

The Teacher Vacancy Grant (TVG) is part of a pilot program aimed at addressing chronic teacher shortages by providing the state's most understaffed districts with resources to attract, hire, support, and retain teachers. This grant allows districts maximum flexibility to use allocated funds in innovative, creative, and evidence-based ways, such as signing bonuses, housing stipends, down-payment assistance, or loan repayments; to pay tuition and fees or provide residencies or apprenticeships; and to sustain employment of current teachers by providing materials, supplies, coaching, and school culture supports. To assist districts in leveraging these funds effectively, ISBE issued guidance to support districts with evidence-based ideas, technical assistance, consulting, and communities of practice. As the grant enters its final phase, ISBE's TVG team, comprising staff from Standards and Instruction, Educator Effectiveness, and CTE, collaborated to support TVG applicants. The TVG team held office hours for grantees to attend to go over specific items or answer broad questions.

To build the teacher pipeline in the early days of career exploration, Illinois began investing in the CTE pathway for education approximately five years ago. Today, students in the [Education Career Pathway](#) or [program of study](#) participate in field experiences and work-based learning, helping them gain hands-on experience and explore various educational settings and content areas. Participants gain a head start on their journey to becoming teachers by earning dual credit; industry certification, such as paraprofessional licensure; and microcredentials to demonstrate teaching competencies. The grant also supports increasing awareness about the teaching profession through early career exploration activities and student leadership organizations, such as Educators Rising.

Condition of CTE

Statewide: Perkins, Student Demographics, Grad Rates

In School Year 2025, 663 of 697 Illinois high schools and 27 Area Career Centers (ACCs) offered CTE programs for high school students.

CTE Endorsement Area	Number of Schools Offering	Number of Contributing ACCs Offering
Agriculture, Food, and Natural Resources (AFNR)	414	10
Arts and Communication (A&C)	325	13
Finance and Business Services (FBS)	605	19
Health Sciences and Technology (HST)	426	23
Human and Public Services (HPS)	538	23
Information Technology (IT)	442	16
Manufacturing, Engineering, Technology, and Trades (METT)	556	23

Description	Participant	Concentrator
All	289,967	153,940
Gender-Male	159,646	85,619
Gender-Female	130,106	68,217
Gender-Non-Binary	215	104
Race-Hispanic/Latino	69,200	34,542
Race-Am Indian/AK Native	647	316
Race-Asian	14,809	7,877
Race-Black/African Am	34,990	15,838
Race-Native HI/Pacific Islander	239	128
Race-White	155,652	88,065

Race-Two/More Races	13,352	6,693
Race-Middle Eastern/North African	1,078	481
Perkins Special Population-Children with Disabilities	52,992	27,445
Perkins Special Population-Economically Disadvantaged	117,907	60,010
Perkins Special Population-Non-Traditional	41,778	47,654
Perkins Special Population-Single Parent	1,037	660
Perkins Special Population-Displaced Homemaker	23	14

Career Cluster	Number of Schools Offering	Number of ACCs Offering
Agriculture, Food, and Natural Resources	414	10
Architecture and Construction	496	21
Arts, Audio/Video Technology, and Communications	325	13
Business Management and Administration	482	8
Education and Training	334	17
Finance	430	0
Government and Public Administration	11	0
Health Science	426	23
Hospitality and Tourism	502	18
Human Services	457	20

Information Technology	442	16
Law, Public Safety, Corrections, and Security	294	21
Manufacturing	439	23
Marketing	261	2
Science, Technology, Engineering, and Mathematics	206	4

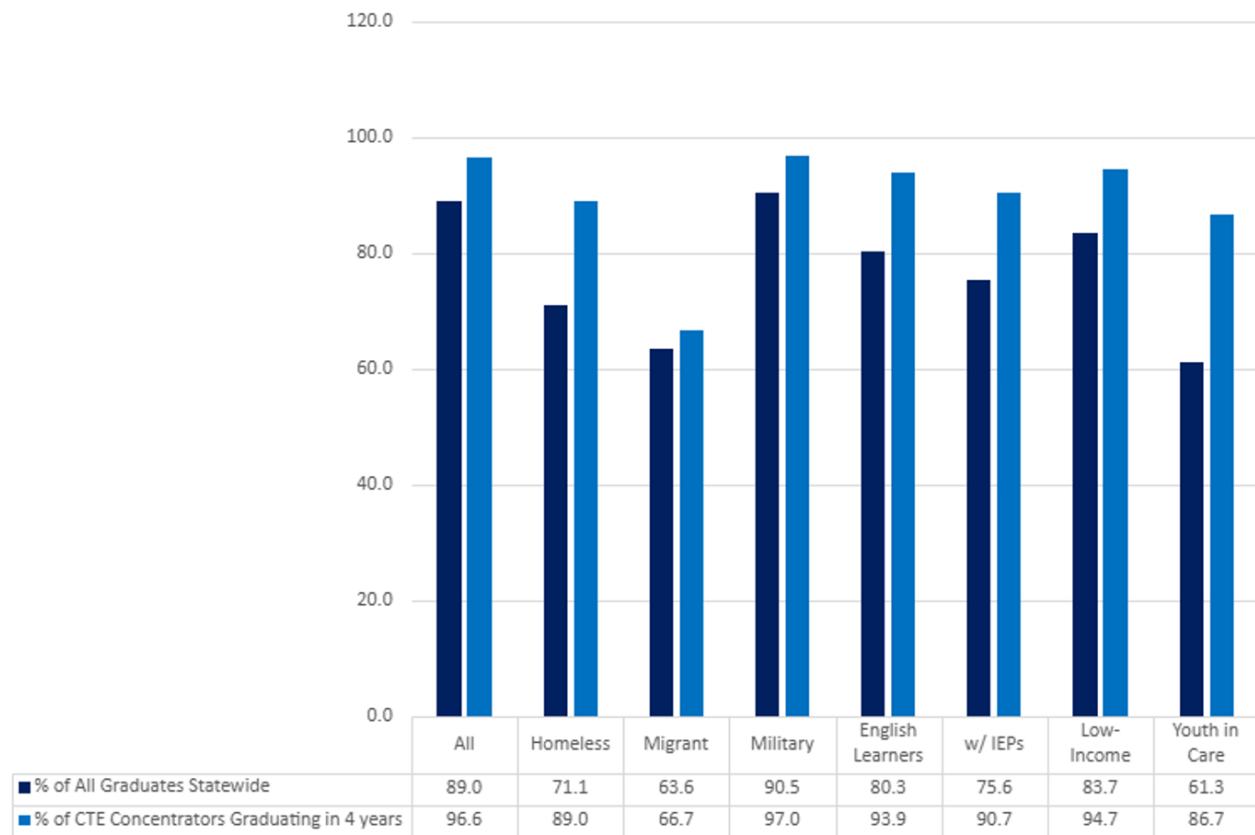
Transportation, Distribution, and Logistics	421	23
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Population	Grad Rate 4yr	Grad Rate 6yr	Graduated 4yr	Cohort 4yr	Graduated 6yr	Cohort 6yr
All IL Students	89.0%	89.9%	134,920	151,517	134,546	149,744
CTE Concentrators	96.6%	97.1%	62,404	64,588	52,089	53,675
Disability	93.2%	94.5%	10,582	11,359	9,034	9,559
Displaced Homemaker	80.0%	100.0%	4	5	5	5
Economically Disadvantaged	94.7%	95.3%	24,281	25,653	19,517	20,477
English Learners	93.9%	93.5%	4,938	5,257	2,472	2,643
Foster	86.7%	88.2%	130	150	112	127
Gender-Female	97.0%	97.4%	28,003	28,884	23,015	23,630
Gender-Male	96.4%	96.8%	34,346	35,647	29,054	30,023
Gender-Non-Binary	96.5%	90.9%	55	57	20	22
Homeless	89.0%	92.5%	1,479	1,661	1,150	1,243
Migrant	66.7%	75.0%	6	9	3	4
Military Connected	97.0%	98.4%	579	597	499	507
Nontraditional Fields	96.8%	97.0%	20,673	21,365	15,964	16,461
Race-Am Indian/AK Native	95.4%	94.4%	124	130	85	90
Race-Asian	98.4%	98.2%	3,179	3,231	2,494	2,539
Race-Black/Africa Am	95.3%	95.8%	7,051	7,396	5,872	6,131
Race-Hispanic/Latino	95.9%	96.7%	14,326	14,933	11,579	11,969

Race-Native HI/Pacific Islander	96.6%	93.9%	56	58	46	49
Race-Two or More Races	96.0%	96.0%	2,852	2,971	1,754	1,828
Race-White	97.1%	97.4%	34,673	35,723	30,259	31,069
Single Parent	92.1%	93.5%	258	280	186	199

Description	Participant	Concentrator
Perkins Special Population-English Learners	32,074	13,702
Perkins Special Population-Homeless	6,880	3,377
Perkins Special Population-Foster	1,054	435
Perkins Special Population-Military	2,729	1,382
Perkins Special Population-Migrant	70	23

4-Year Graduation Rate Comparisons



CTE Program-Level Data

Illinois has seven CTE endorsement areas with several programs within each. Students in all endorsement areas can engage in work-based learning, which includes a range of activities gradually increasing in depth and rigor as learners progress through their CTE programs and coursework.

Participants taking work-based learning courses	Concentrators taking work-based learning courses	Districts offering work-based learning courses	ACCs offering work-based learning courses
17,146	13,162	400	24

CTE Endorsement Area	Participants taking work-based learning courses	Concentrators taking work-based learning courses
Agriculture, Food, and Natural Resources (AFNR)	706	660
Arts and Communication (A&C)	179	135
Finance and Business Services (FBS)	4,199	3,162
Health Sciences and Technology (HST)	4,158	3,287
Human and Public Services (HPS)	5,320	3,888
Information Technology (IT)	1,636	1,079
Manufacturing, Engineering, Technology, and Trades (METT)	1,616	1,552

CTE Career Cluster	Participants taking work-based learning courses	Concentrators taking work-based learning courses
Agriculture, Food, and Natural Resources	706	660
Architecture and Construction	392	382
Arts, Audio/Video Technology, and Communications	179	135
Business Management and Administration	2,678	1,976
Education and Training	1,998	1,551
Finance	156	91
Government and Public Administration	1	0

Health Science	4,158	3,287
Hospitality and Tourism	1,253	978
Human Services	3,196	2,211
Information Technology	1,636	1,079
Law, Public Safety, Corrections, and Security	142	141
Manufacturing	586	558
Marketing	257	219
Science, Technology, Engineering, and Mathematics	86	81
Transportation, Distribution, and Logistics	596	575

Industry Credential	Participants
None	37,963
Agriculture, Food, and Natural Resources	885
Architecture and Construction	513
Arts, Audio/Visual Technology, and Communications	246
Business Management and Administration	554
Education and Training	681
Finance	174
Government and Public Administration	23
Health Science	3,085
Hospitality and Tourism	1,400
Human Services	989
Information Technology	878
Law, Public Safety, Corrections, and Security	214
Manufacturing	1,217
Marketing	83

Science, Technology, Engineering, and Mathematics	396
Transportation, Distribution and Logistics	769
Unknown	2,072
Total Industry Credentials Among Exiting Participants	14,179
Total Exiting Participants	52,142

Regional CTE Programming Highlights

Illinois is a geographically large state with highly diverse communities and strong regional identities. Traditionally, the Illinois State Board of Education and Illinois General Assembly, through the concept of “local control” granted to local districts, have recognized that one-size-fits-all approaches for educational programming are not the most effective in meeting the needs of all communities and students.

The outcome of local control for CTE programs is a system that provides for local and regional CTE programs built through the support of community and industry partners aiming to strengthen the workforce pipeline with students graduating who are prepared for their next steps toward achieving their career goals.

This section, beginning on the next page, provides highlights of innovative programming and opportunities at the EFE system level, organized by geographic region, in addition to providing more detailed context on the schools, districts, and students served by each EFE system. Highlights were provided by most EFE System Directors and are featured alongside data pertaining to each EFE system.

Chicago Public Schools

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
102	0	404	1	1	11,034	6,827

Chicago Public Schools serves as its own EFE system due to the size of the district. Chicago Builds launched programming to help expose students to the possibilities of CTE for younger ages. This program, championed by the Chicago Builds director, hosted several Middle School Exploration days where middle school students met with current Chicago CTE students and teachers and were able to discover career possibilities through hands-on, experiential learning in the culinary arts, carpentry, welding, HVAC, auto repair, and more.



System 20: North Suburban Education Region for Vocational Education (NSERVE)						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
10	0	164	4	5	14,302	7,157

CTE Connect: Sharing, Networking, and Innovating Together for Student Success was a comprehensive one-day workshop designed to strengthen the network of CTE teachers and enhance the student learning experience. The event, sponsored by NSERVE, brought together more than 120 educators from 44 schools for meaningful discussion, peer learning, and collaboration. Its main goals were to create opportunities for educators to connect and share best practices, support collaborative learning, and offer practical strategies they could take back to their classrooms. Inherently cross-disciplinary and cross-sector, the event focused on collaboration among educators in specific curricular areas, such as Family and Consumer Sciences, Business Education, and Technology Education. The cross-sector element was cemented by a keynote speaker from the employer Lettuce Entertain You who provided valuable insights into the future of work and the durable skills necessary for tomorrow's workforce, highlighting how real-world interdisciplinary teams operate.



System 30: Des Plaines Valley Region EFE (DVR)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
9	0	241	6	6	8,032	3,966

The Des Plaines Valley Region EFE developed a dynamic, cross-sector career-readiness initiative for dual-enrollment students in Welding, HVAC, Education Pathway, Criminal Justice, and Nursing Assistant programs. This program gives students the tools, confidence, and experience needed to succeed in professional environments. As part of the initiative, students participated in dedicated Friday courses focused on professionalism and career readiness tailored to their specific industries, including resume workshops, interview preparation, and discussions about workplace expectations. The following week, students had the chance to prepare; 30 industry partners visited to conduct mock interviews. Each student participated in two separate interviews, receiving real-time, constructive feedback. The interviews were conducted in an inclusive, supportive environment where “failing” was not an option. Every student received positive, actionable feedback to refine their professional skills. This immersive experience strengthened students’ communication, confidence, and critical thinking skills and provided invaluable insight into employers’ expectations in high-demand fields.

System 40: Morton Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
3	0	36	1	1	2,535	941

The school hosted Future Fest, a schoolwide college and career exploration event open to all grade levels. This cross-disciplinary, cross-sector initiative brought together universities, community colleges, training programs, employers, and career fields including law enforcement, fire science, welding, automotives, barbering and cosmetology, military branches, and more. Students rotated through interactive, hands-on stations and pathway displays in a fair-like setting, exploring a wide range of postsecondary options. By engaging multiple industries and educational sectors in one event, Future Fest strengthened community partnerships and helped students make informed decisions about their future, while not being tied to any single endorsement area or cluster.

System 50: Moraine Area Career System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
10	0	184	6	6	9,865	5,461

The Moraine Area Career System launched a new initiative to develop future CTE tech teachers in partnership with the Moraine Valley Community College. The result is a 2+2 program with Valley City State University designed to train students to become future high school technology teachers in CTE. A joint presentation with the EFE and both college partners on Oct. 29 explained this opportunity to CTE concentrators. Student exit surveys are positive on the program's impact.

System 60: Career Prep Network

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	0	79	4	3	3,928	1,452

In 2025, juniors and seniors from Homewood-Flossmoor High School District 233 participated in an immersive Shadow Day experience at Motorola Solutions Headquarters. This cross-sector industry partnership gave students hands-on exposure to innovation, technology, and diverse career pathways spanning engineering, project management, software development, and sales. Students explored the Innovation Center, participated in equipment demonstrations and first responder simulations (including trying on uniforms and gear), engaged in Q&A panels with industry professionals, and enjoyed small-group lunches with experts for meaningful career conversations. Students learned about Motorola's history, discovered real-world technology applications, and learned about future internship opportunities available to college students. This unique experience demonstrated how innovation and community service intersect at Motorola, inspiring students to envision how their own skills and interests might lead to exciting careers in technology.



System 65: Career Development System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
9	0	121	3	3	6,487	3,285

The Career Development System is bringing together counselors from all 10 high schools to collaborate and learn more about the changes taking place in the region. During 2025, there was a focus on the manufacturing industry, which is a prevalent sector for the region. Through this program, school counselors engage with industry leaders to deepen their knowledge of the career opportunities available locally for students. The goal of this initiative is to reduce negative stereotypes and stigmas associated with careers in manufacturing. To do this, it is important for school counselors to see firsthand that manufacturing today is not the same as it was 30 years ago. These careers in a high-demand industry provide great opportunities for students.



System 70: Northwest Educational Council for Student Success

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
12	0	357	3	3	18,218	11,345

College Now is a partnership between Districts 211, 214, 220, and Harper College that allows students to earn both their high school diploma and an Associate of Arts (AA) degree by the end of their senior year. Because the AA is based on a fully transferable general education core, students take courses in English, math, science, social sciences, humanities, and electives, building broad skills that prepare them for many different pathways, not just one industry. Students stay connected to their home high school while also taking classes and receiving support from college faculty at Harper, creating a true “dual campus” experience. College Now is an innovative regional model that expands access to early college, lowers the time and cost to a degree, and prepares students for a wide range of future careers, regardless of their endorsement area.

System 80: Lake County Area Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
20	1	408	15	14	15,918	6,272

Through support from the Lake County Area Vocational System EFE, Lake County students in Grades 8-12 participated in Navig8 Lake, a hands-on career exploration event.

REGION 1

System 90: DuPage Area Occupation Education System						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
24	1	605	14	14	27,063	13,018

The DuPage Area Occupational Education System (DAOES) is leading a strategic partnership with the College of DuPage and the DuPage Regional Office of Education to launch a county-wide education-to-workforce ecosystem designed to strengthen postsecondary and career outcomes for all DuPage County students. Supported by the Illinois Student Success and Career Network, this initiative connects education and workforce priorities by aligning career education around a shared focus on career readiness and long-term economic mobility.

It is designed to build vertical infrastructure within each district – ensuring that every student has access to coherent, high-quality work-based learning experiences that progress from career awareness to exploration, preparation, and career placement. Simultaneously, the initiative emphasizes horizontal integration – aligning K-12 education, postsecondary institutions, and workforce development systems across DuPage County to create seamless pathways that respond to regional labor market needs. The first convening of this regional leadership community took place on Oct. 29 at the College of DuPage, bringing together every DAOES Board member, including superintendents from all 14 DuPage County high school districts, as well as College of DuPage President Dr. Muddassir Siddiqi.



System 100: Three Rivers EFE System (TREES)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
19	2	514	12	12	18,273	10,772

The TREES region's educational programs, including high schools and career centers across Will and Grundy counties, maintain an established partnership with Joliet Junior College to offer a wide range of dual-enrollment opportunities. Students can earn college credit through technical pathways such as Architecture, Construction Management and Engineering (ACE), Applied Engineering Technology (AET), Advanced Integrated Maintenance (AIM), and Cisco, Cloud & Cybersecurity, all supported through strong collaboration with Wilco Area Career Center, the Grundy Area Vocational Center, and high school leaders. Future plans include launching a new Business Academy and Public Administration pathway, allowing students to take college-level coursework in areas such as accounting, management, finance, and political science. Together, these dual-enrollment programs provide students with a meaningful and affordable head start on postsecondary education while supporting seamless transitions into high-demand college and career pathways.



System 110: Northern Kane County Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
12	0	208	4	4	13,396	8,621

Manufacturing Month 2025, an annual event for Northern Kane County, involved over 600 high school students from St. Charles School District 303, Community Unit School District 300, Central School District 301, and School District U-46 exploring modern manufacturing careers during the fourth annual Manufacturing Month Tours. Partnering with the Alignment Collaborative for Education, the St. Charles Area Chamber of Commerce, the Elgin Area Chamber of Commerce, and GCAMP, students connected with 24 local manufacturers eager to build the future workforce. “There are numerous well-paying, satisfying jobs in manufacturing going unfilled, yet many students aren’t aware of these opportunities,” said Region 110 Work-Based Learning Specialist Todd Stirn. Each student visited two companies, gaining hands-on exposure to a variety of careers and specialties. Walking to the facility floors, they met industry professionals who shared insights, advancement tips, and advice on educational pathways. Many students also discovered opportunities to join the region’s 60-hour paid summer internship program, offered by Region 110 and the Alignment Collaborative for Education in partnership with the four regional school districts. Regional Director Terry Stroh noted, “These tours opened the students’ eyes to career paths available in manufacturing.” Participating companies included: Advanced Compressor Technology, AFC Materials, AJR Filtration, Babbittting Service, Bucher Hydraulics, Burgess-Norton, Clarke Environmental, Custom Aluminum, ECHO USA, Elgin Sweeper, Flender Corporation, General Kinematics, Genesis Automation, Harting Americas, Hoffer Plastics, ITW Shakeproof, Lakeview Precision Machining, Mazak, Middleby Marshall, McCormick FONA, Pactiv Evergreen, Richardson Electronics, Sauber Manufacturing, Swiss Automation, and Wittenstein.

System 120: Kankakee Area Region Vocational Education System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
11	1	169	9	8	2,424	1,109

The Engineering & Design and Construction Technology programs in the Kankakee Area Region EFE system collaborated in 2025 to provide students with hands-on experience in reading and interpreting blueprints. This partnership allowed students to connect design concepts with real-world construction applications, strengthening industry-aligned skills across both disciplines.

System 130: Valley Education for Employment System (VALEES)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
17	2	371	16	16	11,967	6,185

In partnership with the regional manufacturing professional organization, VALEES led workshops to build employer partners' capacity to host high school students with career development experiences. VALEES programmed, planned, and delivered a workshop, Launching a HS Internship Program: 16- and 17-year-olds in manufacturing employment or work-based learning, to local manufacturers. The workshop addressed misunderstandings about employment law and risk. Additionally, employers were guided through relevant codes, regulations, and Department of Labor written materials with a panel of insurance professionals — one focused on manufacturer insurance and one on school district insurance — and a lawyer, lending credibility and support to the presentation. The strong support and partnership of employer partners in hosting 16- and 17-year-olds in career development experiences is critical to reach the goals set by the Illinois Perkins V Plan and state initiatives related to workforce development.



System 140: McHenry County Cooperative for Employment Education

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
14	0	258	9	9	9,217	4,447

In the McHenry County Cooperative for Employment Education, the Johnsburg Community Unit School District 12 offers a program for senior students who participate in diesel mechanics courses to obtain their Commercial Driver's License (CDL) upon graduation. During 2025, five students obtained a CDL, and 19 students are working through the SambaSafety program, which focuses on driver safety, accident reduction, compliance requirements, and recordkeeping for CDL drivers and operators.

REGION 2

System 150: Career Education Associates of North Central Illinois (CEANCI)						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
13	0	176	8	8	11,887	5,462

Annually, CEANCI conducts a local new teacher training (Straight from Industry) for new ELS-CTE teachers with no formal teacher training. In the program's third year, CEANCI is already seeing a return on the time and energy investment: improved CTE teacher retention in the system's largest school district. The cohort-style program has grown to four full-day sessions per year and provides a crash-course in topics that vary from the basics of lesson planning, classroom management, and assessments to the details of the Perkins grant and the responsibilities of having a grant-assisted program.

System 160: Eagle Ridge Vocational Delivery System						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
8	1	114	3	6	747	473

One of the most robust initiatives facilitated by the Eagle Ridge Vocational Delivery System is helping facilitate career exploration for 7th-9th-graders. Research supports that a strong high school CTE program starts in middle school by getting students thinking about the future through hands-on activities and events that are connected to industry partners.

System 170: Kishwaukee Education Consortium (KEC)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
5	1	147	5	5	2,517	912

Mental Health Career Exploration (MHCE) is a new CTE course offered through KEC in 2025. The MHCE course allows students to explore different career paths in the field of mental health. Workforce projects identify an increased need for mental health professionals by the year 2032 in Illinois. Mrs. Angela Erickson is the highly skilled instructor for the course and has amazing experiences planned for our students – including field trips, guest speakers, and career counseling – to help students decide if they are drawn to a career that supports the mental health of our population.

System 185: Quad City Career and Technical Education Consortium (QCC TEC)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
16	1	247	12	13	6,398	3,509

QCC TEC, in partnership with Black Hawk College, hosted the annual College and Career Conference, designed to support high school juniors and seniors with disabilities as they prepare for life after graduation. Throughout the day, students explored a wide range of career pathways and college programs, met with professionals, and learned about the skills and education needed to reach their goals. Interactive sessions encouraged students to think about their personal interests, future plans, and the resources available to help them succeed after high school. The event wrapped up with a college fair, where students had the opportunity to connect directly with college representatives, ask questions, and discover new opportunities that fit their individual strengths and interests. Students left with valuable information, renewed confidence, and a clearer sense of direction for their next steps.



System 190: Starved Rock Associates for Vocational and Technical Education

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
10	1	204	10	9	3,833	1,996

System 200: Central Illinois Vocational Education Co-op (CIVEC)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
8	0	159	7	5	1,921	1,216

In 2025, CIVEC collaborated with Peoria Educational Region for Employment and Career Training and Tazewell EFE systems to host a workplace skills expo specifically for students with an Individualized Education Program who have taken a CTE course. The expo was held at Illinois Central College and covered topics such as interviewing, dressing for success, dinner etiquette, and how to properly fill out a job application.

System 220: Career & Technical Education Consortium

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	0	136	6	6	1,344	624

The Career and Technical Education Consortium system provided support for an expo at Highland Community College for students to visit the Industrial Technology classrooms and engage with representatives from Adkins Energy, Berner Food and Beverage, The Caldwell Group, Colony Brands, Core FX Ingredients, Danfoss Power Solutions, FRG/Star Freeport Company, Furst Staffing, Highland Community College, Honeywell, Plumbers & Pipefitters Local 23, Savencia Fromage & Dairy/Kolb-Lena, Titan International, Zurn Elkay, and CareerTEC. The keynote speaker, Don Barnard, plant manager at Savencia/Kolb-Lena, shared with students the role of technology in today's manufacturing plant. Sponsorships provided gift cards and other Honeywell, Colony Brands, Titan Tire, and Adkins Energy prizes and merchandise as door prizes for students. Sylvia Oppold, co-owner of Brew and Chew in Pearl City and HR manager at Titan Tire in Freeport, provided free Brew and Chew homemade milkshake coupons for all students and chaperones in attendance. Manufacturers who provided monetary donations to sponsor the event included Tri Star Metals (\$1,000), Danfoss (\$500), Titan International (\$500), Adkins Energy (\$250), and Colony Brands (\$100). These donations helped pay for student T-shirts, gift cards, and other miscellaneous expenses.

System 230: Whiteside Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
16	1	232	16	16	2,833	1,623

REGION 3

System 240: West Central Regional System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
10	1	168	7	4	2,299	1,525

West Central Region EFE 240 and Quincy Area Vocational Technical Center have joined forces with the Great River Economic Development Foundation, John Wood Community College, local employers, and other local partners to streamline communication focusing on healthcare, manufacturing, transportation, and agriculture in our local region. They identify local in-demand occupations and available educational offerings, enabling informed decisions to help strengthen and support the area economy for the future. The partnership is designed to boost the number of highly qualified applicants for the local workforce.

System 250: Two Rivers Career Education System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
9	0	128	9	4	1,656	1,094

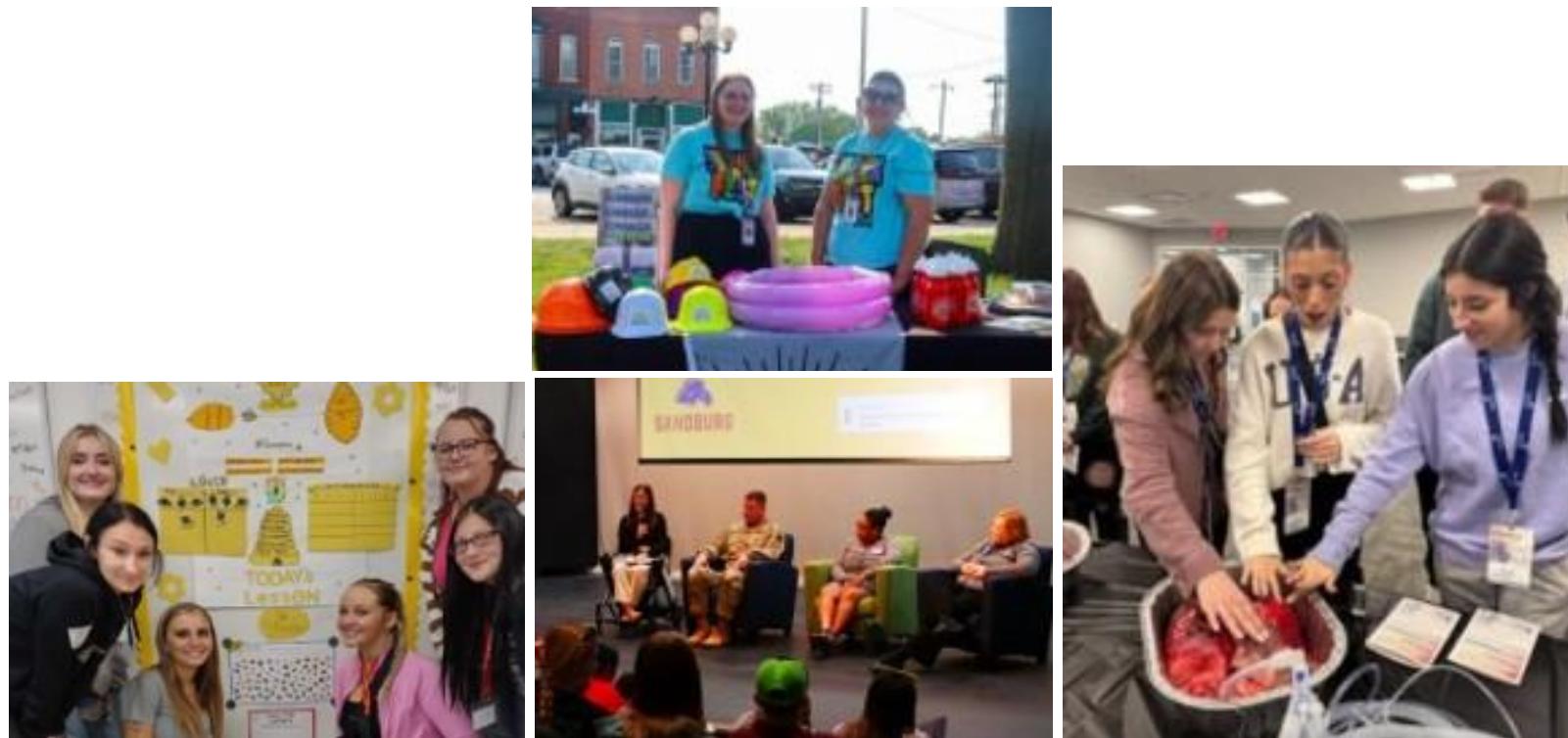
System 265: Western Area Career System 265

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
14	0	114	1	1	2,079	1,059

System 280: Delabar CTE System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
8	1	159	7	5	2,074	1,154

A 2025 goal for the Delabar EFE system was to increase their presence with elementary students and begin to add career exploration activities for K-6 students. To achieve that goal, the EFE system participated in the local Regional Office of Education's SummerFEST events coordinated by their Early Childhood Department. Over the summer, the Delabar team attended the Knox, Warren, and Henderson County SummerFEST festivities in the respective counties. With the use of photobooth and career themed costumes, they explored the question "What do you want to be when you grow up?" This was a great opportunity to get elementary students to think about their futures in a fun and interactive way.



System 290: Lincolnland Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
7	1	137	7	2	1,403	944

System 300: Peoria Education Region for Employment Training (PERFECT)

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
15	0	158	8	5	3,932	1,661

The Work-Based Learning Construction program was the flagship initiative offered by the PERFECT system in 2025.. Through this program, students explore 12 union trade crafts during the first semester and choose the craft they are most interested in for an internship during the second semester. Students earn OSHA 10 and CPR/First Aid certifications.

System 310: Regional Office of Career & Technical Education

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
19	1	430	16	16	5,967	2,821

System 320: Tazewell County Area EFE RDS

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
10	0	155	10	9	5,605	3,310

The EFE 320 has partnered with the Association of Illinois Rural Small Schools (AIRSS) to address rural CTE equity gaps. In 2025, six students from Illini Bluffs High School and Tremont High School were accepted into the Pharmacy Technician Pilot Program. This opportunity is for rural high school students interested in any medical field to explore the world of pharmaceuticals and the inner workings of the medical system with Carle Health in Peoria. The program consists of in-class training and internship experience as a pharmacy technician. Students have the opportunity to earn a provisional Pharmacy Technician License, as well as participate in an internship and complete the required training needed to pass the national pharmacy technician licensing exam at the end of their experience.

REGION 4

System 330: Education for Employment System 330						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
16	0	341	13	14	6,606	3,478

EFE 330 partners with Parkland College to offer the Early College and Career Academy (ECCA) regional CTE program for high school juniors and seniors. Students choose from nine different pathway options, all aligned to dual credit, and many aligned to industry certifications. In the 2025-26 school year, 278 students from 16 different high schools were enrolled in ECCA. EFE 330 is spearheading an effort with local community partners to bring a Career Spark event to the region. This will be a collaborative effort to bring hands-on, interactive, experiential learning to approximately 2,750 eighth-graders in the EFE 330 region. Multiple career pathways will be represented, and community partners will include large employers, educational institutions, and nonprofits.

System 340: Eastern Illinois EFE System						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
25	0	463	22	21	5,162	3,123

The Eastern Illinois EFE system's Health Occupations program provides opportunities for up to 160 students. They have four classroom locations at different hospitals that give students experience across many health fields. Students can earn dual credit through the local community college and take the CNA exam at the end of the course.

System 350: McLean/Dewitt Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
12	1	665	11	11	5,454	2,917

During 2025, the McLean/Dewitt Regional Vocational System's Bloomington Career Academy (BCA) moved into the Willie G. and Gloria Brown Education Center, which was purchased by District 87 from State Farm in 2024. BCA currently offers 13 separate career programs, along with yearlong individual classes for students to earn high school and college credits. More than 1,000 students from 17 different schools in McLean and surrounding counties attended BCA in SY 2025-26. With the new facilities, the enrollment number is more than 200 students higher than before.



System 370: Iroquois Area Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
5	0	89	5	4	725	498

System 380: Livingston Area Education for Employment

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	1	106	6	6	1,401	1,038

During 2025, EFE 380 partnered with the University of Illinois Extension Office to host its first annual Welcome to the Real World activity. Seniors from across the county participated in a simulation where they followed a career path and made a series of “real world” decisions related to finances, consumerism, and money management.

System 390: Heartland Region

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
11	1	208	10	10	2,529	957

Heartland Region system partners with the local community college to provide CTE dual credit opportunities for students. The Area Career Center, Heartland Technical Academy, is located on Richland Community College (RCC) campus. Each year, over 500 high school juniors and seniors can earn dual credit through RCC by attending Heartland Technical Academy.

System 400: Vermilion Vocational Education Delivery System						
High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
9	0	203	9	9	2,077	976

In 2025, EFE 400 implemented a cross-disciplinary, cross-sector initiative by deploying a regionwide Virtual Reality (VR) Career Exploration System across all 10 member districts. Using Transfr VR headsets, students gain immersive exposure to multiple industries – including healthcare, advanced manufacturing, business, public safety, transportation, and construction – allowing every district to offer high-quality career-connected learning regardless of staffing or facility limitations. The VR initiative works alongside their growing regional effort to align career development activities with Illinois College and Career Pathway Endorsement framework. This has allowed smaller districts to begin building consistent pathway experiences that follow students from middle school through graduation.

This cross-sector system is supported by employers, community college partners, and workforce organizations who help connect VR simulations to real worksites, dual credit options, and labor market needs. By combining VR exploration with coordinated CTE program planning, EFE 400 has created an equitable, scalable model that expands career readiness for all Vermilion County students – no matter which pathway they ultimately pursue.

REGION 5

System 410: Bond Fayette Effingham EFE 410

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
14	2	247	10	14	2,545	1,417

System 425: Central Illinois Rural Region

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
12	0	162	12	11	2,342	1,417

Mr. Brodbeck's Industrial Arts program at Brussels High School offers students in Grades 8-12 the chance to gain valuable hands-on experience in a range of trade-related areas, including construction, welding, small engine repair, and advanced woodworking. Through engaging projects, students develop technical expertise and essential skills in problem-solving, teamwork, and safety awareness – preparing them for success in a variety of CTE fields. To highlight the strength of the program, Mr. Brodbeck proudly shares, "Because of their advanced skills, my students often bypass CAD 1 and are enrolled in CAD 2." In another Central Illinois Rural Region system district, Jersey Community High School partnered with local businesses and associations across many sectors to offer multiple workplace experiences, including tours, shadowing, and previews of internships.



System 450: Madison County Career & Technical Education System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
12	1	167	10	10	8,284	4,560

Madison County CTE and Southwestern Illinois College (SWIC) co-hosted a new, region-wide CTE Showcase designed as a cross-disciplinary, cross-sector event to bring together high school programs, postsecondary partners, and local employers in one coordinated experience. SWIC hosts campus tours and lab demonstrations alongside the student competitions, giving participants and families direct exposure to dual credit and credential pathways. Local employers serve as judges, guest speakers, and recruiters, sharing expectations for entry-level positions and opportunities for job shadows, internships, apprenticeships, and part-time work. By design, the CTE Showcase functions as more than a contest – it is a regional career exploration and transition event that cuts across clusters and endorsement areas. It strengthens K-12, community college, and employer partnerships while elevating the visibility of CTE as a high-quality pathway to both college and career.

System 460: St. Clair County/SWIC CTE System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
8	0	140	5	6	6,473	3,255

Belleville District 201 unveiled a 15,000-square-foot expansion to its Center for Academic and Vocational Excellence (CAVE) in May 2025. CAVE offers high-demand vocational training through partnerships with local businesses, with many programs providing dual credit through Southwestern Illinois College. Current offerings include aviation, automotive, carpentry and construction, healthcare, culinary arts, early childhood education, machining/metalworking, and welding. Another section of the expansion focuses on healthcare programs, particularly the Community Health Worker (CHW) Certificate. A third area is devoted to the district's automation, manufacturing, and robotics programs. And finally, the annex includes dedicated space for e-sports, an after-school activity that continues to grow in popularity among students.

The St. Clair County/SWIC EFE system is making a concerted, cross-sector effort to elevate employability skills and better prepare students for today's workforce. During advisory meetings, industry partners consistently emphasized the need for students to enter the workforce with strong, foundational employability skills. In response, Microburst Learning was adopted as a high-quality program aligning with industry expectations. They piloted Microburst Learning with three work-based learning instructors with positive outcomes.

System 470: ESL Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
2	0	10	1	1	554	130

At East St. Louis Senior High School, the Health Sciences and Technology (HST) Health Care: Nursing offers a State of Illinois Certified Nursing Assistant Program. Hospital Sisters Health Systems (HSHS) hosts classroom workshops throughout the year for Certified Nursing Assistant (CNA) students. They provided training on interviewing skills, resume writing, and strategies for advancing within the hospital system. Additionally, HSHS organized the first private school job shadow program for CNA students. Participants rotated through three different departments, gaining hands-on experience with professionals in each area throughout the day. This program is the first of its kind. In school year 2025-26, HSHS Hospital will be the high school's clinical site. Additionally, the Black Nurses Association and SSM Health visited the CNA class to share their experiences. They educated the students about what to expect in college, the NCLEX exam, and the nursing profession overall. They also served as mentors to help students select nursing programs.

System 550: Okaw Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
10	1	145	8	10	2,388	1,322

REGION 6

System 480: Five County Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
12	0	77	4	5	1,446	902

In 2025, the Five County Regional Vocational System worked with the CEO of a local hospital facility to develop a collaboration with CTE programs and local schools to meet workforce needs.



System 490: Clay/Jasper/Richland/North Wayne Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	0	108	5	5	1,594	1,393

In system 490, business owners and professionals from the community volunteered to interview 95 sophomore students. Each student prepared a cover letter and resume, and they learned about body language and interview techniques during their 20-minute interview. Professionals and guidance departments then went over the score cards with students to prepare them for real-life situations. Students learned how to follow up with thank you letters. This event was a great community effort with embedded cross-disciplinary lessons and a tremendous benefit to the students.

System 495: Marion/Clinton/Washington County CTES

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
9	0	160	9	9	2,560	1,408

Kaskaskia College partnered with area high schools to allow students to come to campus and receive training and dual credit for HVAC, industrial technology, and welding programs.

System 500: Twin Rivers EFE

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	0	30	2	2	639	251

The “Find-A-Career Day,” hosted by Marathon Petroleum and Twin Rivers EFE 500, brought together vocational students from across the Rend Lake region and also nearby regions for an interactive exploration of postsecondary pathways. The event displayed a wide spectrum of opportunities in colleges, skilled trades, and industry careers, giving students direct access to professionals who could help guide their next steps. Throughout the day, students rotated through hands-on demonstrations, employer showcases, and breakout discussions led by Marathon Petroleum staff, partner companies, trade unions, and representatives from regional colleges. Participants learned about career pathways in fields such as industrial maintenance, welding, engineering technology, transportation, business operations, and environmental safety. College partners highlighted certificate and degree programs aligned with high-demand careers, while trades and apprenticeship programs emphasized earn-while-you-learn options and real-world skill development. By connecting students with experts, training providers, and future employers all in one setting, the event aimed to inspire informed career decisions and strengthen the pipeline of skilled talent entering local industries. The collaboration underscored shared commitment from Marathon Petroleum, Twin Rivers EFE, and partner organizations to support workforce readiness and create meaningful opportunities for vocational learners.

System 520: Rend Lake Area Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	1	72	3	5	1,548	891

A new CTE initiative offered by the Rend Lake Area Regional Delivery System, CTE CrossConnect, is all about breaking down the walls between programs and letting students shine by teaching and learning from one another. Instead of keeping each curriculum in its own lane, the program intentionally pairs students from different pathways, so they get real, hands-on, cross-disciplinary experiences. An example is automotive students rolling into adult living to teach a tire-changing lesson, or business students coaching childcare students on how to create bulletin boards that grab attention. Horticulture students are growing fresh produce that culinary arts transforms into showcase-worthy meals. Every partnership gives students a chance to step into a teaching role, strengthen their own skills, and see how their future careers connect to others. In short: CTE CrossConnect proves that when our programs collaborate, everyone levels up.

System 525: Franklin County Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	0	61	4	6	1,250	621

This year marks a milestone for the Franklin County Regional Delivery System (FCRDS)/EFE 525, as it offers work-based (WBL) classes for the first time. Not only did EFE 525 introduce WBL courses, but they also made them accessible to every school district within the EFE – whether at the individual district level or through their regional WBL class. This initiative provides students with the unique opportunity to explore careers that spark their curiosity and passion, while developing practical, real-world skills that will serve them well beyond the classroom. By connecting students with hands-on experiences in a variety of industries, EFE 525 is empowering the next generation to enter the workforce with confidence, competence, and a clearer sense of their professional goals.

System 535: Ohio & Wabash Valley Regional Vocational System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
13	0	107	2	7	2,030	971

System 540: Jackson/Perry County Regional Delivery System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
6	0	83	5	5	1,696	844

In System 540, the Pinckneyville school district offers a Technical Math course co-taught by the senior math department chair and a highly qualified CTE instructor. This course focuses on essential math skills and tools to help students succeed in their future careers. This course uses a hybrid classroom (time in the industrial technology shop and classroom) as well as real-world examples to create a true understanding of use in the real world. Topics covered include percentages; powers of ten; ratios and proportions; algebra topics, including polynomials, equations, and formulas; and an introduction to trigonometry, including basic right triangle formulas.

System 560: Williamson County CTE System

High Schools Served	Area Career Centers Served	Number of Approved CTE Programs	Districts Offering Work-Based Learning	Districts Offering Dual Credit Coursework	CTE Participants	CTE Concentrators
5	0	63	5	5	2,100	1,335

Office of Civil Rights Methods of Administration Monitoring

The Office of Civil Rights Methods of Administration (MOA) Monitoring process is outlined in the Methods of Administration State Plan for Illinois developed by the Illinois Community College Board (ICCB) and ISBE in 2020. The MOA State Plan was prepared in response to a Memorandum of Procedures that was jointly issued by the U.S. Department of Education Office of Civil Rights and the Office of Career, Technical, and Adult Education to state agencies that are responsible for the administration of career and technical education.

The guidelines and procedures established within the MOA State Plan are used by ISBE and ICCB to monitor school districts, career centers, and community colleges to ensure they are meeting their civil rights obligations and providing equitable access to CTE programming. The state's CTE director and ISBE MOA coordinator, in collaboration with the CTE staff, developed an MOA risk assessment. The risk assessment leverages data collection from Perkins V, including a comprehensive local needs assessment and annual reporting of disaggregated performance levels, to determine the need for civil rights reviews of CTE programs.

CTE Funding

Career and Technical Education funding comes from the U.S. Department of Education through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and from state appropriations, which meet the maintenance of effort (MOE) requirements to continue to receive federal funds. MOE requirements have been met or exceeded each year historically through the state line item appropriation allocated by the Illinois General Assembly. The table below indicates the components of federal and state appropriations in FY 2025.

	Appropriation	Administration	Distribution	State Leadership/Technical Assistance
ISBE Federal	\$30,499,477	\$1,524,973	\$25,924,557	\$3,049,947
ISBE State	\$58,000,000	\$0	\$51,504,304	\$6,495,696
ICCB Federal	\$20,332,985	\$650,000	\$17,649,686	\$2,033,299
Total	\$108,832,462	\$2,174,973	\$95,078,547	\$11,578,942

Manufacturing, Engineering, Technology, and Trades Grant

In 2025, ISBE awarded \$3,320,854 to the 24 remaining Manufacturing, Engineering, Technology, and Trades Grant (METT) grantees, which included individual school districts, EFE systems, and Regional Offices of Education charged with creating a METT education pathway. This grant is an avenue to recruit students into high-need METT fields and , leading them to steady employment and a livable wage. It provides funding to eligible applicants to support the development and implementation of METT career pathways in districts and schools.

The grant programs range from creating an airline, commercial, professional pilot, and/or flight crew pathway with an emphasis on drone piloting, to supporting the advanced manufacturing base with welding and machinist pathways. Grant recipients receive \$50,000 per participating high school for the first two years of the grant, with the final year's allocation being \$35,000 per high school requiring a district match of the remaining 30 percent of funding. These federal grant funds support the purchase of METT materials and equipment and provide funding for salaries for CTE teachers who are instructing the newly created programs.

METT GRANTEES	
Aurora East USD 131	Bureau/Henry/Stark ROE 28
Carbondale CHSD 165	Career Development System EFE 65
Career Prep Net @ Prairie State	Career Ed Association of N Central IL EFE 150
Clay/Jasper/Richland/ N Wayne RDS EFE 490	Des Plaines Valley EFE 30
DuPage Area Occupational Education System EFE 90	Eastern Illinois EFE System 340
Eldorado CUSD 4	Grayslake CHSD 127
Herrin CUSD 4	Jersey CUSD 100
Lincolnland Regional Delivery System EFE 90	Madison County CTE System EFE 450
Mascoutah CUD 19	McLean/Dewitt Regional Vocational System EFE #350
Milford Area PSD 124	Northwest Educational Council for Student Success EFE 70
Orion CUSD 223	Sesser-Valier CUSD 196
Vienna HSD 133	Wilco Area Career Center

Work-Based Learning Grant

In 2025, \$1,666,510 was allocated through a discretionary formula to support the development or expansion of WBL programs, with a strategic focus on rural areas across the state. Grant awards ranged from \$3,474 to \$81,658 and were accepted by 45 Education for Employment (EFE) systems to strengthen regional WBL initiatives.

This one-time Work-Based Learning (WBL) Grant was grounded in ensuring that students have access to WBL opportunities and resources. Priority was given to rural areas to overcome barriers in implementing WBL opportunities. Funds from the WBL grant were used to help develop or expand WBL through activities and resources including, but not limited to, career fairs, job shadow experiences, guest speakers, worksite tours, enterprises, apprenticeships, internships, and other workplace experiences.

"Thanks to the WBL grant, the Rend Lake Area Regional Delivery System assisted five low-income, highly skilled young men overcome a critical barrier to employment in the automotive industry. Though equipped with talent and determination, these students lacked the essential gear – steel-toed boots, uniforms, and starter toolkits – needed to enter the workforce with confidence. The WBL grant funds provided these resources, enabling students to enter the industry prepared and professionally outfitted. This initiative exemplifies how the WBL grant funding bridged the gap between potential and opportunity," said Rend Lake Area Regional Delivery System Director Kara Andrews.

"As a small rural school, Southwestern High School faced ongoing challenges in connecting students with off-site WBL opportunities for the agriculture mechanics program due to the limited availability of local employers. The WBL grant helped bridge that gap by funding the purchase of Briggs & Stratton OHV 950 Series engine training kits and a new welder. These resources empowered students to engage in hands-on, industry-aligned projects on campus – bringing real-world learning directly into the classroom," said Madison County Career and Technical Education System Director Kaleb Smith.

CTE Improvement Program NIU

Northern Illinois University (NIU) partnered with ISBE through a continuing intergovernmental agreement (IGA) for the CTE Innovation Project to support career and technical education in Illinois. The initiative, in collaboration with ISBE's CTE Department, supports implementation of a regional Train-the-Trainer model to support WBL designation renewal, equipping Educational for Employment (EFE) directors and trainers to deliver tailored sessions that build local capacity and sustain high-quality WBL programming.

Concurrently, NIU is supporting the development of a new CTE Teacher Mentoring Program for early-career educators through structured mentorship, monthly engagement topics, and professional development, fostering retention and instructional excellence.

In addition, NIU administers several WBL asynchronous courses, offering educators flexible access to essential content and resources for managing WBL programs and workplace experiences and gaining the WBL licensure designation for CTE educators teaching outside of their content area.

This project also supports the annual ISBE Career Connections Conference, which includes breakout sessions focused on CTE educator growth, student engagement, and college and career readiness.

Rural Schools CTE Services Program

The Rural IL CTE Project is a partnership between the Association of Illinois Rural and Small Schools (AIRSS) and ISBE to understand and address rural CTE equity gaps. This is being accomplished through research and technical assistance. Surveys sent by the Rural IL CTE Project in 2025 received 281 responses, which accounts for 57% of all rural schools and covers 97% of all Illinois counties.

These responses created the first baseline understanding of rural CTE offerings and challenges, and uncovered a few insights:

- There is high student interest in CTE, but low district capacity to meet these demands.
- Low long-term CTE student success may reflect poor alignment with rural labor markets, such as demand in education, health care, transportation, hospitality, and tourism.
- Scheduling CTE courses is challenging because of transportation, small populations, few course offerings, and state mandates.
- Regional organizations and programs offer critical CTE access points for rural students.
- Coordination between schools, workforce, and state agencies for CTE is weak.
- CTE is defined too narrowly and practiced within silos, limiting access and impact.
- Funding and support are far too low to meet rural needs.

In response, the Rural IL CTE Project recommends a few courses of action:

- We need to foster unity and collaboration among schools, colleges, workforce boards, employers, and state agencies in terms of policies and practices.
- More CTE courses should offer credit for core content, and core content courses should incorporate career connections and place-based applications.
- Agriculture courses should be leveraged to incorporate even more employability skills and core competencies for every student, especially data science and digital skills, since nearly every rural school offers Ag Ed.
- Workforce partners should use their employees, training systems, and facilities for career education to overcome school shortages.
- The state should adopt an adequacy-based system of CTE funding to overcome challenges with small populations and inequitable funding distribution.
- We collectively need to adopt a better understanding of CTE as career education for all students in all pursuits.

State Career and Technical Education Improvement

The state's appropriation for secondary Career and Technical Education for FY 2024 was \$47,726,400. The Carl D. Perkins Career and Technical Education Act of 2006, Title II, Part A, Section 211(b) has an MOE provision that requires equal or greater state expenditures for CTE programs for the second fiscal year preceding the fiscal year for which the determination is made. ISBE uses its state appropriation for meeting its MOE. The ISBE MOE target is \$45,380,756 and the Illinois Community College Board (ICCB) MOE target is \$18,192,895, for a total of \$63,228,706.

ISBE distributed \$47,476,400 (99 percent) of its state's appropriation to local and regional agencies for secondary CTE programs and elementary career development programs. The remaining funds – \$250,000 (1 percent) – are for Career and Technical Student Organizations. The state line item can only be used for grants as no administrative expenditures are allowed.

\$43,947,002 CTE Improvement Grants (formula)	\$2,345,693 Educator Pathway Grants	\$1,100,000 Regional Safe Schools Regional Work Experience Career Exploration Grant	\$145,692 State Institutions	\$209,566 Career and Technical Student Organizations (CTSO)
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The state's new methodology for FY 2025 state CTE and percentage breakdown includes:

\$35,985,039 Secondary CTE Programs (62.04%)	\$1,176,458 Elementary Career Development Programs (2.03%)	\$4,342,857 Leadership (7.49%)	\$9,999,954 Area Career Centers (17.24%)	\$6,495,692 Set-asides* (11.20%)
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*Set-asides includes

- Regional Safe Schools Cooperative Education Programs – \$1.1 million
- Career and Technical Student Organizations – \$250,000
- Illinois Department of Juvenile Justice, Illinois School for the Deaf, Illinois School for the Visually Impaired – (\$145,692)
- Education Career Pathways – \$5 million (A continuation grant was awarded.)

The new methodology is being phased in gradually. The first step of the implementation of the new formula in FY 2025 was 75 percent of

the old methodology and 25 percent of the new methodology. In FY 2026, the formula implementation will be 50/50 with an even mix of the old and new formulas determining allocations.

Education Pathways Competitive Grant

In FY 2025, \$4,272,000 was distributed through competitive Education Pathway grants. The grants are a way to recruit students, including minority students, into education, thus addressing the teacher shortage in Illinois. Grants supply funding to eligible applicants to support the development and implementation of CTE Education Career Pathways or programs of study in specific partner districts and schools. Programs will include coursework designed to prepare students for matriculation and success in a postsecondary teacher preparation program. The programs afford students opportunities to take part in field experiences and/or work-based learning to begin to hone their craft and gain experience in different educational settings and content areas. Additionally, program participants have opportunities to earn dual credit; industry certification, such as para-professional licensure; the State Seal of Biliteracy; a College and Pathway Endorsement; and microcredentials to demonstrate teaching competencies acquired through the program.

In FY 2025, three Area Career Centers supplied an Education and Training Pathway. One community college and 11 EFEs are working with area districts to implement coursework at various high schools. Seventy-eight districts received CTE Education Pathway grants, which are being implemented in 90 schools that are offering coursework leading to a career in education.

Education Pathways Transition Pilot Program

The **Redbird Educator Scholars Program (RESP)** at Illinois State University, launched in 2023, supports first-year teacher education students in building a powerful sense of belonging, academic engagement, and professional identity as future educators. RESP offers early mentorship and enrichment opportunities that help students succeed in their teacher preparation programs and future classrooms. The program was created to support students transitioning from high school to college, particularly those who participated in education pathway programs. ISBE has been a key supporter and partner in helping these students continue their journey in teacher education.

In 2025, the program continued to grow and strengthen student outcomes through various academic and social activities. The spring semester focused on fostering connection and academic growth through interactive study sessions, professional development workshops, and peer mentoring. End-of-semester surveys showed clear gains in student engagement, awareness of campus resources, and sense of belonging within the education field.

During fall 2025, RESP built on its progress with a robust calendar of events that combined academic support and community building for incoming freshmen. Activities such as Planner Night, themed study sessions, professional development workshops, and culturally based events gave students meaningful opportunities to connect, reflect, and collaborate across majors.

Overall, 2025 was a year of strong engagement and positive student impact. RESP continues to advance its mission of fostering belonging, academic success, and professional growth among future educators – empowering them to thrive as connected and engaged members of the teaching community.

Career and Technical Student Organizations Formula Grant

Career and Technical Student Organizations (CTSOs) are for students enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program.

Illinois has eight nationally recognized CTSOs: Illinois Business Professionals of America (BPA), Illinois Association of Distributive Education Clubs of America (DECA), Illinois Association of Family, Career and Community Leaders of America (FCCLA), SkillsUSA Illinois, Illinois Technology Student Association (ILTSA), Illinois HOSA-Future Health Professionals, Illinois Future Business Leaders of America (FBLA), and Illinois Association FFA. There are also two state-recognized CTSOs: Illinois Science Olympiad and Educators Rising Illinois.

The table below highlights the funding distribution, which includes a base amount of \$10,000 and additional funding based on approved student membership. Membership must meet the following criteria to be approved:

- Students are enrolled in class in an EFE career/occupational program.
- Chapter is supervised by a Local Education Agency (LEA) staff member in the CTSO career/occupational area.
- Chapter membership form must be signed by the LEA administrator.

CTSO	Chapters	Student Members	Funding Distribution
Illinois BPA	39	1,395	\$15,715
Illinois DECA	71	3,582	\$18,312
Educator Rising Illinois	110	195	\$0
Illinois FBLA	85	2,329	\$17,469
Illinois FCCLA	119	2,590	\$19,691
Illinois FFA	386	42,631	\$52,592
Illinois HOSA	55	2,299	\$14,986
SkillsUSA Illinois	125	16,960	\$28,204
ILTSA	6	328	\$14,679
ICCCTSO	N/A	N/A	\$39,000
Total	996	66,413	\$220,648

State Institutions

Two percent of the FY 2025 allocation to ISBE was for state education institutions.

	CTEI	Perkins
Illinois Department of Human Services	\$81,570	\$245,000
Illinois Department of Juvenile Justice	\$81,570	\$360,000

The Illinois Department of Juvenile Justice (IDJJ) and the Illinois Department of Human Services (IDHS) receive federal and state funding. IDHS operates the School for the Visually Impaired, School for the Deaf, and 13 mental health facilities. Funds are also awarded to purchase supplies, materials, and equipment to continue CTE-based training pertaining to work and life skills. Funds are also used for appropriate staff development to support approved vocational CTE classes.

Agricultural Education State Line-Item Programs

FY 2025 Line Item **\$7,850,000**

Grants in the Ag Ed Line Item for FY 2025

Facilitating Coordination in Agricultural Education

The Facilitating Coordination in Agricultural Education (FCAE) is supported by funds from the Agricultural Education line item within ISBE's budget and is charged with improving education in and about agriculture and related agricultural industries, for pre-kindergarten through adult levels.

FCAE began operations with staffing on April 17, 1989, addressing the aims of Public Act 84-1452 involving the implementation of identified goals for improving education in and about agriculture in Illinois.

\$1,387,000 for FY 2025 \$1,650,000 for FY 2026

Incentive Grants for Secondary Agricultural Education

The purpose of this grant is to support local agricultural education programs for Grades 5-12. The Incentive Funding Grant currently has eight recognized goals for program improvement. They are:

1. Ensure instructional staff are licensed and qualified.
2. Support and serve students' needs relating to college and/or career preparation.
3. Improve the quality of the Agriculture, Food, and Natural Resources (AFNR) instructional program.
4. Promote the development of Supervised Agricultural Experience (SAE) programs.
5. Increase participation in agricultural student organizations.
6. Ensure high-quality facilities, equipment, and supplies for AFNR programs.
7. Promote the development of engaged local agricultural advisory councils.
8. Increase agricultural literacy and consumer awareness of AFNR systems.

\$1,680,050 for FY 2025 \$1,000,000 for FY 2026

Agricultural Education Teacher Three Circle Grant Program

The purpose of this grant is to support implementation of the complete Three Circle Model of agricultural education by working with Local Education Agencies (school districts and career centers) to compensate agricultural education teachers for extended working time outside of their regular duties. This extended time must be spent facilitating work-based learning (e.g., SAE programs); managing Career and Technical Student Organizations (e.g., FFA); and conducting curricular and/or intracurricular activities, such as, but not limited to, professional learning and the development of curricular resources.

\$4,382,950 for FY 2025 \$4,945,000 for FY 2026

Growing Agricultural Science Teacher Grant

The purpose of the Growing Agricultural Science Teacher Grant (GAST) is to recruit, develop, and retain agricultural education teachers. Four main objectives have been identified to fulfill this purpose: recruitment and retention, development of preservice teachers, professional learning for early career teachers, and professional learning for teacher educators at the identified community college or university.

\$280,000 for FY 2025 \$195,000 for FY 2026

Incentive Grants for Agricultural Teacher Preparation Programs

The purpose of this grant is to support accredited teacher preparation programs in agricultural education. The University Incentive Funding Grant currently has 10 recognized goals for program improvement. They are:

1. Recruit undergraduate students into agricultural education.
2. Support graduate studies in agricultural education.
3. Advise and support students throughout the teacher preparation program.
4. Promote quality teacher preparation and methods.
5. Increase teachers' technical competency in all agricultural topic areas.
6. Place program graduates in Illinois teaching positions.
7. Develop professional students and faculty.
8. Promote understanding of Supervised Agricultural Experience programs.
9. Promote understanding of the FFA organization at all levels.
10. Promote understanding and use of agricultural education advisory committees.

\$120,000 for FY 2025 \$60,000 for FY 2026

Agricultural Education Pre-Service Teacher Internship Program

The purpose of this grant is to address the educator shortages experienced by middle school and secondary agricultural education programs in Illinois. The internship is designed to develop a qualified and effective agricultural education candidate pool sufficient to meet the needs of Illinois schools. The intent is to provide a statewide internship program for preservice agricultural educators in Illinois that will strengthen the relationships among preservice teachers from all colleges and university agriculture teacher preparation programs, enhance preservice teachers' agricultural content knowledge, and increase the integration of industry partnerships in agricultural education statewide programs.

\$0 for FY 2025 \$0 for FY 2026

Level funding from FY 2025 was granted by the Illinois General Assembly for FY 2026.

Funding was moved from the Growing Agriculture Science Teachers (GAST), University Incentive, and Incentive Funding grants to provide additional funding for the Facilitating Coordination in Agricultural Education Project and the Three Circle Grant in the initial budget plan.

In May 2025, when districts submitted their Intent to Apply applications, the Three Circle Grant was forecast for a budget deficit of \$414,309. An additional \$224,680 was taken from the Incentive Funding Grant to increase funding for the Three Circle Grant. This increase left ISBE with a 96% initial allocation to the participating districts. In August 2025, the Illinois Committee for Agricultural Education advised ISBE to not fund the Pre-Service Teacher Internship Program and move those funds to the Three Circle Grant.

Three Circle average yearly increase prior to FY 2026	\$418,305
Three Circle budget increase for FY 2026 at 96% proration	\$496,923

Reason for Three Circle Growth: We are a victim of our own success.

- Existing program growth – As programs grow, they are hiring additional agriculture teachers. Over the last six years, an average of 24 teachers are added to existing programs annually.
- New programs – Since 2020, a total of 68 new programs have been started.

State of Ag Ed

- Licensed ag teachers: **564**
- Teachers participating in the Three Circle Grant: **447**
- Approved Ag Ed programs: **405**
- Ag Ed programs receiving Three Circle and Incentive Funding grants: **391**
- Universities and colleges receiving Incentive and GAST grants: **10**

Preparing a Workforce for the Future

A number of new initiatives are planned for implementation in 2026. The primary goals of these initiatives are to increase equity of access to CTE programming for all learners, and enhance systems and structures to support educators' and students' increased engagement with work-based learning, industry partners, and leadership development through Career and Technical Student Organizations (CTSOs). A strong Illinois CTE system hinges upon strong educators who are well-supported in facilitating career-connected learning for learners.

Implementing the Modernized Career Clusters Framework

In fall of 2024, the Advance CTE group that oversees national CTE career clusters work adopted the Modernized Career Clusters Framework. While states are not required to adopt or implement the framework, federal Perkins funding data reporting requirements will be aligned to the new framework by January 2027. To address this upcoming shift, the ISBE CTE team spent time in 2025 reviewing the new framework and completing a crosswalk of the existing framework. Their work revealed the new framework is much more in alignment with Illinois' facilitation of CTE Career Clusters work.

The most significant difference for the new framework is the inclusion of "cross-cutting clusters," which include Management and Entrepreneurship, Marketing and Sales, and Digital Technology. Formerly, these clusters appeared within Finance and Business Services. As cross-cutting clusters, the training within those clusters is no longer separated but shared. The modernized framework acknowledges these shared skill sets and provides a structure for integrating them into career preparation. This approach helps learners build versatile skills that enhance employability, supports employers seeking adaptable talent, and ensures education programs remain aligned with evolving workforce needs.

ISBE CTE will continue their work with the new framework as they aim to ensure that learners develop transferable, future-ready skills that employers demand across multiple industries, making education more relevant and flexible.

Health Sciences Careers Pilot Program

The need for skilled workers in the Health Science and Technology (HST) field continues to grow. In fact, [the Association of Illinois Rural and Small Schools' \(AIRSS\) map for labor market projections](#) (right) predicts that all but three regions in Illinois will experience an increase in HST occupations. Two regions are projected to see significant growth above 19 percent.

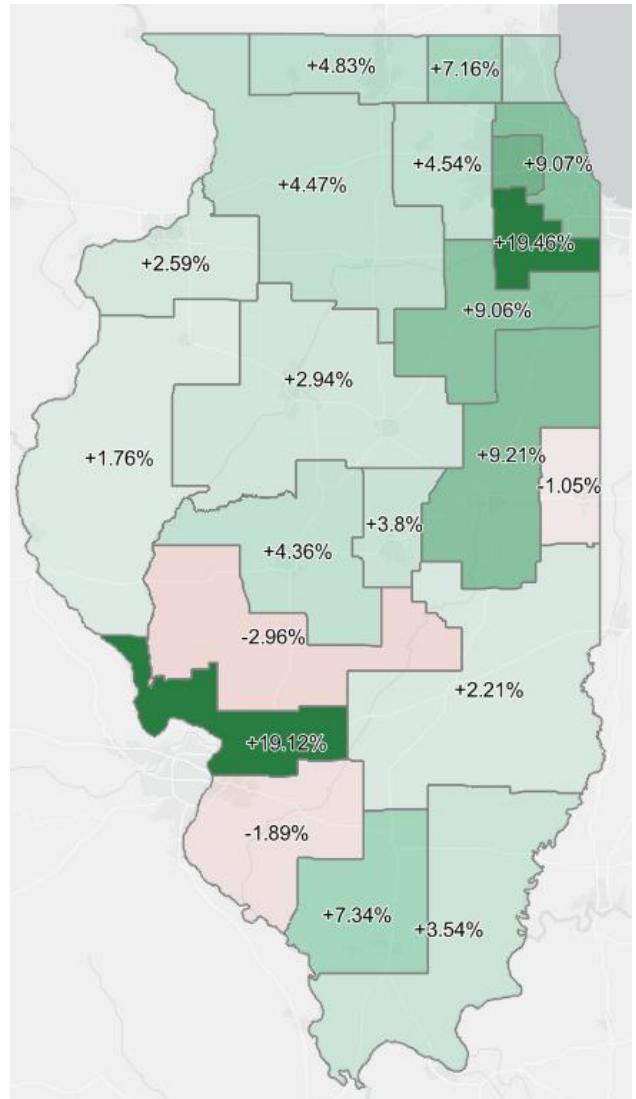
Together, ISBE and AIRSS will pilot a new program to address this need in areas throughout Illinois. Specifically, the program will address rural areas' limited access to HST programs and workplace opportunities for students in Grades 9–12. Releasing in 2026, this initiative will include funding opportunities and facilitated statewide communities of practice designed to support development and implementation.

HST Pathways Grant – A Support and Pilot (ASAP)

The HST Pathways Grant – ASAP will empower rural and underserved students to embark on high-skill, high-wage, and in-demand HST career pathways. This initiative will meet the growing demand for healthcare professionals in rural Illinois by allowing rural districts to:

- Support the creation or expansion of HST career pathways
- Promote instructional models that lead to industry-recognized credentials
- Encourage industry-led sector partnerships
- Increase hands-on, work-based learning opportunities
- Prepare students for fast-track, entry-level careers in the rural healthcare sector
- Develop a support network for rural communities working to expand HST career pathways
- Strengthen partnerships with school districts, postsecondary education providers, and HST employers

This grant will help rural and underserved districts design effective interventions and provide the necessary support to build sustainable, impactful HST pathways integrated into the 9–12 education system.



Work-Based Learning Expansion and Supports

For 2026, the data collection that ISBE conducts related to student participation in work-based learning will be modified to collect more detailed information from districts. Previously, a dichotomous “yes” or “no” at the course level was the only WBL data collected. The new enhanced data collection will ask districts to identify the type of WBL in which students are engaging at the course or section level, based on the categories offered in the WBL continuum published by ISBE.

Serving and Monitoring Regional CTE Programs

For 2026, a new monitoring system is being developed to assist the ISBE CTE team in identifying regional CTE programs or Area Career Centers (ACCs) that may be in need of enhanced supports. The system will identify entities with a higher number of risk factors related to compliance with federal and state requirements for grant funding and CTE program administration. This system will help to ensure state resources are being effectively and efficiently utilized to support entities with greater need.

New CTE Teacher Induction and Mentoring

ISBE will launch the new Career and Technical Education Teacher Mentor Program for the 2026-27 school year to support new CTE educators, particularly those transitioning directly from industry. The program will pair these new teachers with experienced, content-specific mentors across the state, providing them with guidance on curriculum development, classroom management, and industry standards. Mentors will offer personalized support, helping to bridge the gap between practical industry expertise and effective teaching strategies. New teachers will also benefit from quarterly professional development meetings focused on topics such as instructional strategies and assessment techniques, and networking opportunities with other CTE educators. In addition to one-on-one mentorship, the program will include an online platform offering resources and materials, accessible to all new CTE teachers statewide. The goal of the program is to provide new CTE teachers with the support, resources, and community they need to thrive, innovate, and inspire the next generation of learners.

Engaging Career and Technical Student Organizations

ISBE’s continued work with the CTSO Student Board will focus on further promoting CTSO awareness and driving statewide programmatic improvements. The next year’s strategic goals include developing legislative proposals focused on student mental health, work-based learning credit, and advisors for professional development. The board is also focused on enhancing ISBE’s CTSO webpage and contributing to the upcoming Connections Conference.

