

Area Career Center



Definition of an Area Career Center

- Option 1

- Type 40 Center which is a State designed facility that is jointly owned and operated by member districts.
- Has a board of control consisting of the participating districts superintendent or a proxy
- Has a full-time career center director
- Must serve an average of 150 students per semester (unduplicated)

- Option 2

- Type 41 Center is a State designated facility which is owned by one district and jointly operated by member districts
- Has a board of control consisting of the participating districts superintendent or a proxy
- Has a full-time career center director
- No more than 75% of the students can be from the same district
- No satellite facilities (one main building)
- Must serve an average of 150 students per semester (unduplicated)



Definition

- "Area Career Center" means a specialized educational facility used exclusively or principally for providing CTE at the secondary level and that has been designated as an area career center by the State Board in accordance with Subpart B.



ACC vs Regional Centers

ACC

- >150 Students
- No more than 75% of the students can be from the same district
- One place/One location
- Provides Guidance Services
- Program of Study that meet Size, Scope and Quality
- Joint Agreement required
- Approved ACC application

Regional Centers

- <150 students
- In multiple places and there is not one central location
- Different Satellite locations
- No regulations
- No approved application



Role of an Area Career Center

- Operational area career centers shall be directed and supervised by qualified personnel (see Section 256.220) and shall provide appropriate guidance services for students in accordance with Section 256.161. Operational area career centers shall continue to provide a program of CTE to meet identified needs of the area served by those centers that is of appropriate size, scope and quality.



Role of an Area Career Center

- b) Continued designation as an area career center is contingent upon the results of periodic evaluations of those centers conducted or coordinated by the State Board. 1) Area career center designation could be revoked if the State Board determines that deficiencies reflected in those evaluations are not satisfactorily addressed. 2) Area career centers that were designated and approved prior to 2021 shall: A) Provide the State Board with a current copy of the State Board approved cooperative agreement under which they are currently operating; and B) Meet the criteria set forth in this Subpart B by the end of State fiscal year 2023.



Role of an Area Career Center

- 3) Local educational agencies participating in an area career center may elect to seek approval for continued operation under the terms of a joint agreement if area career center designation is withdrawn.



Section 256.220 Personnel Qualifications

- a) All professional personnel, with administrative or supervisory assignments in CTE programs funded by the State Board, in educational agencies or institutions other than the public schools of Illinois shall have experienced:
- 1) for CTE programs in career clusters other than Education and Training, one year (2,000 hours) of employment outside of education in an occupation other than teaching or counseling and two-years' experience in CTE as an administrator, supervisor, or teacher and comparable experience in education, business, or industry; or
 - 2) for Programs in the career cluster of Education and Training, one year (2,000 hours) of employment in a related occupation and two-years' experience as an administrator, supervisor, or teacher and comparable experience in education, business, or industry.



Section 256.220 Personnel Qualifications

b) All professional personnel employed in local educational agencies or other educational institutions in CTE programs funded by the State Board and that are designed to prepare persons for employment in occupations for which employment, or preparation for employment, is regulated by law or licensure shall possess the minimum qualifications for the particular assignment established by law or regulatory authority.



Section 256.161 College and Career Guidance

- Guidance services shall be provided at the local district level in association with the CTE program. These services should provide for research and data collection to aid in the assessment of the effectiveness of CTE instruction and guidance and counseling services, provide for initiatives and efforts that focus on the recruitment and retention of students from underrepresented populations in CTE programs, and provide opportunities to support student development of a personalized learning plan that is in alignment with the State of Illinois Postsecondary and Career Expectations framework and that is designed to meet personal career goals.



Section 256.161 College and Career Guidance

A personalized learning plan or activity should:

- a) assist in identifying the career needs of individuals and encourage their enrollment in curricula appropriate to their individual immediate and long-range career plans;
- b) provide individuals with information that includes, but is not limited to, labor market trends and global economics, to support informed career choices;
- c) assist students while they pursue their chosen program; and
- d) connect students to work-based learning experiences, including career exploration and career development experiences, to deepen understandings and explore career interests to include providing placement services for students seeking immediate employment, planning advanced education in preparation for later employment, etc



How to become a new Area Career Center

- Section 256.231 A
- Follow the steps. Submit each step before continuing to the next step to ensure approval
- Step 1: Document the intent
- Step 2: Program and Facility Needs Plan
- Step 3: Educational Specifications and Finance Program
- * if there is not construction needed and an existing building provide information regarding the existing building.



Step 1: Document the intent

- All school districts in the area that are involved;
- the philosophy, goals, and policies that will provide direction for planning activities;
- location of public and nonprofit private schools and community colleges in the area and plan to involve them in the planning process;
- administrative and operational plan describing the structure and organization for administration, supervision, and operation of the proposed area career center;
- financial information describing each participating district's ability to provide necessary local fund



Step 1: Document the intent

- a statement, dated and signed by the president and secretary of the board of the administrative agency, that the board has authorized submission of the proposal;
- copies of the participation agreement duly authorized and certified by each participating district and any other supportive information as may be pertinent.



Step 2: Program and Facility Needs Plan

- a detailed description of the area to be served, including detailed population demographics related to economic, social and cultural (age, race/ethnicity, gender, etc.) factors;
- a detailed description of employment and training needs in the area, with copies of surveys and other instruments used in determining those needs
- the proposed programs of instruction, including, for each program:
 - i) projected program enrollments in each of the first two years of operation;
 - ii) plans for meeting the needs of potential students; and
 - iii) plans for articulation of programs with community colleges in the area;



Step 2: Program and Facility Needs Plan

- tentative plans for new facilities or for renovation or additions to existing facilities and/or location of the current facility
- description of the function of boards, administrative staff, and advisory committees;
- an estimate of each participating district's proportionate share of anticipated expenditures;
- a timetable for completion of principal activities necessary for completion of the project and preparing the facility for operation;
- copies of the joint agreement duly authorized and certified by each participating district, the membership of all advisory committees, and any other supportive information as may be pertinent.



Step 3: Educational Specifications and Finance Program

- identification of participating districts, with a map indicating district locations;
- educational specifications for each CTE program and for the overall facility that includes the following:
 - i) a program description that includes a model CTEPOS;
 - ii) workforce data, as applicable, or appropriate supporting data/references to future need in the case of areas lacking workforce data;
 - iii) program objectives in terms of student performance objectives expressed in measurable terms;
 - iv) instructional content, in outline form, based on:
 - program objectives;
 - methods of instruction appropriate to each program;
 - program organization, including single session capacity, length, number of sessions daily, and staff requirements;
 - v) the relationship between programs in terms of shared facilities, equipment, instruction and experiences;



Step 3: Educational Specifications and Finance Program

- vi) facility and space requirements for classrooms, laboratories, offices and storage, including:
 - special program facility requirements in terms of architectural, electrical, mechanical, environmental and other needs;
 - identification of fixed and movable equipment needs by program and nonprogram areas in terms of quantity, description, electrical and mechanical data, and estimated costs;
 - identification of facility and equipment accommodations responsive to Universal Design for Learning principles to be made for diverse learners with special needs and from special populations;
 - specifications for nonprogram areas in terms of function, description, relationship to other areas, space requirements, and architectural, electrical, mechanical, environmental, and other needs;
 - summary sheets of program and nonprogram requirements and spatial relationships; and
 - general facility and site considerations;



Step 3: Educational Specifications and Finance Program

- itemized cost estimates;
- a finance program setting forth an estimate of the federal, State and local share of project costs, as well as the amount to be provided by each participating district. The program shall include documentary evidence of available local funds, necessary referendums, and industrial support;
- a time schedule of activities necessary to complete the project and ready the facility for operation;
- current copies of the joint agreement signed by all relevant parties, community group endorsements, pertinent minutes of the governing board or council related to the components of Step 3



Next Steps

