



MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable Jim Durkin, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Dan McConchie, Senate Minority Leader
The Honorable Emanuel “Chris” Welch, Speaker of the House

FROM: Dr. Carmen I. Ayala
State Superintendent of Education

DATE: January 14, 2022

SUBJECT: FY 2021 Career and Technical Education Report

The Illinois State Board of Education respectfully submits this report to the Governor, the General Assembly, and institutions of higher education in order to fulfill the requirements of Illinois School Code 105 ILCS 435/2e, which states that the following duty shall be exercised: A written report will be submitted to the Governor annually.

Specifically, this report provides:

1. A statement to the extent to which Career and Technical Education has been established in Illinois.
2. A statement of the existing condition of Career and Technical Education in Illinois.
3. A statement of suggestions and recommendations with reference to the development of Career and Technical Education in the state.
4. A statement about a Gender Equity Advisory Committee to advise and consult with the State Board of Education and the gender equity coordinator in all aspects relating to ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency (Public Act 91-304). In addition, a statement assuring that appropriate federal funds are made available for services that prepare individual for nontraditional fields pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act, Public Law 109-270).
5. An itemized statement of amounts of money received from federal and state sources and the objects and purposes to which the respective items of these several amounts have been devoted.

This report is transmitted on behalf of the State Superintendent of Education. For additional copies of this report or for more specific information, please contact Amanda Elliott, Executive Director, Legislative Affairs at (217) 782-6510 or aelliott@isbe.net.

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

ILLINOIS CAREER AND TECHNICAL EDUCATION

2021 REPORT



Illinois
State Board of
Education



**CAREER &
TECHNICAL
EDUCATION**

Career-Connected Learning
for All Students

2021 ILLINOIS CAREER AND TECHNICAL EDUCATION REPORT

The 2021 Illinois Career and Technical Education Report is submitted to comply with Illinois School Code 105 ILCS 435/2e, which requires that a written career and technical education (CTE) report shall be issued to the Governor annually.

EXECUTIVE SUMMARY

CTE programs prepare students in Illinois for postsecondary education and careers in high-wage, high-skill, and in-demand occupations in seven endorsement areas that align with the 16 federal career clusters plus the Illinois-specific cluster of Energy. 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). Efforts to provide various CTE career pathways/programs of study, work-based learning opportunities, and Career and Technical Student Organizations strengthen students' technical and employability skills, help them meet the Illinois Learning Standards, facilitate instruction that creates explicit connections between content and careers, and increase student engagement.

The secondary CTE delivery system in Illinois currently relies upon two levels of support: 1) The Illinois State Board of Education (ISBE) providing state-level leadership, technical assistance, and accountability to Education for Employment (EFE) Systems, and 2) EFE Systems providing planning and delivery resources to local districts and Area Career Centers (ACCs). There are 56 EFE Systems in Illinois, including three systems organized by the state agencies that serve secondary students as part of their responsibilities — the Illinois Department of Juvenile Justice, the Illinois Department of Human Services Office of Mental Health Services, and the IDHS Division of Rehabilitation Services.

A total of 228,797 high school students were enrolled in CTE courses throughout the state in FY 2021. That represents 38% percent of all high school students in Illinois. A total of 541 out of 706 Illinois public high schools and all 24 ACCs offered approved CTE programs. Approved CTE programs or programs of study must meet Illinois' definition for CTE Program of Study Size, Scope, and Quality. See the Collaboration for CTE Program Quality section beginning on page 4 of the accompanying report for more information on the definition for CTE Program Size, Scope, and Quality. Among those participating schools, 265 high schools and 4 ACCs provided AFNR programs; 125 high schools and 7vACCs provided A&C programs; 424 high schools and 10 ACCs provided FBS programs; 150 high schools and 16 ACCs provided HST programs; 226 high schools and 18 ACCs provided HPS programs; 215 high schools and 10 ACCs provided IT programs; and 357 high schools and 20 ACCs provided METT programs.

All elementary districts in the 56 EFE Systems were provided funding to support career development and exploration opportunities to the 1,215,041 students (grades K-8) in public elementary schools. This funding supports a variety of opportunities ranging from K-8 career exploration software and activities to middle school CTE courses and hands-on career events involving K-12 education, EFE Systems, postsecondary education, and workforce partners.

CTE students who have taken two or more upper-level CTE courses within an approved program of study have a higher graduation rate than the state average. CTE concentrators have a 93.4% percent four-year graduation rate and a 94.8%percent six-year graduation rate, as compared to 86.0% percent four-year graduation rate and an 89.1% percent six-year graduation rate for all students.

CTE funding comes from the U.S. Department of Education (ED) through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and from state appropriation. ED allocated \$45,433,749 in federal Perkins funding to support Illinois CTE. The State of Illinois allocated \$43,061,200 as the required match to federal Perkins V funding.

Illinois state CTE projects included the Gender Equity Advisory Committee, the Illinois Career Connections Conference for teachers and administrators, CTE professional development, eight nationally recognized Career and Technical Student Organizations (CTSOs), one state-recognized CTSO, Illinois Coordinating Council for CTSOs for state officer and adviser leadership training, the Regional Safe Schools Cooperative Education Program to provide cooperative education classroom and work experience to students at risk of dropping out of school, and innovative online CTE lesson development through the Facilitating Coordination in Agriculture Education and Center for Agricultural and Environmental Research and Training Inc. ISBE plans to fund and enhance existing federally and state-funded projects in FY 2022 to continue to provide equitable access for all students to high-quality CTE programs to lead to career and college readiness.

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This report describes the establishment and delivery of Illinois career and technical education (CTE), the existing condition of Illinois CTE based on fiscal year 2021 data, and the future developments and recommendations for CTE in our state as required by Illinois School Code 105 ILCS 435/2e. Illinois CTE focuses on providing equitable educational opportunities to prepare students for high-skill, high-wage, and in-demand occupations. The work of the Gender Equity Advisory Committee and other ISBE initiatives are referenced within the report.

A. Establishment and Delivery of CTE in Illinois

CTE programs in Illinois strengthen students' academic, technical and employability skills, help them meet the Illinois Learning Standards, facilitate instruction that creates explicit connections between content and careers, and increase student engagement. Illinois districts leverage high-quality CTE programs to prepare students for college and career.

The CTE delivery system in Illinois is a partnership that includes secondary schools, public community colleges, and business and industry, along with state and social service agencies, parents, and students. This collaboration is established to broaden career pathways for students in business and industry. The Illinois State Board of Education (ISBE) oversees secondary CTE (grades 9-12) and elementary (grades K-8) career exploration by providing state-level leadership and technical assistance. This work is further operationalized using 56 regional [Education for Employment \(EFE\) Systems](#). Each EFE System is a consortium of school districts responsible for providing planning, support, and delivery of resources to 852 local school districts and [24 Area Career Centers \(ACCs\)](#). EFE Systems in Illinois include three systems organized by state agencies that serve secondary students: the Illinois Department of Juvenile Justice; the Illinois Department of Human Services (IDHS) Office of Mental Health Services; and the IDHS Division of Rehabilitation Services.

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. The Illinois community college system, which is composed of 48 colleges in 39 locally controlled community college districts, is the third largest community college system in the country. In addition, ICCB provides funding to the Illinois Department of Corrections to offer postsecondary CTE coursework in partnership with community colleges at Illinois correctional centers.

ISBE and ICCB jointly collaborate on federally required CTE leadership activities. These activities support strategies for all student subgroups and access to CTE programs, with a particular focus on gender, race/ethnicity, and special populations (See Appendix A for Special Populations Definitions). Strategies also include improving professional development; providing resources; and aligning and developing secondary and postsecondary CTE programs of study, including the required comprehensive local needs assessment.

Illinois State Plan for CTE

The U.S. Department of Education approved the [Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) on May 22, 2020. Illinois is currently in the second year of the State Plan.

The Illinois Department of Commerce and Economic Opportunity (DCEO) and the Illinois Workforce Innovation Board (IWIB) served as strategic planning partners to ensure that the Illinois State Plan for Perkins V aligned to the Illinois Workforce Development Strategic Plan. ISBE also identified the need for a secondary CTE delivery evaluation that began in FY 2021 and will be completed by June 2022. In addition, ISBE and ICCB recognized the necessity for continuous joint planning efforts between the agencies and with DCEO and IWIB. Representatives from both ISBE and ICCB sit on IWIB's board.

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 their interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
4. Provide targeted supports 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 the achievement of this vision and mission through the implementation of activities aligned to six goals grounded upon one foundational tenet.

Foundational Tenet

Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

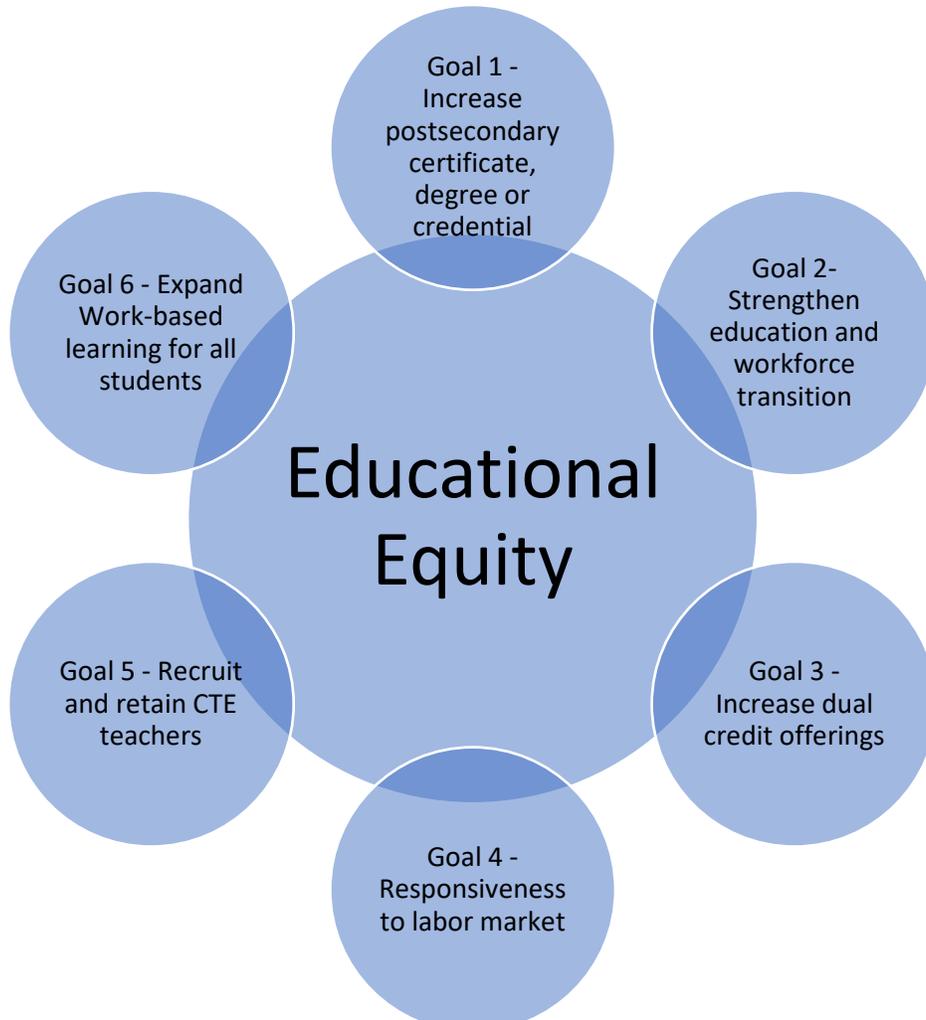
Goals

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 robust and sustainable pipeline of CTE educators.
 6. Expand access to quality work-based learning for all students.

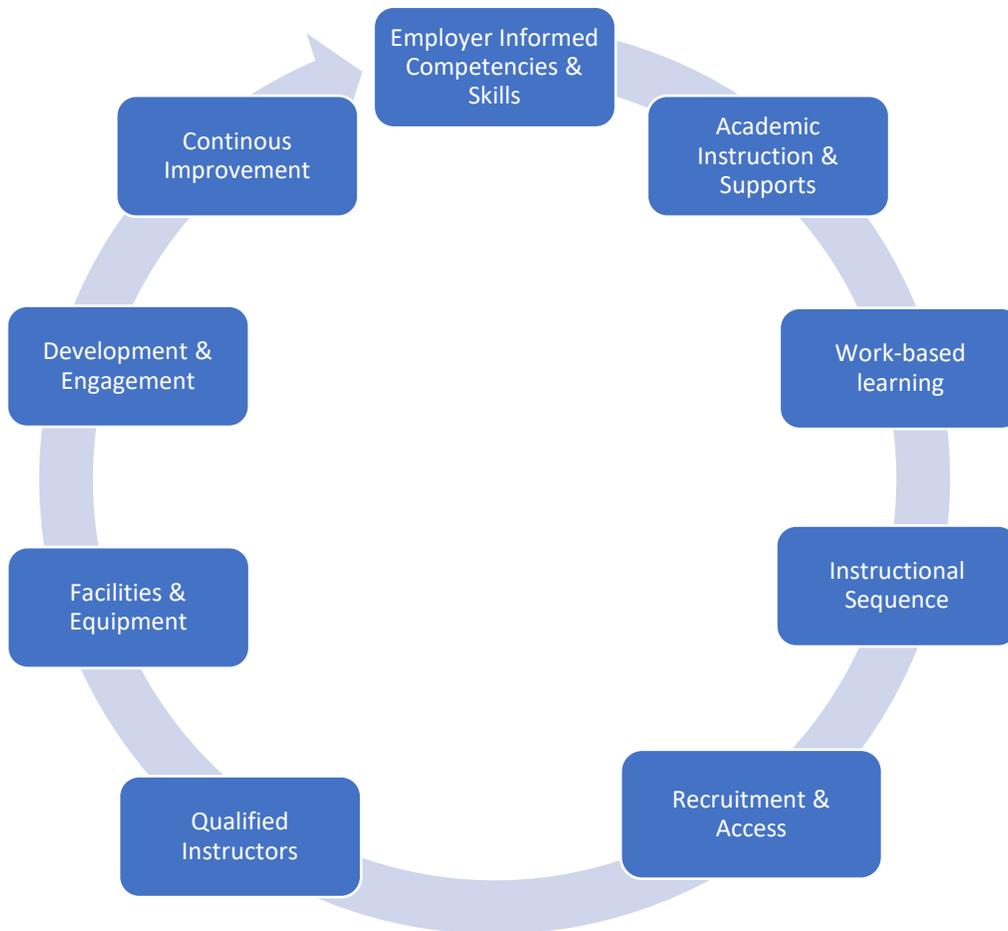
Figure 1 places educational equity as the foundation of Illinois CTE with the six stategoals as actionable strategies to reach CTE program access for all secondary students.

Figure 1: Equity Focus and State Goals



Based on stakeholder feedback ISBE and ICCB defined quality programs of study in the Perkins V state plan. CTE programs must meet [Illinois' Size, Scope, and Quality](#) standards to be eligible for state and federal CTE funding. Figure 2 illustrates the nine Illinois' Size, Scope and Quality components.

Figure 2: Nine Components of Size, Scope and Quality



Perkins V requires that Illinois annually measure six required secondary core performance indicators on CTE concentrators and at least one program quality indicator from the following: postsecondary credit, work-based learning, or postsecondary credentials. A secondary CTE concentrator in Perkins V is defined as a student served by an eligible recipient who has completed at least two courses in a single CTE program or program of study.

The required secondary performance indicators are: 1) Four-Year Graduation, 2) Academic Proficiency in Reading/Language Arts, 3) Academic Proficiency in Mathematics, 4) Academic Proficiency Science, 5) Postsecondary Placement, and 6) Nontraditional Program Enrollment. In addition, Illinois will measure the six-year (extended) graduation rate.

ISBE chose two program quality performance indicators. Illinois will measure (1) the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement and (2) the percentage of

CTE concentrators graduating from high school who participated in work-based learning.

Table 1 below lists the definition for each secondary core and quality performance indicators Illinois is accountable for in the Perkins V State Plan.

Table 1: Secondary Performance Indicators and definitions

FY 2021-24 Secondary Core Performance Indicators
1S1: Four-Year Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate (as defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).
1S2: Extended (Six-Year) Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school).
2S1: Academic Proficiency in Reading Language Arts: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.
2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.
2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.
3S1: Postsecondary Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
4S1: Nontraditional Program Enrollment: The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.
FY 21-24 Secondary Program Quality Indicators
5S2: Program Quality – Attained Postsecondary Credits: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.
5S3 Program Quality – Work-based learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Secondary CTE Monitoring

The CTE and Innovation Department made changes to the monitoring plan to update secondary CTE monitoring throughout FY 2020 and the beginning of FY 2021. Beginning in FY 2021, the ISBE CTE and Innovation Department began monitoring CTE grantees using a risk analysis composed of several weighted elements and criteria. The risk score determines the level of monitoring for each grantee.

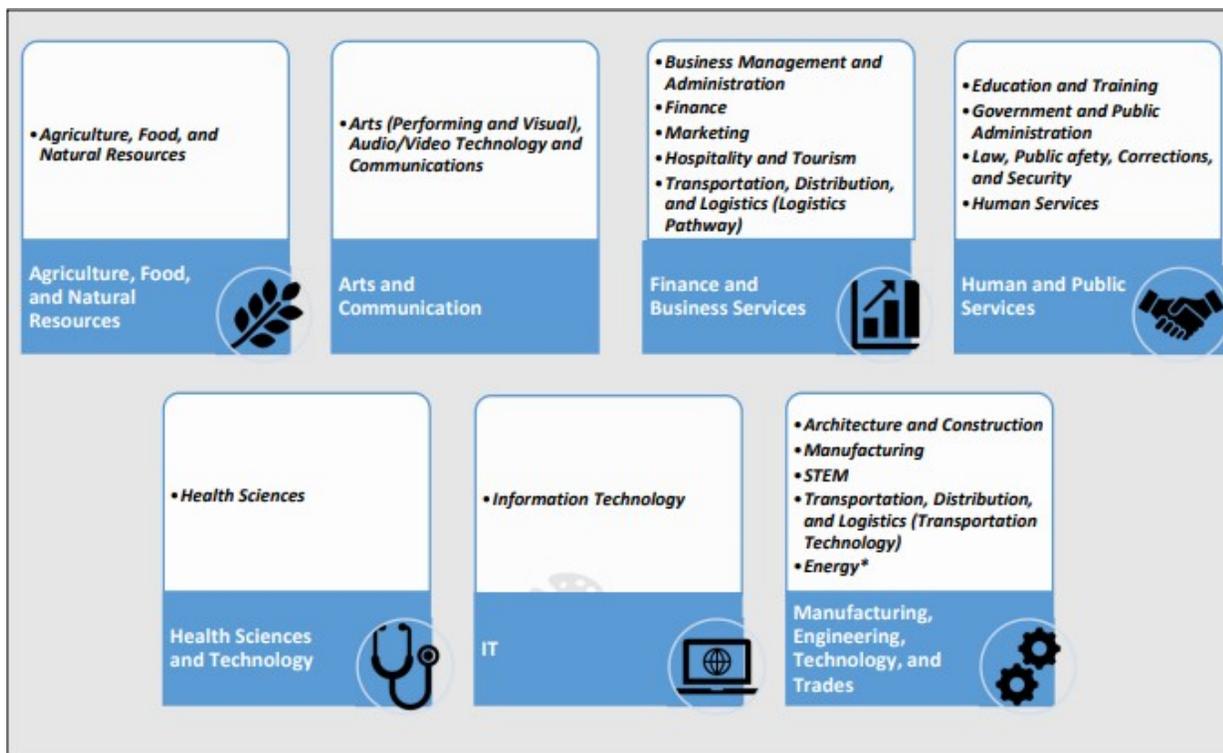
Alignment of CTE to Other State Initiatives

There is an alignment between Illinois' CTE systems, the Postsecondary and Workforce Readiness (PWR) Act, and Every Student Succeeds Act (ESSA). Specific points of alignment between the state-approved CTE programs of study, ESSA, and PWR Act are outlined below.

Postsecondary and Workforce Readiness Act

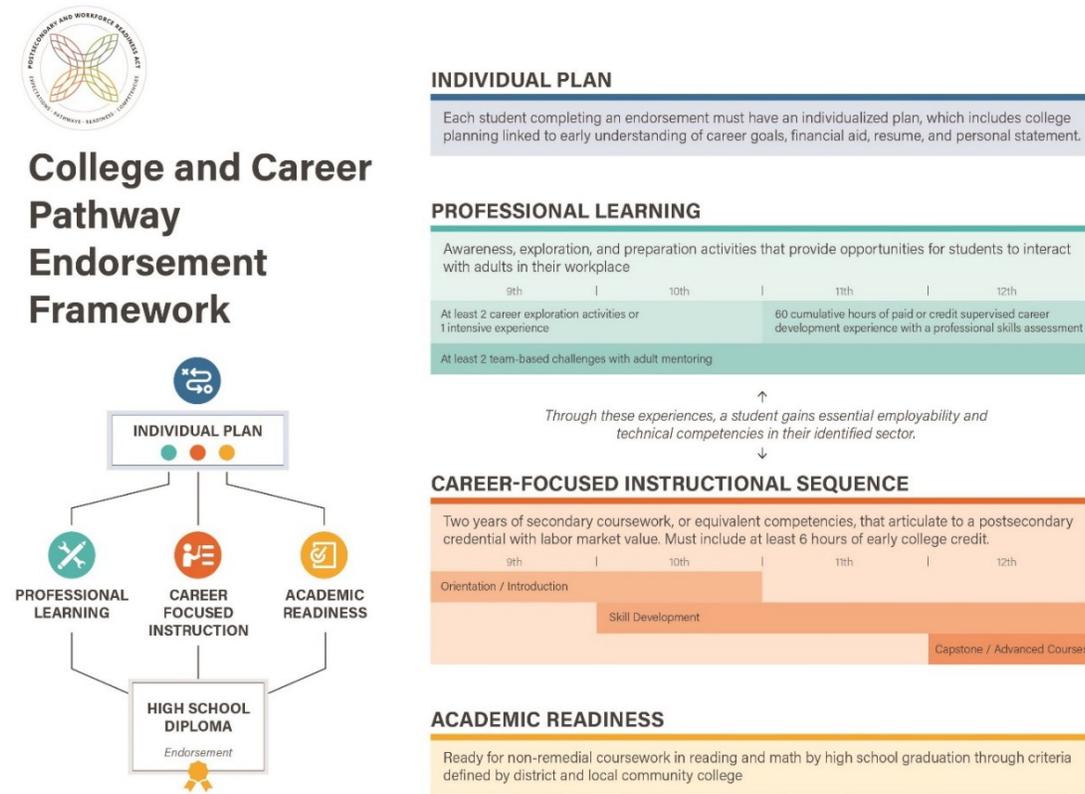
The PWR Act organizes all 16 federal career clusters and the Illinois-specific cluster of Energy into seven endorsement areas as shown in Figure 3 below.

Figure 3: Illinois Career Cluster and College and Career Pathway Endorsement Intersection



The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements (CCPE) to high school graduates. See Figure 4 below for the CCPE framework. Students earn endorsements by completing an individualized learning plan, and a career-focused instructional sequence, and participating in professional learning opportunities (which include career exploration activities, 60 hours of career development experiences, and two team-based challenges).

Figure 4: College and Career Pathway Endorsement Framework



College and Career Pathway Endorsements:

FY 2021 was the second year of implementation for the College and Career Pathway Endorsements with five schools applying: Community United HS District 90 South High School and North High School, Morrison High School, Ridgewood Community High School, Vienna High School. A total of 47 students received pathway endorsements. Twenty-five students received Human and Public Services, seventeen Health Sciences Technology, and five in Manufacturing, Engineering, Technology and Trades.

Figure 5: College and Career Pathway Endorsement Transcript Seals



Every Student Succeeds Act:

Illinois' ESSA accountability system includes a College and Career Readiness Indicator (CCRI) as one of multiple measures of how well a high school serves its students. Illinois has the goal of 90 percent or more of students graduating from high school ready for college and career by 2032. There are a variety of data points within the CCRI that tie in with current CTE efforts:

- Completion of a CTE program of study qualifies a student as a CTE concentrator.
- Industry credential attainment demonstrates a student's readiness to either receive the license or be eligible to receive a license pending the receipt of a high school diploma.
- Career development experiences (CDE) A supervised work experience relating to an individual's career area of interest that:
 - Occurs in a workplace or under authentic working conditions;
 - Is co-developed by an education provider and at least one employer in the relevant field;
 - Provides compensation OR educational credit to the participant (or both);
 - Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
 - Includes a Professional Skills Assessment of skill development and is utilized as a participant feedback tool; and
 - Takes place for a minimum of 60 total cumulative hours.
- A team-based challenge is a problem-based learning group project related to an individual's career area of interest. The challenge involves a problem experienced by employers within that area, including adult mentoring with expertise in that area, and requires the individual to present the outcomes of the project. These challenges can be achieved through a Career and Technical Student Organization (CTSO) or developed in partnership with employers.

Police Training Academy Job Training Program 105 ILCS 5/22-83:

(a) In a county of 175,000 or more inhabitants, any school district with a high school may establish one or more partnerships with a local police department, county sheriff, or police training academy to establish a jobs training program for high school students. The school district shall establish its partnership or partnerships on behalf of all of the high schools in the district; no high school shall establish a partnership for this purpose separate from the school district's partnership under this Section. The jobs training program shall be open to all students, regardless of prior academic history. However, to encourage and maintain successful program participation and partnerships, the school districts and their partner agencies may impose specific program requirements.

(b) The State Board of Education shall track participation and the success of students participating in the jobs training program established under this Section and annually publish a report on its website examining the program and its success.

There are 12 counties in Illinois that have 175,000 or more inhabitants. These counties are Cook, DuPage, Lake, Will, Kane, McHenry, Winnebago, Madison, St. Clair, Champaign, Sangamon, and Peoria. They each have a school district with a high school that may establish one or more partnerships with a local police department, county sheriff, or police training academy to initiate a jobs training program for high school students.

In Madison County there is a partnership between City of Collinsville and the Collinsville School district that offers criminal justice courses. Currently, there are approximately 60 students the Criminal Justice 1 & 2 classes. At least 75% of the students seek further training after they graduate.

Chicago Public Schools (CPS) has a Chicago Police and Firefighter Training Academy (CPFTA). The CPFTA is a training program for students interested in careers in public safety, law enforcement, criminal justice, and fire science. The two-year program was developed jointly by the Chicago Public Schools' Department of Career and Technical Education (CTE), the Chicago Police Department (CPD), the Chicago Fire Department (CFD), and the City Colleges of Chicago (CCC). The program recruits and trains up to 125 public and non-public high school students each year. In FY 2021 there were 80 who graduated from the program.

Secondary CTE Delivery: Approved Programs in High Schools and Area Career Centers

CTE Programs provide access to instruction focused on careers in high-skill, high-wage, and in-demand occupations. The secondary 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. See Figure 3 on page 6 for Illinois career cluster and endorsement intersection. These 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).

Data collection was slightly altered from FY 2020 as “Approved Programs” became the first filter of data sorting in FY 2021. Approved programs are now aligning to size, scope, and quality. With this alignment, some programs are no longer considered “approved.” During FY22, technical assistance will be provided to all EFE regions to assist bringing all programs to the approved status thus increasing the number approved programs.

541 out of 707 Illinois public high schools and all 24 ACCs offered approved CTE programs in FY 2021. Approved CTE programs or programs of study must meet Illinois' definition for CTE Programs of Study Size, Scope and Quality. See the Collaboration for CTE Program Quality section beginning on page 4 for more information on the definition of CTE Program Size, Scope, and Quality.

541 out of 707 Illinois public high schools and all 24 ACCs offered approved CTE programs in FY 2021. Approved CTE programs or programs of study must meet Illinois' definition for CTE Programs of Study Size, Scope and Quality. See the Collaboration for CTE Program Quality section beginning on page 4 for more information on the definition of CTE Program Size, Scope, and Quality. Figure 6 and 7 shows the distribution of programs among the 541 participating schools and 24 Area Career Centers. Of the 541 participating schools, 265 high schools and 4 ACC provided AFNR programs; 125 high schools and 7 ACC provided A&C programs, 424 high schools and 16 ACC provided FBS programs; 150 high schools and 16 ACC provided HST programs; 226 high schools and 18 ACC provided HPS programs; 215 high schools and 10 ACC provided IT programs; and 357 high schools and 20 ACC provided METT programs.

Figure 6: High Schools with Approved CTE Programs by Endorsement Area

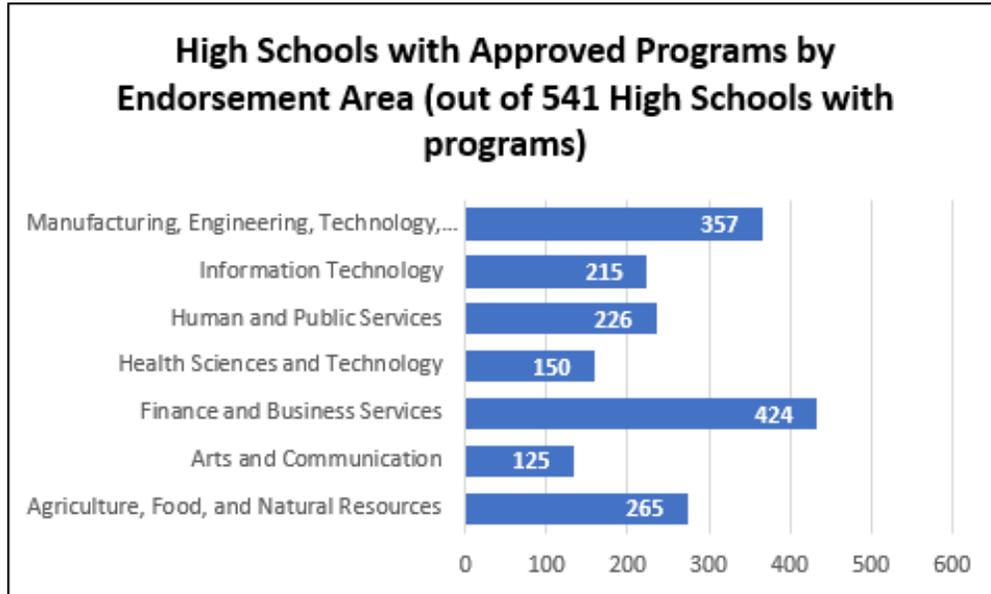


Figure 7: Area Career Centers with Approved Programs by Endorsement Area

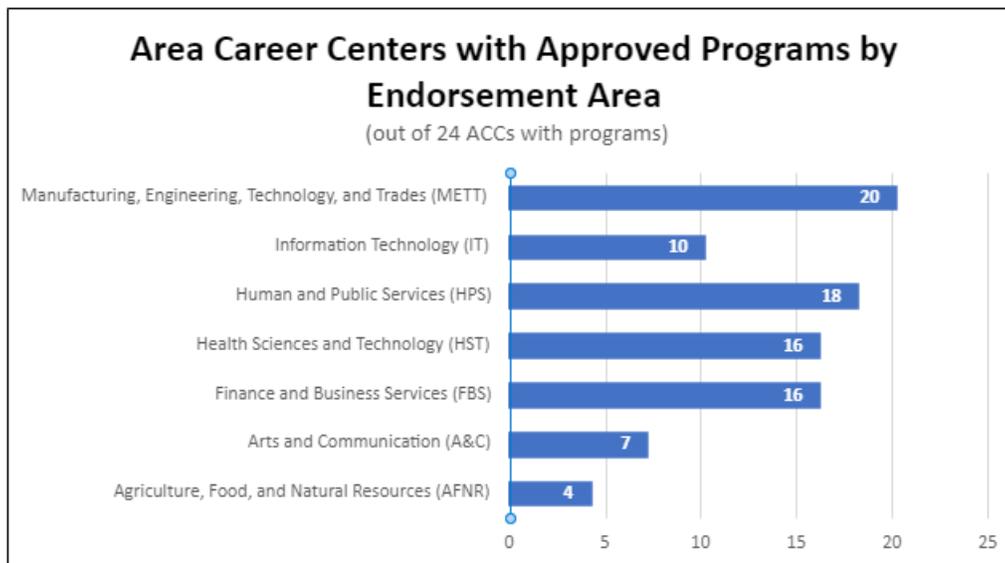


Figure 8: Approved Programs in EFE Regions

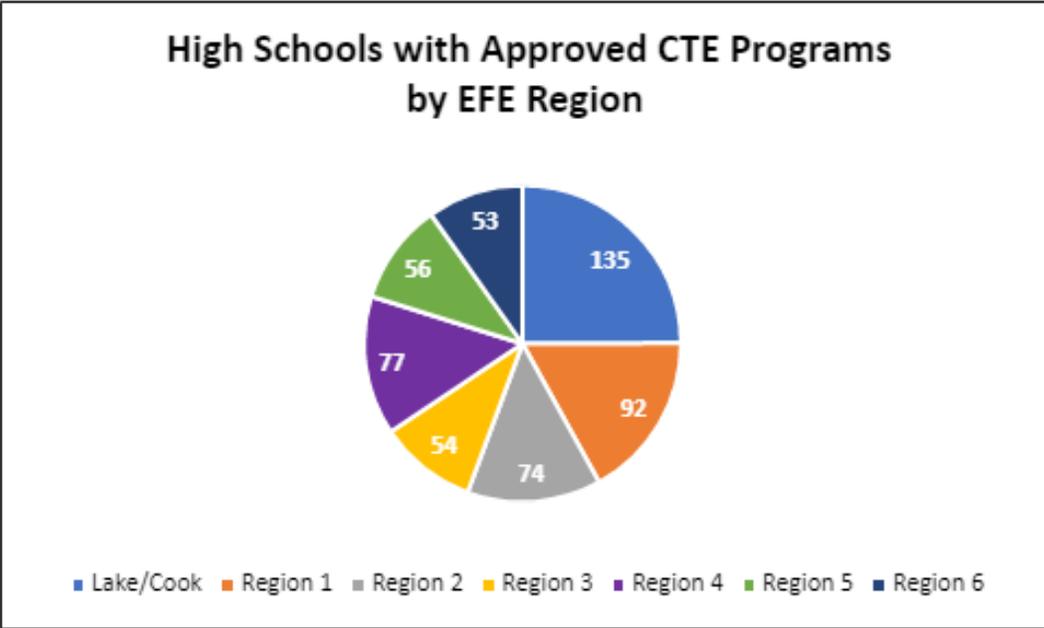


Figure 9: High Schools with Approved CTE Programs by Federal Career Cluster

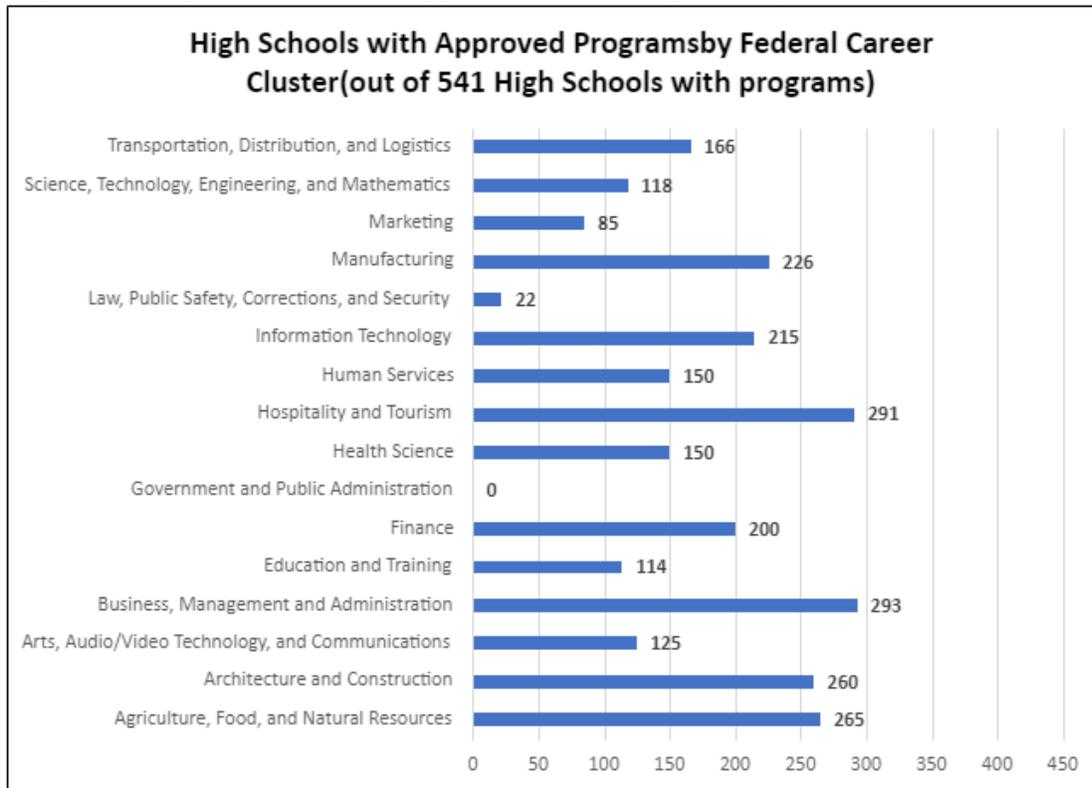
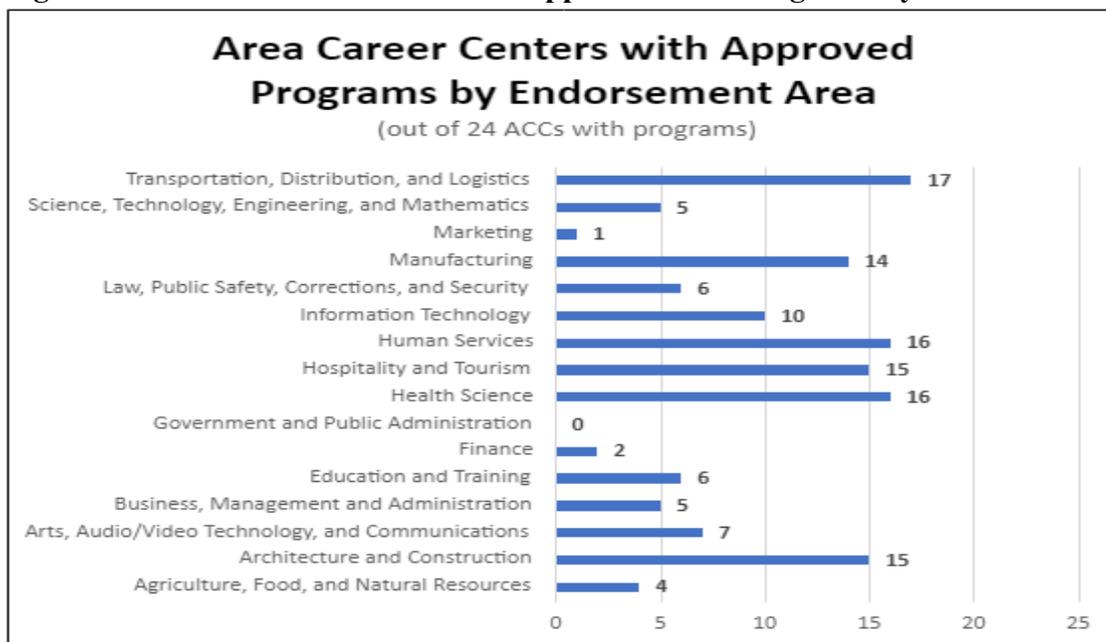


Figure 10: Area Career Centers with Approved CTE Programs by Endorsement Area



Secondary schools and ACCs determine the number of CTE programs based on local need and teacher availability. Table 3 below indicates that most high schools offer at least between one and four CTE endorsement areas, while only 60 schools are able to offer five CTE programs, 16

high schools offer six CTE programs, and five Illinois high schools are able to offer all seven CTE endorsement area programs. Table 4 below indicated the number of ACC centers programs.

Table 3: Number of Schools Offering CTE Programs in Multiple Endorsement Areas							
	1 CTE Endorsement Area	2 CTE End. Areas	3 CTE End. Areas	4 CTE End. Areas	5 CTE End. Areas	6 CTE End. Areas	7 CTE End. Areas
FY 2021	82	95	129	112	89	28	6
FY 2020	114	146	138	113	60	16	5
*FY2019 data ran by CTE content area; not comparable.							
Table 4: Number of Area Career Centers Offering CTE Programs in Multiple Endorsement Areas							
	1 CTE Endorsement Area	2 CTE End. Areas	3 CTE End. Areas	4 CTE End. Areas	5 CTE End. Areas	6 CTE End. Areas	7 CTE End. Areas
FY 2021	2	1	4	5	6	3	1
FY 2020	0	0	2	4	9	7	2
*FY2019 data ran by CTE content area; not comparable.							

A total of 3,662 approved CTE programs were offered at high schools and an additional 209 approved programs were offered through ACCs in FY2021. Figures 11-15 on the following pages address the distribution of all approved programs offered by high schools and ACCs broken down by endorsement area, federal career cluster, and EFE Region. (See Appendix B for EFE Regional Map).

Figure 11: Approved CTE Programs in High Schools by Endorsement Areas

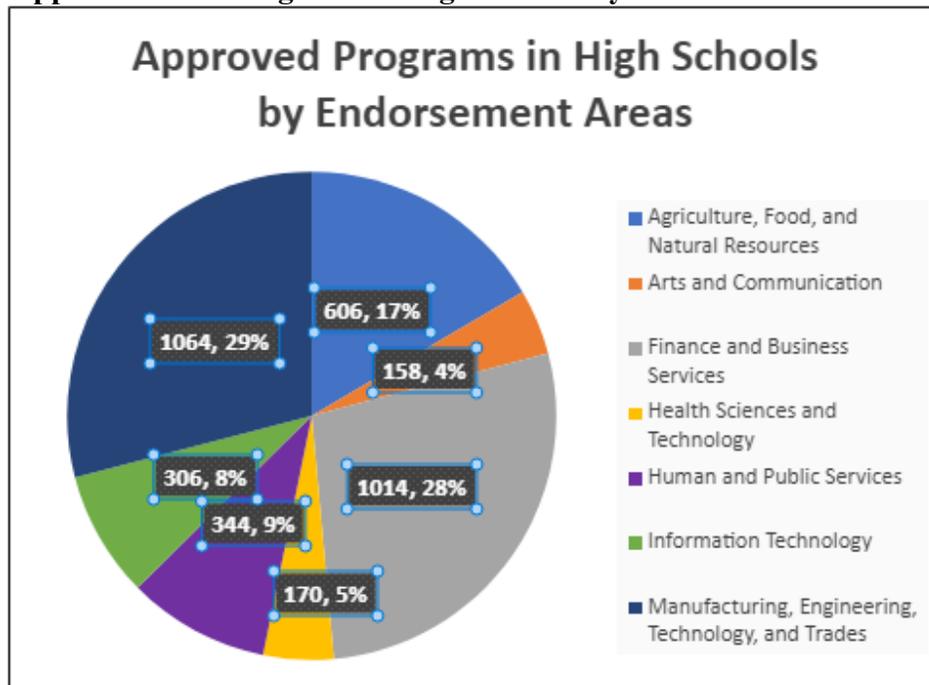


Figure 12: Approved CTE Programs in Area Career Centers by Endorsement Areas

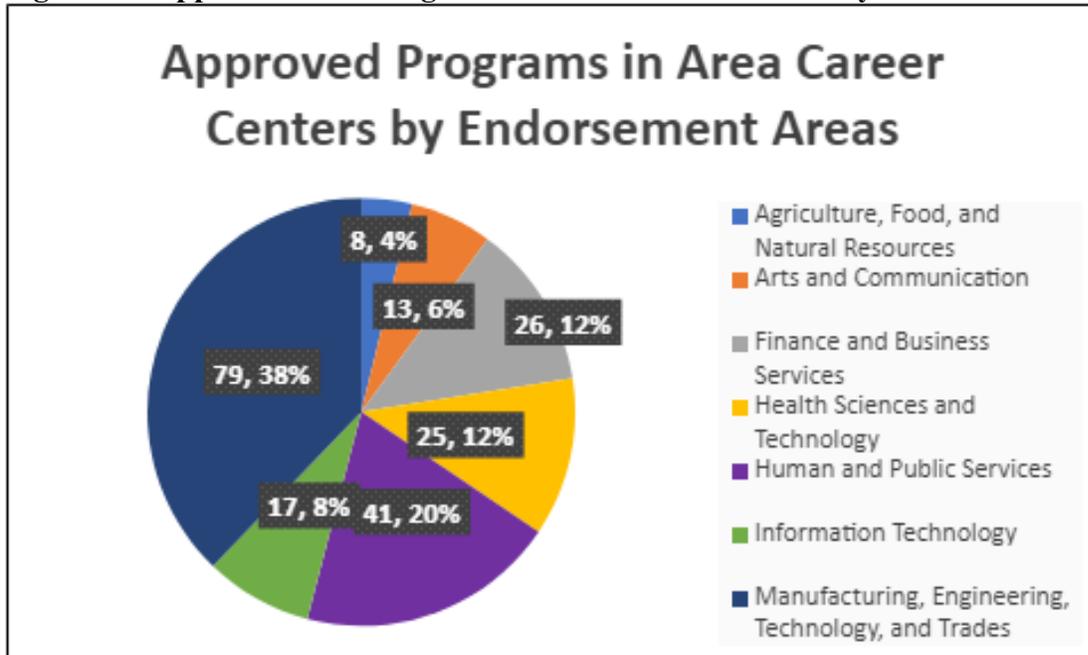


Figure 13: Approved Programs in High Schools by Federal Career Clusters

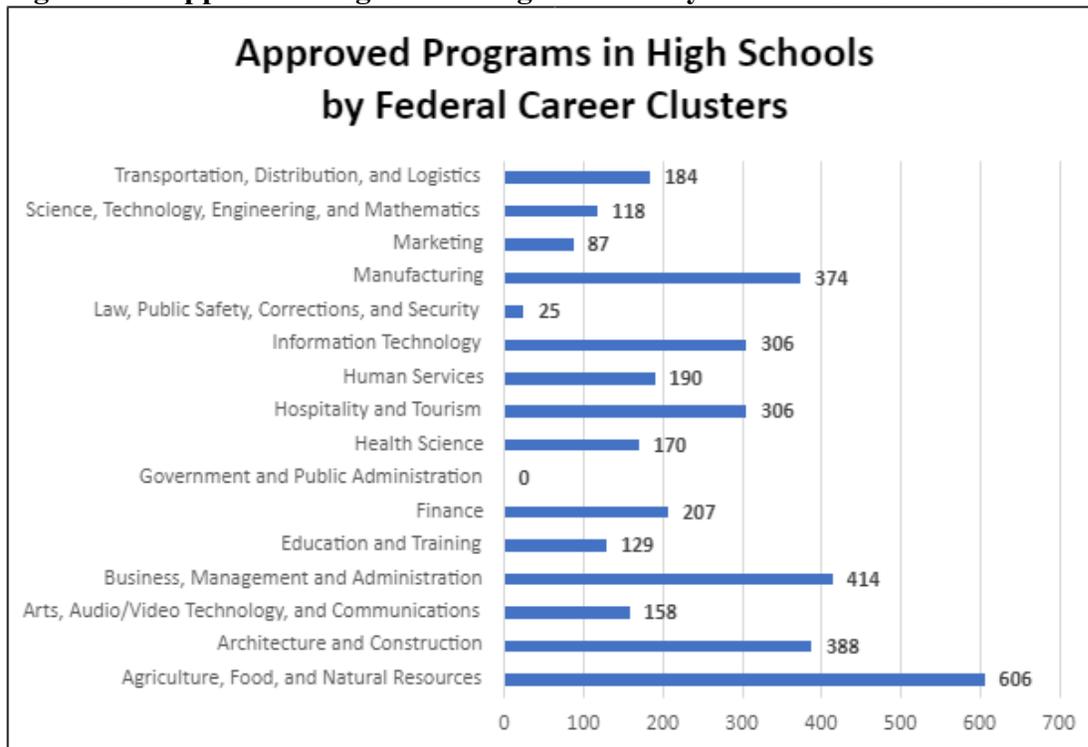


Figure 14: Approved Programs in Areas Career Centers by Federal Career Cluster

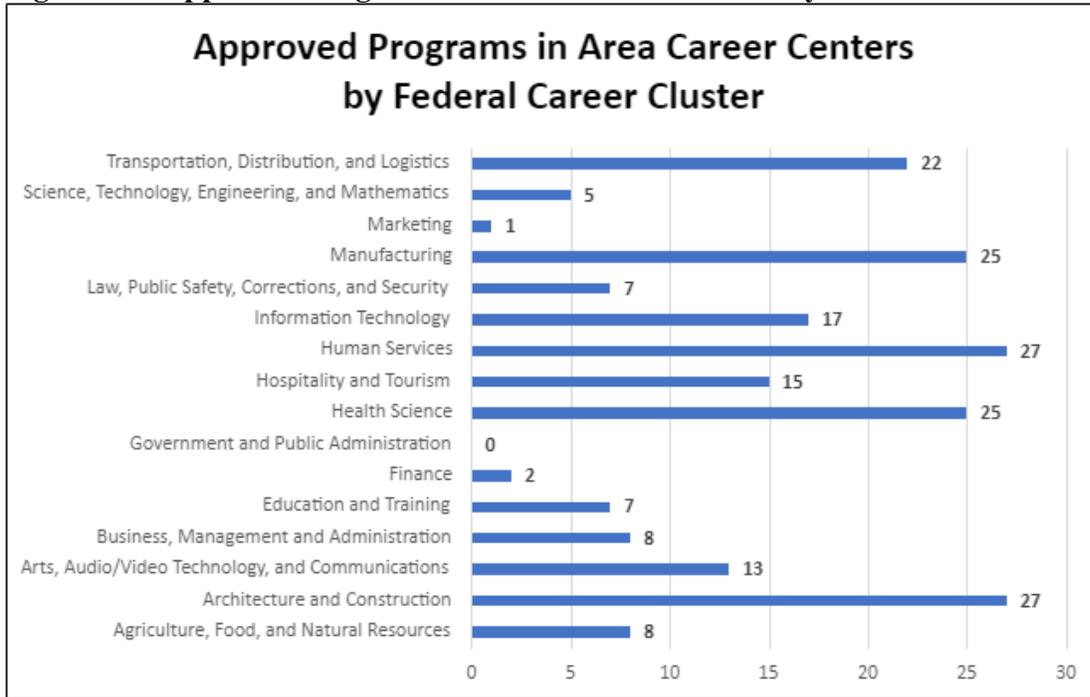
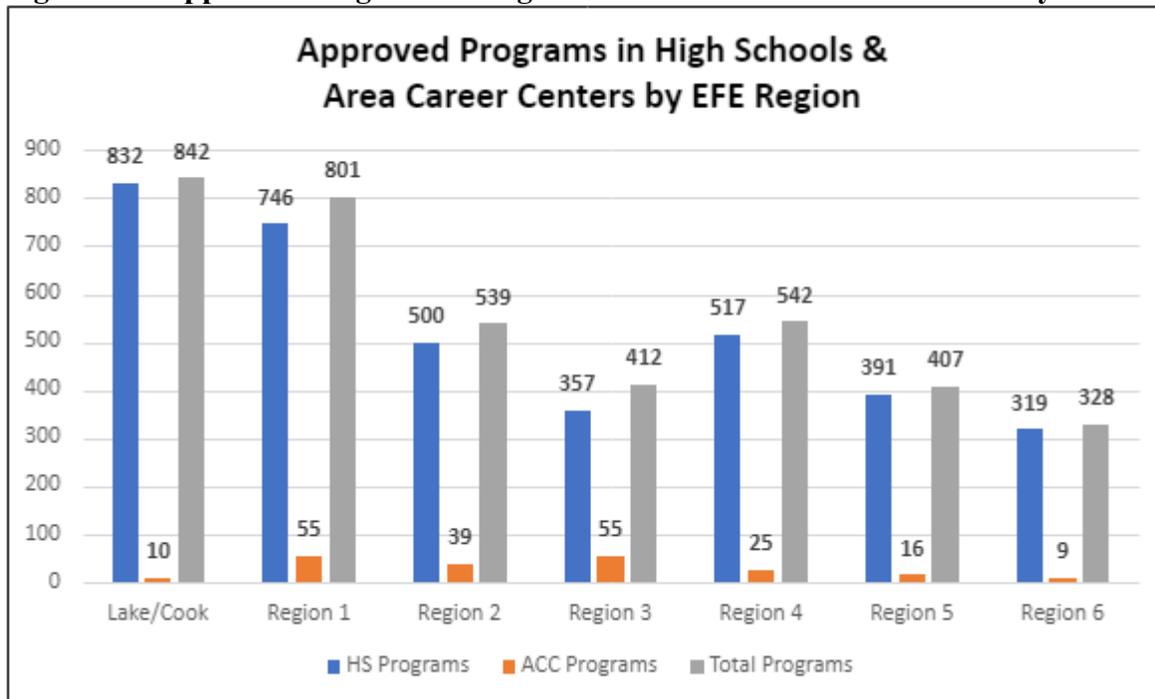


Figure 15: Approved Programs in High Schools and Area Career Centers by EFE Region



B. The Condition of Career and Technical Education in Illinois

Illinois CTE programs prepare students for both postsecondary education/training and high-skill, high-wage, and in-demand occupations. The following narrative outlines the performance indicators achieved for the state of Illinois and the positive impacts of CTE program completion on graduation rates. It also addresses student recruitment and retention into CTE programs through elementary and middle grade career exploration and development opportunities. All public districts with secondary CTE programs worked with their EFE System in FY 2020 to develop a student recruitment and retention plan for FY 2021-24 that extends into middle school to address equity gaps (e.g., special populations and student subgroups).

Table 1 on page 5 defines the Perkins Secondary Performance Indicators. In Table 5 below, the FY 2021 Perkins Secondary Performance indicators performance level is provided.

Table 5: FY 2021 Performance Indicator and Level of Performance

Performance Indicator	Target Performance (within 90%)	State of Illinois Performance (FY2021)	Performance Indicator: Does not meet, meets (within 90% of target),Exceeds
1S1: Four-Year Graduation Rate	95.2	93.71	Meets (within 90% of target)
1S2: Extended (Six-Year) Graduation Rate	95.4	95.81	Exceeds
2S1: Academic Proficiency in Reading Language Arts	36.1	36.1	Due to the impact of the COVID pandemic, the required testing for 2020 was waived by the state.
2S2: Academic Proficiency in Mathematics	34.7	34.7	Due to the impact of the COVID pandemic, the required testing for 2020 was waived by the state.
2S3: Academic Proficiency in Science	35.8	35.8	Due to the impact of the COVID pandemic, the required testing for 2020 was waived by the state.
3S1: Postsecondary Placement	62.6	56.15	Does not meet
4S1: Nontraditional Program Enrollment	40.1	47.80	Exceeds
5S2: Program Quality – Attained Postsecondary Credits	30.9	28.50	Meets (within 90% of target)
5S3: Program Quality – Participated in Work-based learning	6.9	8.13	Exceeds

ISBE has made efforts to increase the accuracy of data collection, but barriers in data tracking systems prevent accurate reporting on the postsecondary placement of students. ISBE works collaboratively with ICCB and other agencies to continuously improve our data tracking system to address this gap in data. Accurate post-program outcomes will continue to be underrepresented due to the absence of identifying where students are after the graduate from high school. ISBE will continue to work on collecting this data.

Perkins V Secondary CTE Participation and Concentrators

A secondary CTE concentrator is defined in Perkins V as a student served by an eligible recipient who completes at least two courses in a single CTE program or program of study. In contrast, a secondary CTE participant is defined as a student who completes not less than one course in a CTE program or program of study of an eligible recipient. In addition, Illinois requires both CTE concentrators and participants to complete courses in approved CTE programs or programs of study based on Illinois’ definition for CTE Program of Study Size, Scope, and Quality. Perkins V requires that all funded CTE programs meet the state’s definition of size, scope, and quality of an approved program. Changes to the Perkins V concentrator definition, along with alignment to new requirements of Size, Scope and Quality may impact comparison data for FY 2021.

Illinois Secondary CTE Participants

Thirty-seven percent of all Illinois students enrolled in public secondary schools (grade 9-12) participated in CTE in FY2021, which is down nine percent from FY2020. The total enrollment in CTE decreased from 278,883 students to 228,797 students. The decrease is mostly related to changing the data collection to approved programs. Table 6 shows the CTE participant data from FY 2017- 2021

Table 6: Number of Students Served by CTE

Fiscal Year	Total HS Population Grades 9-12	CTE Participants	Percent
FY2021	604,208	228,797	37%
FY2020	607,488	278,883	46%
FY2019	611,732	295,270	48%
FY2018	616,162	283,473	46%
FY2017	617,485	277,461	45%

CTE students are classified into special populations and subgroups by the Perkins Act as indicated in the Collaboration for CTE Program Quality section beginning on page 4 of this document. Some of these students are duplicated under more than one special population category. Figures 16 and 17 below show CTE participants by gender, race/ethnicity, and special population, and Table 7 on the following page provides a comparison to the Illinois public secondary student population percentages by the same student subgroups.

Figure 16: CTE Participants by Gender and Race/Ethnicity

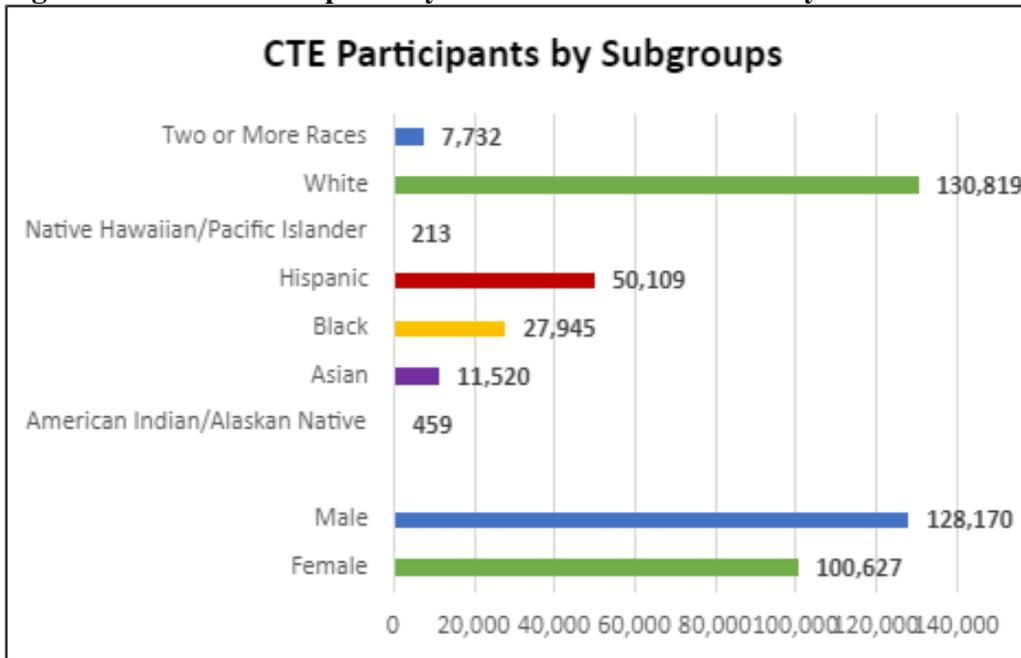


Figure 17: CTE Participants by Special Population

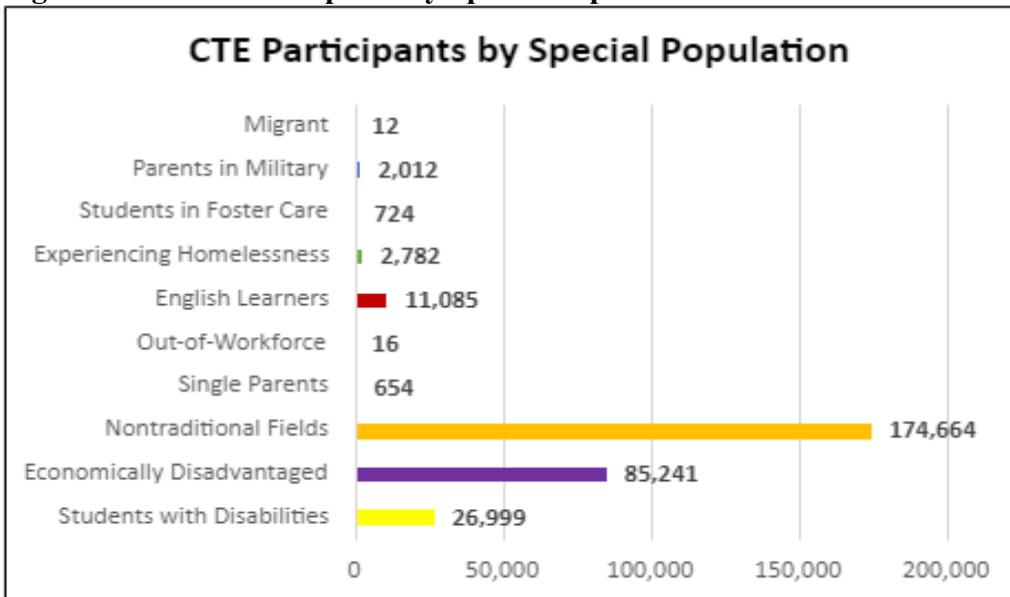


Table 7: CTE Participants and All Illinois Student Population Comparison

Subgroup	State of Illinois Secondary Students	CTE Participants
Total Enrollment	604,208	228,797
Male	51.3%	56%
Female	48.7%	44%
American Indian/ Alaskan Native	0.2%	.2%
Asian	5.3%	.05%
Black	15.9%	12.2%
Hispanic	27.2%	21.9%
Native Hawaiian/Pacific Islander	0.1%	.09%
White	47.9%	57.18%
Two or More Races	3.3%	3.4%
Special Populations	State of Illinois Secondary Students	CTE Participants
Students with Disabilities	19.1%	11.8%
Economically Disadvantaged	44.4%	37.3%
English Learners	6.7%	4.8%
Experiencing Homelessness	1.9%	1.2%
Students in Foster Care	0.5%	.3%
Parents in Military	0.8%	.9%
Migrant	.01%	.01%

Illinois CTE Concentrators

There were 89,253 CTE Concentrators in approved CTE programs in FY2021. Figures 18 and 19 below and Table 8 on the following page show the CTE concentrators by special population and subgroup and in comparison, to the Illinois secondary student population overall.

Figure 18: CTE Concentrators by Gender and Race/Ethnicity

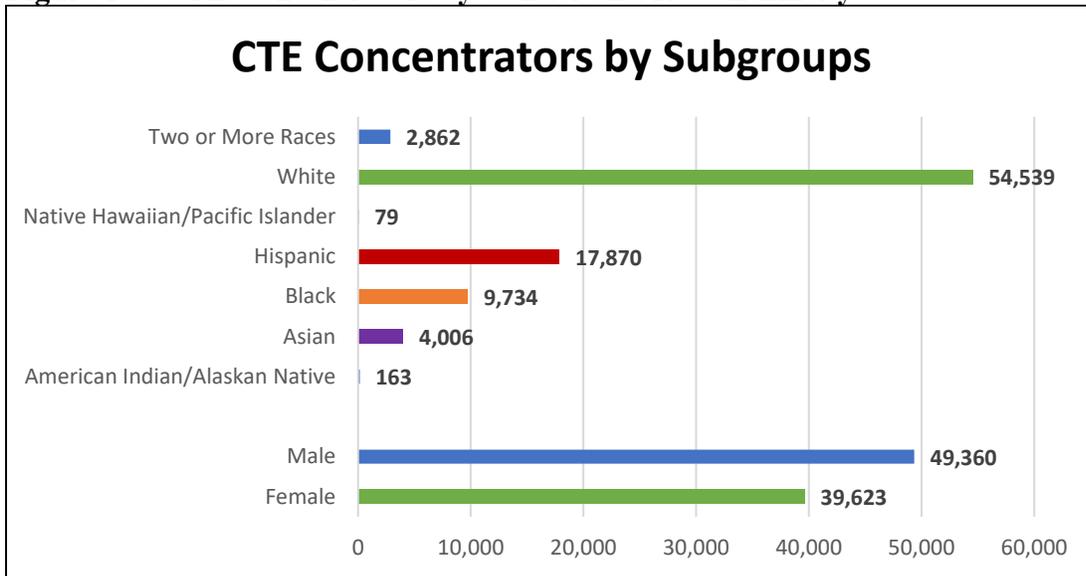


Figure 19: CTE Concentrator by Special Population

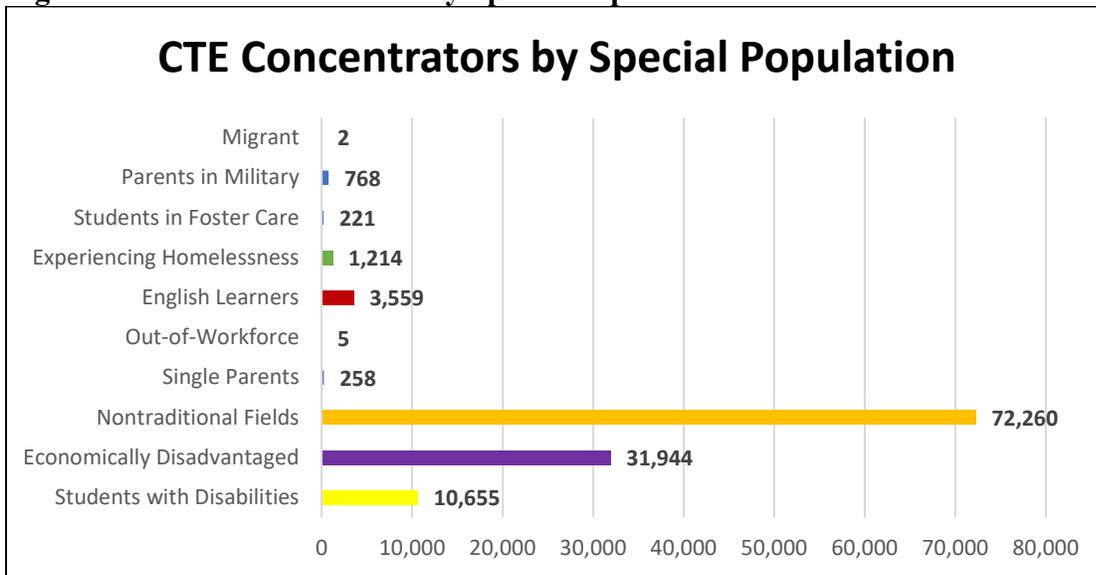


Table 8: CTE Concentrators and Illinois Student Population Comparison

Subgroup	State of Illinois Secondary Students	CTE Concentrators
Total Enrollment	604,208	80,253
Male	51.3%	55.6%
Female	48.7%	44.4%
American Indian/ Alaskan Native	0.2%	.18%
Asian	5.3%	4.5%
Black	15.9%	10.9%
Hispanic	27.2%	20.0%
Native Hawaiian/Pacific Islander	0.1%	.09%
White	47.9%	61.1%
Two or More Races	3.3%	3.2%
Special Populations	State of Illinois Secondary Students	CTE Participants
Students with Disabilities	19.1%	11.9%
Economically Disadvantaged	44.4%	35.8%
English Learners	6.7%	4.0%
Experiencing Homelessness	1.9%	1.4%
Students in Foster Care	0.5%	.2%
Parents in Military	0.8%	.9%
Migrant	.01%	.002%

Impact of CTE on High School Graduation Rates

As indicated in the figures below, CTE Concentrators have a 93.8% Four-Year Graduation rate and a 95.8% Six-Year Graduation rate in FY2021. Illinois have an 89.1% Four-Year Graduation rate and an 86.0% Six-Year Graduation rate for all student during the same time period.

Additionally, CTE concentrators in all student subgroups and special populations, except those in foster care and students experiencing homelessness, also graduated at higher rate than their peers. At the Six-Year Graduation rate, CTE students perform higher in all subgroups except foster care. Figures 20 and 21 on the following pages break down CTE concentrator Four-and Six-Year Graduation rates by all students in subgroups and special populations.

Figure 20: 4-Year Graduation Rates

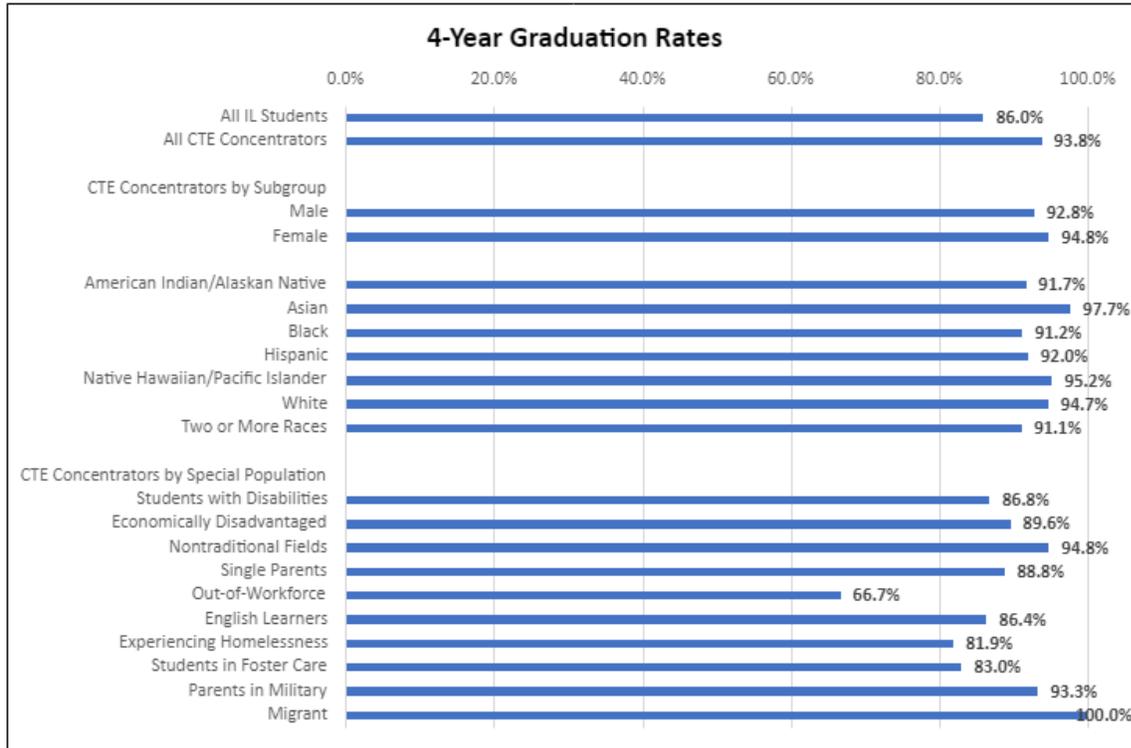
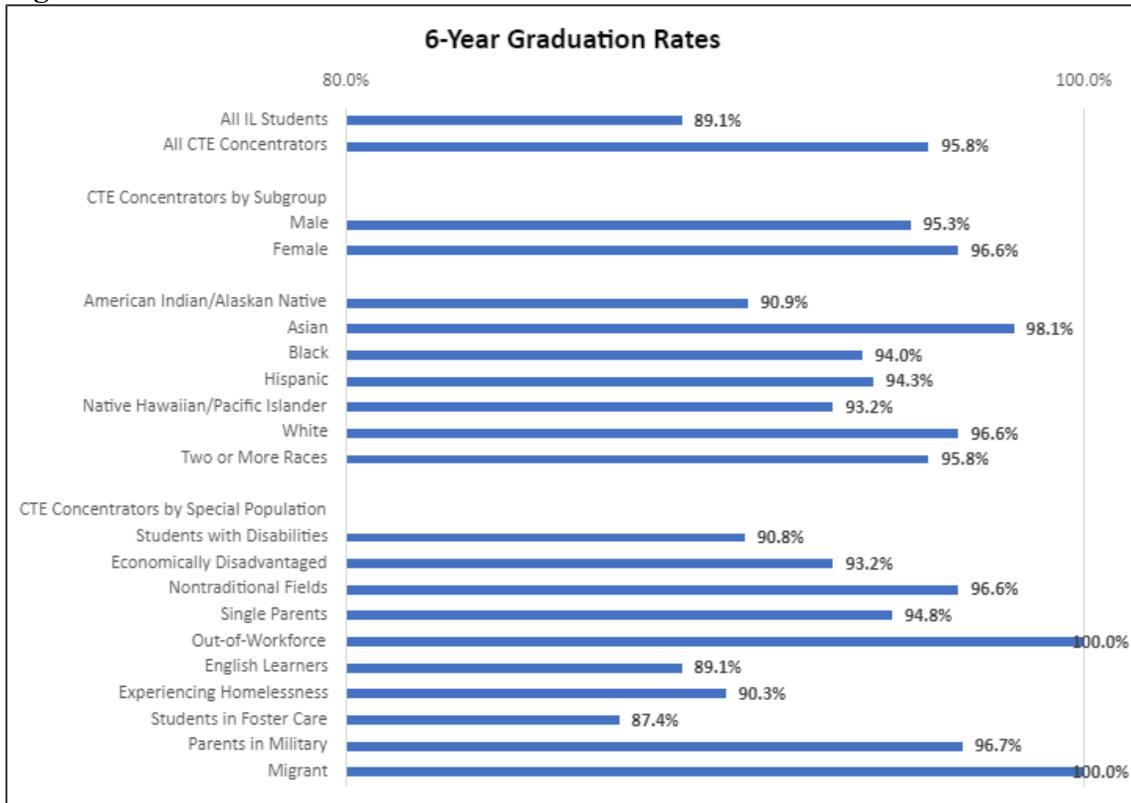


Figure 21: 6-Year Graduation Rates



Gender Equity Advisory Committee

The Gender Equity Advisory committee functions to advise and consult with ISBE to ensure that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency. This committee met in August and December of 2021, to review the Methods of Administration risk assessment; the Illinois CTE Data Portal; and initiatives conducted by the Equity Action Work Group including the Equity Impact Analysis Tool, the Equity Journey Continuum, and the Courageous Conversations book study. The committee provided feedback and guidance on the Illinois CTE Data Portal, ISBE's Equity Impact Analysis Tool, and the Equity Journey Continuum Project.

Spotlight on CTE

ISBE's top priority is to provide all Illinois students with an equitable education, so this year's CTE spotlight focuses on best practices used to address learning loss during a pandemic year, providing students with work-based learning activities, and recruiting of non-traditional students to CTE.

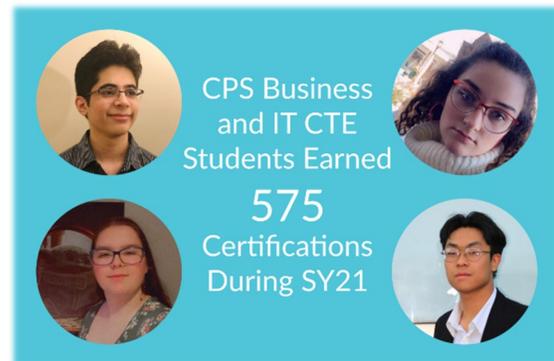
Education for Employment Regional Delivery

Systems Lake/Cook and CPS Region

EFE 010

Chicago Public Schools (CPS) students earned 575 industry certifications in the CTE Business and IT Cluster. The certifications were in Communication Skills for Business, Entrepreneurship and Small Business, HTML and CSS, IC3 GS6, Java Script, Networking, Photoshop, Pythons, and QuickBooks. This represents a 204% increase from 2020.

Roshann, a graduate from Mather High School, earned an impressive six certifications.



CPS has seven existing pathways specifically targeting special populations across four unique schools designed for diverse learners and young/expecting mothers. Students in these programs master competencies that live at the intersection of academic, technical, and life skills while preparing themselves for a range of postsecondary options. CPS provides opportunities for these students in the following pathways: carpentry, culinary arts and restaurant management, entrepreneurship, horticulture, machine technology, web development and design, and education.

EFE 020



The North Suburban Educ Reg or Voc (NSERVE) office provided mini grants for all NSERVE high school districts to provide science, technology,



engineering, and math (STEM) summer camps. The NSERVE office sponsored 15 students to attend the Northern Illinois University Virtual STEM



Summer Career Exploration camp, where they participated in a wide range of career exploration activities and gained access to numerous virtual guest speakers. The NSERVE office sponsored two teachers to complete a Fashion Professional Development course at Harper College for dual credit



coursework. Further, CTE teachers were trained on new equipment, such as an electric vehicle for Auto Mechanics class. The electrical mechanical car is the perfect project for any kind of student. It is a fantastic hands-on way to teach and learn about physics, basic mechanical principles, introduction to electronics, and many science subjects (including environmental and energy issues). It is also safe and fun to ride in for testing and analysis purposes after the project is completed.

EFE 030

Des Plaines Valley Region EFE 030 annual fall workshop title this year was “What Does It Mean to Be Qualified in the World.” The keynote speaker was Dr. Jason Kline, the director of P-20 Initiative at Northern Illinois University. There was a panel discussion featuring Leticia Soto Barcenes, technology manager at Tribune Publishing, and Kim Jones, state director for Illinois in the U.S. Department of Labor Office of Apprenticeship. The 100 attendees from the region's high schools and Triton College were able to attend three breakout sessions to learn from industry experts. The region spotlighted the five best practices from the region. Award winners were honored during lunch.



EFE 050

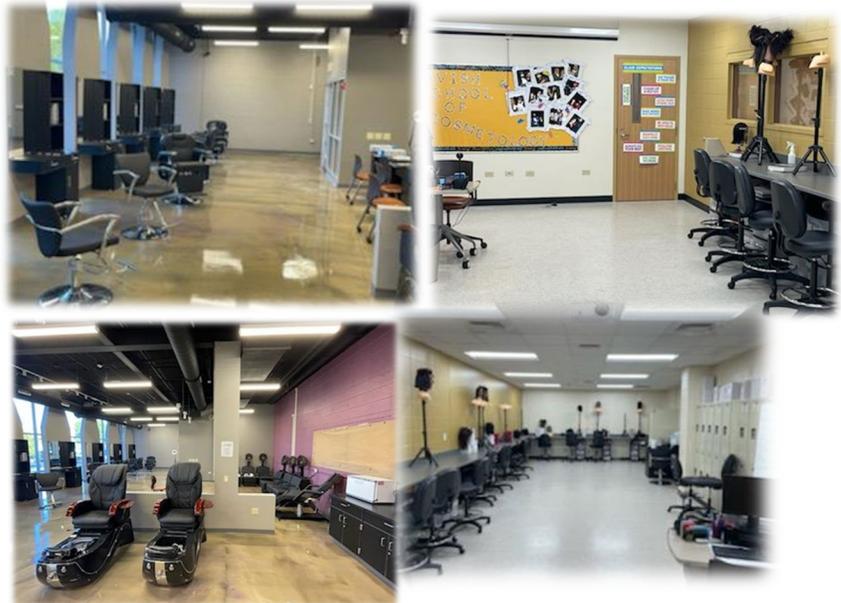
Community High School District CHSD 218 CTE programs were still able to move forward in spite of challenges to provide students with dual credit and industry certification opportunities. CTE teachers used creative instructional strategies and thought outside the box about how to provide their students with course content. As a result, CHSD 218 students earned 1,445 industry certifications; 1,039 students earned dual credit.

EFE 060

Career Preparation Network focuses specifically on special populations to ensure that the playing field is level. Some marketing strategies put in place this current year helped ensure that those who are marginalized are shown working in these fields (e.g., African Americans and males in education, females in metalworking fields, and men in culinary arts). Those with special needs who are striving to work in high-profile careers were intentionally included. EFE 060 strongly encourages their efforts and understands that just because an individual has special needs, that does not necessarily negatively impact their ability to succeed in industry.

EFE 065

Thornton Fractional High School in School District 215 hosted a summer boot camp for our very first Cosmetology and Barbering cohort before the beginning of the school year. The experience provided 20 of our 24 selected students with an extensive training session to acclimate them to the industry. The boot camp included practices in haircutting, styling, and sanitation training. Students competed in a contest for best stylist and barber.



EFE 070

The Golden Corridor Advanced Manufacturing Partnership allowed District 214 manufacturing students to participate in a quote-to-production project with ACME Industries. The live event was recorded for other classrooms to view. The project will be repeated with a different business partner.

EFE 080

Lake County Area Vocational System provides all students access to a Career Expo that provides opportunities to practice interviewing skills and meet with potential employers/unions/postsecondary institutions about their future careers. Currently, work is being done to create a cybersecurity dual credit opportunity as that is a job growth area.

Region 1 (Collar Counties)

EFE 100

The Reed-Custer High School CTE Department was able to add an Early Childhood Education Level 1 Credential in Family and Consumer Science classes and certified 18 students. This certification will give students an advantage and experience when applying for jobs in the field of early childhood education.

Students in the new Business Logistics program at Wilco Area Career Center can earn 11 college credits in partnership with Joliet Junior College in the Supply Chain Management program. The certificate in Supply Chain Management requires 17 hours of coursework and prepares students for the many logistics jobs that are available in Will County. Ayiana Hernandez was able to leverage a dual credit business class she took at Plainfield South High School and a summer class at Joliet Junior College to complete the certificate just three months after her high school graduation.

EFE 110

The Northern Kane County Regional Vocational System and Central High School in District 301 operate a regional Veterinary Assistant program open to all students within the region. In the spring we had our first cohort of students take the American Veterinary Association Veterinary Assistant certification exam. Central High School is the only high school in Illinois that has an accredited Veterinary Assistant program through the North American Veterinary Technicians Association. In our first administration of the Veterinary Assistant certification exam we had a 93% pass rate with those students earning their certification.

Elgin High School in School District U-46 and Hampshire High School in CSUD 300 completed their first full cohort of students within the American Welding Society (AWS) accredited program. This cohort yielded a total of 11 out of 16 students who earned their AWS 3G certification.

U-46 put together a virtual “Explore” event extending eighth-grade students the opportunity to meet with professionals from across the 16 career clusters. Students were able to meet via Zoom to hear about the educational requirements, job market outlook, and the most interesting jobs available across the area.

EFE 120

The Kankakee Area Career Center (KACC) and the Kankakee Area Regional Vocational Education System teamed up with Riverside Medical Center to create a new internship opportunity. KACC certified nursing assistant (CAN) students and KACC Medical Terminology students who were interested in a four-week intern program were interviewed/vetted. Riverside Medical Center's Human Resources team came to KACC and interviewed 12 candidates. Eight students were selected to intern during the month of July. Four of those eight students are currently employed and are being considered for scholarship opportunities to further their education. Also, the CNA Training program has clinical training agreements with two local extended care facilities that allow students to work with clinical instructors on-site caring for residents. This fulfills Illinois Department of Public Health educational requirements and provides an exceptional work-based learning environment for our students.

The Automotive Technology program has an incredibly robust internship program, offering all senior students in good standing an opportunity to intern three days per week during their normal class time throughout the second semester. Court Street Ford donated another vehicle, a 2009 Ford Focus that needed a cylinder head repair, to the automotive program. It was decided near the end of the school to implement an engine replacement project into our curriculum. Students continued to learn valuable automotive repair skills. It was a team project that allowed students to gain a variety of learning experiences.



Cosmetology has a salon offering a full menu of services to the public.

The AWS Foundation is dedicated to building the welding workforce by providing grant funding to secondary and postsecondary welder training facilities. KACC welding instructor Michael Gall and his teacher assistant, Terry Erickson, have applied for an AWS Foundation Award Grant diligently the past few years. KACC was blessed to have its proposal awarded with a \$25,000 grant this year.





Both Indian Valley Vocational Center and Fox Valley Career Center spent a second allotment of Career and Technical Education Improvement funds on summer boot camps in the areas of Basic Nurse Assistant, Fire Science, and EMT-Basic. The events, which focused on learning loss due to COVID-19, provided students additional time to practice knowledge and skills necessary to successfully pass industry-recognized credentials.

EFE 140

Johnsburg High School used \$33,000 in Perkins grant money to buy a simulator. Students were amazed, and they enjoyed being able to compete for who can earn the best grades on timing and machine manipulation.



McHenry West High School's \$44 million expansion is nearly complete. Parts of the 70,000-square-foot addition opened earlier this year during hybrid learning and now is nearly complete. Classrooms for advanced computing, engineering, robotics, manufacturing, construction, broadcasting, and biomedical equipment are on the

addition's bottom floor and ready to be used.



Region 2
EFE 150

The key to creating quality career and technical education programs is providing CTE instructors in the field with the most up-to-date knowledge of current trends in the industries in which they teach. It is also inherently important to ensure our high school counselors, who provide career guidance to students, are just as knowledgeable about the opportunities available in today's job market.

To that end, the Career Educational Association of North Central Illinois launched a series of three-day workshops over the summer that targeted the in-demand industries in the northern region of the state - health sciences, transportation, distribution and logistics, and manufacturing/engineering. Each workshop consisted of a day of business roundtables, during which educators and business partners came to together to discuss trends in the industry, validate technical and employability skill priorities, and plan for future collaborations on work-based learning activities for CTE students in the region.

More than 100 employers and institutions played a role in bringing "Industry Immersion" to life over the course of the June workshops. It is their commitment to being a partner in developing the workforce of the 21st century that is integral to providing professional learning opportunities for the 130 CTE teachers in this region.

EFE 160



The Little Learners Academy at the Jo Daviess Carroll CTE Academy offers high school students from six northwest Illinois school districts the opportunity to learn and teach preschoolers (ages 3-5) during the day and provides a key service to the Eagle Ridge Vocational Delivery System region.

The Health Occupations students were certified in “stop the bleed” techniques.

The Criminal Justice, Early Childhood, and Health Occupations students were all certified for CPR/AED Training. Three of the eight Health Occupations students qualified to compete in state Health Occupations Students of America competitions in one or more events. One student qualified in the top 10 in her state competition.



EFE 170

EFE 170 students earned more than 2,000 hours of college credit during the 2020-21 school year.

The system had EMT-B instructors certify all Criminal Justice students, Early Childhood students and CNA students in CPR during September. There are more than 100 students total who are now certified in CPR.

EFE 170 students in the CNS program at the Kishwaukee Education Consortium in Malta helped in the fight against COVID-19. The



students had a great experience working at a vaccination site hosted by the NIU

Convocation. EFE 170 CNA and Medical Terminology students participated in blood drives as well.



**Wednesday
May**

5

8:40 AM – 1:00 PM

**Helpful tip:
Make sure to eat a healthy
meal and drink plenty of
water before donating.
PHOTO ID IS REQUIRED.**

Each Donation Saves and
Impacts 3 Lives!

**Kishwaukee Education Consortium
Blood Drive**

21255 Malta Road, Malta, IL.
Drive will be held in Class Room 114

To schedule please see Ms. Amy Kunigonis

Appointments Encouraged Walk-ins Welcome as
social distancing and schedule allows.

All 16 year olds must submit permission slip signed
in black ink by a parent or guardian.

EVERY ATTENDEE MUST WEAR A MASK.

All donors will receive a Versiti Cinch Pack as a
thank you for their donation.



EFE 185

EFE 185 has returned to in-person career activities for students and in-person professional development for CTE professionals after a year of hybrid scheduling and everything being offered virtually by the Quad City Career and Technical Education Consortium (QCC TEC).

The College Transition Conference for 11th- and 12th-grade special populations students has been successful. Our postsecondary partners, including Augustana College, Black Hawk College, Eastern Iowa Community Colleges, St. Ambrose University, Upper Iowa University, and Western Illinois University - Quad Cities, helped make the student conference a success.

Together, we informed students of the support system available as they transition from secondary CTE programs to postsecondary opportunities.

Likewise, the Career Fair for 7th-grade special populations students at JA BizTown was held virtually in 2020-21. Already this year, QCC TEC has partnered with Junior Achievement to successfully conduct a Career Fair in person at the JA BizTown facility. These students engaged in hands-on activities to prepare them for enrolling in CTE orientation courses as they complete middle school and eventually enroll in high school CTE Programs of Study.

Professional development activities were held virtually during 2020-21. However, QCC TEC completed its first Counselor Academy for 2021-22 in-person. A series of Counselor Academies, as well as a series of CTE Program Area professional development workshops, are planned as the 2021-22 school year progresses.

EFE 190

While other students eagerly greeted the end of a trying school year, six students in Zac Koesler's Computer Repair class decided that they needed about 40 more hours of intensive study. That challenging work paid off in multiple ways.



Three of the summer workshop students have set up their own company, known as Starvel Industries. It is dedicated to offering computer/gaming repair as well as 3-D printing services.

The startup company has a [website](#). This is the second business that has been spawned from the Computer Repair class. Previously, class student Josh Grygiel started his own web design and programming business. The computer aficionados have quite the entrepreneurial spirit.

Mr. Koesler offered a summer workshop that focused on earning the Computer Repair A+ Certification to help make up learning gaps that occurred during remote instruction and to offer students a tangible takeaway from the course they had just finished. Six students took him up on this challenge and put in 40 hours of extra work to prepare for the grueling two-stage exam. That challenging work paid off, as all six students passed both exams and earned their A+ certification.



EFE 200

A Eureka High CTE student excelled in all his CTE Manufacturing, Engineering, Technology, and Trades classes last year, did workplace experience training with a local electrical company, and was hired by that company. This student took his electrician's test as part of this process and spoke with the Union Hall about placement. The Eureka High CTE program allowed this student to transition directly into an occupation with great pay and no college debt. This success emulates the types of opportunities that will be afforded to students in an ever-increasing manner through CTE Programs of Study at the secondary level.

Metamora Township High School District 122 completed and moved into a new 15,000-squarefoot Career and Technical Education facility. In the spring of 2020 to facilitate Programs of Study in Automotive Mechanics, Manufacturing, Welding, Wood Technology/ Construction, and Agriculture. This project allowed the spaces that these Programs of Study vacated to be renovated in 2020 for a new Project Lead the Way Engineering, Robotics, and Computer Science education space that was finished for student use beginning in January of 2021. The Computer Science Program of Study is new among the

Metamora High curricular offerings. Likewise, this renovated Engineering space allowed for the development of a Maker Space/Mechanics Lab/Shop that is central to all the different classrooms in this area. One additional new feature is the development of a regulation-size FIRST Robotics practice field. Metamora Township High School is especially excited and happy for the many



students in future years who will be able to benefit from preparation toward high-wage/high-demand career pathways through the CTE facility that has been developed.

The CTE Programs of Study in the district have seen a 31% increase in enrollments in FY 2022 year as compared to FY 2021.



The Whiteside Area Career Center (WACC) conducted a nine-day camp for regional junior high students in July. Programs, such as Automotive Technology, Welding, Manufacturing, and Building Trades, were featured. Forty-eight students were able to complete the camp.

WACC listened to industry advice and started a Phlebotomy program. The class is full, and the program has greatly benefited multiple hospitals in our area. Students love working with real patients in the hospitals and leave the class with a full Phlebotomy certificate.

We were encouraged during these advisory group meetings to urge students to earn the Emergency Medical Responder certificate. We have four students who are participating this year in the self-paced program with our nursing instructor. This includes an extensive internship and a ride-along with local emergency response teams.

The WACC Auto Tech program has added alignment capabilities to the curriculum. The advisory group meetings indicated a huge need for technicians who know how to operate an alignment rack. WACC will provide training to not only our high school students. The programs have great potential to train adults who have been hired on at local facilities without shutting down production at their shops.

The WACC Building Trades program has made a great connection with the City of Sterling to build homes on vacant lots owned by the city. The City of Sterling has a plethora of lots in town where homes have been condemned and torn down, leaving a hole in the city. Funding secured by the city will allow WACC students to continue to build quality homes for an affordable price. This has proved mutually beneficial as students get to experience a ground-up build and the city gets new homes back on the tax roll.

Region 3 **EFE 250**

The CTE students of Jacksonville School District 117, Triopia CUSD 27, and Winchester CUSD 1 participate in the Morgan-Scott CEO program. The CEO program provides entrepreneurship education that seeks to prepare people -- especially youth -- to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. The CEO program is much more than a textbook course. Rather, students are immersed in real-life learning experiences with the opportunity to take risks, manage the results, and learn from the outcomes.



The agriculture students of Virginia CUSD 64 attended the nation's largest outdoor farm event. The Farm Progress Show, which was held in Decatur Aug. 31-Sep.2, had hundreds of exhibitors. The students were engaged with the latest farm products and the specialists who developed, tested, and designed them. The agriculture students were able to innovate with the latest ag technology, learn from industry experts, and share their farming family legacy.

EFE 280

Delabar EFE 280 provided tuition for six students to enroll in Pharmacology and Medical Terminology, Nutrition, Welding, and Health Occupations courses.

Mike Hagedorn and his students from ROWVA High School began construction on a Factory Five Roadster kit car. His students learned teamwork and how to overcome scheduling obstacles from COVID delays. Currently, his students operate their shop and are beginning to drive their fully functional car.

The Ed Pathways program was offered free of cost for all students who enroll. We have a partnership with Carl Sandburg College, our local community college, that allows Galesburg Area Vocational Center students to have access to multiple dual credit courses in a variety of CTE areas. The Education Pathways Grant allowed three students to take dual credit courses in education. Nine students are taking advantage of this opportunity this school year.

Region 4

EFE 330



Champaign partners with Parkland Community College to administer the Early College and Career Academy (ECCA). ECCA offers nine different dual credit career pathway options for high school juniors and seniors to choose from, all aligned with community and workforce needs. We expect our students to complete 2,000-plus college credits during the 2021-22 school year.

Parkland Community College, and the East Central Illinois Building and Construction Trades Council have partnered to offer a Construction Trades program for high school juniors and seniors. The program

operates out of the existing Early College and Career Academy dual credit career pathway program. Students complete dual credit coursework while also participating in two days per week of hands-on training with local building trade union professionals.

EFE 340

Eastern Illinois EFE 340 considers connecting high school educators with local business and industry professionals to be important. We offer several opportunities for teachers to meet with local business leaders and to tour some interesting businesses throughout our region. Meeting local professionals allows teachers to use real-world, local examples of everyday problems in their curriculum and bring those employers into their classrooms for further discussions on skills that are needed in the workplace.

EFE 350

The Bloomington Area Career Center next year will offer a new program that grew out of a perceived need for more workers trained in trades and manufacturing. The program was developed after hearing from local businesses and unions that they were worried by a shortage of workers in their fields. The new Trades and Manufacturing program will give students a chance to get their Occupational Safety and Health Administration (OSHA) 10 certification for workplace safety and visit and connect with area companies and unions. More than half a dozen area businesses and the local electrical, laborers, carpenters, and plumbers and pipefitters unions plan to participate.

Programs are offered to sophomores, juniors, and seniors and there are more than 620 students enrolled this year. This will be the third new or redesigned program in three years. The laborers' training program is in its second year and uses space in the Illinois Laborers and Contractors Training Facility in Stanford. The Robotics and Engineering program is also in its second year, EFE 350 Director Tom Frazier said. He tries to offer what area high schools cannot, which includes a mix of newer programs and traditional ones like construction trades and automotive technology.



EFE 380

The school is one of few in Illinois that are a part of the Associated Equipment Distributors Foundation. This foundation allows our students to get certified, which will create opportunities for college admission, scholarships, and job availability after graduation. Four of our students have already received scholarships of \$2,000 each this year.

EFE 400

Danville employs a special populations coordinator as well as three tutors to lend support to all students, but especially special populations students. Our coordinator specifically monitors grades of these students who take dual credit career and technical education courses on the campus of Danville Area Community College. Our tutors' No. 1 job is to implement support should a special populations student need academic, emotional, or material support. They guide the student to the appropriate resource.

Further, Danville has partnered with Danville Area Community College to launch an Education Pathway program through the College Express CTE dual credit program. Students can complete dual credit courses focused on Early Childhood education, while also observing at the on-campus child care center. This program is a part of a larger effort in the EFE 400 region to create a robust pipeline of future teachers.

Region 5

EFE 450 in Madison County partnered with Regional Offices of Education 41 to host a Construction Summer Camp for Grades 6-8 and 9-12. Regional Offices of Education 41 collaborated with a local construction company, S.M. Wilson, and the Southern Illinois Builders Association to offer students the opportunity to learn about careers in the construction industry, basic construction skills, and the fundamentals of teamwork and to accomplish a goal. Students Grades 6-8 were given tours of local union training centers and construction sites in between their hands-on activities, which included building a model house and birdhouses that were eventually donated to a local state park. Students in Grades 9-12 also participated in tours, but were busy learning the fundamentals of construction while building a large shed that will be utilized to help store educational materials and other essential supplies for years to come.

All students enjoyed the camp, and several are now considering a career in construction.







Region 6

EFE 480

This is a day in the life of a CNA students at a Vienna High School. They are experiencing what it would be like to wear personal protective equipment (PPE) for a long period. Wearing PPE is not new to those in the health care profession; however, it has been more of an everyday occurrence



multiple times a day for others due to the COVID-19 pandemic. This is what some of the students had to say. “I now understand the bruising of people’s faces as the N95 masks are tighter than the surgical type. It is a lot of work to put on and take off and can see how patients may not get the care they need.” They also reported how hot they were. “I try to provide them with many real-life experiences while going through the class. It is important they understand what is required of them before they start down the college path,” said nursing instructor Sherie Smith. Vienna High School’s long-standing Nursing program has made

a difference not only for the students but also the community and the surrounding counties. It has been the start of many students’ health care careers and there are very few facilities in the southern seven counties of Illinois that you won’t find a student who went through the CNA program at Vienna High School.



EFE 490 The Flora High School Building Trades class constructed a full-scale house. The high-quality of work of the students allowed there to be an as-is sale. The project draws increasing numbers in the introduction classes and students are learning valuable hands-on skills preparing for future careers in construction trades.

EFE 520

Local construction companies are clamoring for employees. The system collaborates with their construction advisory board to produce skilled employees for the future this industry. This class is also learning to give back to the community by building “little food pantries” for the University of Illinois Extension.



Mt Vernon Career Center: Childcare students teaching a lesson to our onsite PreK students. High School students rotate into the PreK with their planned lessons daily, while other students in the class plan bulletin boards, do assignments from the observation room, or do off-site PreK clinicals.





Mt Vernon Township High School Vet Tech student, who is currently employed in the afternoons at a local vet's office through our WBL learning program, trimming goat feet.

EFE 525

Franklin County offers the Entrepreneurial



Franklin County EDGE

October 21 at 8:20 AM · 🌐



Thank you [WQRL-FM 106.3](#) for having us on the radio and giving us the opportunity to promote our event and organization!



Development, Growth, and Education (EDGE) course, which is taught by Lee Messersmith, a businessperson in Benton. Students from across the county receive dual credit from our postsecondary partner, Rend Lake College. Class members have toured several businesses and listened to local entrepreneurs from restaurants, attorneys, real estate agents, and representatives of a Harley-Davidson dealership. They toured a radio station, studied marketing IT, and made a trip to the St. Louis Zoo to learn of the business and industry that happens behind the fun.

EFE 535

Harrisburg High School is offering Introduction to Carpentry, a Building and Construction Trades class, a Small Engines class, and a dual Electricity and Plumbing class. The courses provide skills that lead to well-paying, in-demand jobs in local industry. The district plans to continue developing these into full programs to include certifications and preparations for apprenticeships. This program is also a notable example of an industry professional making the — unexpected — move to teaching CTE. Instructor Karissa Irlbeck says she will continue working in the industry during the summer and is excited to instruct students about the great, local careers available in these fields.



EFE 540

Students at Pinckneyville Community High School earned industry-recognized credentials that are valued by employers. Students in the Culinary Occupations program earned a Food Handler's license; students in the Computer Applications program earned an Internet Core Competency Certification (IC3). Murphysboro students can earn credentials in Automotive Service Excellence certification, OSHA certification through Construction classes; Food Handler's certification; and Pre-engineering Mechanical certification in Manufacturing classes. These credentials signal hard technical and employability skills to employers and can help students land a job in their chosen career area.

Pinckneyville Community High School continued to explore careers and technical skills in a school year when it would have been easy to pull back and not go full throttle. The students in Loren Baird's





Automotive Tech class rolled up their sleeves and fired up the grinders and welders to create these two original pieces of automotive art. They were on display at the Street Machine Nationals at the DuQuoin State Fairgrounds in summer 2021. The trucks have been chopped, dropped, and customized to create one-of-a-kind rides -- hands-on learning as it is meant to be. The students got an amazing amount of work done in this crazy year

EFE 560

Williamson County houses the regional program for students with deaf and hard of hearing

impairments and has had several students participate in the



Construction Trades program. The special education cooperative has provided an interpreter for students to access the program. Those interpreters have received additional training in Construction Trades to assist with correct terminology and participation. Construction Trades at Marion High School builds two homes each year in the community.



C. Career and Technical Education Funding in Illinois

Federal and State Career and Technical Education Funding Sources

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 appropriation, which meets the maintenance of effort required to continue to receive the federal funds.

Table 9 below indicates the components of the federal and state appropriations in FY2021.

Table 9: Components of Federal and State Appropriations

	Appropriation	Administration	Distribution	State Leadership/Technical Assistance
Federal	45,433,749	750,000	42,458,928	2,224,821
State	43,062,100		42,837,100	225,000
ICCB – Federal	18,113,500	350,149	16,764,271	999,080
TOTAL				

Federal – Perkins Career and Technical Education Grant

ISBE administers \$45,433,749 for Perkins secondary CTE programs; ICCB administers \$18,113,500 for Perkins postsecondary CTE programs. The State of Illinois was allocated \$43,062,100 from Perkins V to support both secondary and postsecondary CTE programs in FY 2021. The director of CTE and Innovation at ISBE is also the state director of Career and Technical Education.

The FY 2021 allocation to ISBE for secondary federal Career and Technical Education was \$45,433,749 of which \$42,458,928 (93 percent) was distributed by ISBE to EFE Systems for the delivery of high-quality local CTE programs. ISBE utilized \$750,000 (2 percent) for administration and \$2,224,821 (5 percent) for required federal leadership projects.

Federal – State Institutions

ISBE allocated \$ 192,314 in federal state leadership funds to individuals with disabilities within IDHS educational institutions statewide. These institutions included Illinois School for the Deaf (ISD), Illinois School for the Visually Impaired (ISVI), and 13 additional facilities that provide developmental disability and mental health support to adult populations. This amount constituted 1 percent of Illinois’ Perkins allocation when combined with ICCB’s allocation to the Illinois Department of Corrections; this is in accordance with federal Perkins law. These funds continue to support CTE programs aligned to state and national labor market needs.

Illinois School for the Visually Impaired

During the fourth quarter of the 2020-21 school year the following number of ISVI students participated in CTE courses: 29 participated in CTE courses--seven girls and 22 boys. Five African American students participated in the CTE courses, all others were White/Caucasian.

It should be noted that CTE courses were not held during the remote learning phase of school due to the unique needs of ISVI students and the CTE programming at the school. Also, the job programs could not be implemented during the 2020-21 school year due to the strict mitigations for return to in-person learning in the fourth quarter.

Please note ISVI has had great difficulty securing credentialing opportunities for its students due to accessibility issues. No students earned credentials, such as OSHA-certified, etc.

Illinois School for the Deaf

ISD HS & TLP Students = 73

Female Students = 20 (38%)

Male Students = 33 (62%)

Asian Students = 1 (2%)

African American Students = 8 (34%)

Hispanic Students = 16 (30%)

Caucasian/White Students = 18 (34%)

ISD Programs of Study:

- Cabinetmaking & Millwork
- Child Care Provider
- Construction Trades
- Foods, Nutrition, and Wellness
- Graphic Communications
- Sheet Metal; Welding

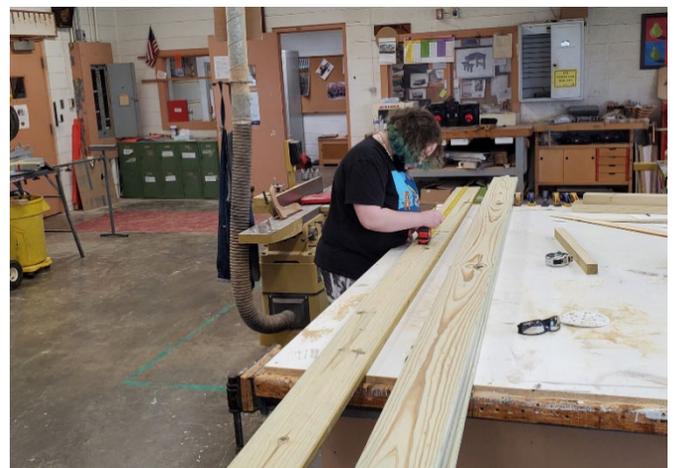
ISD High School & TLP Students participating in CTE courses: 53 students (72%)

ISD High School & TLP Students participating in Student Work Experience: 42 students (58%)

ISD High School & TLP Students participating in Job Shadowing Experiences: First Semester 0 students; Second semester 0 students

Remote learning did limit the amount of Credentialing, but four students were able to achieve the Food Handlers Credential (April-May 2021). However, CareerSafe 10 Hour OSHA, and Early Childhood Level I Credentials were not offered due to remote learning processes; they will again be offered in the school year 2021-22.

IDHS facilities coordinated and collaborated with industry, postsecondary, and community partners to provide their residents high-quality technical and employability skills development opportunities. Skill development opportunities included residents working in communities in culinary arts, retail, manufacturing, public services, and horticulture; using new and recycled materials to create and donate items, such as face masks and dog toys, to facility staff and local animal shelters; participating in communitywide events; and completing landscaping and beautification projects. A joint project between the Construction and Trade classes and the Art class was conducted at the



Illinois School of the Deaf, where the student designed and built a “big chair.” The chair was completed in May 2021, and the Art class will paint it during 2021-22 school year. There has been a Google poll sent out to community people and students to determine the placement of the chair in the community.



ISBE also works with the Illinois Department of Juvenile Justice (IDJJ). ISBE and ICCB determined that during the full implementation of the State Plan (beginning in FY 2021), Illinois would allocate up to 2 percent of Perkins dollars to state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities.

Illinois Federal Leadership Projects **Illinois Center for Special Professional Support**

ISBE collaborated with the Illinois Center for Specialized Professional Support (ICSPPS) to offer a number of professional learning opportunities and resources to CTE counselors, teachers, administrators, and support personnel.

ICSPPS worked in coordination with ISBE to coordinate and present a four-part series on Universal Design for Learning in the CTE Classroom. This webinar series built on the introduction to UDL that was presented in FY20.

Further, a series of Super Strategy documents was created to assist the secondary system in meeting the needs of Special Populations students as identified in Perkins V. ICSPPS provided a webinar for the system highlighting each of the **Super Strategies to Support and Recruit Secondary Special Populations** students into CTE programs. This webinar took place on October 14, 2020 – 41 individuals participated. The webinar provided an overview of each special population and corresponding super strategies designed to ensure program accessibility to a program and aid in overcoming barriers that may limit a student’s opportunity for success.

ISBE and ICCB jointly worked with ICSPPS to provide the CTE Counselor Academy which was geared toward secondary school counselors and postsecondary academic advisers. A session entitled,

“An Introduction to Nontraditional Fields” was presented at the Career Connection Conference on April 23, 2021. Presenters helped counselors to find resources to provide students with a robust picture of opportunities in non-traditional fields.

ICSPS and ISBE hosted “Careerpalooza - Cutting Edge Careers: Explore Your Future” virtual student conference, during May 3-May 7, 2021. The conference highlighted various non-traditional careers in each of the CTE endorsement areas. The focus of the conference was to recruit non-traditional and special population students to the area of CTE with a special look at the success of these types of students, access to college programs for students, and how CTSOs can support non-traditional and special population CTE students. The conference hosted both live virtual sessions and recorded session. In addition to having streaming sessions and live sessions, there was a gamification element for students to earn points. Engaged students were recognized. There were more than 12,117 participants on the conference platform, with more than 1,100 live stage events accessed during the week’s events. A total of 3,749 recorded sessions were accessed during the week’s events. All live sessions were recorded, and all the entire conference sessions were able to be accessed and shared with educators and students. The materials can still be accessed online.

Illinois Association for Career and Technical Education

The Illinois Association for Career and Technical Education (IACTE) represents all career and technical education. IACTE has a diverse membership consisting of CTE administrators, CTE educators, guidance counselors, and CTE support personnel at the middle school, secondary, and postsecondary levels. Members choose to further specialize and support eight affiliate associations consisting of agriculture educators; business educators; CTE administrators; family and consumer science educators; health occupations educators; support personnel; new and related service providers; and trades, technology, and STEM educators.

IACTE collaborated with ISBE to offer supports that continue to help new educators. IACTE offered the 91st annual IACTE Conference last February. The conference, which was held virtually, had 51 breakout sessions, and two keynote sessions were provided to 235 attendees. “Edufurist,” Rachael Mann was the featured speaker, and each attendee received a conference booklet and link to conference documents. The presenter PowerPoints link were emailed to each attendee, as all sessions were recorded. IACTE Overall Online Conference Evaluation reported that 89% of those responding stated that the conference was good to extremely good; 93% of those responding would recommend the conference to a colleague; 85% of those responding felt the conference information was useful; 100% of those responding believed that the opening and closing session speaker was good to extremely good; 100% of those responding were pleased with the Attendify Virtual Platform; 93% of those responding plan to use the information in their profession; and 60% of those responding enjoyed the vendors. The online post-conference survey did have attendees rate the individual breakout sessions.

The IACTE executive director provided a leadership session for all affiliates and members. The training focused on leadership within the organization that can also be utilized in the classroom. The IACTE Professional Development Committee provided input for this virtual session, which was held on June 9. The leadership training was based on the book, *The Oz Principle*, and was facilitated by IACTE board member, Tammi Conn. Fifty-four career and technical educators, who represented all affiliations, registered for the workshop. Ninety-three percent of those filling out the evaluation form

agreed or strongly agreed that the outcomes of the conference were clearly identified as the knowledge and/or skills that they should gain. One hundred percent agreed or strongly agreed that this professional development activity will impact their professional growth or student growth regarding the content knowledge or skills or both. Eighty-eight percent believed that the professional development activity will impact their social or emotional growth or student social and emotional growth. Eighty-seven percent thought the presenter was knowledgeable of the content she provided. Eighty-nine percent felt the materials and presentation techniques utilized were well-organized and engaging. Sixty-three percent of those filling out the form felt this conference aligned to their district School Improvement Plans.

The IACTE executive director, Board of Directors and Professional Development Committee have planned a New Teacher Academy. This is a yearlong academy that focuses on lesson planning, classroom management, laboratory management, teaching to all students, incorporating student organizations into the curriculum, business advisory committees, social-emotional standards, recruitment and retention in order to provide a positive first-year experience to new teachers.

A virtual New and Nearly New Teacher Academy was held July 30 – 31, 2021, with 24 attendees. Nine sessions were held--lesson planning, classroom management, teaching all students, introduction to student organizations, teaching remotely, Covid-19 guidelines, lab management, UDL, and professionalism. Yearlong academy activities were a quarterly book study, working with a lead teacher in their subject matter area and a reflection paper. Eleven teachers participated in the yearlong academy. Two were unable to attend the IACTE Conference and therefore could not complete the academy.

ILCTE Innovative Curriculum Resources Project

The mission of the Illinois Career and Technical Education Innovative Curriculum Resources Project (ILCTE) headed by Illinois State University and funded by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, is to facilitate and coordinate CTE programs in public, secondary schools primarily for the 6-12 grades. ILCTE project personnel provided current, relevant, and innovative curricula, professional teaching and learning development, technical assistance, and resources to CTE teachers and career counselors. The project emphasized innovation as the key to successful CTE education by providing services, activities, and delivery methods to ultimately enhance, inspire, and transform CTE programs in Illinois.

Professional Teaching and Learning Sessions were created and presented. These learning sessions were offered between July 2020 and June 2021 to assist teachers to help with struggle and adapt to the challenges of online learning. Several topics were presented:

- Topic I: How to Convert a Face-to-Face Lesson for Online/Remote Learning
- Topic II: How to Create a 5E CTE Lesson
- Topic III: Emerging Technologies to support online learning
- Topic IV: Just How Smart are They? The Big Picture of Student Assessment

This competitive grant ended June 30, 2021.

Federal Perkins Reserve Funds

Per Perkins V legislation, Illinois can reserve up to 15 percent of the 85% for CTE programs. A

total of \$2,072,546 (8.9 percent of the ISBE's portion of Illinois' Perkins allocation) was set aside for the reserve funds. This funding was awarded to school districts based on the requirements to foster innovation or promote the development, implementation, and adoption of programs of student or career pathways.

CTE Innovation Grants funds were distributed in FY 2021 to 2024 school districts that are furthest away from adequacy per our Evidence-Based Funding formula, are rural districts, or have equity gaps. They will choose an option either Innovative Student Opportunity, Program Improvement or New Program of Study

The districts had a planning year in FY 2021, with the following three years being for implementation.

State Career and Technical Education Funds

The state appropriation for secondary Career and Technical Education for FY 2021 was \$43,062,100. The Carl D. Perkins Career and Technical Education Act of 2006, Title II, Part A, Section 211 (b) contains a maintenance of effort (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's MOE is \$38,976,694, and ICCB's MOE is \$18,070,967 ISBE distributed 99 percent, a total of \$43,062,100 of its state appropriation, to local and regional agencies for the support of secondary CTE programs and elementary career development programs. The remaining funds are used for state leadership grants. The state line item can only be used for grants, as no administrative expenditures are allowed.

The state appropriation includes:

- Secondary CTE Programs: \$32,656,071
- Elementary Career Development Program: \$1,281,145
- Regional Safe Schools Cooperative Education Program: \$1,100,000
- Career and Technical Student Organizations: \$225,000
- Education Career Pathway: \$5 million – A competitive grant was awarded for \$1,995,275.

State leadership projects in the amount of \$225,000 for the Career Connections Conference Project. The distribution of these state funds on a percentage basis:

- State Leadership/Technical Assistance: 1% (\$225,000)
- Distribution to local and regional agencies: 99% (\$42,837,100)

Illinois State CTE Projects

State Institutions

ISBE provided state CTE funding to the Illinois Department of Juvenile Justice (IDJJ) and the Illinois Department of Human Services (IDHS) in FY2021 for continuous quality improvement in their secondary CTE programs.

IDHS secondary institutions include the Illinois School for the Deaf (ISD) and the Illinois School for the Visually Impaired (ISVI). The ISD and ISVI reports are included with the Federal – State Institutions section beginning on page 43.

IDJJ is its own secondary school district that operates within Illinois Youth Centers (IYC) in

Harrisburg, Pere Marquette (Grafton), St. Charles, Chicago, and Warrenville (Naperville). The five IYCs run alternative high schools (AHS) within the facilities for their secondary students: 1) Booker T. Washington AHS, Harrisburg; 2) Glencliffe Academy AHS, Grafton 3) Samuel Sublett AHS, St. Charles; 4)Thurgood Marshall AHS, Chicago; and 5) Maya Angelou AHS (Naperville).

In FY19, ISBE toured all IDJJ facilities to collaboratively work with IDJJ to better facilitate program implementation for students. During FY20, the pandemic did not allow for on-sight visits to facilities, instead opting for schedule virtual meetings. The pandemic still made it problematic to visit facilities, and many systematic barriers to implementing programs began to surface. It is a goal of FY22 to continue to work with systematic barriers and challenges to support students at IDJJ facilities.

IDJJ graduated its first ever cohort of students from our Hope Barber College program at IYC Chicago and Salon Maya Barber and Cosmetology School at IYC Warrenville in FY 2021. Eight students from both facilities completed all coursework and practicum hours to graduate, making them eligible to sit for their licensure exam. Governor Pritzker attended the graduation ceremony at IYC Chicago in March of 2021, exactly one year after participating in a ribbon cutting ceremony for Salon Maya at IYC Warrenville.

IDJJ was able to continue to offer youth at IYC Pere Marquette the opportunity to participate in YouthBuild in the Metro East region, despite the COVID-19 pandemic. IDJJ provided transportation and security support so that youth in our custody could join YouthBuild cohorts to earn highway maintenance and construction trades certifications. Participating youth also earn a stipend to take with them upon release from IDJJ. The program also includes a high school and GED component, and youth who earn their diploma or GED can choose to continue into collegiate programming through a partnership with Lewis and Clark Community College.

The Department is especially excited about a promising program launched in 2021 by two young leaders who were successfully discharged from IDJJ custody. The Rising Elevating and Leading (REAL) credible messenger mentoring program was developed with the support of the Illinois Collaboration on Youth. The REAL model includes establishing a one-on-one mentoring relationship and a reentry curriculum delivered by youth who have successfully navigated reentry. When youth transition home, they maintain this mentoring relationship and also participate in regular group zoom sessions with other reentering youth. REAL follows emerging best practices to effectively implement programming delivered by those who've experienced the justice system and want to give back to others in similar situations.

FY2021 Education Career Pathway Grant

In FY2021, another round of the Education Career Pathway Grant was released. Over \$1.5 million dollars were awarded to ten grantees. As part of these grantees, eight EFE Systems and two community colleges were awarded funds to enable program creation and development in Education Pathways thus aiming to recruit future teachers for the career. Each grantee could partner with no more than nine implementing schools thus increasing the recruiting efforts to extend to 29 districts with 36 high schools and three area career centers hosting approved CTE Education Pathway programs. During FY2021, grantees worked in a cohort to submit implementation plans for each of the schools' programs.

As a highlight of the Education Career Pathway grant, on November 15, 2021, over 300 students gathered at the Batavia High School Fine Arts Centre for a Career Connections event focused on the Education Pathway. Students from VALEES member districts including Batavia, Geneva, Fox Valley Career Center (and Kaneland), Indian Valley Vocational Center, Plano, Newark, Sandwich, and Somonauk along with students from Larkin HS (U-46), Kishwaukee Education Consortium, and D211 schools including Palatine, Fremd, Conant, Schaumburg, and Hoffman Estates High Schools listened to educator [Dr. Dwayne Reed](#)'s "Top 10 Reasons to Be a Teacher". Each student also engaged in three roundtable small groups with regional educators from early childhood to elementary to administrators to speech/language pathology, counseling, middle school, elective, fine arts, and CTE. Students selected their roundtables based on future career interests. This event was funded through the ISBE Education Career Pathways grant with Batavia 101 and VALEES sharing the costs.

Sauk Valley Community College has continued to be a grantee for both the FY2020 and FY2021 Education Career Pathway. In that Sauk Valley region, an electronic billboard display has been used to tell story of each student that has chosen "Education" as their career pathway. Sauk Valley has worked hard to create a "Grow Your Own" teacher recruitment strategy. Highlighting current teachers from the area along with current students, Sauk Valley Community College is sharing the story of education as a career pathway for the entire community.

Work-based learning

Work-based learning is an integral part of quality CTE programming. In addition to funding support, ISBE works with districts and other partners to aid in expanding these experiences for students. Following Perkins V and state legislation, the agency provides guidance with flexibility, quality, and equity in mind for educators and students.

ISBE collaborated with partners to develop the work-based learning (WBL) manual which was released in time for the 2021-22 school year. This resource will be a living document, capturing feedback from and responding to educator users during the first year.

ISBE staff continue to discuss options to accurately track the wide variety of work-based learning experiences that students have access to. Since work-based learning is often embedded in classes, there are many experiences not directly captured at this time. The ISBE CTE department has worked with a national workgroup to get insight on best practices.

Work-based learning is an integral piece to the required College and Career Readiness Indicators which will be part of each district's published report cards in SY 2022. Work-based learning is also one component of the Career Pathway Endorsements which may be earned by Illinois secondary graduates. Under either program, the Work-based learning requirements are outlined to assure students access quality experiences.

ISBE CTE staff collaborated on a 5S3 Work Group with other state education agencies across the country. 5S3 is a Perkins V Performance Indicator measuring the percentage of CTE concentrators that have participated in work-based learning. This work group was an opportunity to share best practices in measuring work-based learning at a state level and identify areas for

improvement. Schools faced ongoing uncertainty under the restrictions created by the Coronavirus pandemic in FY 2021 while districts continued to provide meaningful work-based learning experiences to students.

All Education for Employment (EFE) systems in the state have a dedicated portion of state funding to support work-based learning. This may include career awareness, career exploration, workplace experiences and other work-based learning opportunities for Illinois students. The renewed focus on work-based learning is supported by federal Perkins V law and funding and is driving new and exciting partnerships.

Career Exploration and Development

ISBE's CTE and Innovation Department released state funds for a Career Exploration and Career Development Experience Grant pilot program in April 2021. The pilot's purpose is to identify needs and create resources in work-based learning that can be shared across the state. Special focus is made on whether COVID has changed our needs and if additional opportunities exist to promote equitable access to work-based learning for students. Grant activities occur between May 2021 and June 2022.

Funds are sent to and managed by Education for Employment (EFE) systems. Eligible districts are at or below 70% Evidence based funding (EBF), and up to five schools from qualifying districts may participate within each participating system. EFEs applied on behalf of the participating districts for approvable activity plans. The individual districts may focus on either Career Exploration or Career Development Experience activities, or both. A total of \$1,455,853 was distributed to 52 EFE systems with 173 Illinois schools participating. Participating leaders engage in bimonthly communities of practice to share ideas and network with others.

ISBE contracted to work with Education Systems at Northern Illinois University (NIU) on the Career Exploration/Career Development Experience Grant during FY 2021 and 2022. Technical assistance and professional development support are offered through this contract with NIU.

These grant funds were released in summer 2021 to work with the pilots during FY 2022. The pilot is aimed at districts at or below 70% Evidence Based Funding. 173 schools in Illinois are participating in the Career Exploration/Career Development Experience Grant pilot program this year. Education Systems, educators and EFEs working this project meet monthly with a bi-monthly community of practice where participants report on progress and exchange great ideas. Our districts are developing some exciting programs and planning to sustain the best pilots. Districts must report at the end of the grant on outcomes of their pilot, with an eye on impact to students who are members of special populations. The purpose of this project is to create, develop, and share statewide new and exciting resources that enhance and expand work-based learning for students. The resources will be available on the ISBE website at the end of the pilot for educators to access them at no cost.

One exciting project through that grant at Elm Middle School district 401 rolls comprehensive career exploration out at middle school levels so that students have more fully identified their interests and are prepared for hands-on work-based learning experiences. Students in the district have experience of introductory level coursework with twelve trimester-long courses in sixteen different career

cluster areas. Students can gain a deep understanding of career areas in a pass/fail environment and prepare for further learning and training.

Depending on the individual needs of the district, some are addressing basic exploration needs such as interactive software, interactions with employers, and classroom supplies to support engaging exploration activities.

Community of practice, three presenters shared their projects in October 2021. Paula Waterman of Hoffman Estates District 211 shared that their 12 area high school counselors are collaborating to connect all students with area careers and employers, regardless of whether that student is enrolled in career courses. Their series of engagements include employer classroom visits and site visits. If students want to hear from an employer, they may be excused from another class to attend the presentation class. There will be a showcase presentation to share highlights and forthcoming resources in Spring 2022.

Regional Safe Schools Cooperative Education Program

Regional Safe Schools Cooperative Education Program/The Regional Safe Schools Cooperative Education Program (RSSCEP) provides annual grant awards for each ROE, with a base of \$35,000 plus additional funding for Average Daily Attendance and low-income count. Subpart K (254.110-254.1198) of the Illinois Administrative Code (Title 23) administrative rules governing vocational education authorizes ISBE to provide grants to school districts to develop career-related classroom instruction and cooperative work experience for students who are currently enrolled full time in the regular school program but are at risk of dropping out of school. The purpose of the RSSCEP is to provide alternative cooperative education for suspended or expelled youth who are 16 years or older and are administratively transferred to a Regional Safe School Program due to gross misconduct. The program is designed to motivate and encourage students to complete high school while enabling them to make a successful transition to postsecondary education, employment, or other career advancement opportunities. ISBE allocated \$1,100,000 to 25 ROEs/ISCs to provide career-related instruction and work experiences to Regional Safe School students. Of the twenty-five entities requesting grant funding, 23 entities were able to implement the grant and provide instruction with a qualified instructor. Over 350 students participated in instruction, with more than 250 receiving high school credit. Over one hundred seventy students remained employed throughout FY 2021 despite the covid-19 pandemic.

Illinois Career and Technical Student Organizations

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

“CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a CTE program. CTOS help guide students in developing a career path and a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTOS activities, programs, and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national levels and attend leadership development conferences to

network with other students as well as business and industry partners,” according to the National Coordinating Council for CTSOs. Illinois supports eight nationally recognized CTSOs: Illinois Association of DECA, Illinois Association of Family Career and Community Leaders Association (FCCLA), Business Professionals of America (BPA) Illinois Association, Illinois Association of SkillsUSA, Technology Student Association (TSA), Illinois Association of HOSA (Future Health Professionals), Illinois Future Business Leaders of America (FBLA), and Illinois Association FFA.

The Illinois Coordinating Council for Career and Technical Student Organizations (ICCCTSO) is made up of the state advisers, executive directors, and presidents of the eight secondary CTSOs that are listed below in Table 8 (CTSO Funding Distributions). The Illinois Coordinating Council for Career & Technical Student Organizations (ICCCTSO) is a collective of the State Advisers, Executive Directors, and a State Officer representative from each of the Career & Technical Student Organizations (CTSO). There are twelve CTSOs in Illinois, ten of which are at the secondary level. The ICCCTSO receives funding annually to coordinate the activities of each of the groups. This past year the amount of funding was \$39,002.00 and this sponsored the three-day FY 2021 CTSO State Officer Leadership Seminar held July 26-28, 2021. Due to the continuing pandemic, it was held as a hybrid conference with 71 people attending in person and 11 attending virtually. Seminar participants were trained in the following areas: advocacy, public and impromptu speaking, accepting responsibilities, chapter management, goal setting, leadership demeanor, time management, confidence building, working in a group setting, and understanding group dynamics. The FY 2021 conference provided opportunities for students and advisers to learn about their organizations' connections with business and industry through advocacy and leadership training that will enable students and advisers to interact with the businesses in their communities and seek connections beyond their local areas. They will also be able to advocate for individual needs, as well as their CTSOs among parents, school administrators, and school boards. It enabled advisers to learn about professional development beyond that provided in their home schools through state and national organizations and their industry-specific professional organizations. In the 2020-21 school year, ISBE supplied grants to eight nationally recognized CTSOs. These grants support state-level student competitions, statewide student leadership activities, planning costs associated with state competitions and local CTSO adviser professional learning, state CTSO website development and maintenance, and other fiscal and program responsibilities associated with operations of a nonprofit organization.

Table 9 highlights the funding distribution, which includes a base amount of \$10,000 and additional funding based on approved student membership. Approved membership must meet the following criteria:

- Students enrolled in class in an ISBE-approved career/occupational program;
- Chapter supervised by a Local Education Agency (LEA) staff in the CTSO career/occupational area; and
- Chapter membership form signed by LEA administrator.

Table 9: CTSO Funding Distribution

Business Professionals of American Illinois Association	17,878
Illinois Association of DECA	19,058
Illinois Future Business Leaders of America	18,600
Illinois Association of Family Career and Community Leaders Association	19,314
Illinois Association FFA	44,502
Illinois Association of HOSA (Future Health Professionals)	19,504
Illinois Association of SkillsUSA	29,334
Technology Student Association	17,810
Illinois Coordination Council for CTSOs (ICCCTSO)	39,000
Total	225,000

Table 10 below includes the 2020-2021 chapter and student membership for state-approved CTSOs.

Table 10: CTSO Chapters and Student Membership

CTSO	Number of Approved Chapters	Student Membership Numbers
Illinois BPA	35	738
Illinois DECA	64	1,328
Illinois FBLA	72	1,234
Illinois FCCLA	97	1,456
Illinois FFA	354	20,671
Illinois HOSA	44	1,501
Illinois SkillsUSA	135	8837
Illinois TSA	7	714
Total		36,479

Illinois BPA

The State Leadership conference was held virtually on February 21-27, 2021, with 715 Secondary Student/Members (60.5% of 1,181 active members) and 6 Middle Level Student/Members (85.7% of 7 active members), and 57 Advisors attending from 34 Chapters (100% of active chapters). The following members received their National BPA Merit Scholar Pin:

- Glenbrook South High School – Sneha Augustine, Christina Cheriampurathu, Emily Choi;
- Adli Stevenson High School – Aditi Bobba, Julia Levenshteyn; and
- Whitney Young High School – Arushi Virmani.

Whitney Young High School received the Membership Explosion Award. Akanksha Kashyap from Metea High School placed **Best in Show** in the Virtual Multimedia & Promotion Individual event.

Illinois DECA

Illinois DECA members have continued to attend the Chicago Bulls' Career Night to learn from team executives about their team roles, prior education and past work experience that led them to their current positions in the Chicago Bulls Organization. Over 300 students competed at the DECA International Career Development Conference (ICDC) in April/May in nearly 50 events. Nearly 25 members made the final round with four groups bringing home DECA glass (1st-3rd place) in three

events.

Illinois FBLA

One Winter Night is an annual event that provides a powerful opportunity for the community to learn about homelessness, raise awareness for friends without an address, and experience a bit of what it might be like to be outside, overnight, in the coldest part of a Central Illinois Winter. This year marked the second year the Champaign Central FBLA chapter has participated in it.

Participants commit to spending 12 hours outside in a cardboard box in downtown Champaign on the first Friday in February. Box dwellers come from all walks of life, local government leaders, police officers, pastors, business leaders, students, grandmas and grandpas, moms and dads. Each box dweller is committed to raising at least \$1,000 to help C-U at Home to help the community throughout the year.

Illinois FCCLA

FCCLA is the only Career and Technical student organization with family as its central focus. One of the primary purposes of the FCCLA is to strengthen the function of the family as a basic unit of society. Family focus is found in virtually every program offered by the organization. It is all part of the effort to keep the family invested in the education of our youth. One such program is the National FCCLA @ the Table program (<https://fcclainc.org/engage/fcclathetable>), which encourages members to plan, prepare and share healthy meals with their families. When we can involve families in the education of our students, our programs have a more enduring and profound impact. Illinois FCCLA's five State Officers for 2021-2022 attended the ICCCTSO Leadership Development Conference this past July. During the conference the officers not only gained valuable leadership skills, but they also were able to put advocacy into action by participating in the activities at the Illinois State Capitol. The officer team came away from the conference with a better understanding and deeper appreciation of the role of CTSO's in Career and Technical Education.

Illinois FFA

Illinois is led by a team of five student officers dubbed the “Major State Officers” who are tasked with leading a team of 25 representatives from around the state and -- through these representatives -- all Illinois FFA members and agriculture students. The “Majors” led members through a variety of leadership development opportunities this year, including the annual BUILD (Being United in Leadership Development) Conference. A total of 496 members from 106 schools participated in the conference. Illinois FFA led effectively at the 2021 National FFA Convention in Indianapolis, Indiana. Illinois had many awards and spotlights, including, but not limited to, winners of National Career Development Events, the National Agriscience Fair, National Proficiency Awards in various student-project areas, and by our student candidate in the National FFA Officer selection process. Chapter Visits (the annual tour of schools) was completed in 2021, visiting more than 300 schools and 7,500 students, and traveling more than 16,000 miles. Members experience phenomenal personal growth during Chapter Visits, as they are challenged during team-based workshops and group-led reflections and are tasked to set personal goals.

FFA members maintain strong connections to the agricultural industry. Illinois FFA officers have regular visits with major agricultural organizations like Country Financial, Growmark, and Archer Daniels Midland. FFA also hosts a variety of competitive, career-oriented career development events (CDEs). These events are hosted at all organizational levels, from intra-school to state and national

competitions. A highlight of the CDE calendar this year was “Super Saturday” -- a one-day, multi-event festival of career development that was held at the University of Illinois at Urbana-Champaign. Members participated in contests oriented to agronomy and dairy foods evaluation. Members compete in a variety of these competitions throughout the year as they explore and select pathways in agriculture that fit their skills and interests.

Looking to the future, Illinois FFA is making strides to adapt and overcome present challenges and goals. As the pandemic shut down traditional modes of engagement and development with Illinois FFA members, the Major State Officer team increased efforts to engage members virtually and safely. This gave way to “CREW” or Chapter Representative Engagement Webinars. CREW meetings enable local chapter members to engage in the ongoing committee process, wherein student leaders assess current topics and questions facing the organization in order to make recommendations for change at the annual State Convention. The Illinois FFA Board of Directors also continues to operate a Diversity and Inclusion Task Force designed to continue developing and maintaining an inclusive community. This board is made up of students and guided by an adult board of teachers, staff, and collegiate representatives.

Illinois HOSA

With the constraints of the COVID 19 pandemic, all conferences were held virtually. The Fall Leadership Conference was a 2-day virtual event, with Kent Julian serving as the keynote speaker. There were 150 student participants. Mid October, professional development was provided to the HOSA Advisors via Zoom. Information was provided regarding membership, competitive events, registration processes, etc. Approximately 63 advisors participated in the training and earned CPDUs at the Virtual State Leadership Conference. Speakers were provided by the Danny Did Foundation and Rush HUB. The Virtual State Leadership Conference was held March 14 - 20, 2021. There were 1382 registered for the conference which is about a 13% increase from 2020. The attendees participated in 61 events and 8 activities.

Virtual International Leadership Conference in FY2021, Illinois HOSA had 233 participants, which is a 3% increase from last year's Virtual International Leadership Conference. Illinois HOSA was also represented by the top 3 finishers at the 2021 Virtual International Leadership Conference. Manaswita Kodali, from William Fremd High School was the 2021 International Champion in the Home Health Aide event.

Illinois SKillsUSA

After a two-year pilot program focused on exploring and researching work-based learning opportunities, SkillsUSA Illinois launched our new Registered Apprenticeship Program this past May. The program implements the SkillsUSA Illinois proven model that improves college and career readiness, creates employment opportunities, addresses equity in underserved communities, and expands partnerships between the workforce system, education, and business. SkillsUSA Illinois, a certified U.S. Department of Labor Apprenticeship Intermediary, facilitates their Registered Apprenticeship Program (RAP) process by connecting employers and schools to validate training, create apprenticeship opportunities, and support apprentices from program start to finish. This opportunity will allow SkillsUSA Illinois to provide apprenticeships in high-growth industries to eligible students at current chapters focusing on high school juniors and seniors and first-year students in college to support workforce development and economic growth.

The first chapter to take advantage of this opportunity was Morton Community High School. SkillsUSA Illinois was able to create apprenticeship opportunities within the community at Morton Industries. Morton Industries LLC, a leader in the fabrication of OEM tube products. The manufacturer specializes in bending various alloys, assembly and sub-assembly, laser cutting, welding, and product paint and pack-out. Apprenticeship positions were created for members enrolled in welding training programs. Students from Morton Community High School applied and interviewed for their position. Throughout the apprenticeship, members will complete 6,000 hours of training with industry professionals and 432 hours of instructor-led instruction.

Through authentic work-based learning, SkillsUSA Illinois apprentices complete related technical instruction training in their classrooms and then receive on-the-job training at a worksite under the supervision of an industry expert. Apprentices are compensated for their work time on the job. Upon successful completion, graduates will earn the nationally recognized U.S. Department of Labor Registered Apprenticeship Credential, the SkillsUSA Career Essentials (career-ready) Credential, an industry-recognized employability skill development credential, and industry-specific credentials and certifications. This program truly fulfills the SkillsUSA Illinois mission of “empowering members to become world-class workers, leaders, and responsible American citizens.”

Illinois TSA

TSA was the co-sponsor of the 2021 State VEX Robotics championship event where 28 teams of high school students (finalists) competed head-to-head in a two-day tournament. Second, TSA conducted a Zoom-based bi-weekly leadership event (book study) where we studied and put into practice (at the local chapter level), leadership approaches; this was a productive endeavor because we added chapters and members. Third, our state conference/championship was held remotely where students were still able to compete against one another through events.

State Recognized CTSOs:

In FY2020, Science Olympiad and Educator Rising were identified as a state-recognized CTSO that allows districts to use their state and federal CTE funds to support CTE student participation. In FY 2021, ISBE worked with state student organizations to provide leadership and team-based challenges related to the seven Illinois endorsement areas to expand opportunities for students in approved CTE programs. State Recognized CTSO are not eligible for direct funding. Each organization is able to offer student memberships, team-based challenges and competitions in alignment with CTE programs.

Science Olympiad

The COVID-19 pandemic affected schools and Science Olympiad teams differently throughout the state of Illinois during the 20-21 school year. Some schools were able to host in-person team practices while others were only able to meet online, creating a potential gap in accessibility and participation for students. As a result, the Illinois Science Olympiad board moved all tournament competitions to a virtual format so that students could continue to compete from home or school, independent of local conditions.

All Science Olympiad teams had the opportunity to participate during a year when many programs and opportunities were delayed or cut. Additionally, the Science Olympiad National Tournament

was hosted virtually to ensure that all state chapters had the opportunity to participate. Two Illinois Science Olympiad teams - Adlai Stevenson High School and Daniel Wright Junior High School (Lincolnshire, IL) were recognized by the National Oceanic and Atmospheric Association (NOAA) for their achievements at the National Tournament.

Additionally, members of the Illinois Science Olympiad Youth Advisory Committee developed a survey that was issued to all Division C (high school) coaches and their students in the spring of 2021. The survey's purpose was to determine the needs of teams, specifically for training and support around effective team meetings, team inclusion and diversity, and team community-building. The survey was completed by nearly 200 coaches and students, and the results of the survey have helped to shape the development of a team toolkit that will be completed during the 21-22 school year. Woven throughout the toolkit are recommendations for coaches and student leaders for making teams more welcoming to students who are typically underrepresented in STEM activities, including females, students of color, and students identifying as LGBTQ.

Educator Rising

Developed by teachers for teachers, with the generous support of the National Education Association, the American Federation of Teachers, and the National Board for Professional Teaching Standards, PDK International's Educators Rising program emphasizes fundamental professional practices that are critical for the next generation of aspiring teachers to develop and take their first steps on the path to realizing their full potential. The program is a centerpiece of a "grow your own" teacher recruitment strategy. Educators Rising is a community-based initiative, in which chapters at schools feed teacher preparation programs at institutes of higher education with the support of district leadership, State Departments of Education, and local philanthropists. These entities come together to provide pathways to grow and diversify the profession.

A free webinar took place Feb. 16, 2021. The event highlighted the Illinois Educators Rising state affiliate as an example of how teachers can advocate for state recognition for their own programs. Currently, 105 clubs operate at the high school and collegiate level. 25 high schools purchased the academy curriculum to start Ed pathway courses in FY 2022.

Career Connections Statewide CTE Conference

In a response to the COVID-19 pandemic, the IL Career Connections Conference Committee elected to host a one-day, virtual event on Friday, April 23, 2021, using the international, large-scale, event-hosting platform, "Hopin."

Highlights of the one-day virtual conference included:

- 74 experts in their field presenting from the United States and Canada
- 52 presentations, workshops, and panels focused on conference themes and CTE endorsement areas
- 48+ hours of total content for attendees to consume during and after the conference
- Breakout sessions that focused on the three overarching conference themes

1. Equity

Equity sessions addressed the role of educational equity in CTE strands.

Educational equity is the educational policies, practices, and programs necessary to

- Reduce the predictability of who succeeds and who fails (National Equity Project)

- Interrupt reproductive practices that negatively impact diverse students in public, charter, and independent school settings
- (National Equity Project)
- Cultivate the unique gifts and talents of every student (National Equity Project)
- Provides opportunities that eliminate discrimination and denial of services on the basis of race, color, national origin, sex and disability

2. Outreach

Outreach sessions provided the strategies and tools necessary to effectively promote Career and Technical Education and Career and College Readiness educational programs, build community support and partnerships, develop essential employability skills, and support individual learners.

3. Integration of Core Academics

Integration of Core Academic sessions focused on integrating Career and Technical Education practices into core academic classes. The mindset behind these sessions in this strand incorporated acknowledgement that 21st century education requires that content areas no longer exist in silos and the importance of embedding essential employability skills into core academic subjects.

To make the 2021 conference as unique and engaging as possible, the committee added a gamification element using the free-to-educators platform, Gamably. Adding gamification to the conference served two purposes—to encourage desirable attendee behavior and award the donated vendor prizes. Attendees voluntarily participated and completed pre-conference website scavenger hunts as well as during-conference challenges (like visiting vendor booths and submitting a summary of the interaction) and collecting “secret codes” for presenters for sessions they attended. Each of these activities was assigned a value, and attendees earned points for successful completion/submission. At the end of the conference, attendees at the top of the leaderboard were given access to a Google Sheet containing all the products, subscriptions/licenses, and additional professional development vendors donated. The prize list was shared with one attendee at a time until the top ten on the leaderboard made their selections. The prize list was then shared with groups of five attendees until the top thirty on the leaderboard made selections. Finally, the prize list was shared with groups of ten attendees until all prizes had been claimed by those who played and participated in the game.

BOOK TALKS/STUDIES

Attendees were asked how the IL Career Connections Conference could best support them throughout the year. In addition to wanting more professional development opportunities, an overwhelming majority of attendees want book talks/studies focused on the two books they received prior to the 2021 conference—“Finding America’s Greatest Champion” by Terry Iverson and “The Pandemic Population” by Dr. Tim Elmore. The IL Career Connections co-directors will facilitate a two-part, one hour each book talk in the fall of 2021 with “Finding America’s Greatest Champion”. Part one will be facilitated by the co-directors and will function as a general discussion about the topics/ideas Mr. Iverson presents in his work. Part two will function as a Q&A with Mr. Iverson. Growing Leaders, the organization for which Dr. Elmore is the founder and CEO, will be contracted to lead the book talk for “The Pandemic Population.” Andrew McPeak—who was the keynote speaker at the 2020 IL Career Connections Conference, presented at the 2021 IL Career Connections

Conference, and co-authored “The Pandemic Population”—would be asked to lead and/or join the book talk/study in a similar fashion to Mr. Iverson’s. Those 2021 IL Career Connections Conference attendees who participate in one or both talks/studies will receive a discounted rate when registering for the 2022 IL Career Connections Conference.

Facilitating Coordination in Agriculture Education and Center for Agricultural and Environmental Research and Training Inc.

Five regionally stationed Facilitating Coordination in Agriculture Education (FCAE) program advisors and the FCAE statewide coordinator worked to review and improve critical tools used by Illinois agricultural education professionals to deliver all components of the widely adopted “Three Circle Model” of agricultural education – classroom/laboratory instruction, Supervised Agricultural Experiences (a common work-based learning program used by AFNR students), and leadership development through team-based challenges in local FFA chapter activities.

FCAE staff reviewed 80 new lesson plans and the educational presentations, electronic library resources, and assessments. Lessons and supporting materials were built and reviewed using the 5E format, and content covered several key areas of Illinois’ agricultural industry, specifically agribusiness careers. Libraries of materials were also transitioned to the comprehensive Illinois Agricultural Education website (www.ilaged.org) and are available for access and review through the “ILAgEd Online” portal, a free and accessible system provided to Illinois educators.

Educational resources and record-keeping systems on the Agricultural Experience Tracker, commonly referred to as the AET, were also reviewed. The AET is a web-based interface used by students and educators to track work-based learning, entrepreneurial enterprises, internships, and even agriscience research. This interface is also used in tracking extended work hours for agricultural educators who participate in the Three-Circles Grant – a state grant matching extended compensation for extended work commonly achieved by agricultural education teachers throughout the year.

FCAE also worked with several agricultural education stakeholders to address targeted curriculum needs. The Illinois Leadership Council for Agricultural Education, a non-governmental group composed of representatives from various sectors of the agricultural industry, worked with FCAE to identify new industry trends, careers, and related standards relevant to future curriculum projects. Cutting Edge Curriculum, a not-for-profit organization with controlling interest in Center for Agricultural and Environmental Research and Training (CAERT) Inc., worked with FCAE, ISBE, industry, and educational focus groups to revise the Agribusiness Curriculum Library referenced above.

Agriculture in the Classroom (AITC) is a county-based network of agricultural literacy coordinators that assists K-8 classrooms to incorporate agricultural education resources into core learning experiences. FCAE partnered with AITC to coordinate 85 local AITC programs covering 89 counties. AITC also worked with FCAE to revise 30 lessons of the Illinois “mAGic” kit curriculum guide, a commonly used tool for elementary engagement in agricultural education.

FCAE staff not only provide curriculum resources but also develop the necessary skills and professional techniques educators use to implement those resources in the classroom and beyond.

Staff planned, organized, and presented workshops on the Illinois Core Curriculum housed on www.ILAgEd.org. Workshops and training courses, including Beginning Agriculture Teachers' Workshop, Experience Teacher Training, BUILD Conference, Illinois Association of Vocational Agriculture Teachers fall meetings, 212 Conference, University Pre-Service Teacher Classes, and District Agriculture in the Classroom County Coordinator meetings, were provided at several key access points throughout the year. 83 various professional development sessions for 682 total hours to 1576 attendees from around the state were offered by FCAE staff in coordination with the Illinois Association of Vocation Agriculture Teachers. IAVAT is an organization comprised of middle- and high-school agricultural educators. FCAE staff also provided professional development for community college agriculture instructors on virtual online learning techniques covering agricultural content areas

Churma by JobsEQ Online Subscription and Support

Churma by JobsEQ is a labor market software tool with data analysis on demographic, industries, occupations, and wages. The software data tool subscription was provided to all EFE regions as a pilot. This pilot subscription was offered as a way for districts to have more understanding concerning job market trends as EFEs and districts move forward creating and implementing career pathways leading to meaningful work opportunities.

Math and Science Academy

The Career Challenge: Math at Work program was designed to support middle school math and/or CTE teachers in creating their own career-integrated, math-centered units using real-world, problem centered, collaborative activities that integrate math concepts, applications, and career connections within existing 5th-8th grade common core mathematical practices. A series of short webinars over five months provided a sample career challenge project, suggested connections to math and career information and lesson templates for teachers to construct their own career explorations with students in their math classes. This effort was funded through a partnership with the Illinois State Board of Education. A total of 20 educators from across the state of Illinois participated in the Model Career Challenge. These educators modeled the Career Challenge with over 1500 students in their classrooms. Measurable student gains were made in both attitudinal, career awareness and math content standards. Educators also expressed additional confidence in both using problem centered scenarios into their curriculum and integrating math and career awareness into their teaching.

Educators who participated in this project were able to receive:

- A model Career Challenge curriculum to use with their students that integrates mathematics with career exploration related to city planning and severe weather preparedness.
- Over six hours of online, after-school professional development on how to use the model Career Challenge and how to create their own.
- Four hours of online professional development during Aviation Day.
- Up to five Challenger Center e-missions related to mathematics and space exploration for each of their participating classes.
- Classroom technology (including a camera, microphones, and headset) to improve the ability to deliver lessons to students learning remotely.

It should be noted that this entire project was done remotely due to the COVID 19 global pandemic. All teacher professional development and much of the student instruction was completed on-line during a time in which educators were stretched to deliver all of their instruction in an ever-changing environment.

D. Looking Ahead in Career and Technical Education

Ensuring High-Quality CTE Programs

Program Quality Review Pilot Concluded and Program Data Review Begins

All secondary CTE programs receiving federal and state dollars will have completed a Program Quality Review by FY2024. The PQR will ensure that all secondary programs of study offered are consistently reviewed and strengthened to meet the components of Illinois' Size, Scope and Quality definitions as required by Perkins V and outlined in Illinois' State Plan for Perkins V (FY2021-FY2024). ISBE began the PQR Pilot Program in FY 2021 as an online platform to gather feedback on necessary revisions to the secondary CTE Program Quality Review application. Feedback was incorporated into the Program Quality Review to better inform the systems for the Program Data Review. The PDR will prepare secondary school districts and EFE systems for the next federally required Comprehensive Local Needs Assessment in FY2022 to inform revisions to the final two years of the four-year local application cycle (FY2021-2024). PQR pilot participants will not have to complete the PDR for programs already measured and quantified during the PQR pilot phase.

State-Approved CTE Programs and Course Changes

ISBE introduced new course matrices in FY 2021 that shifted from a three-group course matrix to a five-group course matrix for all secondary CTE programs. The new groups were designed to increase access to meaningful career exploration and to expand program-aligned workplace experiences for Illinois CTE students. The introduction of these new groups and the increased efforts to ensure that programs met the evolving needs of the labor market led to the introduction of 243 new CTE courses.

Program of Study Models

The Program of Study Models will be developed in 16 career cluster areas to assist educators in preparing students for high-skill, high-wage, and in-demand occupations. Four Program of Study Models were created in FY 2020 in the following clusters:

- Information Technology
- Health Sciences
- Manufacturing
- Education

Four more models were developed in FY 2021:

- Architecture, Construction, and Energy
- Arts and Communications
- Finance and Business Services and
- Agriculture, Food, and Natural Resources

The Program of Study Models provide exemplars for local programs to adopt or customize as they develop programs of study for approval as part of their Perkins V Local application. A key component has been looking to identify what are the priority dual credit courses that are foundational to the different sector areas and are well-situated for statewide scaling and articulation. This was extended down to identify the key competencies that need to be sequenced from the basic orientation level on through the advanced/capstone level as a guide for future development of transferable courses.

ISBE provided printer-friendly versions of these models as requested during a public comment period during spring 2020. The agency plans to provide editable templates to secondary school districts and area career centers through its website and EFE System communication in FY2022.

State CTE Advisory Council

The main purpose of the State Board of Education's CTE Advisory Council is to support the Specific Area Workgroups(SAWs)while they advise, assist, guide, and advocate to raise the quality of CTE in Illinois. Specifically, advisories are designed to provide ongoing support, ensuring that CTE programming is of high quality, relevant, and meets the current and foreseeable needs of the community and the workforce, both currently and in the future. The CTE Advisory Council and SAWs will work to advise ISBE on policies, procedures, and methods, which will help strengthen CTE programs.

Advisory groups are composed of program stakeholders from key sectors. The experience and abilities of their members represent a diverse sampling of the local industries connected to occupational area and/or program. Advisory groups are essential to identify relevant, current, and future occupational skills. External advisory members –stakeholders, industry and education leaders, experts –merge to advise ISBE on the design, development, operation, evaluation, and revision of CTE programs. Additionally, they provide unique experience and personal connection to valuable community and public group relationships, strategies, resource development, and relevant legislation. They serve and help in development, implementation, improvement, and evaluation of CTE pathways to ensure that they are tailored to meet workplace requirements and community needs.

The ISBE CTE Advisory Council Leadership Group is composed of internal and external members, most of whom have volunteered their time, expertise, and knowledge to help guide Illinois CTE Pathways. The responsibilities of CTE Advisory Council Leadership members responsibilities may include, but are not limited to:

- Meet at least biannually.
- Report on work group recommendations.
- Required to participate in at least one work group.
- Promote coordination of existing CTE programs.
- Confer with public and private entities for the purpose of promoting and improving CTE.
- Provide advice on methods to close gaps as they relate to youth and adult employees, workforce development, and employers on training needs.
- Advocate quality CTE programs tailored to meet workplace requirements and community needs.
- Receive the annual written report to ISBE regarding the development, implementation, and administration of the CTE State Plan.
- Provide legislative recommendations to improve CTE.

The members of ISBE CTE Advisory Council Leadership Group shall consist of, but should not limited to as per the following criteria:

- Educator representative from each SAW Group
- Student representatives (ISBE Student Advisory)

- Postsecondary Student with Illinois high school CTE experience
- Parent representative
- Postsecondary representative
- Industry representative
- Workforce development experts
- ISBE CTE & Innovation Department leadership

The CTE Advisory Council will guide the process of adopting CTE State Education Standards; identify industry credentials that will be recognized by Illinois; and work to promote CTE education in Illinois.

NIU P-20 Network was awarded a contract with ISBE starting in FY2022 to assist in the work to develop professional learning for educators; work with the CTE Advisory Council, development of the credentials that will be adopted by Illinois; and develop materials aligned to state CTE standards.

Increasing CTE Opportunities

CTE and Licensure Rules

A collaboration among ISBE, school districts, and educators explored options to identify barriers to CTE teacher recruitment in FY2020 and proposed licensure changes that address these barriers while still ensuring secondary educators' qualifications. ISBE's CTE and Innovation staff participated in stakeholder meetings organized by ISBE's Educator Effectiveness Department to discuss proposed licensure changes. FY2022 will bring about proposed licensure changes. Further, ISBE's two Departments of Educator Effectiveness and CTE & Innovation has developed an internal partnership to assist the review of CTE educator licenses. This allows for CTE Content Specialist to assist in evaluating and aligning industry work experience to skill level course. This has allowed for a more comprehensive evaluation while removing some barriers for recruitment of CTE Educators in Illinois.

Work-based learning

ISBE will create a work-based learning database in FY 2022 for districts to know what work-based learning is occurring and business and industry offering work-based learning to connect with the school districts. ISBE will be working to develop a better data collection method for work-based learning.

Future Education Career Pathway Opportunity

ISBE will release a CTE Education Career Pathway Request for Proposal for a third cohort. The grant allowed students to have opportunities to explore an education/training career pathway. This pathway opportunity will allow students to participate in dual credit opportunities and pursue a Career and College Pathway Endorsement in the Human and Public Services – Education. ISBE will be analyzing data and results from the first two cohorts during FY 2022.

Conclusion

Career and technical education has a bright pathway in Illinois as new systems and protocols continue to be developed and enhanced. High-quality CTE programs are available thanks to the introduction of course matrices that embed meaningful career exploration and support program review as part of the Program Data Review. ISBE will be reviewing the results of the Program Data

Review to reach the goal of all programs meeting Size, Scope, and Quality by FY2024, there will be continued assistance and support to EFE regions and districts to align CTE programs to the Illinois State Plan for Perkins V (FY2021-24). This work intermingles with the goal of the Program of Study Models and changes to the Illinois State Courses Matrix.

Through the collaboration with NIU P-20 Network, the establishment of the CTE Advisory Council will begin the process of developing Illinois State CTE Standards and Illinois State CTE Industry Recognized Credentials, among others. The partnership will allow for statewide educator professional development, and forward movement with activities driven by the CTE Advisory Council.

ISBE plans to fund and enhance existing federally and state-funded projects in FY2021 as well as forge new partnerships such as opportunities through the Education Career Pathways Grant, the Innovation Grant, and the Career Exploration Grant with work-based learning communities of practice with EdSystems at NIU. ISBE's goal has and will continue to be providing equitable access for all Illinois K-12 students to high-quality CTE programs that lead to career and college readiness. CTE programs in Illinois provide instruction for careers in high-skill, high-wage, and in-demand occupations. CTE programs continue to strengthen students' technical skills and employability; articulate transitions to postsecondary, training programs and employment; assist students in meeting the Illinois Learning Standards; facilitate instruction that creates explicit connections from content to careers; and increase student engagement as shown by the Four-Year and Six-Year Graduation rates of CTE concentrator students. These programs are instrumental in supporting districts to ensure student career and college readiness success and promote continuous improvement. The Perkins V planning process in Illinois has renewed collaboration among secondary CTE, postsecondary CTE, and business and industry. These strengthened partnerships can transform CTE in the state through improved coordination and increased opportunities for all students.

Appendix A

Perkins V - Special Populations, as defined by the Act include:

1. Individual with Disability
 - A. In general – the term “individual with disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101))
 - B. The term “disability” means with respect to an individual with...
 - i. a physical or mental impairment that substantially limits one or more of the major life activities of such an individual,
 - ii. a record of such an impairment, or
 - iii. being regarded as having such an impairment. (The term “impairment” does not include characteristics of or predisposition to illness or disease.)
2. Individuals from Economically Disadvantaged Families, including low income youth and adults – to such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

Secondary level identification may be made by the following criteria:

- a. Eligibility for free or reduced-price school lunch
- b. Eligibility for participation in programs assisted under the Workforce Investment Act
- c. Eligibility for TANF/public assistance funds
- d. Annual income of the individual or family is at or below the national poverty level or the Self Sufficiency Standard for Illinois

Postsecondary level identification may be made by the following:

- a. Recipient of a Pell Grant or comparable State program of need-based financial assistance
- b. Annual income of the individual or family is at or below the national poverty level or the Self Sufficiency Standard for Illinois
- c. Participant or participant’s family is a recipient of public assistance
- d. Participant is eligible for participation in programs assisted under the Workforce Investment Act

3. Individuals Preparing for Nontraditional Fields – The term ‘nontraditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, of which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

4. Single parents, including single pregnant women - unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

5. Out of Workforce Individual

- A. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- B. An individual who –
 - i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or

- ii. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
- iii. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

6. English Learners – The term “English learner”, when used with respect to an individual, means an individual –

- i. who is aged 3 through 21
- ii. who is enrolled or preparing to enroll in an elementary school or secondary school;
- iii. who was not born in the United States or whose native language is a language other than English;
 - a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - b. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- iv. who is a migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- v. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
 - a. the ability to meet the challenging State academic standards;
 - b. the ability to successfully achieve in classrooms where language of instruction is English; or
 - c. the opportunity to participate fully in society.

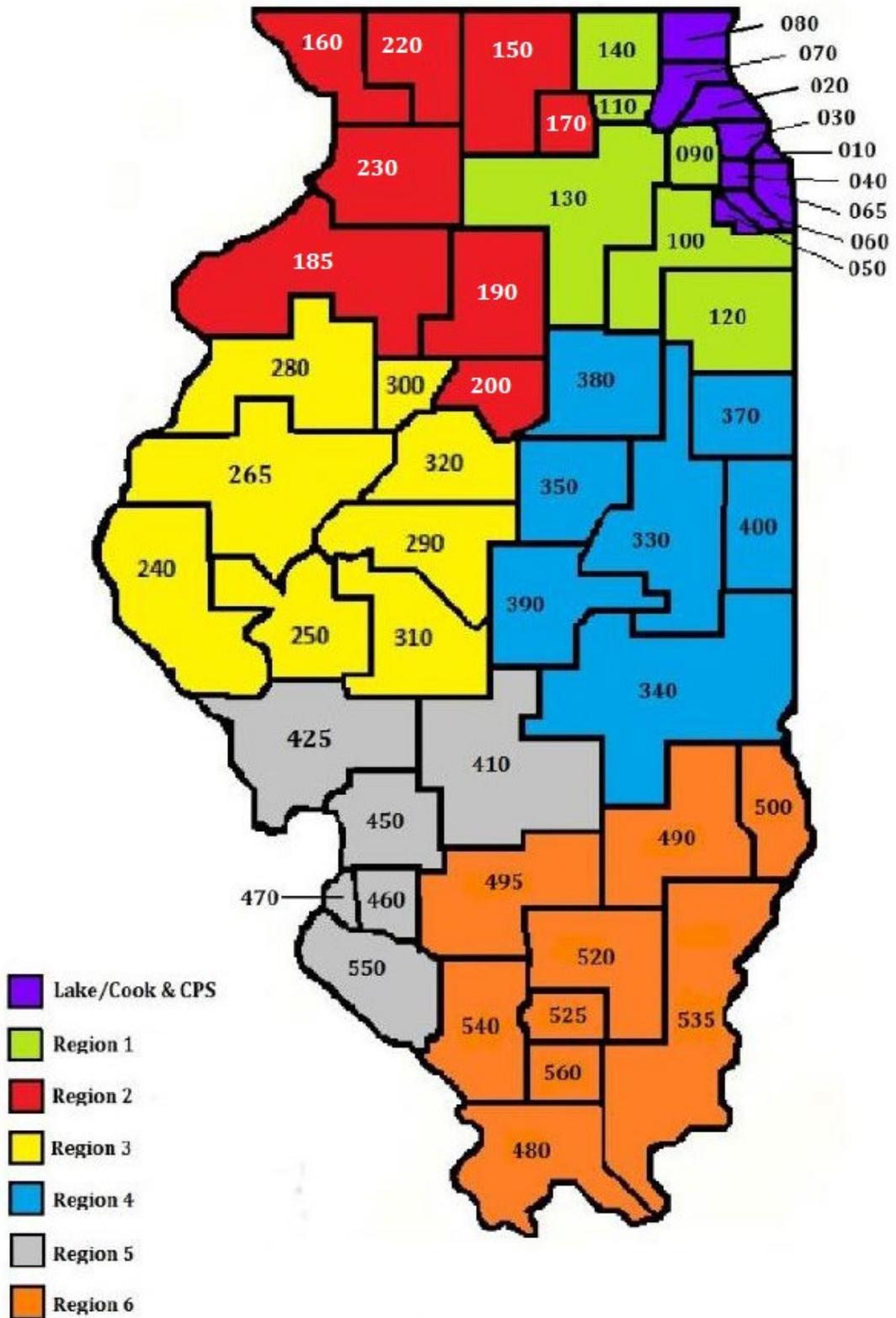
7. Homeless Individuals- described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)

8. Youth who are in, or have aged out of, the foster care system-is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

9. Youth with a parent who

- a. is a member of the armed forces (as such is defined in section 101(a)(4) of title 10, United States Code); and
- b. Is on active duty (as such term is defined in section 101(d)(1) of such title).

Appendix B – EFE Region Map



In addition, the following 3 state agencies provide CTE to students receiving agency services in locations throughout

**EFE 570 – IL Dept. of Juvenile Justice
EFE 580 – Dept. of Human Services (OMH/DD)**