




MEMORANDUM

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

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

DATE: January 13, 2023

SUBJECT: 2022 Career and Technical Education Annual 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 and 105 ILCS 5/22-83, 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.
6. 105 ILCS 5/22-83 (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.

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 Hector Rodriguez, Director, Legislative Affairs at (217) 782-6510 or hrodrigu@isbe.net.

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

ILLINOIS CAREER AND TECHNICAL EDUCATION

2022 REPORT



Illinois
State Board of
Education

CAREER
CONNECTED
ILLINOIS



Opportunities for Success

2022 ILLINOIS CAREER AND TECHNICAL EDUCATION REPORT

The 2022 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) CTE Systems, and 2) EFE CTE 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 (IDHS) Office of Mental Health Services, and the IDHS Division of Rehabilitation Services.

A total of 266,448 high school students were enrolled in CTE courses throughout the state in FY 2022. That represents 44.27% percent of all high school students in Illinois. A total of 648 out of 704 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. Among those participating schools, 447 high schools and 10 ACCs provided AFNR programs; 570 high schools and 15 ACCs provided A&C programs; 604 high schools and 20 ACCs provided FBS programs; 397 high schools and 24 ACCs provided HST programs; 542 high schools and 23 ACCs provided HPS programs; 556 high schools and 18 ACCs provided IT programs; and 616 high schools and 24 ACCs provided METT programs.

All elementary districts in the 56 EFE Systems were provided funding to support career development and exploration opportunities to the 1,190,876 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 a program of study have a higher graduation rate than all students in the state. CTE concentrators have a 97.10 percent four-year graduation rate and a 96.20 percent six-year graduation rate, as compared to 87.3% four-year graduation rate and an 90.10% 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 \$47,205,040 in federal Perkins V funding to support Illinois CTE. The State of Illinois Maintenance of Effort (MOE) target is \$38,956,018 as the required match to federal Perkins V funding. The state appropriation level is \$43,062,100. The \$5 million difference is not in the MOE because the funds are distributed as a competitive grant

Illinois state CTE projects included administering the Gender Equity Advisory Committee, co-planning the Illinois Career Connections Conference for teachers and administrators, providing professional development for CTE educators, supporting ten Career and Technical Student Organizations (CTSOs) and their coordinating council, the funding the Regional Safe Schools Cooperative Education Program to provide cooperative education classroom and work experience to students at risk of dropping out of school. The Northern Illinois University (NIU) Division of Outreach, Engagement, and Regional Development also supported ISBE's efforts of CTE professional learning opportunities, including providing support on the annual CTE conference with Regional Office of Education #9 in the last year of their grant, professional networking, support for educator implementation of evidence-based strategies, and CTE curriculum resource development and support. ISBE plans to continue and enhance existing federally and state-funded projects in FY 2023 to persist in efforts to increase equitable access for all students to high-quality CTE programs that lead to career and college readiness.

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This report describes the establishment of and delivery of Illinois Career and Technical Education (CTE), the existing condition of Illinois CTE based on fiscal year 2022 data, and the future developments and recommendations for CTE in our state as required by Illinois School Code 105 ILCS 435/2e. Further, this report provides an update on police academy program in Illinois as required 105 ILCS/5/22-83. The work of the Gender Equity Advisory Committee and other ISBE initiatives are also 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 was established to broaden career pathways for students in business and industry. The Illinois State Board of Education (ISBE) oversees elementary (Grades K-8) and secondary CTE (Grades 9-12) 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 consortia 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, composed of 48 colleges in 39 locally controlled community college districts, is the third largest 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 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 a 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 third 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 an evaluation of secondary CTE delivery.

- Further, ISBE and ICCB plan to continue joint 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 personal interests and goals;
3. Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
4. Provide targeted support to students who have a broad range of backgrounds and skills; and
5. Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

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

Goals:

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

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.

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

Figure 1: Equity Focus and State Goals



ISBE and ICCB defined quality programs of study in the Perkins V State Plan based on stakeholder feedback. CTE programs of study must meet [Illinois' Size, Scope, and Quality standards](#) in order to be an approved program of study.

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 measures (1) the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant CTE 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 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 Section 8101 (within six years of entering high school) of such Act.
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 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 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 science 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. 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 2021-24 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

Beginning in FY 2021, the ISBE CTE and Innovation Department began monitoring CTE grantees using a risk analysis consisting of several weighted elements and criteria. Using a risk score to determine the level of monitoring for each grantee continued in FY 2022. Thirty EFE systems had either an onsite or virtual onsite monitoring visit during FY 2022. As a result of monitoring, more technical assistance will be provided to the EFE system in areas such as: expenditure reporting, Intergovernmental Agreement updates, and teaching assignability.







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 CTE programs of study, ESSA, and the PWR Act are outlined beginning on the next page.

Postsecondary and Workforce Readiness Act

Per the PWR Act, ISBE in consultation with other Illinois Pathway Interagency Committee (IPIC), established seven endorsement areas. In the seven endorsement areas the 16 federal career clusters are organized. See Figure 3 for the crosswalk of endorsements. The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements (CCPE) to high school graduates.

Figure 3: Crosswalk of Endorsement Areas to National Career Clusters

Crosswalk of Endorsement Areas to National Career Clusters	
ENDORSEMENT AREA	RELATED CAREER CLUSTERS (From National Career Cluster Framework)
 ANFR (Agriculture, Food, and Natural Resources)	<ul style="list-style-type: none"> • Agriculture, Food, and Natural Resources
 A&C (Arts and Communications)	<ul style="list-style-type: none"> • Arts (Performing and Visual), Audio/Video Technology and Communications
 FBS (Finance and Business Services)	<ul style="list-style-type: none"> • Business Management and Administration • Finance • Marketing • Hospitality and Tourism • Transportation, Distribution, and Logistics (Logistics Pathway)
 HPS (Human and Public Services)	<ul style="list-style-type: none"> • Education and Training • Government and Public Administration • Law, Public Safety, Corrections, and Security • Human Services
 HST (Health Sciences and Technology)	<ul style="list-style-type: none"> • Health Sciences
 IT (Information Technology)	<ul style="list-style-type: none"> • Information Technology
 METT (Manufacturing, Engineering, Technology, and Trades)	<ul style="list-style-type: none"> • Architecture and Construction • Manufacturing • STEM (particularly Engineering and Technology Pathway) • Transportation, Distribution, and Logistics (Transportation Technology) • Energy

[Postsecondary & Workforce Readiness Act](#)

See Figure 4 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).

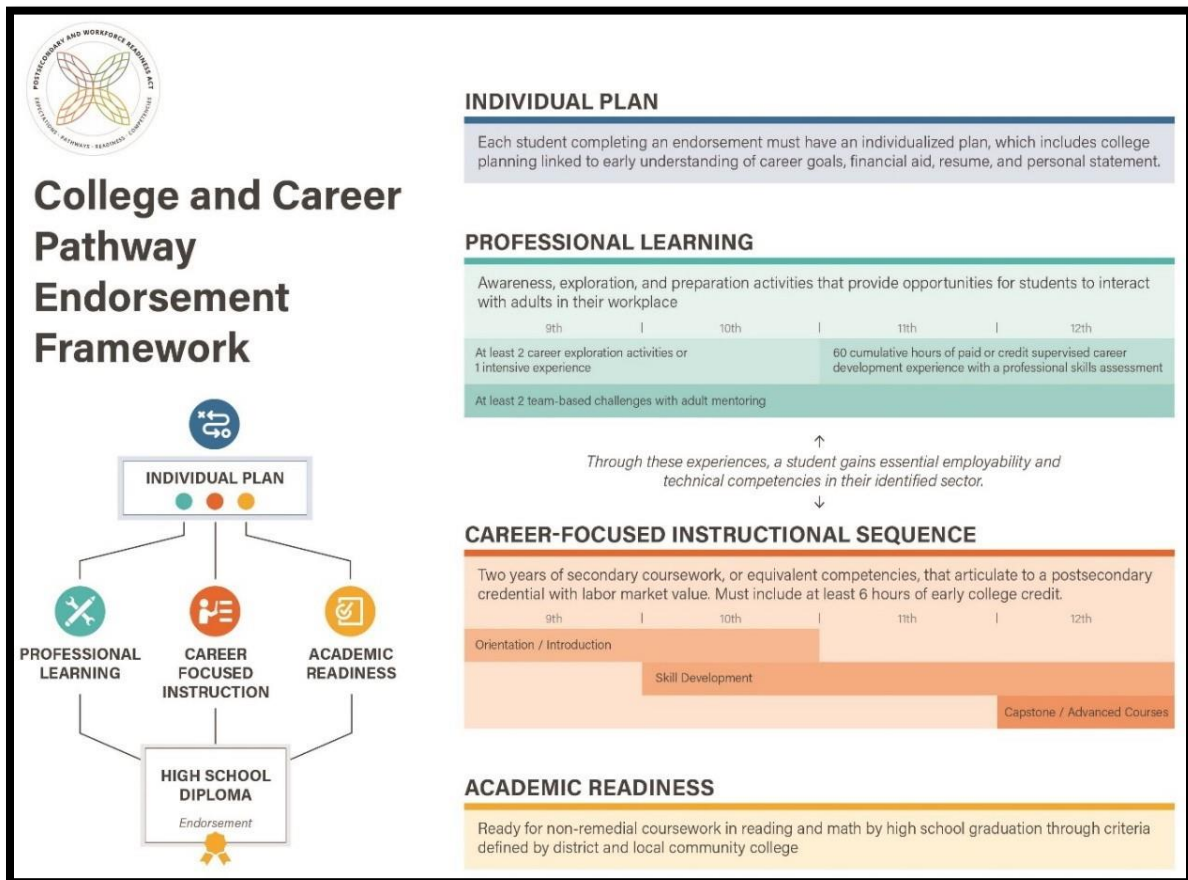
The [Postsecondary and Workforce Readiness Act](#) includes a voluntary process for school districts to award College and Career Pathway Endorsements to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities.

Illinois has developed the framework, shown in Figure 4, for CCPE. The following information outlines the school district requirements for submitting a CCPE plan to ISBE. The plan must include:

- **Employers:** Employers should be listed for any type of partnership, from something as small as job shadows and career explorations to high-level partnerships like internships and apprenticeships.
- **Postsecondary Institutions:** The career pathway plan must be partnered with or aligned to the postsecondary institutions in the endorsement area. This alignment allows students to continue their pathway in a seamless and deliberate manner toward a postsecondary credential. Credentials include college/university programs with bachelor's degrees, community college programs with associate degrees or certificates, and other formal apprenticeships or industry credential programs.
- **Labor Market Information**
- **Gateway Courses**
 - Gateway courses are the first non-remedial, college-level, or foundation math/English courses for a postsecondary education program. Gateway courses are for college credit and apply to the requirements of a degree.
- **Career Pathway Courses**
 - Career pathway courses are part of a career-focused instructional sequence that the school district requires or recommends for all students completing that pathway. Must have at least two years (four semesters) of courses, some of which yield an opportunity to earn early college credit (six college credit hours).
- **Related Electives**
 - Courses not included in the career-focused instructional sequence of a pathway are suggested by the school district to complement the instruction within the sequence.
- **Transitional Support**
 - Transitional courses provide students with the knowledge and skills to be successful in college-level courses, specifically gateway courses, and reduce remediation rates.
 - Passing these courses and associated exams guarantees students college-level math and English placement at any Illinois community college.

- Professional Learning Experience
 - At least two career exploration activities.
 - At least two team-based challenges.
 - At least 60 cumulative hours of career development experience.

Figure 4: College and Career Pathway Endorsement Framework



FY 2020 was the first year of implementation for the College and Career Pathway Endorsements (CCPE) with three schools applying: North Chicago 187, Ridgewood HS District 234, and Township District 214. Four students received the Human and Public Services (Education Pathway) endorsement and five received the Manufacturing, Engineering, Technology and Trades (METT) endorsement.

FY 2021 was the second year of implementation for the CCPE with five schools applying for endorsements: Community United HS District 90 South High School and North High School, Morrison High School, Ridgewood Community High School, Vienna High School. Forty-seven students received pathway endorsements: 25 in Human and Public Services, 17 in Health Sciences Technology, and five in METT.

FY 2022 was the third year of implementation for the CCPE with 596 students earning endorsements. A total of 224 of the 596 students received Human and Public Services endorsements. There were 14 in Information Technology; 30 in METT; 198 in Health Sciences Technology; two in Agriculture, Food, and Natural Resources; and 128 in Finance and Business Services. Sixteen districts awarded endorsements to the graduates in Class of 2022

Table 2 reflects the number of CCPE earned over the past three years.

Table 2: Earned CCPEs beginning in FY2020

	CCPE earned by Illinois Students
FY 2022	596
FY 2021	47
FY 2020	9

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 shows a student’s readiness to receive the license or be eligible for one pending the receipt of a high school diploma.
- A career development experience is 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 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 project's outcomes. These challenges can be achieved through a Career and Technical Student Organization 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 job training program for high school students. The school district shall establish its partnership or partnerships on behalf of all 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: 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 job training program for high school students. There are two programs -- one in Madison County and one in Cook County --that have a total of 176 students participating.

Table 3: County and Student Participating

County	Participating Students
Cook County	125
Madison County	51

There is a partnership in Madison County between the city of Collinsville and the Collinsville School District that offers criminal justice courses. Currently, there are 51 Students in Criminal Justice 1 and 2 classes.

Chicago Public Schools (CPS) has a Chicago Police and Firefighter Training Academy. It conducts 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 CPS Department of Career and Technical Education, the Chicago Police Department, the Chicago Fire Department, and City Colleges of Chicago. The program recruits and trains up to 125 public and nonpublic high school students each year. A total of 136 cadets applied for the program in FY 2022; 125 students were accepted and 87 graduated. Twenty-eight of the graduates were female, 58 were males, and one identified as nonbinary.

ISBE partnered with the Law and Public Safety Education Network to add professional development opportunities and curriculum resources for law and public safety programs in Illinois. The Law and Public Safety Education Network (LAPSEN) is the leading national organization supporting these efforts with a focus on the secondary school level. It supplies and shares career education programs, curriculum, certifications, and models that help connect secondary students to work and colleges that are cost-effective and can be used by secondary

school instructors, their partners, and participating states. LAPSEN also works with others who are building a career pathway to law and public safety careers. Explorers and Public Safety Cadets, experiential learning programs, law and public safety agencies, professional groups, and many others partner with LAPSEN to prepare tomorrow's criminal justice and law enforcement professionals.

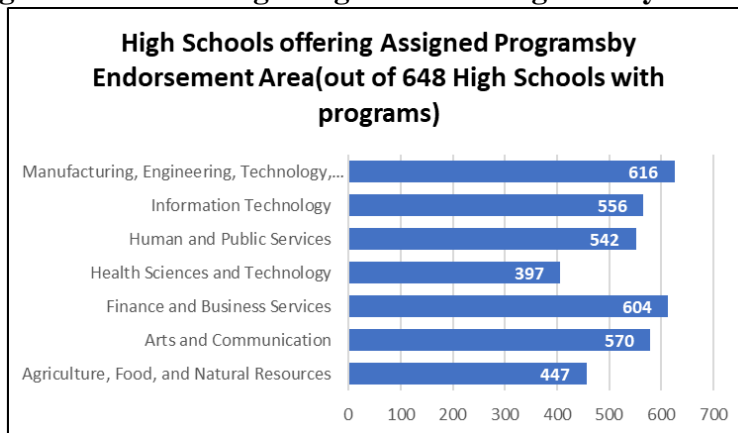
Secondary CTE Delivery: Assigned¹ Programs Offered by High Schools and Area Career Centers

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 for Illinois career cluster and endorsement intersection.

The 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).

There are 648 participating high schools (out of 704) and 24 Area Career Centers. A total of 447 of the participating high schools and 10 ACCs provided AFNR programs; 570 high schools and 15 ACCs provided A&C programs, 604 high schools and 20 ACCs provided FBC programs; 397 high schools and 24 ACCs provided HST programs; 542 high schools and 23 ACCs provided HPS programs; 556 high schools and 18 ACCs provided IT programs; and 616 high schools and 24 ACCs provided METT programs. See Charts 1 through 5 for numbers in regions and endorsement areas.

Chart 1: High Schools Offering Assigned CTE Programs by Endorsement Area



¹ * FY 2022 -- A high school is considered to have offered an assigned program if it is able to participate in the program through EFE-assigned coursework at either the home school or a connected serving school (e.g., Area Career Centers). FY 2022 data reporting changed from FY 2020 and FY 2021 to no longer include the requirements for an approved program. An approved program must have had to have two courses that progress

Chart 2: Area Career Centers Offering Assigned CTE Programs by Endorsement Area

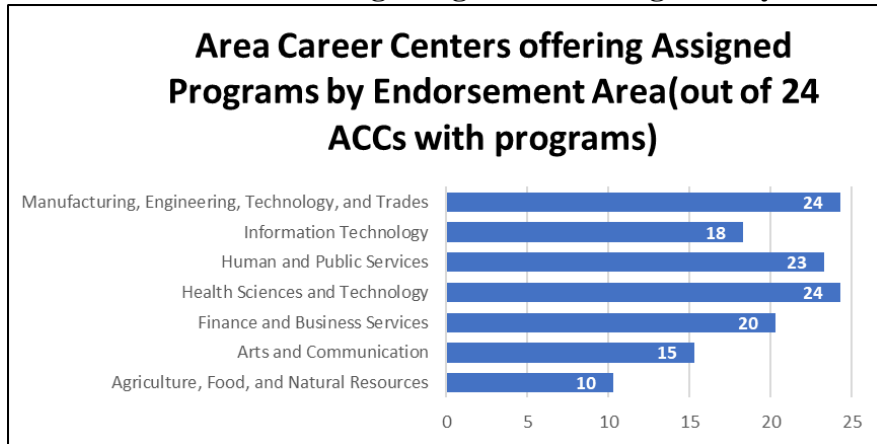


Chart 3: High Schools Offering Assigned in EFE Regions

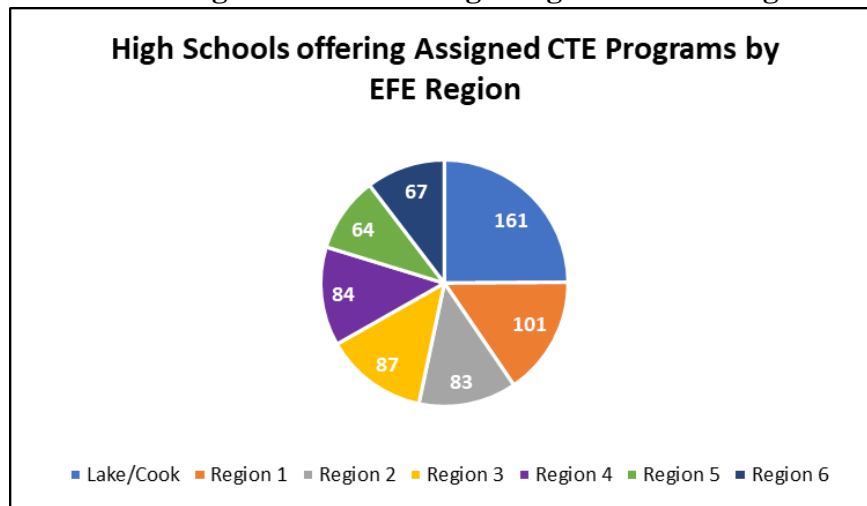


Chart 4: High Schools Offering Assigned CTE Programs by Federal Career Cluster

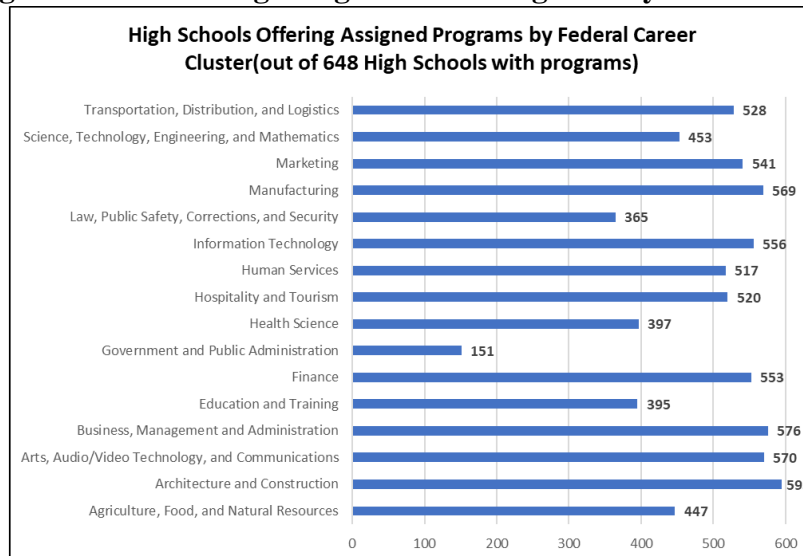
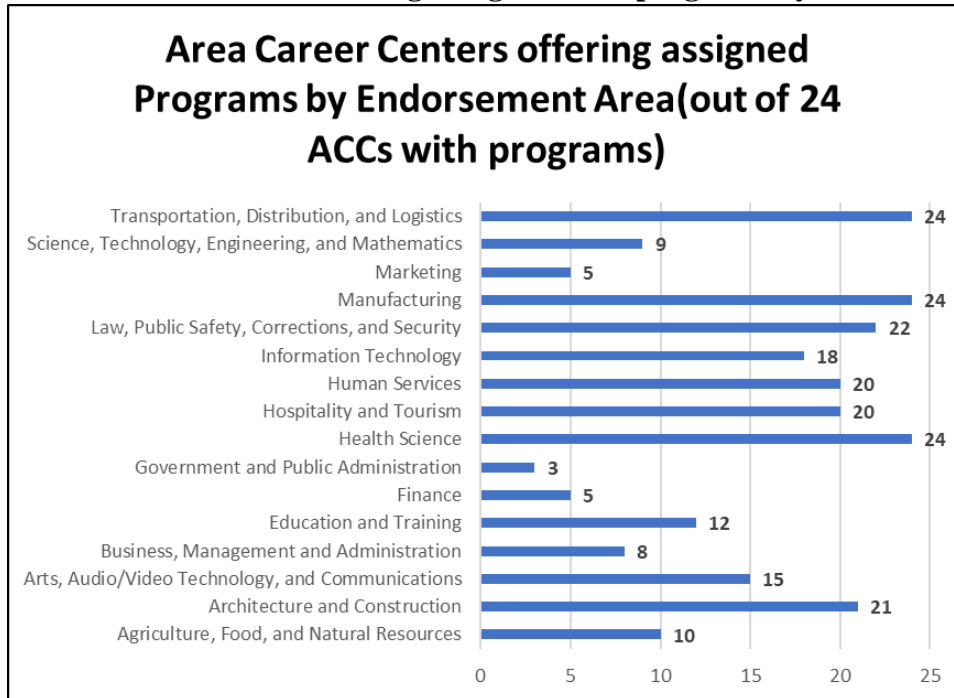


Chart 5: Area Career Centers offering Assigned CTE programs by Endorsement Area



Secondary schools and ACCs determine the number of CTE programs based on local needs assessment and teacher availability. Table 4 indicates that in FY 2022 85 schools offered five CTE programs, 191 high schools offered six CTE programs, and 191 high schools offered all seven CTE endorsement area programs.

Table 4: 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 2022	19	22	15	53	85	191	263
FY 2021	82	95	129	112	89	28	6
FY 2020	114	146	138	113	60	16	5

Table 5 indicates the number of ACC programs.

Table 5: 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 2022	0	0	2	2	4	12	4
FY 2021	2	1	4	5	6	3	1
FY 2020	0	0	2	4	9	7	2

Charts 6-10 on the following pages address the distribution of all assigned programs offered by high schools and ACCs broken down by endorsement area, federal career cluster, and EFE region.

Chart 6: Programs Offered by High Schools by Endorsement Areas

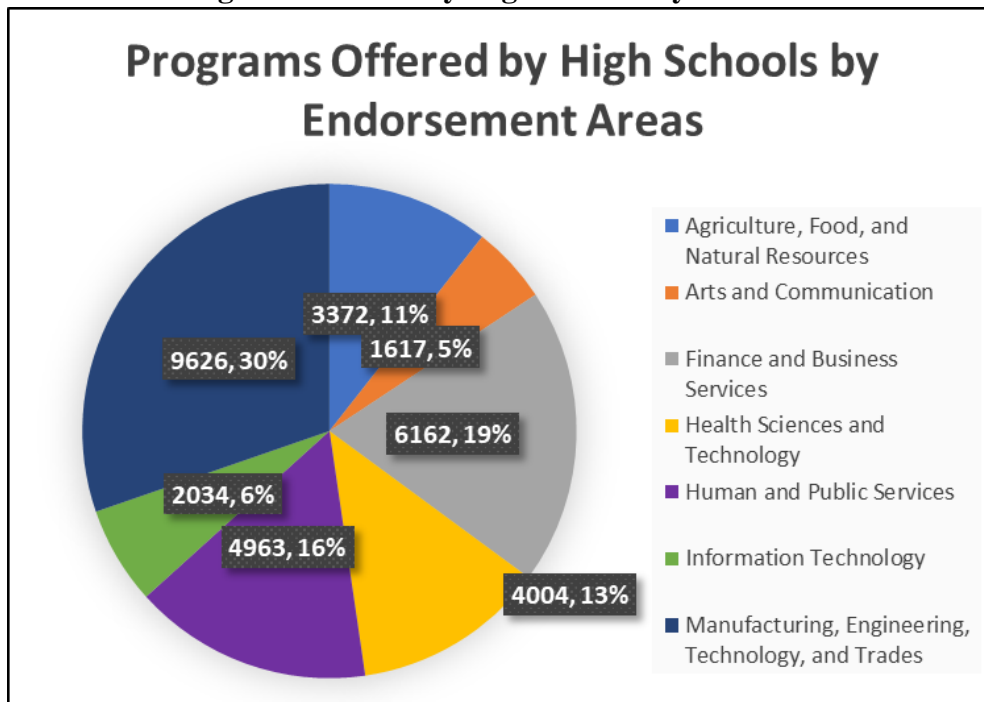


Chart 7: CTE Programs in Area Career Centers by Endorsement Area

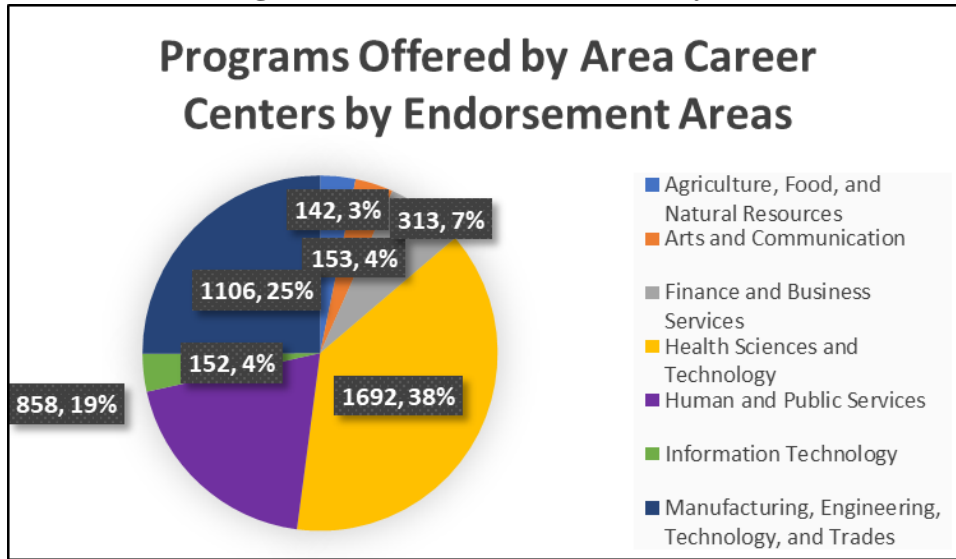


Chart 8: CTE Programs Offered in High Schools by Federal Career Cluster

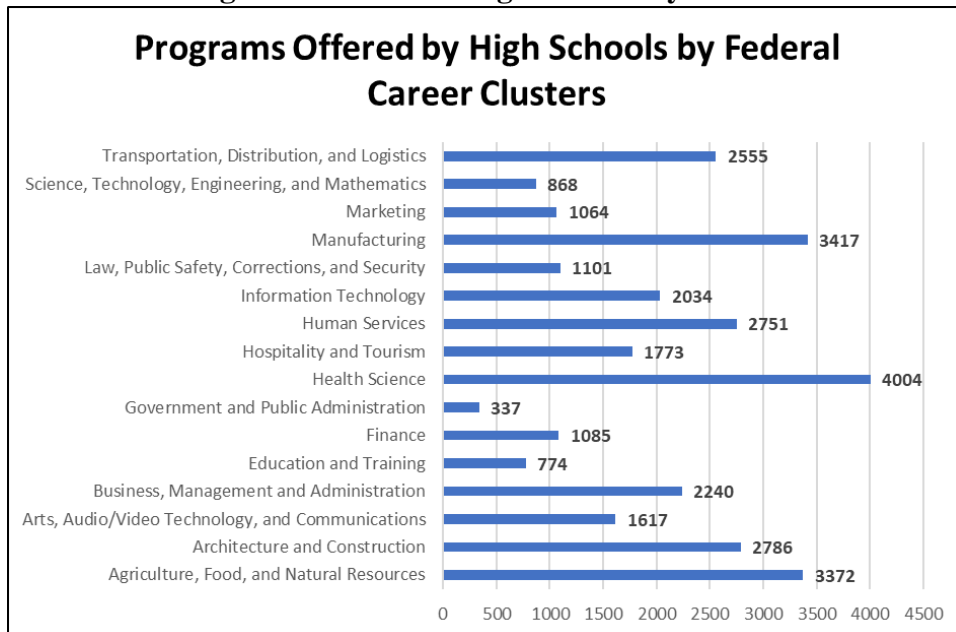


Chart 9: CTE Programs Offered in Area Career Centers by Federal Career Cluster

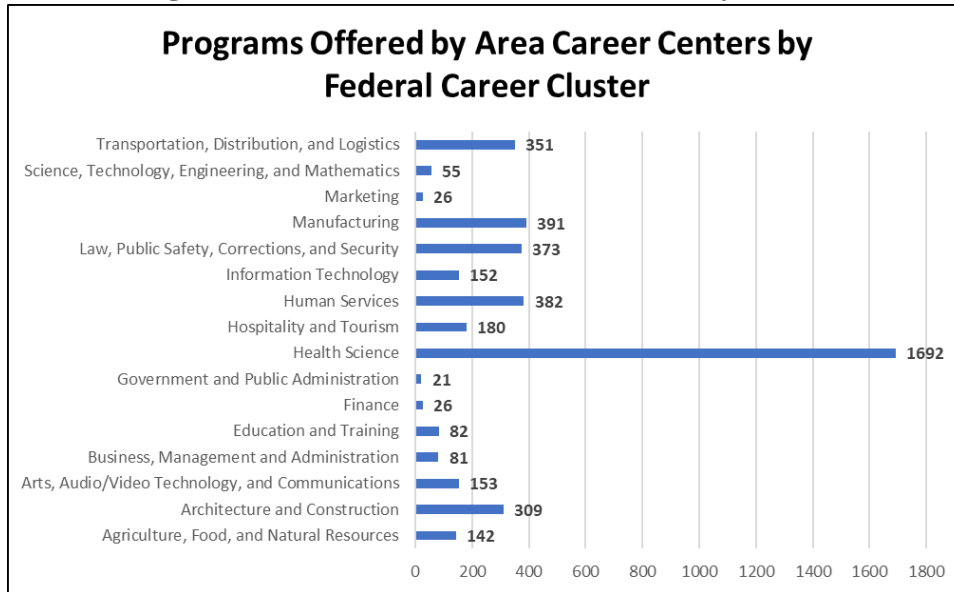
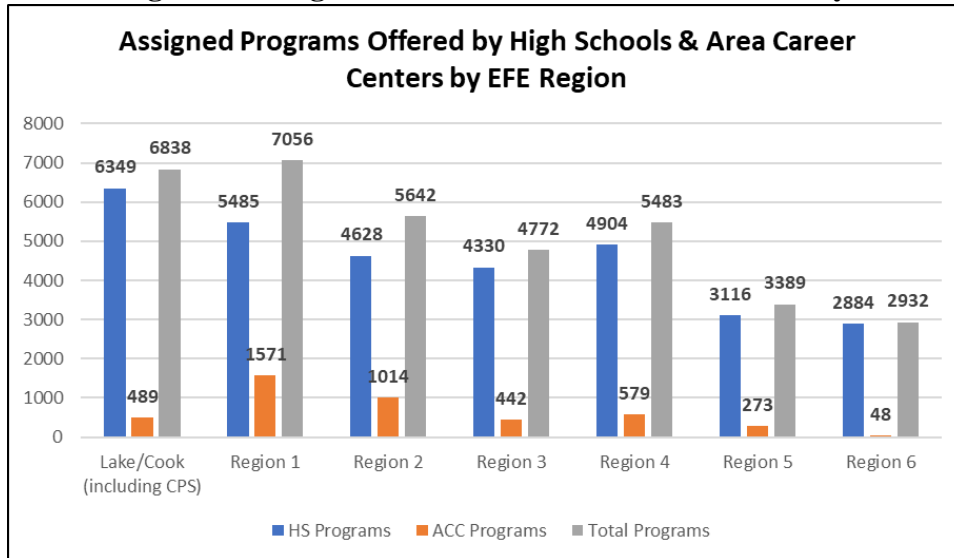


Chart 10: Programs in High Schools and Area Career Centers by EFE Region



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 systems 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 8 defines the Perkins Secondary Performance Indicators. The FY 2022 Perkins Secondary Performance Indicator levels are provided in Table 6.

Table 6: FY 2022 Perkins Secondary Performance Indicator

Performance Indicator	Target Performance (within 90%)	State of Illinois Performance (FY 2022)	Performance Indicator: Does not meet, Meets (within 90% of target), or Exceeds
1S1: Four-Year Graduation Rate	95.4	97.13	Exceeds
1S2: Extended (Six-Year) Graduation Rate	95.4	96.24	Exceeds
2S1: Academic Proficiency in Reading Language Arts	38.6	28.14	Does not meet*
2S2: Academic Proficiency in Mathematics	37.6	25.78	Does not meet*
2S3: Academic Proficiency in Science	39.9	29.86	Does not meet*
3S1: Postsecondary Placement	63.2	54.62	Does not meet*
4S1: Nontraditional Program Enrollment	40.3	30.98	Does not meet*
5S2: Program Quality – Attained Postsecondary Credits	31.2	31.65	Exceeds
5S3: Program Quality – Participated in Work-Based Learning	7.0	5.03	Does not meet*

*In FY 2022, there were lower participation rates, which may have affected overall results.

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 fewer than one course in a CTE program or program of study of an eligible recipient. The CTE courses must be assigned by the EFE in the Illinois State Course System to qualify. Changes to the Perkins V concentrator definition and additional clarification from the U.S. Department of Education may impact comparison data for FY 2021 and FY 2022.

Illinois Secondary CTE Participants

The total enrollment in CTE increased to 266,448 students in FY 2022, when the methodology for data collection changed. Due to the change in methodology, we caution against comparing FY 2022 to previous years student counts.

Table 7 shows the CTE participant data compared to the high school population from FY 2017-22.

Table 7: CTE Participation from FY2017-2022

Fiscal Year	Total HS Population Grades 9-12	CTE Participants	Percent
FY2022	601,804	266,448	44%
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 student groups as defined by the [Perkins Act](#). Some of these students are duplicated under more than one special population category. Charts 11 and 12 show CTE participants by gender, race/ethnicity, and special population. Table 8 provides a comparison to the Illinois public secondary student population percentages by the same student .

Chart 11: CTE Participants by Student Groups

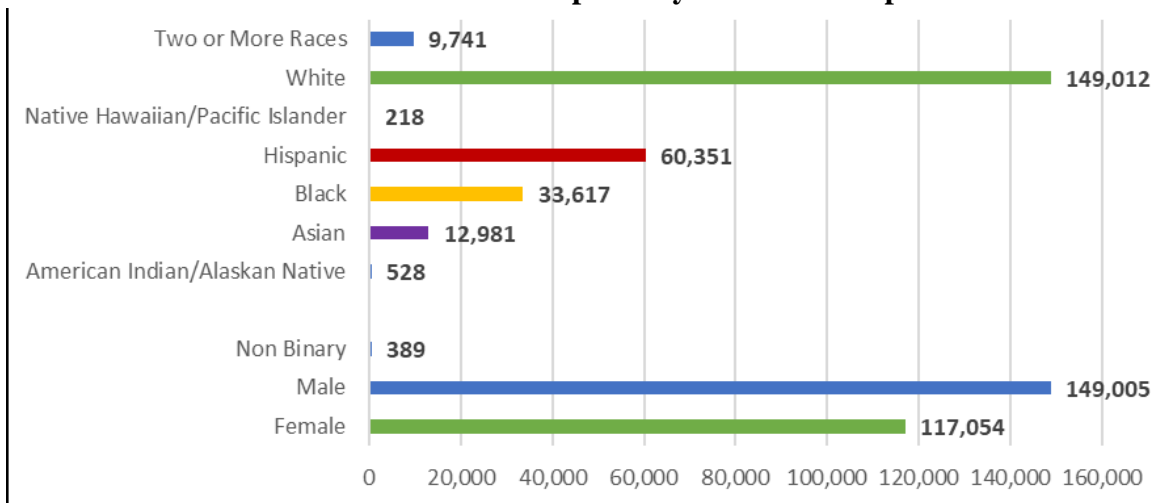


Chart 12: CTE Participants by Special Population

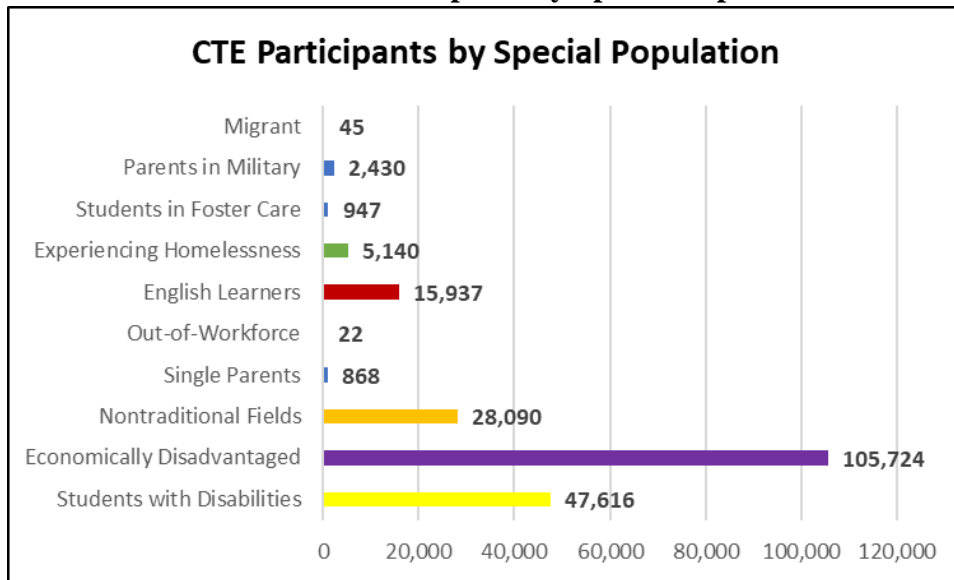


Table 8: CTE Participants and Illinois Student Population Comparison

Subgroup	State of Illinois Secondary Students	CTE Participants
Total Enrollment	601,804	266,448
Male	51.2%	55.9%
Female	48.7%	42.9%
American Indian/Alaskan Native	.25%	.19%
Asian	5.2%	4.8%
Black	16.0%	12.6%
Hispanic	27.9%	22.6%
Native Hawaiian/Pacific Islander	.10%	.08%
White	46.8%	55.5%
Two or More Races	3.4%	3.6%
Special Population	State of Illinois Secondary Students	CTE Participants
Students with Disabilities	20.9%	17.8%
Economically Disadvantaged	42.8%	39.6%
English Learners	7.9%	5.9%
Experiencing Homelessness	2.0%	1.9%
Students in Foster Care	.49%	.35%
Parents in Military	.72%	.91%
Migrant	.013%	.016%

Impact of CTE on High School Graduation Rates

CTE concentrators have a 97.1 percent four-year graduation rate and 96.2 percent six-year graduation rate in FY 2022 as indicated in the following charts. Illinois has an 87.3 percent four-year graduation rate and a 90.1 percent six-year graduation rate for all students during the same time. Charts 13 and 14 break down the CTE concentrator four- and six-year graduation rates by all students in subgroups and special populations.

Chart 13: 4-Year Graduation Rates

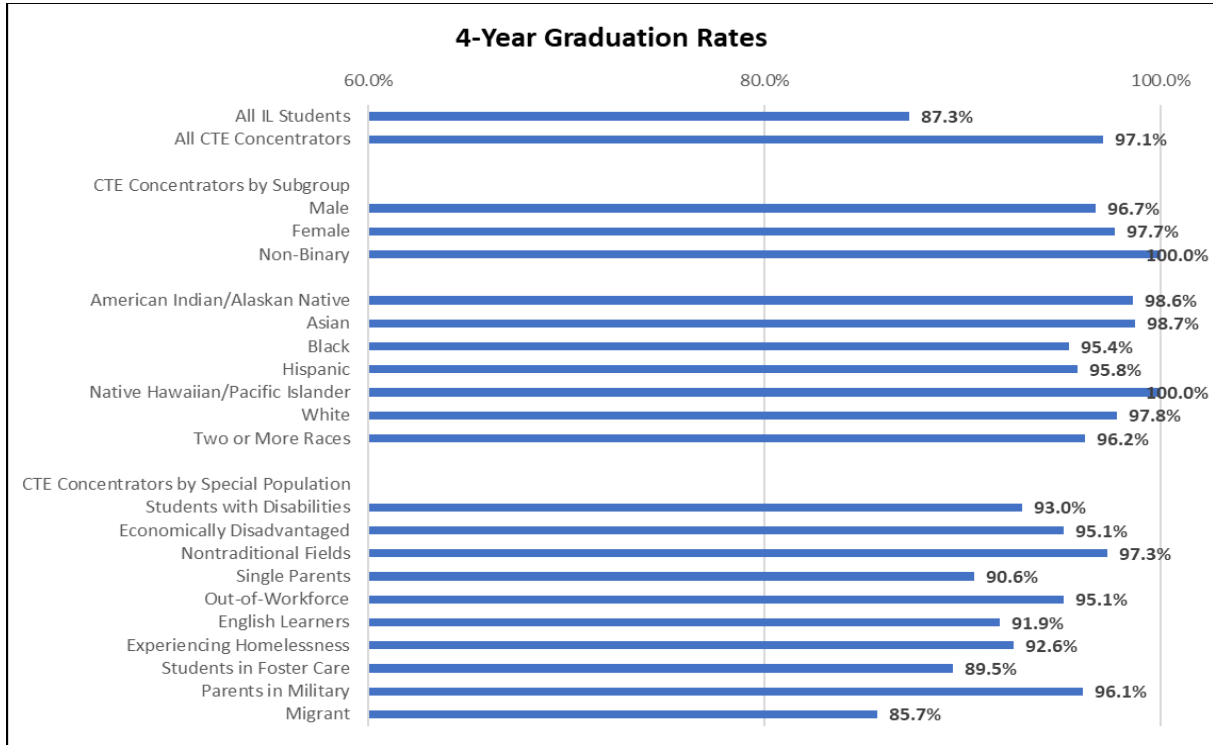
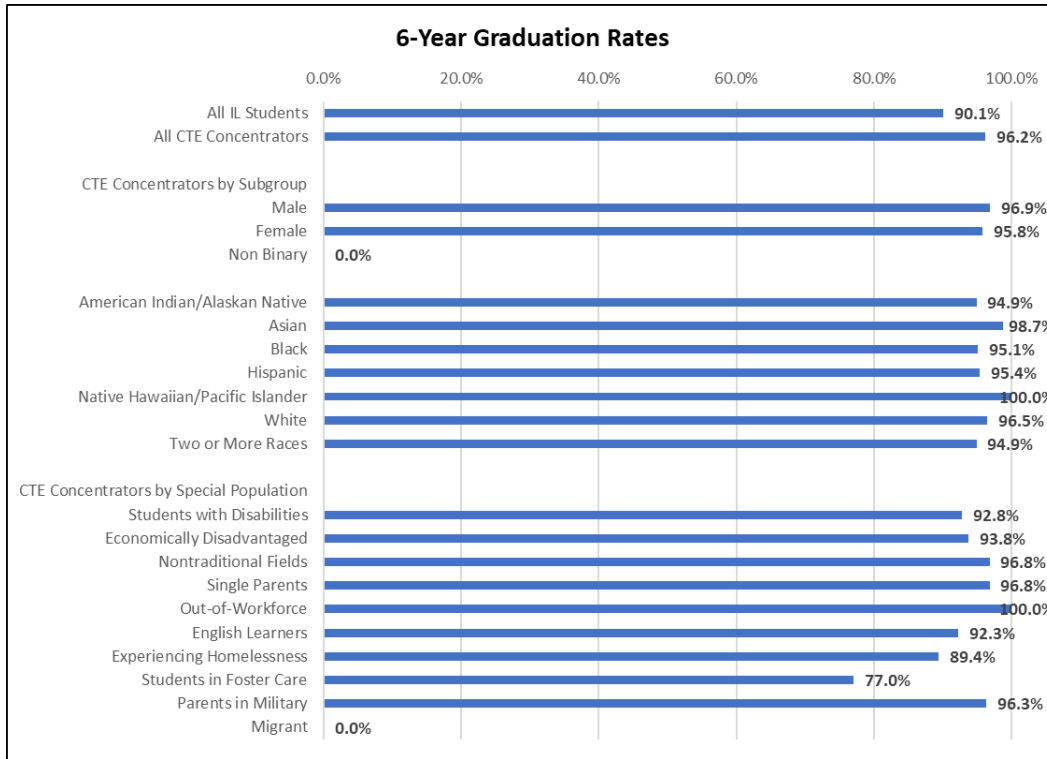


Chart 14: 6-Year Graduation Rates



Gender Equity Advisory Committee

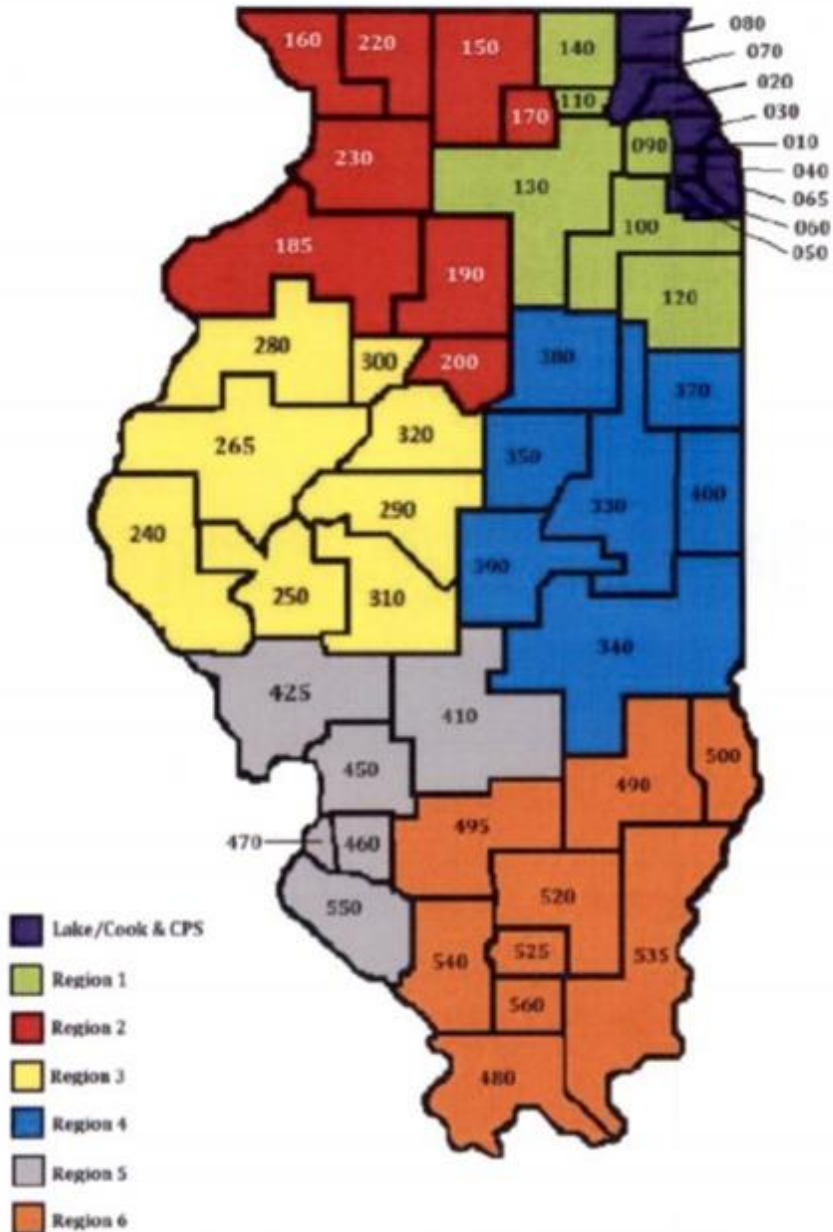
The Gender Equity Advisory Committee functions to advise and consult with ISBE to ensure that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency. In addition to these responsibilities, preliminary meetings were held with the committee leadership to begin discussions of the committee’s expanded responsibilities as specified by Public Act 102-0863. The committee is to provide recommendations on how ISBE can better support historically disadvantaged males to ensure educational equity. Members’ appointments expired in FY 2022 and new members were appointed in FY 2023.

EFE Regional Delivery System Highlights

Below are highlights from each region in the state pertaining to CTE program offerings and student participation.

Click on the Education for Employment region on the map to view its FY 2022 report.

EDUCATION FOR EMPLOYEE SYSTEM BOUNDARIES



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

EFE 570 – IL Dept. of Juvenile Justice
 EFE 580 – Dept. of Human Services (OMH/DD)
 EFE 590 – Dept. of Human Services (Rehab)

Chicago Public Schools

Chicago Public Schools partnered this past spring with the Mayor's Office to launch a Skilled Trades Fair at McCormick Place. This initiative aimed to develop viable pathways that lead youths' careers that pay wages that can support a family. Students and other young people who are engaged with their education or have access to career pathways also have a reduced risk of being involved in the violence that may take place in their communities.



Roughly 2,300 middle and high school students from 126 schools explored a range of career pathways related to the skilled trades during this three-day event. Around 50 organizations and companies (like ComEd), national trade unions, and local developers participated. The district is hoping to build upon the successes of this fair and explore ways to affiliate with postsecondary institutions and industry partners to provide smaller, regional trade fairs in spring 2023. In addition to these fairs, the district continues to offer a portfolio of career exploration opportunities ranging from industry visits and guest speakers in the classroom to CTE career exploration summer camps held across the city during out-of-school time.

CPS (Chicago Public Schools) currently offers [12 Career and Technical Education construction trades programs](#) across the city. Eight programs are housed in high schools, and one program, [Chicago Builds](#), is a citywide program that provides carpentry, welding, HVAC, and electricity training to any CPS junior or senior. All programs offer two to three years of construction skill development, literacy and math skills, and integrated employability skills. Students can participate in work-based learning (WBL) opportunities throughout the program, beginning with guest speakers and site visits and culminating in internships and -- potentially -- youth apprenticeships. CPS students in all 12 CTE programs will be highlighting their work at the next annual Skilled Trades Fair.



Chicago Public Schools looks to be a leader by seeking to provide every CPS student with at least one WBL opportunity by the time they graduate. This monumental undertaking is led by the CTE team at CPS building on the institutional and practical knowledge of district and school-based staff. One critical part of this initiative -- and essential to creating high-quality CTE

programming -- is the inclusion of internships as a way for students to connect the technical and employability skills learned in the classroom and lab spaces with real-world experience.

Intentional and strategic partnership building enabled CPS to secure 900 job commitments for summer 2022 internships. After matching students with employers, 529 students participated in 120-hour paid internships during the summer and, for the first time, earned academic credit for

doing so. The impact of these internships is still being realized as students digest their experiences, connect them with career goals, and ponder their future. According to one student participant, “First, I thought it was gonna [sic] be hard but my host helped me through it, and I realized the work was fun and easy to do. The most impactful part of the internship was exposing me to careers I might not have thought of in IT (information technology).”

Learning goes beyond the student. Chapin Hall, an internship provider, said, “Having the perspective of a young adult and the energy, questions, and level of interest was inspiring. Many enjoyed meetings (the intern) and interacting with them.” CPS plans to continue to expand internship opportunities in the future as the district helps build career pipelines directly to high-wage, high-skill, and in-demand jobs.



Further, Chicago Public Schools is working with City Colleges of Chicago (CCC). CPS has identified dual credit course sequences aligned to stackable CCC credentials in health sciences, IT, and advanced manufacturing, with a model pathway in construction in development. Fourteen different CTE programs are engaged with model pathways across the three pathways this school year, and the district anticipates over 250 college enrollments from CTE model pathway schools. In addition, the

district is working to develop a robust portfolio of work-based learning opportunities for model pathways students to fully support their introduction to their industry area. [BACK TO MAP](#)

EFE 020

North Suburban Education Region for Vocation



The North Suburban Education Region for Vocation offered a work-based learning mini grant for member districts during the fiscal year 2022 school year. Districts submitted detailed applications outlining their WBL proposals. Submissions from Evanston Township High School District 202, New Trier Township High School District 203, and Glenbrook High School District 225 were approved. Evanston’s WBL mini grant provided paid student summer internships. Students focused on the following essential skills: work ethic -- showing up each shift as

required for up to 30 hours per week; working in a team engaging with onsite staff in the assigned department; being responsible for communication with employers via email, phone, and in-person as tasks were assigned. The interns were engaged in real-world work experiences four or five days per week. [BACK TO MAP](#)

EFE 030

Elmwood Park Community Unit School District 401 middle school teachers planned for summer 2021 student experiences in pathway exploration, aligned programs of study, and experience-based learning opportunities. These were designed to help students graduate with well-developed postsecondary plans and a diverse set of skills suited for academic and career success. Students, beginning in the sixth grade, began by taking an interest survey aligning their interest to one of

the 16 career clusters. Further, Elmwood Park middle school teachers developed curriculum for a series of nine trimester courses that included employer engagement on student projects and guest speakers. The courses are psychology, entrepreneurship, game design, hospitality/tourism, business, sociology, creative writing, health science/sports medicine, and architectural/engineering. Each student could take three courses a year during Grades 6, 7, and 8. Each course had a team of three teachers, two of whom focused on curriculum development. As students transition to high school, it is the hope that they have a solid plan for a successful future based on identifying their career interest before high school.

All students in Leyden High School District 212, took the YouScience aptitude and career assessment this year. The Leyden high schools collaborated with Triton College to host “Sneak Peek Weeks.” This allowed Leyden to promote postsecondary careers paths at Triton. Students were encouraged to attend virtual tours of Triton pathways based on career cluster. This helped connect coursework to each student's postsecondary plans.

Proviso Township High School District 209 students took career interest surveys, strength and weakness surveys, and personality surveys during the 2021-2021 school year. Students then explored sources to find career pathways that uncover in-depth information on the requirements, demands, lifestyle, pay, and “day-in-the-life” videos, and write-ups. Students research the careers they identified, including schooling and preparation needed to land an entry level position in that field. Proviso is adding a Naviance Career Inventory initiative for all ninth and 10th graders in school year 2022-23 to add value to and improve career exploration, gathering a baseline of data to guide the programmatic development and direction.

Manufacturing Day highlighted modern manufacturing to students, parents, and the public by highlighting how new advanced technologies bring about new careers. The Project MFG National Welding Challenge gave student competitors an opportunity to use the latest technology in Lincoln Electric’s Welding Technology and Training Center. A camera crew followed student competitors throughout the challenge, which was judged by industry experts. The winner was revealed publicly during the episode of “Clash of Trades” that aired on Project MFG’s YouTube channel on Wednesday, Dec.8, 2021. [BACK TO MAP](#)

EFE 040

Morton Regional Delivery System students within the Human and Public Services pathway, specifically the Early Childhood Education and Training cohort, engage regularly with industry professionals and community professionals while implementing and leading an early childhood preschool program. The preschool program ran for a full day consistently from October through May and allowed students to foster in-depth, firsthand engagement with tasks required in this field. The curriculum and instruction complement programs and allow for students to regularly experience skills that prepare them for opportunities within this field. There are 270 students in the region active within this pathway. Each student can reflect on their learning experience to perform and complete authentic workplace tasks. Students who experience this model develop relationships with leaders in the field and are provided feedback from classroom instructors and mentors. The Mini Mustang Preschool has been a tremendous success in the effort to expand WBL opportunities for students and make a positive impact within the community.



Career exploration in the region begins in Grades 5-8 and continues into the 9-12th grade setting. The most sustainable, efficient, and positive practice for improving career exploration is to ensure that the platform used in the process is consistent across the various grade levels. The liaison and coordinator, along with the college and career center counseling team, serve as the conduit between the various grade-level institutions ensuring that students experience appropriate career exploration activities that allow them to be better informed and more equipped, and improve their likelihood of success within a field that

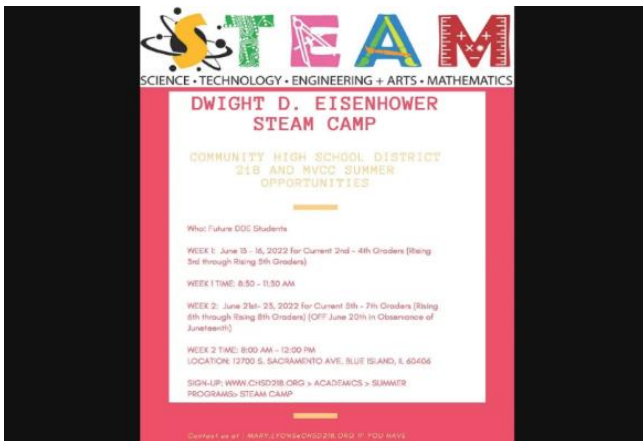
matches their interests and skills. This commitment is also amplified with regular and consistent in-person career and skill-specific experiences that create formative memories for all students. In 2021 and 2022, over 1,900 students in Grades 9-12 and over 2,400 students in Grades 5-8 experienced an experiential career exploration event.

Coursework has been expanded within pathways to include instruction in a dual language format to meet the needs of all students as well as foster partnerships with local unions, trades, and industry partners to ensure students have access to these professionals and mentors within the scope of the school day. These commitments and activities produced expansive growth within the Manufacturing, Engineering, Technology and Trades (METT) pathway to include over 475 students (15 percent of those students are female). finance and business services, information technology, and human and public services in relation to student success rates and postsecondary credit attainment. [BACK TO MAP](#)

EFE 050

International Student Manufacturing Technology Show Smartforce Summit

Over 100 students and staff from Moraine Area Career System (MACS) in District 218 attended the International Manufacturing Technology Smartforce Student Summit 2022 on Sept. 15 at McCormick Place. This is the largest manufacturing technology show in the country, but it has not been held since 2018 due to the pandemic. The Smartforce Student Summit provides students and staff with an interactive experience to explore technology and career opportunities in the Engineering Technology and Manufacturing career pathways.



CUSD 218CUSD 218 and Moraine Valley sponsored free science, technology, engineering, art, and mathematics summer camps at Richards, Shepard, and Eisenhower high schools. The summer program is full of fun and engaging activities led by Moraine Valley Community College (MVCC) and designed for students entering Grades 2 through 4,5, and through 7th grade.

MVCC and MACS hosted their annual High School Welding Skills Competition at Evergreen Park Community High School in District 231. Nine students from Argo High School and nine students from Evergreen Park High School participated. The winners are:



1st Place – Caleb Kulovitz, Evergreen Park
2nd Place – Mateusz Pawlikowski, Argo
3rd Place – Jacob Niemiec, Argo

Moraine Valley also hosted a virtual trades fair in March 2022. Featured jobs included Laborers, Glaziers / Local 27; MVCC Automation / Engineering, Operating Engineers / Local 150; Pipefitters / Local 597; Chicago Painting and Decorating. [BACK TO MAP](#)

EFE 060

Homewood-Flossmoor High School Child Development



Little Vikings preschoolers returned to the Homewood-Flossmoor High School campus for a five-week mini preschool session taught by students in a child development class. High school students applied the lessons they learned while interacting with preschool-aged children three times per week. Students can facilitate learning in a hands-on environment that mirrors the preschool

experience. They observe young children to analyze development and guide behavior. They also communicate with parents, plan lessons, and practice professional dispositions.



Homewood-Flossmoor High School students met with Joliet Junior College's culinary (JJC) instructors and toured the JJC culinary facility. Students learned about the expectations and opportunities available at the postsecondary culinary school program and what is needed to have a food industry career. Some highlights of the day included sensory testing, ice sculpture demonstration, and students making their own

bananas foster. One student remarked, “The best part of the day was flaming the bananas.” This provides students the opportunity to explore the various postsecondary pathways available to those interested in pursuing careers. Students also applied their culinary skills through simulated television-inspired cooking competitions. [BACK TO MAP](#)

EFE 065

Thornton Township District 205



One of the FY 2022 work-based learning practices implemented in Thornton Township High School District 205 focused on providing students in the culinary pathway with in-depth and hands-on opportunities to apply the skills they acquired during class. This included planning all levels of food and beverage hospitality.

Thornton Fractional High School District 215 automotive students performed hands-on, industry-based repairs, including welding, dent repair, panel replacement, vehicle preparation, refinishing, estimating, and customer service. Students provided these services to members of the community. Also, they used these acquired skills to highlight their talent on a project vehicle displayed at the Muscle Car and Corvette Nationals car show in Rosemont. [BACK TO MAP](#)



EFE 070

Northwest Council for Student Success

The Center for Career Discovery engages with more than 1,000 industry partners to support student work-based learning and career exploration opportunities. The center annually supports 2,500-plus WBL experiences. These include apprenticeships, internships, micro-internships, and supported worksites, all of which help advise and affirm career choices for students before they graduate. District 214 is helping students make connections and gain invaluable job skills while also addressing the employment needs of local businesses and industries. The Center for Career Discovery also provides career-related activities, such as Career Nights and Career Treks, site visits, industry speakers in the classroom and career exploration presentations, to support students' skill development, decision-making, and postsecondary goal setting.



The Northwest Educational Council for Student Success region employs career advisers in each of its 12 high schools. Career advisers provide a menu of individual and group career exploration services. They work individually with students to administer interest inventories, resume help, mock interviews, job shadowing, and internships. They also provide career resources, such as labor market data for students. Advisers provide groups with classroom speakers, coordinate career/trades fairs, facilitate out-of-school career treks, and organize middle school exploration events.

Advisers support the components of the Illinois Postsecondary and Career Expectations framework and are vital to the individual student learning plan.

Barrington Creativity Lab is a space utilized by a variety of CTE programs and students. The space is outfitted with an iMac lab, 3D printers, an audio recording station, poster printers, light boxes, sewing machines, sticker printers, and more.

Entrepreneurship students use the space to create product prototypes and marketing materials. Engineering students use it to augment prototypes. Culinary students use it to take photographs of their food creations. Computer science students use it to continue their projects before school, after school, and during off periods. Graphic communications students use it as a meeting and collaboration space to develop and design layouts for projects. [BACK TO MAP](#)

EFE 080

Lake County Technical Campus

Lake County Technical Campus hosted its annual middle school career exploration nights in mid-October. Middle school students from all over the county were invited to try out three different career path opportunities. The tech campus sent 16 auto service students on paid internships last school year with the Career Exploration Grant. Twelve of those 16 students were hired by the place of business at the conclusion of the experience.

Lake County Tech Campus hired a career and college pathways endorsement coordinator, courtesy of the Workforce Innovation and Opportunity Act. The career coordinator is helping with outreach and connecting business partners with programs to help expand WBL opportunities for all students in all CTE programming. [BACK TO MAP](#)

EFE 090

The College of DuPage offers embedded work-based learning opportunities in many of the CTE programs. The Nursing Assistant Training Program had the highest participation. One hundred students completed 40 clinical hours each as part of Certified Nursing Assistant requirements. 1,442 middle school students participated in the annual 7th and 8th Grade Career Fair in April. The EFE launched a new program pertaining to medical assistance to meet the increasing demands of the health care field. [BACK TO MAP](#)

EFE 100

Grundy Area Vocational Center made summer placements in various paid internships across multiple pathways. Students are screened and local businesses interview them for this program. It is an extension beyond the traditional co-op programs that many schools have. Three Rivers Education for Employment System (TREES) region teachers developed a variety of career exploration activities, and the TREES website was expanded to include links to [resources and curriculum/discussion guides](#) pertaining to this initiative.

TREES region teachers worked on and developed curriculum and discussion guides around essential employability skills as they relate to Mike Rowe's Skills and Work Ethic Aren't Taboo (SWEAT) pledge. This [TREES webpage](#) will continue to expand and serve as a resource for teachers and students.

[BACK TO MAP](#)

Grundy Area Vocational Center

The Grundy Area Vocational Center (GAVC), the Grundy Economic Development Council, and Senator Sue Rezin provided 25 summer intern positions within 11 different companies. Over the last 10 years, 224 students have joined local companies for summer internships. Almost 800 applications were received for those positions during that time. This program continues to increase awareness on the areas of both labor and education and has led to some outstanding communication between the two groups. The ongoing conversations have helped fill and shrink labor gaps for local businesses, while giving education a local purpose for area students.

GAVC annually hosts over 1,000 eighth grade students from nine surrounding communities. Those students can interact with 50 regional businesses and 15 area career center programs. Such activities include hands-on practical experiences, virtual simulation, demonstrations, and wonderful conversations revolving around careers. Before arriving for the activity, the students are presented with a career exploration activity requiring them to interact with at least 10 businesses while on the tour. It is truly a wonderful day on which all kinds of area partnerships come together to provide students with a comprehensive look at regional businesses and training centers. [BACK TO MAP](#)

Wilco Area Career Center

The Wilco Area Career Center piloted an accelerated CNA class during SY 2021-22. Students earned their state license in January and entered their clinical practice at Ascension Saint Joseph–Joliet. The additional clinical site provided students an opportunity to compare long-term care versus hospital care. Nineteen students were able to participate, expand their experience, and refine their career goals as needed. The program has expanded in the 2022-23 school year with an additional partner, Lighthouse Hospice. Wilco hosted two career fairs in the spring for students with approximately 50 business and education partners.

Wilco hosted a summer school class with Joliet Junior College, which allowed seven Wilco students to earn certificates from JJC in Supply Chain



Management. The summer school class was funded with money from Elementary and Secondary School Emergency Relief III funds. [BACK TO MAP](#)

EFE 110

EFE 110 in northern Kane County has provided internship courses during summer school program as an additional option for students who also participate in extracurricular activities. The welding program had 22 students earn an American Welding Society industry certification this past year. [BACK TO MAP](#)

EFE 120

Collaboration with regional employers seeking and generating talent is a combined effort. The following example has been implemented regionally across EFE 120 through the Kankakee Area Career Center's current programs as the standard for business and industry to acquire talent.

Kankakee Area Regional Vocational Education System (KARVES) EFE 120 and the Kankakee Area Career Center (KACC) have teamed up with Riverside Medical Center to offer an exciting opportunity for any senior certified nursing assistant and medical terminology student. Riverside started the process by opening internship slots to 16 career center students to complete an eight-week internship that took place from June 13-Aug. 5, 2022. The program consisted of four hours a day two days a week. The internship explored various health care fields in areas such as radiology, central transporting, nursing units/CNA/patient care and access, senior living, emergency room runners, outpatients, administration, and customer service. Upon successful completion of the program, Riverside provided a \$500 stipend to each student for their participation.

This internship possibility also opened the doors to something even bigger. Riverside Medical Center evaluated and offered to cover costs for 10 Kankakee Area Career Center internship students in the Kankakee Community College Registered Nursing Program. Participants agree to work with Riverside Medical Center for at least three years upon completion of the program. They also agree to continue their involvement in the internship program for the next group of seniors for next year. Twenty students applied

help them best market themselves in a competitive job market. Riverside interviewed all 21 students and ended up offering an internship opportunity to 16 students. Riverside offered 10 of the 16 students an employment/scholarship opportunity at the end of their -week internship experience

This process has enabled Riverside to see the value of these young people and the skillsets they possess. It decided to invest in them by providing a scholarship so they can continue their education at Kankakee Community College. This allows Riverside to invest in young entry-level employees by valuing their two-year CTE experience at KACC and creating a "grow your own" grassroots effort to fill their ranks with talented and motivated young adults. This partnership model has become a regional standard among valued business partners to acquire entry-level employees. [BACK TO MAP](#)

Kankakee Area Career Center

Kankakee Area Career Center students are engaged in the Workplace Excellence Series. They earn badges over two school years. These badges – not traditional ones – are electronic ones that students can add to their electronic portfolio as well as their LinkedIn™, Facebook™, and Twitter™ profiles. There are 10 modules within the Workplace Excellence Series – each designed to help students understand and be able to deliver what an employer expects in today’s workforce. Each module teaches KACC students from the employer’s perspective, allowing them an opportunity to develop practical skills and apply their technical and academic skillsets in the workplace.

The KACC Career Services Department headed by the career guidance counselor has wrapped its arms around this fabulous program and will be working with individual members of faculty and students to ensure students are engaged and learning these important soft skills.

Tim Guerin, the proud principal of the Kankakee Area Career Center, has tasked the Career Services Department with this program to continue KACC’s history of delivering meaningful curriculum to give KACC students a more diverse and business-centered education experience. Increasingly, more regional businesses recognize the value of workplace excellence skills that enhance the success of developing and retaining long-term employees.

The 10-module Workplace Excellence Series includes:
ADAPTability , RESPECTability , COMMUNICATIONability, SUITability, DEPENDability,
TRANSITIONability, PRESENTability, WORKability, REASONability andWRITEability.

Executive Director Matt Kelley often speaks about the importance of a KACC education. “Whether or not a student continues in the specific program area they study here,” stated Kelley, “the skills learned at the Kankakee Area Career Center are transferrable between any career field.”

Academic, technical, and workplace excellence skill development makes for a well-educated and well-rounded entry-level employee for the regional business community. This is how KACC takes the lead in preparing students for tomorrow.

KARVES EFE 120 has partnered with the National Center for College and Career Transitions (NC3T) to provide regional career exploration using the NC3T CareerSmart Schools Platform. EFE 120 provides regional middle schools with access to the CareerSmart platform. CareerSmart schools enable every educator, school counselor, and administrator to have access to easy-to-use resources to help them implement career-related classroom lessons and schoolwide activities. As a result, the adults in the school feel more confident in delivering career-related supports, and students feel more inspired and empowered to make decisions about learning and work beyond high school. This regional career exploration initiative is just the beginning for the regional students. This platform helps bring uniformity to the region across schools, with the goal of each regional eighth grader having the means to create an Individualized Career Plan that will follow them on to high school for them to map out their high school course work that is aligned with their future career goals and postsecondary career pathways options.

The EFE 120 executive director's focus has been working with the Kankakee County Chamber of Commerce and the Economic Alliance to partner in supporting students who receive a CTE diploma and official transcript from the Kankakee Area Career Center. KARVES provides regional students who attend KACC with the ability to build their professional portfolio to market themselves and compete in the open job market.

The Kankakee Area Career Center started offering a two-year CTE diploma and certified transcript to all two-year program completers in 2017. The program has grown, graduating seniors from 17 high schools that cover 10,000 square miles. It has grown from 40 students to 155 who took advantage of the regional offerings in 2022. If a student can attend KACC during their junior and senior year they are able to obtain up to 15 college credits, industry-recognized certification/credentials, internship opportunities, Workplace Excellence Student to Employee Preparation Program badges, and National Technical Honor Society membership. They can also participate in Skills USA. All these things combined equal experience.

A student's high school CTE experience and their accomplishments are all highlighted on KACC's official CTE transcript. This transcript gives potential employers an idea of what a young person truly accomplished and experienced while in high school. The Kankakee Area Career Center's official transcript has been endorsed by the Kankakee County Economic Alliance and Chamber of Commerce to support, value, and invest in the students' quest for gainful entry-level employment. Regional U.S congresspeople, state representatives, state senators, and many regional local elected officials all agree that this is a great initiative that truly highlights a student's high school career and their preparedness for the world of work. [BACK TO MAP](#)

EFE 130

The Valley Education for Employment System (VALEES) created an online experience that prepares business and industry partners to host a high school intern. The experience, which is called the Internship Micro-Credential, includes videos, readings, examples, and templates highlighting successful preparation for the first weeks of an internship. Industry representatives spend 1.5 - 3 hours reviewing online content to learn how to create an internship job description, orientation plan, and organization chart. The content gives business and industry insight into the teenage brain, how to offer feedback, and serves as a call to action for businesses and industry leaders to contribute to the learning and development of young people in their community. The [content](#) is free.

VALEES, in partnership with Batavia High School, Northern Illinois University, and Waubensee Community College, offered two new career exploration events in SY 2021-22 focused on the Education pathway. Over 300 regional high school students attended Career Connections at Batavia High School on Nov. 15, 2021. Dwayne Reed, America's favorite rapping teacher, delivered an inspiring keynote address that included his top reasons to teach. Over 30 educators from the region then met in small groups with students to answer their questions about the profession. This event was followed by the Future Teachers Conference at Northern Illinois University on April 27, 2022. 233 regional high school students attended workshops at NIU, led by NIU faculty, to prepare them for future careers as educators. Students also heard from a panel

of NIU current students and successful graduates, including a graduate who attended Waubonsee Community College for two-years before transferring to NIU.

VALEES, the Weisner Family Center for Career Development in West Aurora School District 129, the Greater Chicago Advanced Manufacturing Partnership, and the Valley Industrial Association hosted a breakfast for manufacturers that included a tour of the precision machining and welding instructional and laboratory spaces, information on how local manufacturers can partner with Weisner Center teachers and students, and an opportunity for 11th and 12th grade students to have a mock interview.

Twenty local manufacturing companies provided 88 mock interviews to a total of 40 students. Ninety-six attendees participated, including 32 representatives from 20 local manufacturing companies, three workforce development professionals, 21 educators, and 40 students. [BACK TO MAP](#)

Fox Valley Career Center

The Fox Valley Career Center (FVCC) has been working with its business advisory partners to offer expanded WBL opportunities for students. This has included partnering with a local school district to allow second year auto technology students to learn basic bus maintenance skills while assisting the mechanics. HVAC advisory partners have taken students to job shadow on Saturdays. The criminal justice students had the opportunity to have “ride alongs” with local law enforcement agencies. Thanks to the advisory partners, 43 percent of students had at least one WBL experience last year.

FVCC started an outreach program that has students identify a career of interest in the Chicagoland area. They are then asked to do some basic internet research about the company and identify someone to contact for an interview that includes questions like, "Why did you pick this career?" "Would you choose it again or encourage children to get into this field?" "Where did you train or study for this career?" "What is the best part of your job? The worst?" If the student feels that the job sounds like a career, they request an opportunity to job shadow. Most interviews leave the students saying that they are not interested. However, this is an important part of learning as well.

FVCC sent two students to SkillsUSA - Illinois in the electrical area this past spring. They took first and second in the state and the Illinois state champion took fourth at the national competition in Atlanta, Georgia. Ironically when the year began, this student was not particularly interested in the electrical program -- but he could not get into his first choice. [BACK TO MAP](#)

Indian Valley Vocational Center

Construction trades students who attend Indian Valley Vocational Center (IVVC) can job shadow construction career professionals in the fall semester and intern with chosen companies during the spring semester.

IVVC hosts career exploration breakfasts during which sophomores from 10 system districts can have brief roundtable discussions with industry professionals in an interest area. See the [IVVC Annual Report BACK TO MAP](#)

EFE 150



Career Education Associates of North Central Illinois (CEANCI) hosts an annual Technology and Engineering Education Competition event at the Plumber and Pipefitters Local 23 training facility. Schools in the region send student teams to complete projects in Automotive, Cabinet Making, Welding, and Engineering competitions. Prior to the event, CEANCI business partners and school instructors work together to develop judging rubrics and guidelines for the competition. Business partners then serve as judges and advisers during the competition. Tables

made in the Cabinet Making division In May of 2022 were donated to the local Habitat for Humanity organization.



In addition, CEANCI annually hosts the Pathways Project, a career exploration event for over 2,000 middle school students in the region. Many area career and technical industry leaders host informational and demonstrational booths, which are a massive resource that enables students to become more informed. They rotate with hands-on experiences and learn about many living-wage career options that exist in their own community.

A second essential component of this event is that current high school students are sent as representatives of many CTE programs at the secondary level. These students are there to serve as mentors, sharing valuable insights and individual experiences regarding the high school CTE experience. Many high schools have the same options, so this information proves to be useful for middle school students as they advance

through their education.

The trifecta benefit is complete as the high school student representatives also can approach business partners in their pathway fields to discuss opportunities for job shadows, internships, or even employment.

Over 60 total businesses participated in April of 2022. One of CEANCI's most dedicated and involved business partners was featured in the August 2022 ISBE CTE newsletter for his continued work during the 2021-22 school year. Greg Harle of Plumbers and Pipefitters Local 23 dedicates much of his time supporting CTE programs in the local schools. He often visits schools to talk to students about the rich manufacturing industry and all the opportunities they have right here in the Rockford area. He also is one of the first to say "Yes" to present to students at career expos and other unique events that CEANCI hosts. He truly is making a difference as a constant and friendly presence for students. [BACK TO MAP](#)

EFE 160

Students in the Eagle Ridge Vocational Delivery System use Xello, a college and career readiness product. coordinator is networking in the hopes of connecting to even more business leaders in the surrounding cities. As of now, there are about 20 businesses where students can



experience work-based learning, with hopes to get over 100 businesses involved by the end of the year. The goal is to have 100 percent of students being career and college ready by graduation. [BACK TO MAP](#)

EFE 170

The Innovators Growers Association (IGA) recently partnered with the Kishwaukee Education Consortium welding and construction trades program to build a classroom and welding lab for students. The construction trades class will be at IGA and will start building "tiny homes" as part of a business model for national distribution in the summer of 2023. The system has added the following class options in the last five years:

- Barbering
- Sports Medicine
- Construction Trades
- Esthetics

Also, a new clinical experience for CNA courses has been created and three more work-based learning sites have been added. Improving enrollment is being seen as the system, districts, and students recover from the effects of the COVID-19 pandemic. [BACK TO MAP](#)

EFE 185



A Collective Bargaining Conference is held annually. Participating high school students are organized into teams of management and labor, and all go through an advanced prep packet that details information on a mock company. On the day of the conference, highly experienced volunteer management and labor representatives from local industries help the student teams work through the complexities of negotiation to secure a contract

using real-life issues and challenges. Each team presents its results to the entire group at the end of the day.

The Quad City Career and Technical Education Consortium (QCCTEC) experienced a better year with more robust in-person activities. Almost 300 students from 10 regional middle schools participated in tours of the John Deere Davenport Works manufacturing facility. The guided tours, along with a quality Q&A session led by the firm’s community liaison, offered the young



people a greater awareness of future careers in the trades and all the disciplines that play critical roles in the manufacturing of industry-leading products.

QCCTEC is overjoyed to highlight Kewanee High School's recent food lab addition. After almost 68 years, Kewanee High School replaced its original 1954 food lab with five new state-of-the-art kitchens and a commercial kitchen. This amazing new space not only quadrupled the available space, but increased student engagement and attendance significantly. This fresh upgrade now consists of commercial ranges, dishwashers, a double-door display refrigerator, and a handicap-accessible kitchen. The renovation continues to create positive vibes and a great deal of efficiency. The family consumer science teacher stated, “I have a wheelchair-bound

student this semester and she is overjoyed with the ability to manage her own space.” [BACK TO MAP](#)

EFE 190

Many schools enter the WBL arena by first introducing a hybrid career exploration/internship course. At Princeton High School, the focus is not on placement in a paid working situation, but first having the students understand the industry in their immediate area. This is accomplished by establishing a working partnership with an industry, and then incorporating its contribution to the community within the class. This has led to increased job shadowing opportunities, internships, and several paid positions. Also, the school has received funds from industry to rejuvenate its equipment in IT classes.



The Ag Program at Streator High School has received many accolades from the regional level up to nationals. Riley Hintzsche, the instructor, has exemplified what can be done with students from an economically depressed area when a dedicated and talented individual takes the helm and shows faith in what the students can accomplish.

The Streator Ag Program was named the Illinois Association FFA premier chapter and honored with the National Chapter Award. Following the convention, the National Chapter Award recognition was sent to the

National FFA Organization for judging at the national level.

Further, the Streator FFA chapter was named one of 10 National Model of Excellence finalists with the National Chapter Award by the National FFA Organization -- out of 8,817 FFA Chapters throughout the United States. Only 10 programs are selected annually for this honor.

The National Chapter Award is a 22-page application that is composed of 15 different activities that are conducted by chapter members to grow leaders in the chapter, build and strengthen community, and strengthen agriculture. Members identify the purpose for conducting each activity, create goals for accomplishing the activity, compile results based off the goals, determine the importance in American agriculture, and gauge the impact. The chapter and officers develop this each year. [BACK TO MAP](#)

EFE 200



Regional students tour local businesses to highlight what each community offers in all career areas. Also, area business owners are invited into each classroom to serve as guest speakers and ambassadors for their specific career area.

Additionally, EFE 200 started a new CTE career exploration course called CEO three years ago. It is currently housed in Woodford County with three schools participating. It is funded by over 50 local businesses.



[BACK TO MAP](#)

EFE 220

Job shadowing returned in the spring of 2022 after the opportunity was put on hold for the prior two years due to the COVID-19 pandemic. The first-year students' jobs shadowed consistently from mid-March and continued until the end of the school year. Students were welcomed by the community in various career paths in addition to business. For instance, careers in business instructor Elizabeth Hazzard had two students who wanted to become veterinarians. They had multiple shadows with area veterinarians. Some other areas included entrepreneurship, banking, finance, management, marketing, and engineering to name a few.



The goal of shadowing is to help students learn about various career paths to solidify their choice or remove it as an option. Either way, it is a plus that saves them time and money in the future. The academic end of job shadowing includes students polishing their communication skills in a variety of ways: using proper email etiquette with their mentors, researching, and writing pre-job shadowing memos, post job-shadow thank you letters, and making PowerPoint presentations to share with the class about each experience.

Students often find a business in which they would like to intern. Eighty percent of the current juniors have chosen to take the second

year of the program this year, which means having an internship (in 2022-23). Mrs. Hazzard's daughter was in an internship through the Careers in Business Program before graduating in May, and she believes it is a way to differentiate and set the student apart from other students when "selling" yourself to colleges and trying to obtain scholarships. The internship is also dual credit, which is another advantage.



CareerTEC's Culinary Arts students went on a field trip on April 7, 2022, to Blackhawk Technical College in Janesville, Wis., during which they received a tour of the facilities and were cooked a five-course meal prepared by Blackhawk culinary students. Students were given an opportunity to learn more about culinary school and different occupations that could be pursued once the student graduated.

Pictured at left: CareerTEC's culinary students listen to a presentation while

touring Blackhawk Technical College's culinary program.

Doug Meyers, who teaches computer information systems (CIS), continues to build his program. For the first time in Meyers' seven years at CareerTEC, a student passed all four semesters of the CompTIA's testing. Paul Giuffre, who graduated from Freeport Aquin Central Catholic High School in May 2022, is now certified in A+, Network+ and Security+.



CIS offers a two-year program at CareerTEC for high school juniors and seniors. First-year students start with the CompTIA A+ Core Series, which requires candidates to pass two exams: Core 1 (220-1101) and Core 2 (220-1102). According to its website, "CompTIA A+ is the industry standard for launching IT careers into today's digital world. CompTIA A+ is the only industry recognized credential with performance testing to prove pros can think on their feet to perform critical IT support tasks. It is trusted by employers around the world to identify the go-to person in end point management and technical support roles. CompTIA A+ appears in more tech support job listings than any other IT credential."

Second-year students take the Network+ and Security+ exams. "CompTIA Network+ validates the technical skills needed to securely establish, maintain and troubleshoot the essential networks that businesses rely

on. CompTIA Security+ is a global certification that validates the baseline skills necessary to perform core security functions and pursue an IT security career."

Giuffre decided to stay in northwest Illinois after graduating and quickly found a job working in the IT field. CareerTEC is extremely proud of not only Giuffre's accomplishments but also of the work of Meyers, who guided Giuffre to a career in IT. [BACK TO MAP](#)

Jo Daviess Carroll CTE Academy

Job shadowing/internships in this region are integrated into a student's final semester or year of a program. Ideally, career exploration is done in seventh-10th grades (before entering a pathway). Students should be introduced to many different careers. They should also have activities that allow them to reflect on their passions, strengths, and skills. It should be a personal journey. All the programs offer dual credit and are expanding to include professional certifications so students who leave school are truly college and/or career ready. [BACK TO MAP](#)

La Salle-Peru Area Career Center

The computer repair instructor at the LaSalle-Peru Area Career Center has established a solid relationship with a local electronics repair business. It has led to the students being offered (an optional) internship at the company and the awarding of scholarships to enter the profession by pursuing advanced learning with the local community college. This solid relationship happened because the instructor had industry experience and connections as well as their trust to establish this pipeline. Furthermore, the instructor has established a school-based enterprise in which he and the students repair gaming systems for the local community. This double-edged system of opportunity has increased numbers in the program, provided community service, and allowed students to gain industry certifications through their work.

Students going through the clinical part of their program regularly are required to write about their experiences, specifically about the good and the bad of it. They then discuss their obstacles. The instructors have found that this has strengthened the students' commitment to the pursuit of the profession by helping them to understand that what they are experiencing is normal and that there is support for when they need it.

The career center would like to highlight Madysen. As a junior, she enrolled in and successfully earned her CNA license from the state. In her second year, she enrolled in welding. In the first weeks of class, Madyson was put to the test (of the use of her CNA license) when a student passed out in welding class. Within a minute, Madyson was directing an immediate triage and directing students on who to contact, what to get, and how to help. She performed all functions safely and within the guidelines of what a CNA is authorized to do. Her assistance was recognized by her instructor, Joe Villareal. [BACK TO MAP](#)



United Township Area Career Center

The United Township Area Career Center (UTACC) has collaborated with John Deere Harvester's Welding Apprenticeship Program. The labor relations director initiated the partnership by reaching out to the career center's welding teacher. It is a wonderful opportunity to have been sought out by the John Deere team and creates excitement for future welders. Since then, the apprenticeship program has expanded to include other local businesses. The ACC welding teachers work hard to provide the students with a basic skill set, confidence, and preparedness to be able to step into an apprenticeship role. Four exceptional students who demonstrated these qualities were recommended to this program by their teacher. These individuals progressed to the next phase in which they were interviewed and accepted into the program. They spent the summer of 2022 working full time at the participating businesses. The long-term goal is to continue to expand apprenticeship opportunities to other programs and develop them as an essential part of the student's work-based lead learning and training environment.



UTACC hosts a Sophomore Career Day every January for all sophomore students in the area who would like to participate. This event's purpose is for students to explore different career pathways within the area career center to see the exciting courses and career opportunities that are offered. There are about 500 sophomores that venture through the ACC hallways eager to explore and navigate their future interests. Additionally, this event

connects students to the ACC faculty, who are excited to share part of the success with the students.



UTACC is proud of the CNA program accomplishments. Students graciously accepted certificates of class completion and a CNA pin. CNA students spend a portion of their school day at an approved clinical site during this journey, accumulating 40 required work-based hours. These students faced unique challenges while onsite. On top of the pandemic, they continued to excel and have shown they can persevere regardless of the difficulties thrown their way. The latter half of the semester is dedicated to preparation for their final classroom obligation, the state

Certified Nursing Exam. There are 40 students who have become certified nursing assistants.

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EFE 240 - West Central Regional System

The West Central Regional System in Adams, Pike, and Hancock counties partners with Boy Scouts of America and has an Explorer Post for students who are involved in work-based

learning. Nine student explorers participated last year in work-based learning in transportation, diesel technology, auto technology, and construction.



A sophomore career fair is held at the local community college for students in the region and the surrounding area. Over 800 students and 45 guest speakers representing all career clusters participated in the career fair last year. All 10 schools in the West Central Regional System conducted in-person, hands-on instruction throughout the 2021-22 school year. Students could

learn essential employability skills and hands-on technical skills in their career field of choice. Students helped build a house, worked on automobiles and diesel trucks and tractors, learned technical machining and welding skills, participated in clinical sessions at both long-term care

facilities and hospitals, and welcomed preschool students at the onsite preschool. [BACK TO MAP](#)

EFE 250 – Two Rivers Career Education System



The Two Rivers Career Education System in Brown, Morgan, Cass, and Scott counties began developing a new and more involved definition of work-based learning. This larger definition of WBL allowed for students to learn more at an in-person career fair, where they learned the various careers offered by local employers and how they could use job-shadowing, internships, and apprenticeships to gain skills and work experience. [BACK TO MAP](#)

EFE 265 – Western Area Career System

Morton is known as the Pumpkin Capital of the World because 85 percent of the world's canned pumpkin is packed in the Nestle/Libby's plant located there. Students from Lewistown High School could participate in pumpkin carving and cleaning during September and October and learn how to process pumpkins. [BACK TO MAP](#)

EFE 280 – Delabar CTE System



Embedded work-based learning in the curriculum was a major success this year for the technology program at the Delabar CTE System. Students could film and edit content on the Galesburg Area Vocational Center website. They produced content that could be used in recruiting students to the center.

Career awareness and exploration were increased as nearly 500 eighth graders in the region were able to use virtual reality simulations, watch video content of careers and students in action, participate with interactive web materials, and complete career exploration interest surveys.

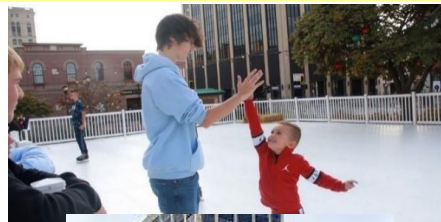
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EFE 290 – Lincolnland Regional Delivery System



The Lincolnland Regional Delivery System’s Workplace Experience Program is meeting with local employers to help meet their needs. The work-based learning class was 100 percent full; an expansion to increase capacity will take place in 2023 to allow for more students to experience on-the-job learning. [BACK TO MAP](#)

EFE 310 – Regional Office of Career and Technical Education



The LRS Ice Rink is a 4,000 square-foot outdoor rink on the lawn of the Old State Capitol in downtown Springfield. Sangamon CEO high school

students managed the project and students from the Capital Area Career Center building trades class constructed the rink. Sangamon CEO students raised the funds for the LRS Ice Rink by visiting local businesses, pitching the idea to them, and receiving



donations. The rink is named after Levi, Ray, and Shoup Inc. (LRS) – a global computer software company based in Springfield. LRS is the title sponsor of the project.

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EFE 330



EFE 330 offered a 60-hour introduction to its Construction Trades Program during June 2022. Eighteen students completed the program, which included hands-on construction skills, tours of local trades facilities, and presentations from local trades professionals. Students earned high school credit and a small stipend.

EFE 330 partnered with Parkland Community College and the East Central Illinois Building and Construction Trades Council to offer a hands-on building trades expo in April 2022. Over 200 eighth graders attended the event, which allowed students to learn about different trade opportunities, such as bricklaying, electrical, painting, plumbing, automotive, welding, and more.



EFE 330 partners with Parkland Community College to offer a regional dual credit career pathway program, the Early College, and Career Academy (ECCA). ECCA enrolled 188 students from 15 different high schools during the 2021-22 school year in nine different pathways. The new Construction Trades ECCA Program started in 2021-22 and 14 students successfully completed it. Also

of note, 16 students successfully completed a program for future teachers during the second year of the ECCA Education Pathway Program. [BACK TO MAP](#)

EFE 340



Health occupations classes are hosted at area hospitals in eastern Illinois. These partners provide classroom space, supplies, access to professionals and patients for clinicals. These partnerships have been in place for over 40 years.

A group of business partners, the Chamber of Commerce, and college educators are working collaboratively to create CTE programming for students and adult learners that will meet the needs of businesses that need skilled employees. The group is called the Effingham Regional Career Academy. It has created a career exploration class that will explore career opportunities in local businesses, connect them with leaders, and tour a variety of facilities, all while teaching them valuable employability skills.

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EFE 350

Schools continue to develop and enhance internship programs, with internship programming being available at LeRoy, Normal, Normal West, and Olympia schools. Additional schools are developing internship programs, including Heyworth and University High Schools. The pandemic stalled student opportunities and program growth, but more students were able to access internship programs this past year and many community partners cooperatively educated students.

Schools are enhancing their career exploration offerings at the freshman level. Schools are offering semester-long classes that include career inventories, starting portfolios, and research to determine appropriate career pathways. These include four-year high school planning as part of the coursework.

Education courses in the Education Career pathways are being offered in three high schools in the region. Normal Community and Normal Community West High Schools are seeing growth in enrollment and interest. They, along with Olympia High School, offer pathway programs that include dual credit and field experiences for students. [BACK TO MAP](#)

Bloomington Area Career Center

The Bloomington Area Career Center (BACC) partnered to create job shadowing opportunities for 45 students at the Emergency Medical Services (EMS) dispatch center in McLean County. Students learned about various career opportunities in EMS and related support services, such as IT. Eighty-four of the CNA students also partnered with Martin Health Systems to practice hands-on skills in a health care setting. Many of these students went on to get their CNA license and are working as CNAs today. Eighteen students in the advanced CNA Program were able to participate in yearlong internships in various departments at both Carle BroMenn and OSF St. Joseph's hospitals, as well as various clinics throughout the county.

The ACC welcomed about 50 guest speakers during the 2021-22 school year across all 17 programs. Students learned about job opportunities, starting salaries and benefits, and the positive aspects and challenges of various career options. Additionally, students in all the courses were able to explore careers through the curriculum and activities in their courses. The various field trips, hands-on activities, and clinical experiences enabled students in the courses to get a sense of what employment in these industries is like and whether they would like to pursue that as a career.

The Bloomington Area Career Center has many successes to celebrate from this past school year. 284 students earned 1,614 dual credit hours, for a total value of \$337,875. Seventy-two students competed at the SkillsUSA competition in Peoria, earning 23 medals at the state competition. Nine students competed nationally, with one of the students winning the gold medal at the national level in the Medical Terminology competition -- the only gold medalist from Illinois. The BACC also continued to grow the program offerings with the trades and manufacturing course. This course will allow students to tour various trade unions and manufacturers in the

region to learn skills associated with these jobs, in addition to career opportunities. [BACK TO MAP](#)

EFE 380












by 38 different businesses and postsecondary partners.

A yearly Career Fair is hosted for students in Livingston County. It was not possible to hold this even in person when the pandemic hit. A virtual Career Fair was developed so students could still have access to career exploration opportunities. Within the virtual Career Fair, students were able to take an interest inventory, find their area of interest, and watch videos from businesses and careers in that field. Over 35 businesses and individuals participated, with dozens of areas and fields represented.

The students can enroll in dual credit within their courses. They also have access to dozens of certifications within their program. The dual credits are transferrable to college and are available at no cost to the students. The certifications are extremely beneficial as well. They often allow students to get a leg up when applying for jobs and

Livingston Area EFE hosts a great work-based learning opportunity every year called Senior Interviews. All seniors must participate in an interview with a business partner. The interviews are 30 minutes each. The first 20 minutes is a formal interview and the last 10 minutes is to share strengths, weaknesses, tips, tricks, and advice for improvement. This is a fantastic opportunity for students to network with the future workforce. In 2021-2022, over 140 seniors were interviewed

Industry Recognized Certifications				End of Year Report Accomplishments
Certifying Institution	Certification	Program(s)	Students Certified	
	Certified Nurse Assistant	Certified Nurse Assistant	15	- 1,153 College Credits were earned
	Food Handlers	Culinary Arts	21	- 129 Industry Recognized Certifications were earned
	CPR/AED Certification	Fire Fighting, C.N.A, EMT	33	- 51 Internships for second year students
	AutoCad	Engineering	7	- 38 Business and Postsecondary partners participated in our Senior Interview Day
	Inventor	Engineering	1	- More than 560 volunteer hours completed
	AWS S.E.N.S.E Certification	Welding	6	- Core Expectations addressed for all students: Accountability, Appearance, Communication, Dependability, Initiative, Integrity, Organization, Punctuality/Attendance, Respect and Teamwork
	OSHA 10 Certification	Construction Trades, Welding	38	Research shows:
	ServSafe Manager Certification	Culinary	7	*Exposure to CTE courses increases graduate rate, are more likely to enroll in a two-year college, be employed, and earn higher wages.
	Gateways to Opportunity	Early Childhood Education	5	*Students who focus their CTE coursework are more likely to graduate high school by twenty-one percentage points compared to otherwise similar students (and they see a positive impact on other outcomes as well).

*CTE is a path to many opportunities; workforce, military, technical school, community college and Universities.

*CTE provides the greatest boost to the kids who need it most—boys, and students from low-income families.

trade programs after graduation. 1,153 college credits and 129 recognized certifications were earned during the 2021-22 school year. [BACK TO MAP](#)

Livingston Area Career Center



There are two major work-based learning opportunities offered by Livingston Area Career Center (LACC). First, internships are available. Students can leave the classroom during class time to go out into the workforce and get some hands-on practice. Fifty-one students were sent the 2021-22 school year can be anything from simple job shadowing to physically working with employees. Inter-Related Cooperative Education, or Co-Op, is a program in which students work for a large section of their school day, either at the beginning or the end of the day. This

allows them to gain work experience and develop their skillsets, while simultaneously getting their education. Co-Op has a lecture section that covers everything from resumes and interviewing, to taxes, writing a check, and buying a home.



Many guest speakers have been in the class over the year, and this gives the students a glimpse into what opportunities exist for them. Once restrictions were lifted, individuals and businesses were allowed back into the classrooms. There were 56 guest speakers during the 2021-22 school year. This included businesses, unions, trade schools, community colleges, and many more.



Several LACC students participated in SkillsUSA competition during the 2021-22 school year. SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. It helps each student excel, and prepare for careers in trade, technical, and skilled service occupations. Thirty-six LACC students participated in the state competition, with 21 placing in the top 10 for their competitions, on April 28, 2022. [BACK TO MAP](#)

EFE 390

CNA students partner with local nursing homes and hospitals in the central part of the state to complete clinical experiences to develop skills needed for workplace readiness and career certification.

Sophomore students visit the campus of the local community college and the area career center to learn about career programming and opportunities, including dual credit and postsecondary opportunities.

Local high schools have implemented an Education Pathways program aligned with that offered at the area career center. Students are made aware of career opportunities in education and able to earn transferrable dual credit through the partnership that is in place with the area career center and the local community college. [BACK TO MAP](#)

Heartland Tech Academy

CNA students at Heartland Tech Academy in Decatur partner with local nursing homes and hospitals to complete clinical experiences to develop skills needed for workplace readiness and career certification.

The health career exploration class visits local health employers to learn about career opportunities and brings in speakers from health careers to the classroom.

The Education Pathway program provides transferable dual credit to students interested in pursuing a career in education. [BACK TO MAP](#)

EFE 400

The Cooperative Work Experience Program provides opportunities for high school juniors and seniors to gain work experience while developing professional and interpersonal skills necessary for success in the workplace. The Co-Op program combines academics with business and industry to provide a real-world environment in which students apply and enhance workforce preparation knowledge and experience acquired in the program courses.



Students are required to work a minimum of 10 hours per week and maintain employment throughout the semester to participate in the Co-Op program. All Co-Op courses are offered entirely online to allow students the flexibility needed to meet the weekly hours worked requirement. Students' complete assignments weekly online.



Students enrolled in the Cooperative Work Experience Program can earn college credit during high school.

Hoopeston Area High School career and college prep students went on a field trip over spring break to explore job careers. There were two field trips, one to Chicago and the other to Springfield. On the Chicago field trip, students visited the following places: Shedd Aquarium, the Bean outdoor sculpture, and Navy Pier. Students were able to see hands-on

careers in action from guides, bus drivers, animal experts to museum and food industry careers. On the Springfield field trip, students could visit the following places: war memorials, the Illinois State Military Museum, Lincoln's Tomb, Abraham Lincoln Presidential Library and Museum, and Lincoln's Home. Careers that the students explored included military, park rangers, guides, customer service, and security guards. Students interested in any of the career clusters explored were given opportunities to ask questions about what the jobs entailed to a career path to achieve success in these areas. Students also gained insight on how to use different systems for ordering food to transportation in a bigger city since the rural towns they live in do not provide such opportunities.

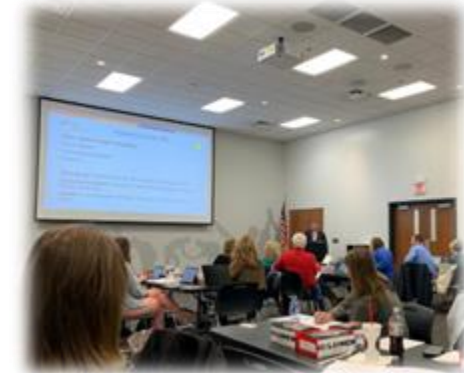
The Vermilion Vocational Education Delivery System EFE Region 5 College Express Program had its first Awards Recognition Day. Students who had either successfully completed a two-year program of study in the following courses were recognized. [BACK TO MAP](#)

EFE 425

EFE 425 serves the central Illinois counties of Calhoun, Greene, Jersey, Macoupin. The Central Illinois Rural Region offered a computer numerical control (CNC) mill workshop for teachers and students. CNC machines are used across multiple career pathways for milling, manufacturing, printing, etc. The technology is also being used in custom fabrication, robotic farming, and other innovative and emerging career areas. Training teachers and students to use this technology will prepare them to have the skills for future careers and equip them with practical, tangible learning experiences for careers in high demand today. [BACK TO MAP](#)



EFE 450



EFE 450 in Madison County facilitated a professional learning opportunity for teachers of the new workplace experience, formerly cooperative education, courses to enhance student opportunities and provide teachers an opportunity for collaboration and idea-sharing. Workplace experience coordinators, in addition to teaching and ensuring student safety, need to work in the community to develop relationships, seek out new student placement sites, and communicate with workplace employers on program structure and direction. [BACK TO MAP](#)

EFE 460



EFE 460 in southwestern Illinois is focusing on expanding opportunities for career exploration for students in seventh and eighth grades to include innovative approaches and partnerships. Harmony-Emge School District 175 partnered this year with the Precision Machining Department at Southwestern Illinois College to host the Mobile Machining Lab, an immersive experience in commercial machining constructed on a mobile trailer (pictured). Students experienced a full presentation, programmed a robot, and observed how CNC drilling machines work with precision.

Students are better prepared to consider machining as a worthwhile career path and have a leg up in understanding how the technology can be used to build a better world. [BACK TO MAP](#)

EFE 550



EFE 550 supported students in a local construction class as they built a full spec house. Spec houses are built on the speculation that they will sell easily for profit. Builders design these move-in-ready homes to be as appealing to home buyers as possible. Students experienced the full process of this build, from the foundation (pictured) to the roof all while gaining valuable construction knowledge and essential employability skills.

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EFE 490

Fifty-two students were certified/credentialed in Microsoft Office (Word, PowerPoint, and Excel) to prepare for workplace experience.



Pictured at left: Students attended a modified college/career fair to explore future opportunities.

The Flora High School Business Department prides itself on its students' placing in business competitions. Students obtain credentials in Microsoft Office in the information processing course. Paige



Scott, right, scored high enough on the credentialing test to be one of only two students from Illinois who attended the National Microsoft Competition in Dallas, Texas.

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EFE 495

The clinical experiences of CNA students through Health Occupations Programs are still worthwhile for students at Breese Central Community, Centralia, Salem, and Sandoval High Schools. Students are scheduled at nearby health care facilities, such as Doctors Nursing and Rehab in Salem, Odin Care and Rehab in Odin, St. Mary's Hospital in Centralia, and Salem Public Hospital. The four health care facilities have been partners with these high schools for many years.



Designated Career and Technical Education Improvement (CTEI) funds have enabled the continued purchase and distribution of the ISBE Career Guide to all eighth-grade students in the 32 feeder elementary schools within the EFE 495 region. Designated teachers at each school spend time introducing the guide to their respective students, and several teachers present a variety of lessons based upon the contents of the guide.

Students in the Construction Trades Program at Centralia High School built a large maintenance building for use on the high school campus. The project was conducted in concert with the school's Drafting Technology Program, whose students planned and created blueprints for the project. The materials used in building construction were paid for by the Centralia High School District, but students used tools and equipment purchased with CTEI and/or Perkins funds. This joint Drafting-Construction Trades project not only offered opportunities for students to develop their skills but provided the school district with a much-needed building that can be used for years to come. [BACK TO MAP](#)

EFE 520

All seven schools within EFE 520 are now offering WBL opportunities for students. The Construction Career Fair has been an enormous success for the system of schools. Students get to come try their hand at the various trades, including climbing I-beams, plasma cutting, brick laying, etc. Five of the women in the welding program have been offered welding and manufacturing positions before graduation.

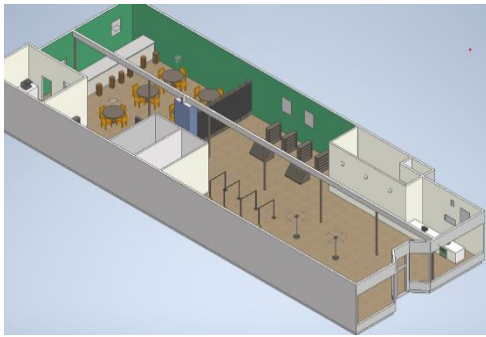


There are career exploration opportunities for all age levels. A middle school career fair and software instruction are offered. There is a high school construction fair and manufacturing day event for all schools in EFE 520.

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EFE 525

The entrepreneurship class in the Entrepreneurial Development, Growth, and Education (EDGE) program culminated the school year by starting its own businesses. The EDGE class then held a trade show during which each student presented their business. It was very well attended. Students were able to promote their businesses, and each generated a great deal of sales and/or appointments.



The computer-aided drafting (CAD) classes met with a local businessperson who had a vacant downtown building. He was open to suggestions as to what type of business to open and ideas for the floor plan and wall space. The CAD students were given this assignment.

EFE 525 has raised its student enrollment in the entrepreneurial class by 30 percent. The Construction Trades Program that had to be paused due to the COVID-19 pandemic was restarted beginning with plans with the Plumbers and Pipefitters Union to initiate the process of opening an apprenticeship program for the 2023-24 school year.

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EFE 540



Trico High School hosted a Career Day on April 14, 2022. It had approximately 19 occupations/trades represented. Students rotated to four different classrooms for a 30-minute presentation and question/answer session on careers they had an interest in.



The Carbondale Fire Department offered a job shadowing day pertaining to fire service for nontraditional students. It was called "Bad Axe Ladies." Students trained alongside female members of the Carbondale Fire Department to learn about what it takes to enter the force. Four young women from Carbondale Community High School participated.



Carbondale Community High School organized a Job Fair in collaboration with the Chamber of Commerce and the Department of Economic Development. Over a five-week period, students were involved in intense training on how to write a resume, interviewing skills, and giving their personal elevator speeches. There were over 30 employees onsite to talk with students and do call backs for interviews in the afternoon.



The CCHS exterior and interior carpentry classes worked on building a donation box for the Carbondale Lions Club during the 2021-22 school year. This project came from an inquiry at the start of the year to see if the class could help. Students gained skills and were then assigned to do certain parts of the box after completing their regular class lab projects. Several skills were learned, including fine cabinet making, function of deposit drawers, and carving a Lions Club logo and a pair of glasses with a CNC machine. Some students met with the Lions Club members and discussed what they learned during a dedication ceremony in August.

Pinckneyville High School accounting classes operate a

coffee shop before school Monday through Friday. Students sell hot and iced coffee, lemonade refreshers, and hot chocolate. Students work one week a month. The Pinckneyville High School coffee shop made a profit of almost \$1,000 last year. [BACK TO MAP](#)



EFE 560

Johnston City High School CNA Program teacher Brenda Mummert has offered students opportunities to earn many certifications within the nursing and health care field, including phlebotomy, CNA, at-home health care, and pharmacy technician. The pinning ceremony and recognition is part of the graduation program for the entire community to witness and celebrate. [BACK TO MAP](#)

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 appropriations, which meet the maintenance of effort required to continue to receive the federal funds. Table 9 indicates the components of federal and state appropriations in FY 2022.

Table 9: Components of Federal and State Appropriations

	Appropriation	Administration	Distribution	State Leadership/ Technical Assistance
Federal	\$28,324,223	\$1,416,211	\$24,667,075	\$2,240,937
State	\$43,062,100	\$0	\$41,112,100	\$250,000
ICCB – Federal	\$18,882,817	\$944,141	\$16,428,050	\$1,510,626
Total	\$90,269,140	\$2,360,352	\$82,207,225	\$4,001,563

Federal – Perkins Career and Technical Education Grant

ISBE administers \$28,324,223 for Perkins secondary CTE programs. ICCB administers \$18,882,817 for Perkins postsecondary CTE programs. The state of Illinois was allocated \$47,207,040 from Perkins V to support both secondary and postsecondary CTE programs in FY 2022. The director of CTE and Innovation at ISBE is also the state director of Career and Technical Education.

The FY 2022 allocation to ISBE for secondary federal Career and Technical Education was \$28,324,223, of which \$24,667,075 (85 percent) was distributed by ISBE to EFE systems for the delivery of high-quality CTE programs. ISBE utilized \$1,416,211 (5 percent) for administration; \$564,485 (2 percent) for state education institutions (\$372,171 for the Illinois Department of Juvenile Justice [IDJJ] and \$192,314 for mental health institutes); and \$2,240,937 (8 percent) for required federal leadership projects.

The IDJJ receives federal and state funding. See page 63 for a description of its program.

Illinois Department of Human Services Mental Health Institutes

Funds awarded to the Illinois Department of Human Services and Mental Health Institutes and are used to purchase supplies, materials, and equipment to continue CTE-based training pertaining to work and life skills in the developmental delay and IDHS mental health facilities across the state. Funds are also used to supplement CTE classes provided by IDHS at the Illinois School for the Deaf and Illinois School for the Visually Impaired and will be used for appropriate staff development to support approved vocational CTE classes in 15 state development delay and mental impaired (MI) facilities.

Each of the facilities have different levels of community events, partnerships, and training based on student functional levels, security requirements, and their individual local connections. Some things shared with us this past year include holiday-themed events held at the facilities that bring the community into the local facilities to highlight some of the work done by the students. Recycling centers at the facilities allow students to see recycling items from onsite and community partnerships. Several facilities have consumer craft sales and craft fairs. This is an opportunity for employees, the community, and other residents to view, purchase, and support the classes by buying the items that they have created. These funds help to support the programs further, and the items being on display help the students be proud of their work and see the value of their skill.

We have worked with experts in the field in and out of the facilities. When the opportunities arise, some students can go into community partner businesses to use their skills to work in the community. When different circumstances for the individual facilities don't allow this, we can bring individuals into a facility to help expand the training and knowledge base beyond what the local instructors can provide. These partnerships and training programs help teach the students a wider range of skills and allow them to stay current with local and industry trends.

Illinois Federal Leadership Projects

Perkins V legislation specifies that ISBE set aside 8 percent of its allocation for leadership activities. ISBE contracted with Measurement Inc. and the Consortium for Educational Research and Advancement, a minority/women owned business located in Illinois, in July 2021 to conduct an independent evaluation of its statewide CTE program, the first of its kind. The study sought to address the following objectives:

- To assess the overall structure and functions of the CTE system in Illinois;
- To gauge the quality of communication and support provided by/to all entities at all levels of the system to promote high-quality CTE programs;
- To determine whether there is equity of access and experience for all student subgroups;
- To evaluate the extent to which CTE programs are implemented in accordance with nationally recognized best practices;
- To identify barriers to effective CTE implementation by high schools and ACCs;
- To assess stakeholder satisfaction with CTE policies and programs;
- To identify relationships between varying contexts, levels of CTE implementation, and perceived outcomes; and
- To advance recommendations to improve Illinois' CTE system.

The evaluation featured a robust design that reflected Measurement Inc.'s approach to research; it included a comprehensive conceptual framework to guide the evaluation and data collection, multiple data sources to check the validity and reliability of findings, and mixed methods (e.g., quantitative, and qualitative data collection procedures) to achieve a balance between breadth and depth of information. This information is a baseline data set for system continuous improvement.

The recommendations from the evaluation were:

1. Reexamine the roles and supports provided by the various entities involved in the CTE delivery system.

2. Ensure that CTE is afforded equal play in the state’s high school graduation requirements.
3. Streamline policies for CTE dual credit.
4. Continue to focus on certain areas of CTE implementation, including work-based learning opportunities and meeting industry needs.
5. Improve data tracking and create more efficient protocols and processes for oversight.
6. Intensify focus on the recruitment and preparation of a sustainable pipeline of CTE educators.
7. Consider the use of an external evaluation more regularly.

Next Steps: CTE & Innovation Department staff are reviewing the complete evaluation closely and developing a plan to respond to the recommendations and areas identified for improvement. The CTE & Innovation department will also invite the evaluator to present the results to the EFE System Directors and other interested stakeholders and will post the final report on the agency website.

CTE Professional Learning Project

ISBE partnered with Northern Illinois University for the CTE Professional Learning Project in FY 2022. This is a multi-year contract awarded to NIU’s Division of Outreach, Engagement, and Regional Development by ISBE. The purpose of the CTE Improvement Project is to supply statewide CTE professional learning opportunities, including an annual CTE conference, professional networking, support for educator implementation of evidence-based strategies, and CTE curriculum resource development and support.

FY 2022 was Year 1 of the CTE Professional Learning Project; various activities were executed, ranging from basic project management and CTE branding to stakeholder engagement and educator professional learning opportunities. Specifically, the CTE Professional Learning Project planned and launched a CTE Summer Speaker Series, produced a CTE Best Practices Literature Review, delivered a High-Quality CTE Practices Webinar, and began planning for a Curriculum-Instructional Materials Gap Analysis.

The project also facilitated a CTE Industry Listening Tour, a CTE Educator Plan Time series, and CTE Advisory Council meetings in service of the development of new state CTE standards. The project also assisted with the Career Pathways Endorsement Administrator Academies. The Summer Speaker Series, planning for 2022-23 professional learning, and outreach to EFE systems were centered around equity. For example, the Summer Speaker Series highlighted access and equity in CTE, and the project purchased equity toolkits from the National Alliance for Partnerships in Equity that will be used as key resources in the coming years by EFE systems and districts.

NIU project staff, assisted by Collaborative Communications, facilitated a CTE rebranding effort that entailed design and rollout of a new Career ConneCTEd Illinois logo (see on next page) and



tagline. These elements were then incorporated into project files (e.g., PowerPoint slide templates) and other ISBE materials (e.g., Career Competency PDFs). The project also promoted use of a social-media hashtag during #ILCTEMonth.

IACTE

The Illinois Association for 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.

The primary goal of the CTE Perkins Federal Leadership Grant is to provide statewide professional development for CTE educators that focuses on pedagogy, working with special population students, career planning, College and Career Pathway Endorsements, work-based learning continuum, Illinois Learning Standards, evaluation and assessment, leadership, and technology.

IACTE hosted the 92nd Annual Conference and IACTE Annual Meeting in February 2022. The conference featured speakers who spoke on pedagogy, working with special populations, career planning, new Illinois Learning Standards, evaluation/assessment, leadership, work-based learning, skill training, and technology. There were 59 breakout sessions attended by 266 attendees.

A virtual leadership workshop was offered to IACTE/affiliate members in June 2022.

“Resilience in CTE” looked at emotional management for stable leadership. It keyed on one issue over the past two years and how to support stability of staff and students at all levels.

- There was a two-hour virtual leadership training.
- The leadership training was based on the book, “EXTRAordinary Resilience: The 7 Skills to Add the Extra to an Ordinary Life,” and was facilitated by Association for Career and Technical Education members Mark Wilson and Andrea Pogue.

Federal Perkins Reserve Funds

Per Perkins V legislation, Illinois can reserve up to 15 percent of the 85 percent of funds allotted for formula CTE grant programs. \$3,078,925 was set aside for reserve funds. The Innovation Grant is part of a three-year program that emphasizes the planning, implementation, and sustainability of student opportunities, improved programs and/or innovative programs aligned to CTE, and goals specified in Perkins V. Twenty-four schools participated in the fiscal years 2021-23 Innovation Grant program. They created opportunities in computer science, cybersecurity, agriculture, construction, culinary arts, hospitality, and manufacturing. They incorporated Occupational Safety and Health Act training; business and finance; management; science, technology, engineering, and math (STEM); science, technology, engineering, arts, and math

(STEAM); family and consumer sciences; horticulture; and audio-visual technology, as well as English, math, science, and statistics, into their programs and CTE classrooms.

Schools responded to survey questions on the effectiveness and impact of their programs, which were in their second year in FY 2022. Feedback from students, teachers, and work-based learning employers pertaining to student attendance, enrollment data, and graduation rates was used to measure program success. Innovation Grant funds were used to purchase equipment, provide teachers with professional learning, and enhance curriculum.

Schools offered dual credit and work-based learning opportunities that included internships, programs with community college and university partners, and certification and credentialing to increase student participation. Perkins special and nontraditional students also were encouraged to take part. Career readiness programs incorporated math, science, English, and employability skills (or soft skills) to prepare students to succeed in the workplace.

State Career and Technical Education Improvement Appropriation

The state appropriation for secondary Career and Technical Education for FY 2022 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 uses its state appropriation for meeting its MOE. ISBE's MOE target is \$38,956,018, and ICCB's MOE is \$18,070,877 for a total of \$57,030,190.

ISBE distributed \$43,062,100 (99 percent) of its state appropriation to local and regional agencies for 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: \$35,205,955
- Elementary Career Development Programs: \$1,281,145
- Regional Safe Schools Cooperative Education Programs: \$1,100,000
- Career and Technical Student Organizations: \$225,000
- Education Career Pathways: \$5 million – A competitive and continuation grant was awarded.

The distribution of these state funds is on a percentage basis:

- State Leadership/Technical Assistance: 1 percent (\$250,000)
- Distribution to Local and Regional Agencies: 99 percent (\$42,812,100)

Illinois State CTE Projects

ISBE has several initiatives in the state. Funding to the Illinois Department of Juvenile Justice, Illinois School of the Deaf, Illinois School of the Blind provide CTE programs. Further, programs such as the CTE Education Career Pathway grant have opened opportunities for students exploring careers in education. The Regional Safe Schools provide work-based learning

opportunities to expelled or suspended youth. Career and Technical Education Student Organizations (CTSOs), the Illinois Career Connection Conference and FCAE are also state funded projects.

Illinois Department of Juvenile Justice

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 the past year, the IDJJ school district has been implementing or reimplementing several CTE programs that were stopped or limited during the pandemic. Current programming includes the following:

Overview of Certificate Programs at St. Charles

- Custodial Technician Certificate
- Fundamentals of Horticulture Certificate
- Construction Certificate I
- Construction Certificate II

Overview of Certificate Program at Harrisburg

- Fundamentals of Horticulture Certificate
- Horticulture Production Certificate
- Culinary Arts I Certificate
- Culinary Arts II Certificate
- Building Maintenance, I

Offered at IYC Pere Marquette

- Beginning Drafting

Offered at all Locations

- Career Exploration

Programming also includes partnerships with Lake Land College and Lewis and Clark Community College to provide youth dual credit and college certificates in construction, custodial arts, horticulture, and culinary arts. The program also includes a high school and GED

component, and youth who earn their diploma or GED can choose to continue collegiate programming through a partnership with Lewis and Clark Community College.

IDJJ works closely with these institutions to provide students with real-world opportunities. CTE is built around the idea of giving students those hands-on opportunities with the end goal of getting a job firmly in sight. In many cases, instructors of our CTE courses were former professionals in that field themselves, helping to add insight. Unlike most traditional academic classrooms, which mostly focus on knowledge, CTE focuses on true skills training. Much like a diploma or a degree, credentials and certifications provide verification of skills training.

Illinois School for the Visually Impaired

Thirty-seven students at the Illinois School for the Visually Impaired (ISVI) participated in CTE courses during the fourth quarter of the 2021-22 school year: 15 girls and 22 boys. Seven African American students, one Hispanic student, and one mixed-race student participated; all others were White/Caucasian.

ISVI demographics: White (78 percent), African American (10 percent), American Indian/Alaskan Native (3 percent), Native Hawaiian/Pacific Islander (2 percent), and Mixed Race (7 percent)

The Job Program was implemented again during the 2021-22 school year with the return of in-person learning. Eighteen students had jobs. Fourteen students had jobs on campus and seven students had jobs off campus; 10 students had two or more jobs

Leader In Me (LIM) is in its second year of adoption at ISVI. The ISVI education team has completed the introductory level training, the CORE 1 Training, and the CORE 2 Training. Also, a window of time was set aside in the instructional school day for students to engage in LIM instruction. The student body receives a 45-minute window of LIM instruction during the bell schedule on two mornings. A LIM Staff Lighthouse team was developed during the 2021-22 school year. This team meets monthly to organize curriculum mapping, plan student events, and determine future goals/objectives.

A LIM Student Lighthouse team was created during the spring semester. This team meets to discuss how students can be engaged in leadership activities around campus. A study buddy, announcement and pledge groups were selected. ISVI also welcomed a LIM coach to the school at the end of the 2021-22 school year to meet with administrators and both LIM Lighthouse teams to discuss plans for the 2022-23 school year. ISVI is currently incorporating feedback from staff regarding the need to consider how to move forward with both the older and younger student populations to make LIM most relevant to each of them.

Students participate in a variety of employment, independent living, and academic opportunities as well as volunteer experiences and recreational activities as part of the Transitional Living Program (TLP) for the visually impaired. The key features of the TLP are problem-solving, decision-making, and planning; assistive technology; orientation and mobility; literacy; self-advocacy; personal civic responsibility; community awareness; accessing community resources;

social skill training; and time management. The goal of the program is to increase students' independence by facilitating development of their independent living and orientation and mobility skills, Community awareness and participation and self-advocacy. Programing is designed around each student's needs and may include instruction in core academics, CTE, and expanded core curriculum.

Illinois School for the Deaf

The Illinois School for the Deaf (ISD) High School and TLP have 79 students enrolled.

ISD demographics: White (44 percent), African American (28 percent), Hispanic (22 percent) and Other (6 percent) from all over the state of Illinois. Fifty percent of ISD students have secondary disabilities.

Deaf or hard of hearing young adults who desire to have more preparation to transition to the world of work or postsecondary education participate in TLP. It focuses on enhancing academic achievement, employment, and independent living. A student must have satisfied graduation requirements -- but not have accepted his/her high school diploma -- to be eligible to enroll in TLP. A student can participate in TLP until their 22nd birthday.

There are 54 TLP students (68 percent) participating in CTE courses at ISD. Overall, 14 of these students were CTE concentrators as they have completed at least three courses in a program of study.

Fifty-seven TLP students (72 percent) participated in student work experiences. There were more than 40 job sites, both on campus and in the Jacksonville community.

Two TLP students at ISD High School participated in job shadowing experiences.

Two ISD students participated in classes at Jacksonville High School during FY 2022 and one student enrolled at Lincoln Land Community College during the first semester.

ISD offer the following programs of study:

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

IDHS facilities coordinated and collaborated with industry, postsecondary, and community partners to provide ISD students with 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.

CTE Month was celebrated at ISD in February 2022. Each week, a CTE Student of the Week was chosen and CTE information was shared campuswide. At the end of the week, CTE Students of the Week and CTE staff enjoyed a pizza party. Also, the Taste of CTE event was held for junior high school students; they rotated through four CTE areas where high school/TLP students gave student-led presentations.

FY 2022 Education Career Pathway Grant

Another round of the Education Career Pathway Grant was released in FY 2022, making it the third cohort. A total of \$5 million is distributed through competitive grants each year for Education Pathway Grants. The third cohort went to one community college, two EFE system regions, two Regional Offices of Education, and 25 school districts. The grantees could partner with up to six schools, bringing the total to 77 implementing high schools.

As a highlight of the pathway grants, the Northern Kane County Regional Vocational System partnered with both Northern Illinois University and the Alignment Collaborative for Education on October 9 to host the second annual Educators Rising Mini-Conference at NIU. There were over 200 future teachers in attendance. Students had the opportunity to hear a great keynote presentation by Teacher of the Year Kim Radostits, hear from NIU Dean of the College of Education Laurie Elish-Piper, speak with Admissions Department staff of NIU and Elgin Community College, hear from current NIU students, and then capping off the visit with a tour of campus. Some of the best parts of the day were having students provide feedback, such as "Being able to see college students and have them talk to us, and Mrs. Rad talking to us. She really inspired me even more" and "The enjoyment of being a teacher," made the event even better. A survey completed by attendees showed that 11 percent of attendees were male and that over 95 percent of students agreed or strongly agreed that the event increased their interest and knowledge of becoming a teacher and that it informed them on the next steps in their journey to do so.

The 200-plus students represented two of the four districts in the region (D300 and U-46), with the majority of students in attendance belonging to underrepresented populations. In just our second year of putting on the mini-conference, we were able to over triple our attendance. We have already started to look ahead to the Educators Rising State Conference in March and our next regional mini-conference next October. We are looking forward to having students compete at the state-level conference at Illinois State University in March of 2023. In the fall of 2023, the Education Program within D300 will become a regional program, allowing students from D301 to take classes at D300. The hope is to have over 30 students participate next year.

Career Development System No. 065 held a Future Teacher Summer Academy. The event is an immersive experience for any high school student who is interested in a career in education. This past year, the Future Teacher Summer Academy had 18 students who signed up and took part. The program, which is split into two sessions, lasted 20 days. During Session 1, students took part in seminars led by district teachers, social workers, counselors, and deans. These professionals were able to provide in-depth knowledge and lead the students in activities to

broaden their knowledge about the education profession. Students also took part in team-building activities at Irons Oaks, where they faced challenges that were related to real-life situations, and they learned how to overcome them. During Session 2, the students could put that knowledge into action by being student teachers during the district's Summer Bridge Program for incoming first-year students. The students taught from 8 a.m. to 1 p.m., four days per week. Students were mentored and observed by two District 215 teachers, Jordan Olivia and Tim Sullivan, who were their reflective leaders. Olivia and Sullivan worked with students and observed them as the students taught and provided them with support and guidance each step of the way. At the end of the academy, student Joshua Claybrooks said, "I truly feel that this summer academy has prepared me to be a future educator. I will be forever grateful for this experience." Favor Babatunde said, "I truly realize the importance of teachers in our lives."

Delabar CTE System reported that it had two students take and pass the paraprofessional licensing test. Each student also earned seven hours of dual credit in education and completed 60 hours of workplace experience working in a classroom in their home district. Both students are enrolled in education programs and committed to education.

The Southern Illinois Future Teachers Coalition (SIFTC) was created out of necessity to implement an education pathway in nine southern Illinois high schools: Anna-Jonesboro, Carterville, Cobden, Frankfort, Johnston City, Joppa, Massac, Meridian, and Vienna; two community colleges: John A. Logan College and Shawnee Community College; and Southern Illinois University Carbondale. From the initial inception of SIFTC in August 2021 to May 2022, the number of students in the education pathway has increased over 200 percent. SIFTC has also collaborated with the NIU EdSystems Center to mentor new schools in developing their education pathway and is currently working with EdSystems staff presenting to organizations regarding College and Career Pathway Endorsements and the SIFTC model.

The teachers from the above-mentioned schools have worked tirelessly to sponsor Educators Rising Clubs, recruit students who have an interest in education as a career, and mentor these students in their journeys to gain more knowledge about the education profession. Through the means of their Educators Rising Club meetings, students are given opportunities to explore various careers in education through guest speakers and through hands-on classroom observations -- something that would not happen if this program was not available. Students also have opportunities to plan curriculum for student-led Enrichment Camps for local elementary students, experience peer teaching opportunities, and engage in field trips and college tours. John A. Logan College has also started a collegiate Educators Rising Club for education majors, the first collegiate club in southern Illinois.

SIFTC is proud to be able to help students as they progress into postsecondary education by offering competitive applications for tuition reimbursement for their first semester in college. SIFTC awarded five \$1,000 reimbursements to seniors enrolling in either John A. Logan College, Shawnee Community College, or Southern Illinois University Carbondale in FY 2022. A 2022 graduating senior from Cobden High School applied for a Golden Apple Scholarship after a Golden Apple mentor spoke at one of her Educators Rising Club meetings. This student

was awarded a Golden Apple Scholarship -- an accomplishment made possible through the networking of possibilities put into place by SIFTC.

SIFTC has sponsored several regionwide events for high school Educators Rising Club members. The first sponsored activity was the Educators Rising Illinois State Competition at Illinois State University in March 2022. Eight students placed in competitions and three students became Educators Rising state officers during this event. Another well-received SIFTC sponsored activity was a “Community Over Competition: Team Building!” event hosted at SIUC’s Touch of Nature. Over 150 students participated in games that tested their leadership and teamwork skills and, most importantly, they got to spend the day getting to know each other and making new friends.

Several SIFTC schools have been approved for the College and Career Pathway Endorsement in Education. This endorsement, which requires students to complete dual credit coursework, is a further sign of SIFTC schools’ intentional efforts to prepare students for careers in education. Currently, students can complete 6-12 college credit hours from these dual credit courses. Additional requirements of the CCPE are that each student completes 60 or more hours of work-based learning and multiple team-based challenges. The team-based challenges for education create more learning opportunities for students to practice and implement focused projects in which they complete teaching-related tasks. Again, the work the SIFTC group is doing directly supports students who wish to become educators.

In FY 2022, after three years of implementing the CTE Education Pathway Grant, there are 171 high schools implementing education programs serving over 10,800 students.

Regional Safe Schools Cooperative Education Program

The Regional Safe Schools Cooperative Education Program provides alternative cooperative education for youth suspended or expelled due to gross misconduct and 16 years or older. They are administratively transferred to a Regional Safe Schools Program (RSSP) at the discretion of the local school district in lieu of suspension or expulsion or have been expelled or suspended more than 20 days and administratively transferred to an RSSP in accordance with Sections 10-22.6, 13B-20.25, and 34-19 of the School Code. (105 ILCS 5/10-22.6, 13B-20.25, and 34-19)

This program is specifically aimed at assisting suspended or expelled youth to become reoriented and motivated to complete their education by allowing a student to participate in career-related classroom and structure cooperative work experience provided by the private sector for not more than 20 hours a week.

The Regional Safe Schools Cooperative Education 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. The program emphasizes career-related classrooms in a structured and cooperative work experience environment, and preparation and motivation through a combination of paid work experience. One of the program's goals is to provide students at risk of not completing high school with career options.

Over 400 students were served by the Regional Safe Schools Cooperative Education Program. Seventy-one of those students were able to successfully transition back to their home schools. A vast majority -- 319 students -- received high school credit after completing the program, and 128 students maintained their employment through the summer.

A Regional Safe Schools Cooperative Education Program student began working at McDonald's as a crew member and earned the opportunity to enter the manager training program. This student increased his hours to full time during the summer and into the fall. The student moved into his own apartment and began to support himself through arduous work and determination. While successful in this position, the student had expressed interest in the automotive industry and explored the local community college automotive program along with a local automotive repair company. After exploring the options available, the student secured employment with the local automotive repair company as a general service technician and will receive on-the-job training in a comprehensive mechanic training program. This story demonstrates the employability skills needed for students to grow and to succeed.

The name has been changed in FY 2023 to Regional Safe School Work Experience Career Exploration.

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 CTOS.

Illinois has eight nationally recognized CTOS: 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. There are also two state recognized CTOS: Science Olympiad and Educators Rising.

The Illinois Coordinating Council for Career and Technical Student Organizations is made up of the state advisers, executive directors, and presidents of the eight secondary CTOS that are listed in Table 10. The organization is a collective of state advisers, executive directors, and a state officer representative from each of the CTOS. The coordinating council receives annual funding to coordinate the activities of each of the groups. This past year, the funding was

\$39,000; this was used to sponsor the three-day FY 2022 CTSO State Officer Leadership Seminar. Over the three days, the officers learned skills and competencies that will help them succeed in their role as a state officer and their future chosen fields. This will also aid them in their remaining secondary or postsecondary education. The leadership seminar illustrated and instructed students in the skills needed to compete in today's changing labor market and how to share this information and training with members through newsletters, workshops, and social media. Students were trained in public and impromptu speaking, officer responsibilities, chapter management, leadership demeanor, confidence building, group dynamics, parliamentary procedure, team building, goal setting, and leadership skills through various classroom and CTSO projects, activities, and resource materials.

Both students and advisers participated in the seminar program of work (PoW) component, which is necessary for effective association management and is a transferable skill to carry them through their professional lives and future schooling. This activity examined why such a PoW should be/must be completed every year since an organization's current position (financial, membership, etc.) may have changed. The students and advisers learned that a PoW is a comprehensive plan of action outlining goals and overarching ambitions. It serves as a guiding light to direct the CTSO's activities and provide a timely, specific itemization of its priorities and goals to meet any current challenges. The PoW component taught the students the following steps: the importance of discussing a PoW; analyzing the current situation; discussing community, state, and national concerns; stating what the organization wants to achieve; determining sub-goals and/or activities; establishing realistic targets and time management; delegating responsibility; informing the membership; and reviewing the program on a regular basis to ensure goals are being addressed and met. They were made aware that a PoW can be a fluid document subject to modification if it still is timely and specifically itemizes the organization's priorities and goals to meet any new or continuing challenges.

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

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

Table 10: CTSO Funding Distribution

CTSO	Allocation
Business Professional of American Illinois Association (BPA)	17,425
Illinois Association of Distributive Education Clubs of America (DECA)	19,853
Illinois Future Business Leaders of America (FBLA)	19,217
Illinois Association of Family Career and Community Leaders Association (FCCLA)	19,139
Illinois Association of FFA	46,235
Illinois Association of Future Health Professionals (HOSA)	19,249
Illinois Association of SkillsUSA (SkillsUSA)	28,514
Technology Student Association (TSA)	16,365
Illinois Coordination Council for CTSOs (ICCCTSO)	39,003
Total	\$225,000

Table 11: CTSO Chapters and Student Membership

CTSO	Number of Approved Chapters	Student Membership Numbers
Illinois BPA	33	1,338
Illinois DECA	65	3,000
Illinois FBLA	86	2,860
Illinois FCCLA	101	1,806
Illinois FFA	354	26,348
Illinois HOSA	53	4,136
Illinois SkillsUSA	135	5,842
Illinois TSA	7	382
Total	834	45,712

Illinois BPA

Business Professionals of America of Illinois had 1,181 active high school members at the close of 2021. The organization held its Winter Workshop in December in Oakbrook, and its State Leadership Conference in February. Several Illinois students, including students from Willowbrook High School, went on to compete at the National Leadership Conference in Texas during the summer of 2022. The [Willowbrook students](#), who all placed in State Leadership Conference competitions, are, from left, seniors Maxwell Hirsch, Charles May, and Luis Ramirez.



Hirsch placed fifth in Banking and Finance and first in Personal Financial Management, May and Ramirez placed second in the Computer Animation Team competition, and Ramirez placed third in Computer Modeling.

Illinois DECA

Illinois Association of DECA held its State Career Development Conference in March, with nearly 1,200 students attending and competing. Illinois DECA also had over 300 students compete at the DECA International Career Development Conference.

Clubs met again this year with Chicago Bulls and Chicago Wolves (a professional team in the American Hockey League) representatives about their careers. Students learn from the team executives how they prepared academically and professionally for their roles in this exciting industry.

Nearly 200 students attended the Illinois DECA Fall Leadership Conference, where they worked on critical thinking skills, presentation skills, and networking.

Naperville Central DECA hosted Jake Dunlap as a guest speaker via Zoom. He is an experienced businessman and successful entrepreneur, focusing on marketing and management consulting. Dunlap is currently the chief executive officer of Skaled Consulting, which helps companies optimize key aspects of the company's sales and marketing operations. Dunlap can also be found giving advice on his podcast, [The Jake Dunlap Show](#).

Dunlap provided information on his area of expertise -- sales. He explained the importance of using technology in business and gave helpful tips on how to present and persuade. Members had the opportunity to ask questions throughout the presentation and receive insightful responses.

Hosting Dunlap was a wonderful experience that provided members with thoughtful advice that will be applicable in their future DECA experience and careers.

Illinois FBLA

The FBLA State Leadership Conference was held in April. Over 1,000 Illinois students from 65 schools competed in dozens of events related to business and leadership. The organization offers a unique opportunity as it pairs newer member students with experienced member mentors through its Competitive Event Mentor Program, builds upon leadership skills, promotes networking with other chapters for more senior members, and strengthens skills of newer members.



Illinois FCCLA

A new database portal was created and used for the first time during the second semester of school year 2021-22. The database is linked to the national membership database. This makes registering for meetings and conferences much more efficient for FCCLA chapter advisers. The end-of-the-year survey about the use of the new database showed that 98 percent of the advisers were pleased with the addition of the new portal. Illinois FCCLA sponsored interactive virtual meetings focusing on Family and Consumer Sciences (FCS) careers. The meeting series was called “Let’s Talk About FCS Careers.” The six virtual meetings allowed FCCLA members to talk to FCCLA alumni about their current careers and what their career paths entailed. The topics were FCS Education, Interior Design, Culinary Arts, Early Childhood Education, Food Science, and Event Management. Twenty-seven students attended the meetings. Feedback from the presenters and student participants was extremely positive. It was clear that there was increased interest in the Career Investigation and Job Interview competitive events. When participants in those two events were asked why they chose their event, many of them credited the virtual event as a catalyst for their participation. Professional development sessions were held at each of the six-state sponsored FCCLA conferences this year. There were 86 different FCS teachers who took advantage of these opportunities. A virtual FCCLA adviser training was also held in November of 2021. Twenty-seven FCS teachers attended it. All the sessions focused on how to integrate FCCLA into the FCS curriculum. Post-session surveys showed that 97 percent of those in attendance felt that the information and training supplied were extremely helpful and especially useful.

Illinois FCCLA members prepared for career success through participation in the "Let's Talk About FCS Careers" virtual meetings and the FCCLA competitive events. 227 students took part in the virtual career sessions. Over 450 students took part in the 81 competitive event categories during the 2021-22 school year. Completion surveys showed that 98 percent of the participants felt their participation was incredibly positive.

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 Ground Zero Conference for students in ninth and 10th grades. 886 members from 138 schools participated in the conference at three locations (Champaign, Carbondale, and Macomb). Illinois FFA led effectively at the 2022 National FFA Convention in Indianapolis. Our state was well represented on the convention stage. 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, Gracie Murphy, in the National FFA officer selection process. Gracie was elected to serve as the National FFA Eastern Region vice president for this upcoming year. The annual tour of schools, called Chapter Visits, was completed in 2022. 334 schools and 9,037 students were visited, and

over 23,500 miles were traveled. 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 support and 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. These events are hosted at all organizational levels, from intra-school to state and national competitions. A highlight of the career development careers calendar this year was “Super Saturday” -- a one-day, multi-event festival of career development that was held at the University of Illinois 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 achieve goals. As schools across Illinois returned to full in-person learning and school events, FFA members likewise returned to in-person events to include a fully in-person state and national convention. Chapter Representative Engagement Webinars continue to be a key method of engagement statewide. Such meetings enable local chapter members to engage in the ongoing committee process, wherein student leaders assess current topics and questions facing the organization to make recommendations for change at the annual State Convention. The Illinois FFA Board of Directors 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

The Illinois Health Occupations Students of America Fall Leadership Conference was held October 18, 2021, with 91 students and 21 advisers present at the conference. Students participated in leadership and team-building exercises led by the state officer team and a former state officer, Luis Lopez. Advisers participated in a best practices workshop and in networking opportunities.

The State Leadership Conference was held February 16-18, 2022. There were 800 attendees despite COVID-19 restrictions and a surprise snowstorm. Motivational speaker, author, and athlete Eddie Slowikowski delivered the keynote address on the first night. Students participated in 62 competitive events, and the top three finishers in each event qualified for the international competition. There were eight Career-Based Workshops offered for the students.

The International Leadership Conference was held at the Gaylord Convention Center in Nashville from June 22-25, 2022. Illinois HOSA had 217 attendees in 86 events and 13 activities. It had 25 top 10 finishers, including one international champion and three top three finishers. A full list of winners can be found on the [Illinois HOSA website](#). State officers Massillon Boyd and Jill Patel served as voting delegates for Illinois. Advisers were offered CPDUs for assisting with events and/or attending workshops.

Illinois SkillsUSA

SkillsUSA completed the 2022 State Leadership and Skills Conference and National Leadership Conference with remarkable success, with over 3,000 students competing in over 130 technical and skilled competitions. SkillsUSA Illinois saw its best performance at the National Leadership and Skills Conference with over 35 national medals in first through third places.

SkillsUSA's Registered Apprenticeship Program (RAP) has developed and enhanced both registered apprenticeships and pre-apprenticeships. Over 200 students are active on those platforms, and there are more opportunities with our industry partners wanting to grow and develop youth-based apprenticeships.

There is a strong base of educators in SkillsUSA, and teachers seem eager to learn about RAP and how that could benefit their students and programs.

The State Leadership and Skills Conference and RAP are the capstone projects for all Illinois chapters. Students demonstrate their technical abilities in front of industry partners and compete against students from across the state. Students get to experience the expectations of industry and become vital parts of employers' ecosystems.

SkillsUSA technical competitions are all backed by industry. These technical standards act as a blueprint for the schools and their learning path but also guide how the contests will be evaluated. Most importantly, these standards are what employers expect to see from entry-level workers.

There were 142 SkillsUSA chapters active in Illinois in 2022, with 10,245 students taking part. A total of 257 of those students were identified as individuals with disabilities, 3,956 were identified as being from economically disadvantaged families, and 1,098 were identified as individuals preparing for nontraditional career fields. Five hundred students from this population identified as homeless.

Illinois TSA

The Illinois Technology Student Association was founded in 1978 and is the second largest Career and Technical Student Organization in the United States. Its motto is "Learning to Lead in a Technical World." The mission of the Technology Student Association is to enhance personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs. All lessons, activities, and competitions are not only supported by educational learning standards, but by industrial and technological organizations -- Association for Career and Technical Education, Army Educational Outreach, International Technology and Engineering Educators Association, and the National Association of School Principals. They are intracurricular, so students in the public schools get to be involved in TSA throughout the STEM curriculum.

Illinois TSA students participated in monthly career exploration guest speaking events presented by professionals throughout Illinois during last school year and continuing through the fall of this school year. The career exploration events' objective is to showcase the myriad careers available

to students after graduation. Speakers have included technology and engineering education teachers, auto technology mechanics, safety engineers, and mechanical engineers to name a few. Illinois conducts these events in the evenings via Zoom so all students can attend them without missing school or having to travel.

Illinois TSA just finished hosting the 19th Annual Technology Day, where close to 500 middle and high school students from across Illinois competed in simultaneous hands-on, education standards-based STEM competitions related to structural technology, flight technology, invention and innovation, and robotics. The event has been hosted by Illinois State University each year, so students get exposure to a university campus as well.

Illinois TSA conducts a one-day leadership conference each fall for individual chapter officers. It has been held at the Three Rivers Educational Center in Channahon for the past three years. Students are involved in leadership activities and take in the education center's nature.

Illinois TSA hosts its state conference and competition each spring in Bloomington. This day-and-half conference has 30 events for middle and high school students to compete in. Competitions ranging from robotics, to engineering design, to delivering a prepared presentation on a given technological topic.

One of the Illinois TSA chapters also competes at the National TSA Conferences, which are in different states throughout the United States. It was in Dallas, Texas, last year. There are 25,000 or more students at this conference, so there is nothing quite like the educational and leadership experiences these students witness.

Illinois TSA follows an established “creed” for its members and advisers:

“Technology Education holds an important place in my life in the technical world. I believe there is a need for good attitudes about work, tools, materials, experimentation, and industry processes. Guided by my teachers, artisans from industry, and my own initiative, I will strive to do my best in making my school, community, state, and nation better places in which to live. I will accept the responsibilities that are mine. I will accept the theories that are supported by proper evidence. I will explore on my own for safer, more effective methods of working and living. I will strive to develop a cooperative attitude and will exercise tact and respect for other individuals. Through the work of my hands and mind, I will express my ideas to the best of my ability. I will make it my goal to do better each day the task before me, and to be steadfast in my belief in my God, and my fellow Americans.”

State-Recognized CTSOs:

Science Olympiad and Educators Rising were identified as state recognized CTSOs in FY 2020, which allows districts to use their state and federal CTE funds to support CTE student participation. ISBE worked with state student organizations in FY 2021 to provide leadership and team-based challenges related to the seven Illinois endorsement areas to expand opportunities for students in assigned CTE programs. Each organization can offer student memberships, team-based challenges, and competitions in alignment with CTE programs.

Science Olympiad and Educators Rising were participants in the FY 2022 Illinois Coordinating Council for Career and Technical Student Organizations Conference.

Science Olympiad

Science Olympiad provides students with valuable STEM experience that allows them to explore their interests and prepares them for a career in STEM. Students in all competitive events must practice 21st century skills, such as interacting effectively with others, working on a diverse team, managing long-term projects, managing goals and time, and working independently. Illinois coaches participated in the annual Great Lakes Coaches Clinic on Nov. 4-5, 2021. The clinic, run by Illinois Science Olympiad, trains coaches on competitive events, shares valuable study resources for teams, and allows coaches to connect with one another.

In-school practice and virtual mentoring allows Science Olympiad team members to interact with subject matter experts and receive guided career exploration through Science Olympiad event prep during the entire academic calendar year. Science Olympiad participants also receive help from national partnerships with NASA, the Centers for Disease Control and Prevention (CDC), National Oceanic and Atmospheric Administration, and others. These partnerships allow students the opportunity to learn from nationally recognized programs and experts, no matter where they live. A few examples of career exploration activities made available to Science Olympiad participants (in addition to team-based mentoring):

- Explore Food Science with University of Delaware (Sept. 22, 2021)
- Explore NASA’s Webb Telescope with Special Guest Dr. Stefanie Milam (Nov. 9, 2021)
- Exploring Public Health with the CDC Nerd Academy (Feb. 26, 2022)
- Weather Workshop Wednesday with Special Guest Iisha Scott, NBC Chicago (April 20, 2022)

In addition, Science Olympiad staff provided a presentation to the EdSystems [Illinois WBL Innovation Network](#) participants about how Science Olympiad supports IT CTE pathways (March 22, 2022).

Educators Rising

PDK International’s Educators Rising program was 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. It 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. Members had access to both state and national conferences. Both a fall and a spring state conference were held in 2021 and 2022, and professional development sessions were rooted in the Educators Rising standards and themes. Over 60 people attended the fall virtual conference and over 400

people were at the in-person state conference, which was held on March 11 at Illinois State University.

Educators Rising students also have access to a suite of activities throughout the year. They focus on a different discussion topic each month and provide guided discussion questions to help students explore some of the most pressing issues facing educators today. Additionally, there is a focus on a different standard each month, with standards-based activities provided by the national office to help provide students with a deeper understanding of the tools needed to be an excellent teacher.

Additionally, the National Board for Professional Teaching Standards created an extraordinary platform, Accomplished Teaching, Learning, and Schools (ATLAS). This unique, online library can be accessed by students and teacher leaders and is filled with authentic videos of National Board-Certified Teachers (NBCTs) at work in their classrooms, paired with highly detailed reflective commentaries and instructional materials created by the featured teachers. The videos (which are typically 15 minutes long) show accomplished teaching in action, and the written reflections of NBCTs provide an extraordinary opportunity to get inside the minds of expert teachers. Members can access 64 cases (National Board videos and reflective commentaries) straight from ATLAS in the Student Resources section of the Educators Rising Membership Portal. These cases, sorted by subject and grade level, are an extraordinary way to introduce aspiring educators to the profession.

Career Connections Statewide CTE Conference

After much discussion, it was decided to host the annual conference virtually instead of face to face due to teacher shortages.

Presenters who were selected submitted a recorded presentation for inclusion in the on-demand, post-conference library for the 2022 Illinois Career Connections Conference. Once recordings were submitted, they were uploaded to a private YouTube playlist that could only be accessed with a link. Each presentation was included on the On-Demand Library page of the conference website and remained accessible until June 30, 2022.

The Illinois Career Connections Conference partnered with exhibitors again for 2022 to continue with the unique, engaging, and successful gamification element that was added to the 2021 conference. A partnership with Northern Illinois University was established; it designed pre-conference challenges that directly involved students. These challenges included one-to-two-day lessons and activities teachers conducted with students that related to soft skills necessary to be successful in careers and life.

Northern Illinois University will be taking charge of the Illinois Career Connections Conference grant in February 2023.

Facilitating Coordination in Agriculture Education

Through the Agriculture line item, five regionally stationed Facilitating Coordination in Agriculture Education (FCAE) program advisors and the FCAE statewide coordinator work 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.

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 supply 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 the [Illinois Agricultural Education & FFA website](#). 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. Various professional development sessions that added up to 710.5 total hours for 1,641 attendees from around the state were offered by FCAE staff in coordination with the Illinois Association of Vocational Agriculture Teachers. This is an organization composed 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.

FCAE staff have piloted a Junior Minorities in Agriculture, Natural Resources, and Related Sciences program by offering support to schools wanting to start a local chapter of the student organization to grow agricultural education and reach more students. FCAE staff are also planning a statewide institute for such students to be hosted in 2023.

D. Looking Ahead in Career and Technical Education

College and Career Pathway Endorsements

Public Act 102-0917

Governor Pritzker signed Public Act 102-0917 into law May 27, 2022. The bill stipulates that by no later than July 1, 2025, a school district that enrolls students in any of Grades 9 through 12 shall either elect to implement College and Career Pathway Endorsements or opt out of implementation. Additional timelines for implementation are as follows:

1. For the high school graduating class of 2027, a school district shall offer College and Career Pathway Endorsements in a least one endorsement area;
2. For the high school graduating class of 2029, a school district shall offer College and Career Pathway Endorsements in a least two endorsement areas;

3. For the high school graduating class of 2031, a school district with Grade 9 through 12 enrollments of more than 350 students shall offer College and Career Pathway Endorsements in at least three endorsement areas.

To support school districts with the implementation process, the College and Career Pathway Endorsement Coordinator Grant was established to pilot a new and focused position as a College and Career Pathway Endorsement coordinator for CTE systems. The pilot will focus on developing the capacity of school districts in the region to offer the high-quality programming necessary for students to earn College and Career Pathway Endorsements. Individuals selected for the grant funded position will work with districts to develop and/or expand access to a range of experiences that will position students to earn College and Career Pathway Endorsements in their concentration.

NIU Collaboration

The NIU Illinois CTE Project Team collaborates with ISBE's CTE and Innovation Team to support the agency's efforts to accomplish the state's Perkins V State Plan goals. The primary focus of the NIU Illinois CTE Project Team toward the accomplishment of these goals will continue to be its efforts in designing and delivering professional learning experiences across Illinois. These will provide opportunities for CTE educators to engage in professional development via online and in-person workshops, online asynchronous courses, Administrator Academies, and the statewide CTE conference. The NIU Illinois CTE Project Team also will continue to collaborate with the ISBE CTE and Innovation Team in leading the implementation of strategies that eliminate systemic barriers that prohibit students from participating in CTE programs and work-based learning experiences as well as efforts to increase CTE teacher recruitment, retention, and further increase diversity in backgrounds among Illinois' CTE teachers.

Programs of Study

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. There have been 11 program of study models developed since FY 2020.

- Accounting
- Agribusiness
- Business Management
- Construction
- Cyber Security
- Education
- Engineering
- Graphic Communications
- Machining
- Marketing
- Nursing

The program of study model provides 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 63 transferable courses.

There will be additional models developed in FY 2023 to complete all cluster areas, plus Energy.

State CTE Advisory Council

The CTE and Innovation Department will continue to meet with the CTE Advisory Council in FY 2023. Feedback was provided on CTE standards in FY 2022. This information will be used to inform the next steps for adopting the new Illinois CTE standards. Further, the CTE Advisory Council, along with American Institutes for Research, will continue to develop and publish a list of industry credentials.

Industry Credentials

The American Institutes for Research Region 9 Comprehensive Center is working with the CTE and Innovation Department to develop a meaningful list of industry credentials that are valued in industry for the purposes of screening and promoting potential workers. This work is important because educators can incorporate credential attainment into their programs or partner with industry to prepare students for these credentials.

Work-Based Learning

The CTE developed a preliminary work-based learning database posted on the ISBE website. The [list](#) is a resource to educators to identify industry partners who are offering work-based learning opportunities within CTE programs in Illinois. A survey will be conducted in FY 2023 to be given to business and industry to have their name put on a list and to be recognized as an employer champion. The results of this survey will be put in an online database format for easier use and updating.

Conclusion

Career and Technical Education has built a strong pathway in Illinois as new systems and protocols continue to be developed and enhanced. ISBE has been very busy this past year working more closely to engage stakeholders and put more of a focus on workforce and careers connected to high-skill, high-wage, and in-demand occupations. The Education Career Pathway Grant has grown the engagement of students interested in being an educator. As we work with programs, equity is always a main tenant to give all students access to Career and Technical Education.

Appendix A

Perkins V – Student Groups, 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).