CTE Education Career Pathway End of Year Report (FY 2021)

DIRECTIONS: Complete the following report using both ISBE and district(s) data. Due Date: June 15, 2022

Education for Employment System, District, or Community College Name:

Implementing	School Names:			
umber of stud	dents, including di	saggregated data	a for gender, race, non-trad	litional, and special population, who
•			areer Pathway at the end o	•
Number of Students	Number of Males	Number of Females	Number of Non- Traditional students	Number of Special Population Students
tudents	iviales	remaies	Traditional Students	Students
complete at arrently enrol	least two courses led in the second	in the Education	Career Pathway at the end	litional, and special population, on tra I of current fiscal year (student is red for second course during following
o complete at urrently enroll emester or fol Number of	least two courses led in the second lowing year): Number of	in the Education course when rep	Career Pathway at the endorting or student is register Number of Non-	of current fiscal year (student is red for second course during following Number of Special Population
complete at irrently enrol mester or fol Number of	least two courses led in the second lowing year):	in the Education course when rep	Career Pathway at the end orting or student is register	l of current fiscal year (student is red for second course during following
complete at arrently enrolemester or fol	least two courses led in the second lowing year): Number of	in the Education course when rep	Career Pathway at the endorting or student is register Number of Non-	of current fiscal year (student is red for second course during following Number of Special Population
complete at urrently enrole emester or fol Number of	least two courses led in the second lowing year): Number of	in the Education course when rep	Career Pathway at the endorting or student is register Number of Non-	of current fiscal year (student is red for second course during following Number of Special Population
complete at urrently enroll emester or fol Number of Students	least two courses led in the second lowing year): Number of Males	in the Education course when rep Number of Females	Career Pathway at the encorting or student is register Number of Non- Traditional students	of current fiscal year (student is red for second course during following Number of Special Population Students
complete at irrently enroll mester or fol Number of Students umber of seni e Education (least two courses led in the second lowing year): Number of Males ior students, inclu	in the Education course when report Number of Females	Number of Non-Traditional students ed data for gender, race, no	of current fiscal year (student is red for second course during following Number of Special Population
complete at irrently enroli mester or fol lumber of students	least two courses led in the second lowing year): Number of Males ior students, inclu	in the Education course when report Number of Females	Number of Non-Traditional students ed data for gender, race, no	Number of Special Population Students on-traditional, and special population

Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain a micro-credential, credential, or certification;

Number of Students Micro- Credential	Number of Males	Number of Females	Number of Non- Traditional Students	Number of Special Population Students
Number of Students Credential	Number of Males	Number of Females	Number of Non- Traditional students	Number of Special Population Students
Number of Students Certification	Number of Males	Number of Females	Number of Non- Traditional Students	Number of Special Population Students

Names of micro-credentials, credentials, o	r certifications offered for students to obtain during high school prior to
graduation:	

0	
Micro-credentials	
Credentials	
0 110 11	
Certification	
	1

Number of students, including disaggregated data for gender, race, non-traditional, and special population, who obtain Seal of Biliteracy:

Number of Students	Number of Males	Number of Females	Number of Non- Traditional Students	Number of Special Population Students
Seal of	ividies	remaies	Traditional Students	Students
Biliteracy				

Number of students, including disaggregated data for gender, race, non-traditional, and special population, who have participated in education preparation activities within a Career and Technical Student Organization relating to education:

Number of Students	Number of Males	Number of Females	Number of Non- Traditional Students	Number of Special Population Students

Barriers, strengths, and weaknesses to reaching goals and objectives of the Education Career Pathway program to be considered in future actionable steps: **

Barrier	s, Strengths, Weaknesses	Actionable Steps
Barrier	s:	
Strengt	:hs:	
Weakn	esses:	
Strategi	efforts to target and recruit non-traditional students or reduce ga	ps or disparities in special populations o
Strategion genders	c efforts to target and recruit non-traditional students or reduce ga	ps or disparities in special populations o
Strategio genders	c efforts to target and recruit non-traditional students or reduce ga : ** Event/Action Item	ps or disparities in special populations o
Strategion genders 1.	• **	ps or disparities in special populations o
genders	• **	ps or disparities in special populations o
genders	• **	ps or disparities in special populations o
genders	• **	ps or disparities in special populations o
genders	• **	ps or disparities in special populations o
genders	• **	ps or disparities in special populations o
genders 1.	• **	ps or disparities in special populations o
genders 1.	• **	ps or disparities in special populations o
genders 1.	• **	ps or disparities in special populations o
1.	• **	ps or disparities in special populations o
genders 1.	• **	ps or disparities in special populations o
1.	• **	ps or disparities in special populations o
1.	• **	ps or disparities in special populations o
1.	• **	ps or disparities in special populations o

Submit the SUSTAINABILITY PLAN with this report and address the actionable steps for addressing the timelines in the sustainability plan. **			
Actionable Steps			
1.			
2.			
3.			
4.			

^{**} Please indicate that a supplementary document will be attached if there is not enough space.