



Illinois State Board of Education


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Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

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

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

DATE: January 14, 2021

SUBJECT: FY 2020 Career and Technical Education Report

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

Specifically, this report provides:

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

5. An itemized statement of amounts of money received from federal and state sources, and the objects and purposes to which the respective items of these several amounts have been devoted.

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

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

ILLINOIS CAREER AND TECHNICAL EDUCATION

2020 REPORT



Illinois
State Board of
Education



**CAREER &
TECHNICAL
EDUCATION**

Career-Connected Learning
for All Students

2020 ILLINOIS CAREER AND TECHNICAL EDUCATION REPORT

The 2020 Illinois Career and Technical Education Report is submitted to comply with Illinois School Code [105 ILCS 435/2e](#), which requires that a written career and technical education (CTE) report shall be issued to the Governor annually.

EXECUTIVE SUMMARY

CTE programs prepare students in Illinois for postsecondary education and careers in high-wage, high-skill, and in-demand occupations in seven endorsement areas that align with the 16 federal career clusters plus the Illinois-specific cluster of Energy. Endorsement areas are Agriculture, Food, and Natural Resources (AFNR); Arts and Communication (A&C); Finance and Business Services (FBS); Health Sciences and Technology (HST); Human and Public Services (HPS); Information Technology (IT); and Manufacturing, Engineering, Technology and Trades (METT). Efforts to provide various CTE career pathways/programs of study, work-based learning opportunities, and Career and Technical Student Organizations strengthen students' technical and employability skills, help them meet the Illinois Learning Standards, facilitate instruction that creates explicit connections between content and careers, and increase student engagement.

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

A total of 278,883 high school students were enrolled in CTE courses throughout the state in FY 2020. That represents 46 percent of all high school students in Illinois. A total of 592 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. See the Collaboration for CTE Program Quality section beginning on page 4 of the accompanying report for more information on the definition for CTE Program Size, Scope, and Quality. Among those 592 participating schools, 292 high schools and eight ACCs provided AFNR programs; 115 high schools and 13 ACCs provided A&C programs; 435 high schools and 19 ACCs provided FBS programs; 55 high schools and 24 ACCs provided HST programs; 213 high schools and 22 ACCs provided HPS programs; 255 high schools and 13 ACCs provided IT programs; and 338 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 1,267,074 students (grades K-8) in public elementary schools. This funding supports a variety of opportunities ranging from K-8 career exploration software and activities to middle school CTE courses and hands-on career events involving K-12 education, EFE Systems, postsecondary education, and workforce partners.

CTE students who have taken two or more upper-level CTE courses within an approved program of study have a higher graduation rate than the state average. CTE students have a 94.1 percent four-year graduation rate and a 95.4 percent six-year graduation rate, as compared to 84.2 percent four-year graduation rate and an 88.0 percent six-year graduation rate for all students.

CTE funding comes from the U.S. Department of Education (ED) through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and from state appropriation. ED allocated \$43,062,100 in federal Perkins funding to support Illinois CTE. The State of Illinois allocated \$44,724,252 as the required match to federal Perkins V funding. The state appropriated an additional \$5 million in funding to support career and technical education in fiscal year 2020. The CTE Education Career Pathway Grant was released as part of this funding; currently, nine EFE Systems and two community colleges are grantees. Among the 11 grantees, the grant extends to 42 school districts covering 59 high schools and four ACCs.

Illinois state CTE projects included the Gender Equity Advisory Committee, the Illinois Career Connections Conference for teachers and administrators, CTE professional development, eight nationally recognized Career and Technical Student Organizations (CTSOs), one state-recognized CTSO, Illinois Coordinating Council for CTSOs for state officer and adviser leadership training, the Regional Safe Schools Cooperative Education Program to provide cooperative education classroom and work experience to students at risk of dropping out of school, and innovative online CTE lesson development through the Facilitating Coordination in Agriculture Education and Center for Agricultural and Environmental Research and Training Inc.

ISBE plans to fund and enhance existing federally and state-funded projects in FY 2021, as well as forge new partnerships via Perkins V. ISBE's goal has been and continues to be providing equitable access for all Illinois students to high-quality CTE programs that lead to college and career readiness.

Table of Contents

A. Establishment and Delivery of CTE in Illinois	1
Illinois State Plan for CTE	1
Vision	2
Mission	3
Foundational Tenet	3
Goals.....	3
Collaboration for CTE Program Quality	4
Secondary CTE Monitoring	8
Alignment of CTE to Other State Initiatives.....	8
Postsecondary and Workforce Readiness Act.....	8
College and Career Pathway Endorsements.....	9
Every Student Succeeds Act	10
Police Training Academy Job Training Program 105 ILCS 5/22-83.....	11
Secondary CTE Delivery: Approved Programs in High Schools and Area Career Centers	11
Education Career Pathway Grant	17
B. The Condition of Career and Technical Education in Illinois	17
Career Exploration and Development	17
Perkins V Secondary CTE Participants and Concentrators	18
Illinois Secondary CTE Participants	18
Illinois CTE Concentrators	20
Impact of CTE on High School Graduation Rates from High School.....	21
Gender Equity Advisory Committee	23
Spotlight on CTE.....	24
Education for Employment Regional Delivery Systems	24
Region Lake/Cook and CPS	24
EFE 050	24
EFE 060	24
EFE 065	24
EFE 070	24
EFE 020	24
Region 1 (Collar Counties).....	24
EFE 100	24
EFE 110	24
EFE 130	25

EFE 140	25
Region 2 (Northwest Illinois)	25
EFE 150	25
Region 3 (West Central Illinois).....	26
EFE 300	26
EFE 300, Tazewell EFE 320, and EFE 200	26
Region 4 (East Central Illinois)	27
EFE 330	27
EFE 350	27
EFE 390	27
EFE 400	27
Region 5 (Southwest Illinois and Metro East).....	27
EFE 425	27
EFE 450	28
EFE 460 and 450	28
EFE 550	28
Region 6 (Southern Illinois).....	28
EFE 495	28
Area Career Centers	29
Mount Vernon Area Career Center.....	29
Bloomington Area Career Center.....	29
Wilco Area Career Center	29
Kankakee Area Career Center	30
Quincy Area Vocational Center.....	30
Fox Valley Career Center.....	30
Galesburg Area Vocational Center.....	31
Collinsville Area Vocational Center.....	31
Livingston Area Career Center	31
C. Career and Technical Education Funding in Illinois	32
Federal and State Career and Technical Education Funding Sources	32
Federal – Perkins Career and Technical Education Grant	32
Federal – State Institutions	32
Illinois Federal Leadership Projects.....	34
Illinois Center for Specialized Professional Support	34
Illinois Association for Career and Technical Education	35

ILCTE Innovative Curriculum Resources Project	36
Federal Perkins Reserve Funds.....	36
State Career and Technical Education Funds	37
Illinois State CTE Projects	37
State Institutions.....	37
Regional Safe Schools Cooperative Education Program.....	39
Illinois Career and Technical Student Organizations	39
Illinois BPA	41
Illinois DECA.....	41
Illinois FBLA.....	42
Illinois FCCLA.....	42
Illinois FFA.....	42
Illinois HOSA	43
Illinois SkillsUSA	43
Illinois TSA.....	43
Career Connections Statewide CTE Conference	43
Facilitating Coordination in Agriculture Education and Center for Agricultural and Environmental Research and Training Inc.	45
D. Looking Ahead in Career and Technical Education.....	46
Ensuring High-Quality CTE Programs.....	46
Program Quality Review Pilot.....	46
State-Approved CTE Programs and Course Changes.....	47
Program of Study Models	47
Future Education Career Pathway Opportunities.....	47
Work-Based Learning.....	48
Increasing CTE Opportunities and Appropriate Oversight	48
CTE and Licensure Rules	48
New CTE Monitoring.....	48
Conclusion	48
Appendix A.....	50
Appendix B.....	51
Appendix C.....	53

2020 ILLINOIS CAREER AND TECHNICAL EDUCATION REPORT

This report describes the establishment and delivery of Illinois career and technical education (CTE), the existing condition of Illinois CTE based on fiscal year 2020 data, and the future developments and recommendations for CTE in our state as required by Illinois School Code 105 ILCS 435/2e. Illinois CTE focuses on providing equitable educational opportunities to prepare students for high-skill, high-wage, and in-demand occupations. The work of the Gender Equity Advisory Committee and other ISBE initiatives are referenced within the report.

A. Establishment and Delivery of CTE in Illinois

CTE programs in Illinois strengthen students' 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 primary CTE delivery system in Illinois is a partnership between secondary schools and public community colleges, which collaborate with other partners (such as four-year colleges and universities), to broaden career pathways for students and business and industry. The Illinois State Board of Education (ISBE) oversees secondary CTE (grades 9-12) and elementary (grades K-8) career exploration by providing state-level leadership and technical assistance. This work is further operationalized using 56 regional [Education for Employment \(EFE\) Systems](#). Each EFE System is a 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, which is composed of 48 colleges in 39 locally controlled community college districts, is the third largest community college system in the country. In addition, ICCB provides funding to the Illinois Department of Corrections to offer postsecondary CTE coursework in partnership with community colleges at Illinois correctional centers.

ISBE and ICCB jointly collaborate on federally required CTE leadership activities. These activities support strategies for all student subgroups and access to CTE programs, with a particular focus on gender, race/ethnicity, and special populations¹. Strategies also include professional development, resources, and aligning and developing secondary and postsecondary CTE programs of study, including the newly required comprehensive local needs assessment.

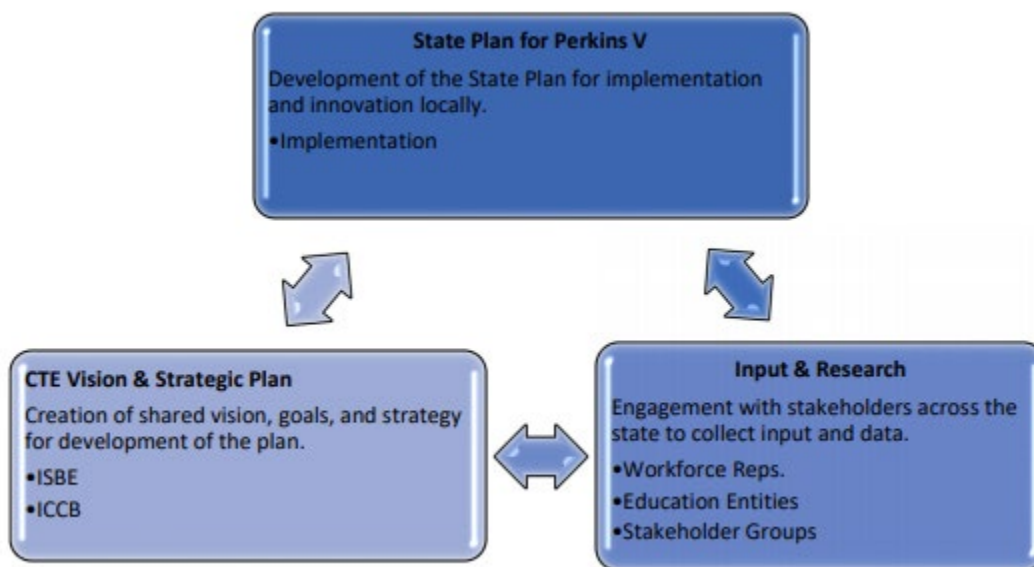
Illinois State Plan for CTE

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. ISBE and ICCB intentionally engaged all

¹ Perkins V Special Populations [Definitions](#)

required stakeholders in the process of developing the State Plan through a variety of methods. ISBE and ICCB developed and implemented a comprehensive and multiphase stakeholder engagement approach beginning in September 2018 and commencing in April 2020 to engage as many stakeholders as possible. 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 and ICCB created an iterative process allowing for regular feedback loops that would improve each draft of the State Plan, so that the final plan would reflect extensive stakeholder input and help to set statewide goals and priorities. Figure 1 below describes Illinois’ process for engaging stakeholders in the Perkins V planning process.

Figure 1: Stakeholder Engagement Strategy



ISBE developed a [Career Guide](#) during the Perkins V planning process that was distributed statewide to provide CTE and career pathway information, reference in-demand occupations in Illinois, and highlight employers throughout the state. The guide is a comprehensive resource meant to better educate students, parents, counselors, and teachers on various career path opportunities available in Illinois. The state distributed the electronic version and hard copies to school counselors and CTE staff statewide through EFE Systems and Regional Offices of Education (ROEs). ISBE also identified the need for a secondary CTE delivery evaluation that will occur in FY 2021. In addition, ISBE and ICCB recognized the necessity for continuous joint planning efforts between the agencies and also with DCEO and IWIB. Both ISBE and ICCB sit on IWIB’s board. ISBE and ICCB collaborated with the Illinois Center for Specialized Professional Support (ICSPS) to compile and release a joint [CTE Networking Directory](#). The CTE Networking Directory is designed to assist CTE leadership and partners in networking and sharing information. Partners include, but are not limited to, postsecondary Perkins coordinators and directors, EFE directors, career deans, adult education administrators, workforce partners, and dual credit coordinators.

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

Vision

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

Mission

Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

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

Illinois will support the achievement of this vision and mission through the implementation of activities aligned to six goals grounded upon one foundational tenet.

Foundational Tenet

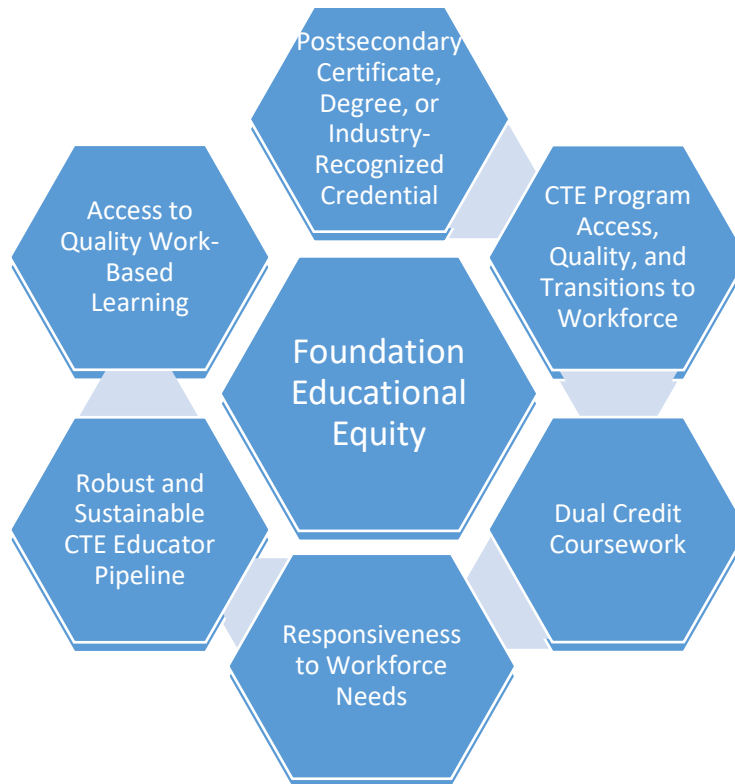
Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

Goals

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

Figure 2 on the next page 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 2: Illinois CTE Foundational Tenet and Goals



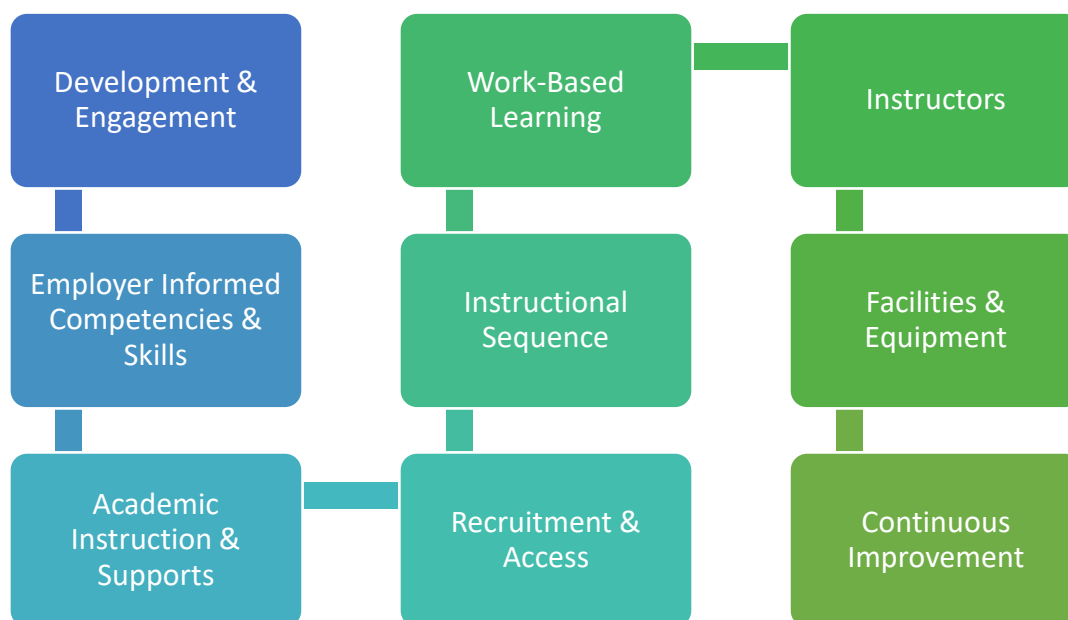
Collaboration for CTE Program Quality

Illinois' State Plan for Perkins V ensures continued collaboration between the state and CTE stakeholders, provides greater flexibility in use of funds, emphasizes innovation, and ensures data-driven decisions and accountability through measures such as public facing data and the use of a [comprehensive local needs assessment \(CLNA\)](#) that informs the local CTE application within the CTE Consolidated Application, including both state and federal CTE funding. Public-facing data must be disaggregated by special populations and the student subgroups of gender and race/ethnicity. The Perkins V classification of special populations expanded to include 1) individuals with disabilities; 2) individuals from economically disadvantaged families, including low-income youth and adults; 3) individuals preparing for nontraditional fields; 4) single parents, including single pregnant women; 5) out-of-workforce individuals; 6) English Learners; 7) youth who are in, or have aged out of, the foster care system; 8) individuals experiencing homelessness; 9) youth whose parents are members of the armed forces or on active duty; and 10) migrant individuals. The [Special Populations Definitions](#) document includes a full description of each classification.

The EFE Systems worked with local school districts at the secondary level throughout FY 2020 to conduct the CLNA. Community colleges conducted CLNAs at the postsecondary level. The EFE Systems and community colleges were equal partners regarding completion of the CLNA for their region or local area. The EFE System director and postsecondary Perkins administrator were responsible for collaborating and coordinating efforts to engage internal and external stakeholders and complete the CLNA as well as the local application. ISBE and ICCB collaborated to create guidance for local recipients as they completed their CLNA, and each agency provided training and technical assistance throughout the process.

The CLNA requires eligible CTE grant recipients to analyze local economic and education needs, including a thorough labor market analysis of in-demand sectors and occupations. The assessment also requires a thorough analysis of student performance data to identify disparities and gaps. The CLNA helps ensure that all state and federally funded CTE programs guarantee equal access, non-discrimination, appropriate supports that lead to self-sufficiency and prepare students for nontraditional fields based on gender. The CLNA also reviews CTE programs to determine if they meet [Illinois' Size, Scope, and Quality](#) definitions, which is required so that a program can be approved to be eligible for state and federal CTE funding. Figure 3 below illustrates the nine quality components of a CTE program defined in Illinois' Size, Scope, Quality definitions. Secondary and postsecondary state and federal CTE grant recipients will be required to complete the CLNA process every two years after the local application has been revised, as necessary, and submitted.

Figure 3: Illinois' CTE Program Quality Components



Starting in FY 2021, Perkins V requires that Illinois annually measure six required secondary performance indicators on CTE concentrators and at least one program quality indicator from the following: postsecondary credit, work-based learning, or postsecondary credentials. A secondary CTE concentrator in Perkins V is defined as a student served by an eligible recipient who has completed at least two courses in a single CTE program or program of study.

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

ISBE chose two program quality performance indicators. Illinois will measure the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement and the percentage of CTE concentrators graduating from high school who participated in work-based learning. ISBE chose these secondary program quality

performance indicators based on [Executive Order 3](#) and feedback from stakeholders. ICCB supports the selection of these program quality indicators.

ISBE analyzed public feedback during the Perkins V planning process to determine the secondary performance levels for FY 2021-24. Table 1 below lists the definition for each secondary performance indicator and the approved performance levels for each of the four years of the State Plan for Perkins V.

Table 1: Secondary Performance Indicators and Performance Levels for FY 2021-2024

Secondary Indicators	Baseline Level FY 17-19	Performance Levels			
		FY 2021	FY 2022	FY 2023	FY 2024
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).	95.2	95.2	95.4	95.6	95.8
1S2: Extended (Six-Year) Graduation Rate: The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school).	95.4	95.4	95.4	95.5	95.5
2S1: Academic Proficiency in Reading Language Arts: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.	36.1	36.1	38.6	41.2	43.8
2S2: Academic Proficiency in Mathematics: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.	34.7	34.7	37.6	40.4	43.2

<p>2S3: Academic Proficiency in Science: CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.</p>	35.8	35.8	39.9	43.9	48.0
<p>3S1: Postsecondary Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p>	62.6	62.6	63.2	63.8	64.3
<p>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.</p>	40.1	40.1	40.3	40.4	40.5
<p>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.</p>	30.9	30.9	31.2	31.6	32.0
<p>5S3: Program Quality – Participated in Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p>	6.9	6.9	7.0	7.1	7.2

Secondary CTE Monitoring

The CTE and Innovation Department consulted with other ISBE departments to update secondary CTE monitoring throughout FY 2020 and the beginning of FY 2021. Beginning in FY 2021, the ISBE CTE and Innovation Department will monitor CTE grantees using an annual three-tiered monitoring and compliance process. All EFE Systems grantees will receive Tier I monitoring, which is via biannual calls. A risk analysis, composed of several weighted elements and criteria, will determine the risk score and level of additional monitoring for each grantee. All EFE Systems will receive at least one technical assistance review within the four-year cycle of FY 2021-24 and, if warranted, on-site monitoring visits based on the risk analysis.

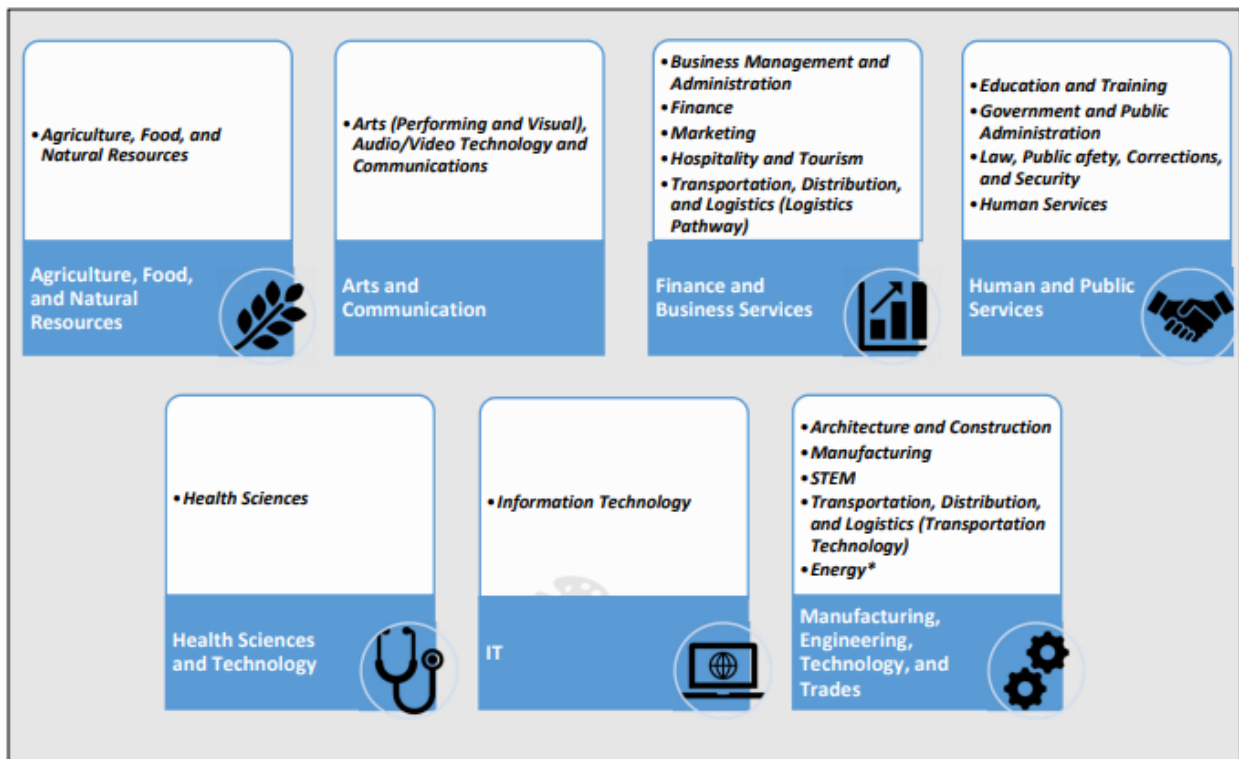
No Tier II or Tier III monitoring is required if grantees are determined to be low risk. The grantee shall receive technical assistance upon request. If medium risk is determined, the grantee will receive Tier II monitoring, which is a desk audit. If high risk, the grantee will receive Tier III monitoring, which is an on-site visit.

Alignment of CTE to Other State Initiatives

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

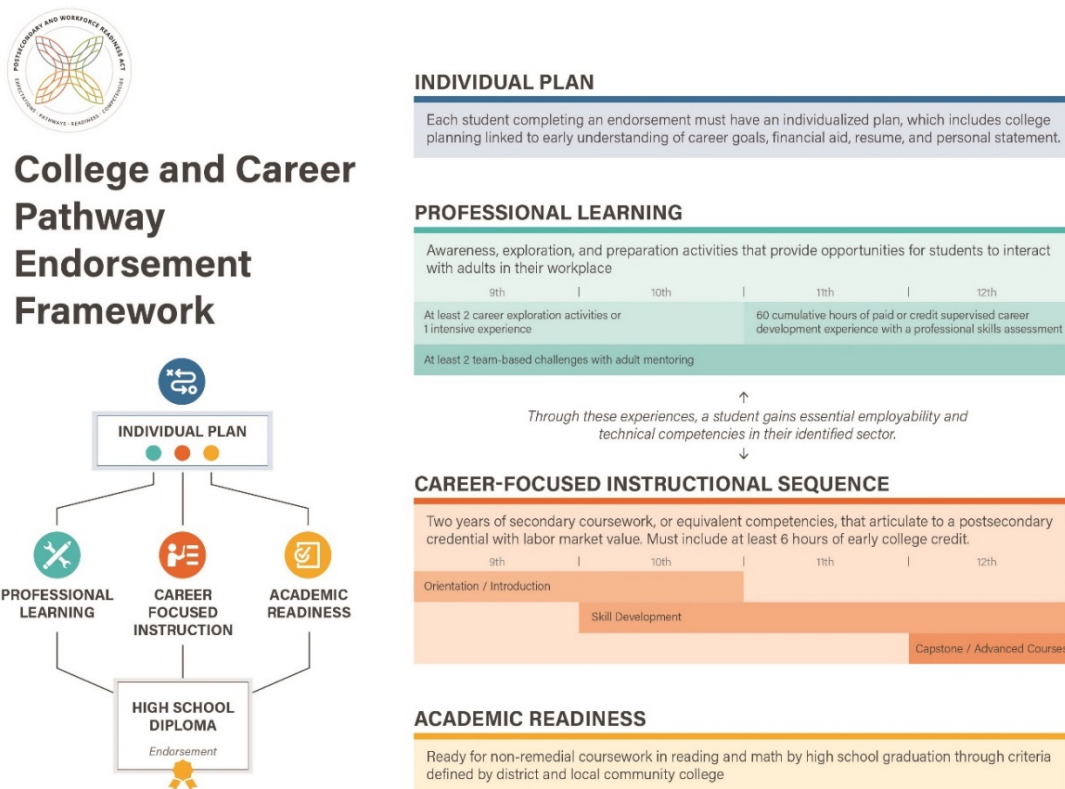
Postsecondary and Workforce Readiness Act: The PWR Act organizes all 16 federal career clusters and the Illinois-specific cluster of Energy into seven endorsement areas as shown in Figure 4 below.

Figure 4: Illinois Career Cluster and College and Career Pathway Endorsement Intersection



The PWR Act includes a voluntary process for school districts to award College and Career Pathway Endorsements (CCPE) to high school graduates. See Figure 5 below for the CCPE framework. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and participation in professional learning opportunities (which include career exploration activities, 60 hours of career development experiences, and two team-based challenges).

Figure 5: College and Career Pathway Endorsement Framework



College and Career Pathway Endorsements: FY 2020 was the first year of implementation for the College and Career Pathway Endorsements with three schools applying: North Chicago 187, Ridgewood HS District 234, and Township District 214. [Ridgewood HS District 234](#) was the only school to have students receive the endorsements on their high school transcripts as shown in Figure 6 below. Four students received the Human and Public Services (Education Pathway), and five students received the Manufacturing, Engineering Technology and Trades endorsement.

Figure 6: College and Career Pathway Endorsement Transcript Seals



Input from the Ridgewood community prompted administrators to change to a [competency-based education \(CBE\) pilot school](#) in April 2017. This shifted the district’s focus from content and seat time to student-driven learning inside and outside of the classroom. Student learning focuses on essential employability skills, such as collaboration and problem-solving throughout their curriculum. Dual credit opportunities for students increased by 250 percent over the three years that CBE was planned and implemented. Also, Ridgewood’s chronic absenteeism rate decreased from 29 percent in school year 2018-19 to 18 percent in 2019-20. Another CBE pilot, Belvidere District 100, increased the number of students enrolled in dual credit from 23 to 368 in the same time period.

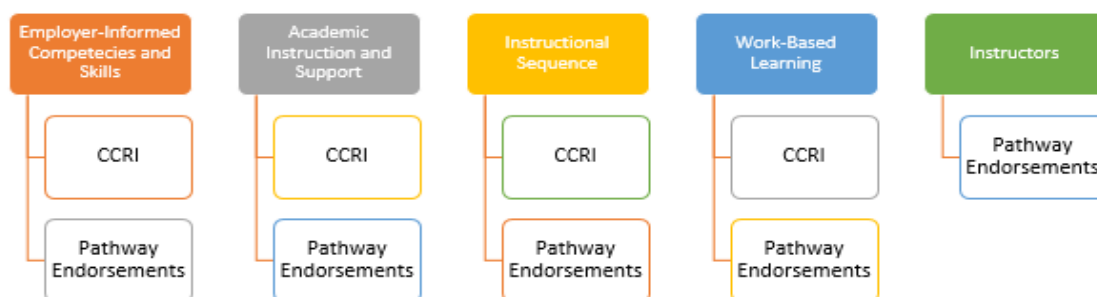
Every Student Succeeds Act: Illinois’ ESSA accountability system includes a College and Career Readiness Indicator (CCRI) as one of multiple measures of how well a high school serves its students. Illinois has the goal of 90 percent or more of students graduating from high school ready for college and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

- Completion of a CTE program of study qualifies a student as a CTE concentrator.
- Industry credential obtainment demonstrates a student's readiness to either receive the license or be eligible to receive a license pending the receipt of a high school diploma.
- Career development experiences (CDE) include any of the following: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. CDE also reinforces foundational professional or employability skills.
- 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, includes mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project. These challenges can be achieved through a Career and Technical Student Organization (CTSO) or developed in partnership with employers.

The following are examples of the success in College and Career Readiness Indicator improvement experienced by CBE pilots. The Ridgewood CBE pilot saw a 12 percent increase in college and career readiness among Latinx students. Another CBE pilot, Peoria SD 150, also experienced growth in multiple CCRI. Peoria students earned 428 industry credentials in school year 2019-2020, which was an increase of 200 from the previous school year. CTE enrollment at Peoria increased by 256 students during this same time period, from 1,546 to 1,802. Peoria also encouraged student internships and summer youth employment to grow essential employability skills before leaving high school.

Specific points of alignment between the Perkins State Plan CTE program of study quality components, ESSA, and PWR Act are outlined in Figure 7 below.

Figure 7: CCPE and CCRI Alignment to Illinois’ Program of Study Quality Components



Police Training Academy Job Training Program 105 ILCS 5/22-83: There are 12 counties in Illinois that have 175,000 or more inhabitants. These counties are Cook, DuPage, Lake, Will, Kane, McHenry, Winnebago, Madison, St. Clair, Champaign, Peoria, and Sangamon. They each have a school district with a high school that may establish one or more partnerships with a local police department, county sheriff, or police training academy to initiate a jobs training program for high school students. There is one area career center in Madison County that offers criminal justice courses and partners with the City of Collinsville. They have 64 students enrolled in Criminal Justice I and 25 students enrolled in Criminal Justice II courses.

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

CTE programs provide access to instruction focused on careers in high-skill, high-wage, and in-demand occupations. The secondary CTE instructional programs in Illinois are grouped into seven endorsement areas that align with the 16 federal career clusters, plus the Illinois-specific cluster of Energy. See Figure 4 for Illinois career cluster and endorsement intersection. These endorsement areas are Agriculture, Food, and Natural Resources (AFNR); Arts and Communication (A&C); Finance and Business Services (FBS); Health Sciences and Technology (HST); Human and Public Services (HPS); Information Technology (IT); and Manufacturing, Engineering, Technology and Trades (METT).

In FY 2020, 592 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. See the Collaboration for CTE Program Quality section beginning on page 4 for more information on the definition for CTE Program Size, Scope, and Quality. Among those 592 participating schools, 292 high schools and eight ACCs provided AFNR programs; 115 high schools and 13 ACCs provided A&C programs; 435 high schools and 19 ACCs provided FBS programs; 55 high schools and 24 ACCs provided HST programs; 213 high schools and 22 ACCs provided HPS programs; 255 high schools and 13 ACCs provided IT programs; and 338 high schools and 24 ACCs provided METT programs. Figures 8-12 on the following pages provide the distribution of high schools and ACCs with approved CTE programs by endorsement area, [EFE Region](#), and federal career cluster.

Figure 8: High Schools with Approved CTE Programs by Endorsement Area

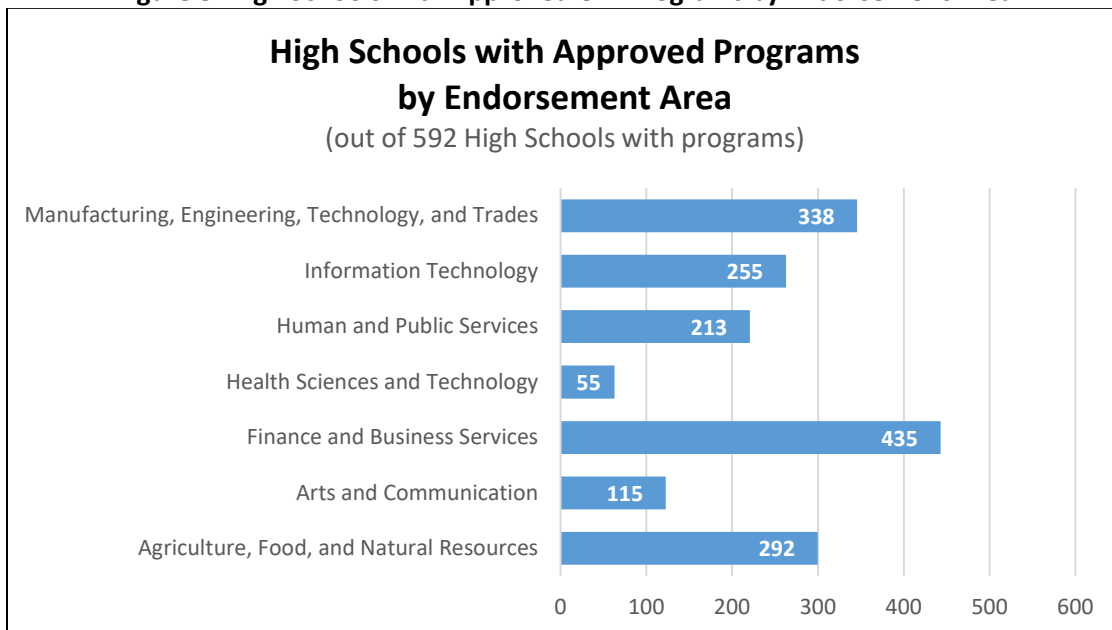


Figure 9: High Schools with Approved CTE Programs by EFE Region

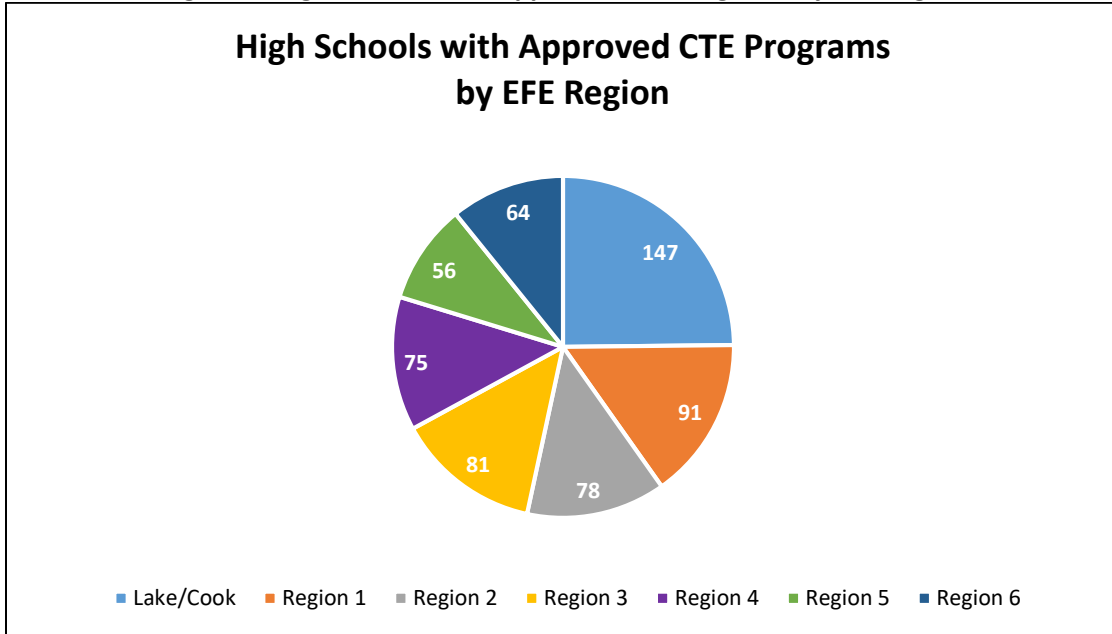


Figure 10: Area Career Centers with Approved CTE Programs by Endorsement Area

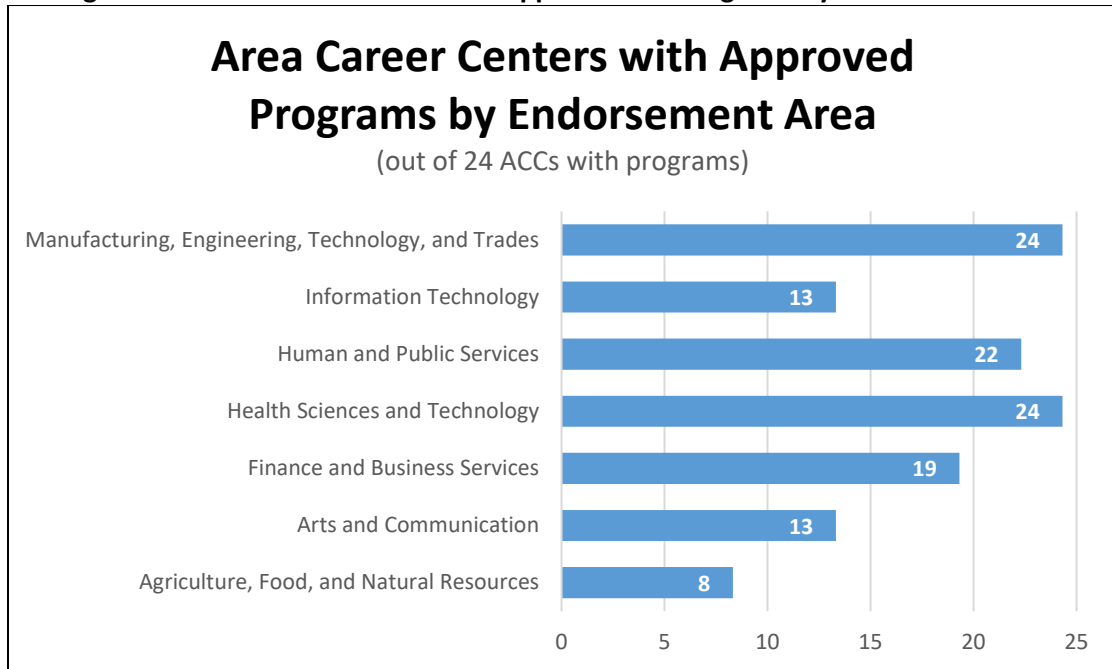


Figure 11: High Schools with Approved CTE Programs by Federal Career Cluster

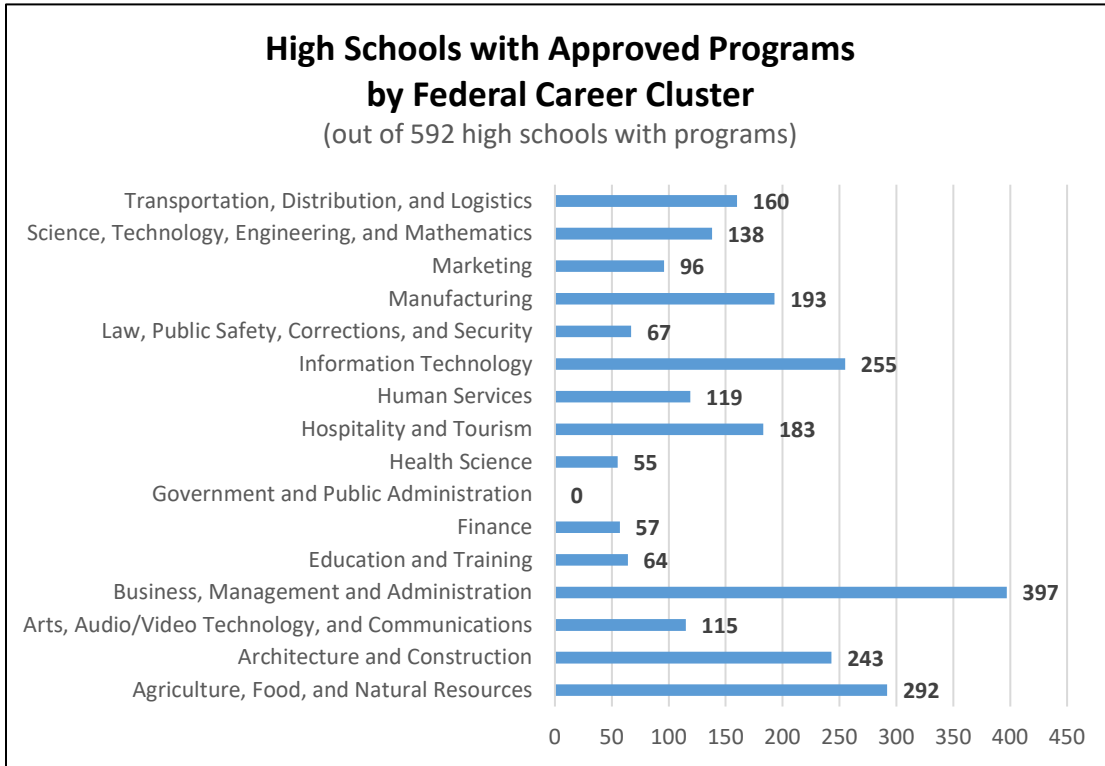
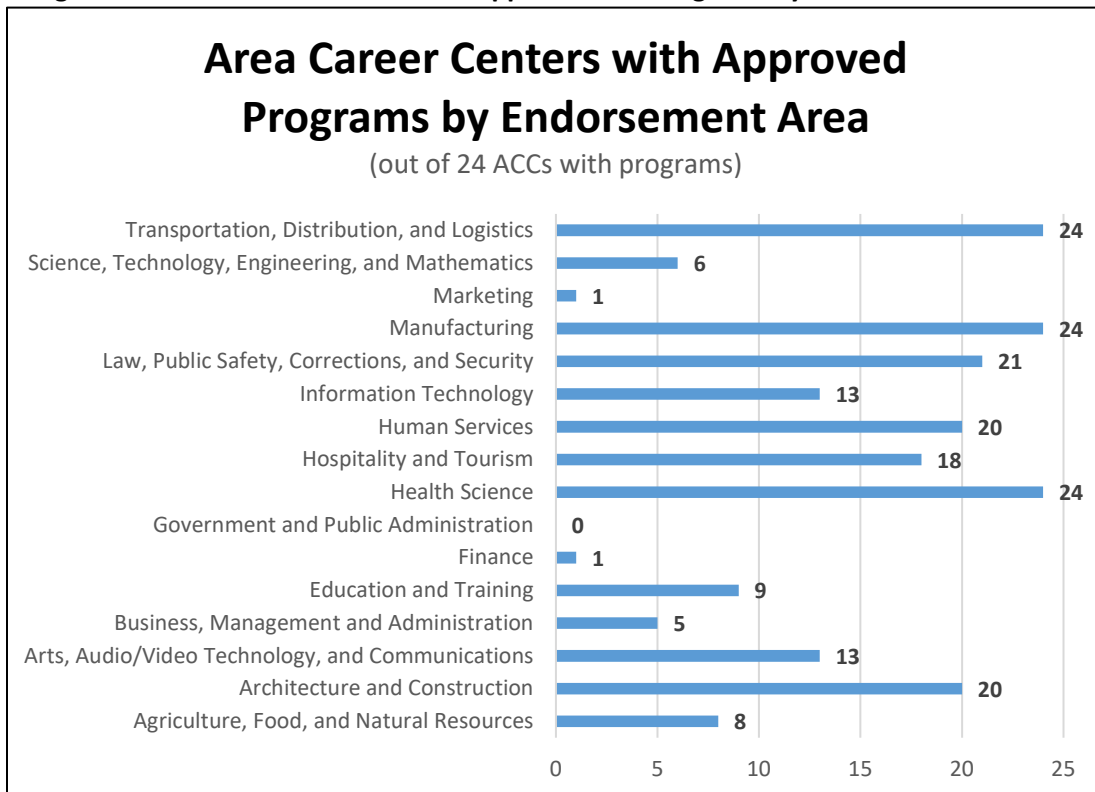


Figure 12: Area Careers Center with Approved CTE Programs by Federal Career Cluster



Secondary schools and ACCs determine the number of CTE programs based on local need and teacher availability. Table 2 below indicates that most high schools offer at least between one and four CTE endorsement areas, while only 2.7 percent (16 out 592 schools with CTE programs) offer six and 0.8 percent (five schools) offer all seven. In Table 3 below, most ACCs offer at least five or six CTE endorsement areas, while no ACC offers only one or two areas.

Table 2: 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 2020*	114	146	138	113	60	16	5

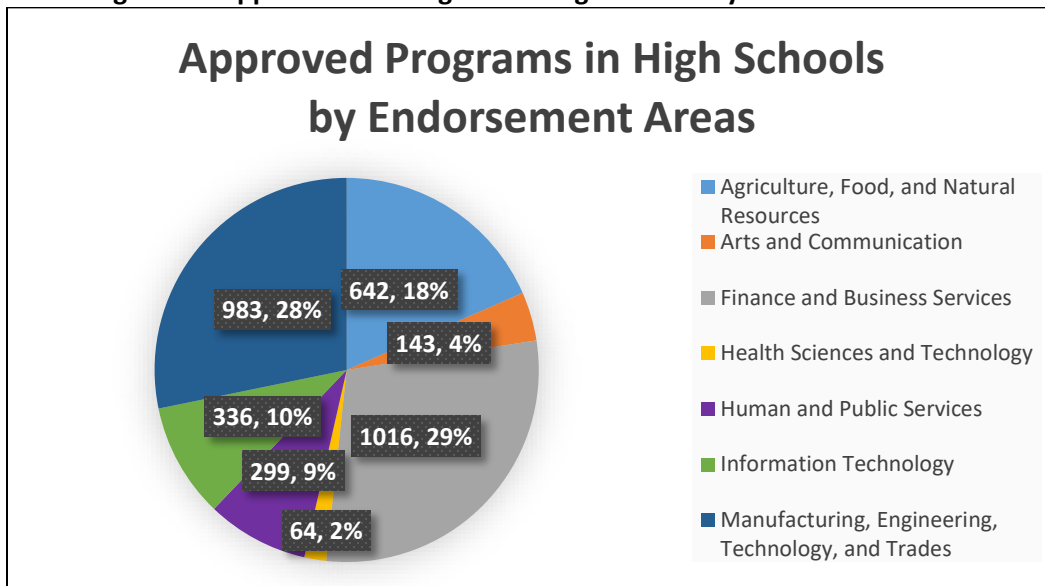
*Previous year data ran by CTE content area; not comparable

Table 3: 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 2020*	0	0	2	4	9	7	2

*Previous year data ran by CTE content area; not comparable

A total of 3,483 approved CTE programs were offered at high schools and an additional 305 approved programs were offered through ACCs in FY 2020. Figures 13-17 on the following pages address the distribution of all approved programs offered by high schools and ACCs broken down by endorsement area, federal career cluster, and EFE Region².

Figure 13: Approved CTE Programs in High Schools by Endorsement Area



² EFE Region Boundary [Map](#)

Figure 14: Approved CTE Programs in Area Career Centers by Endorsement Area

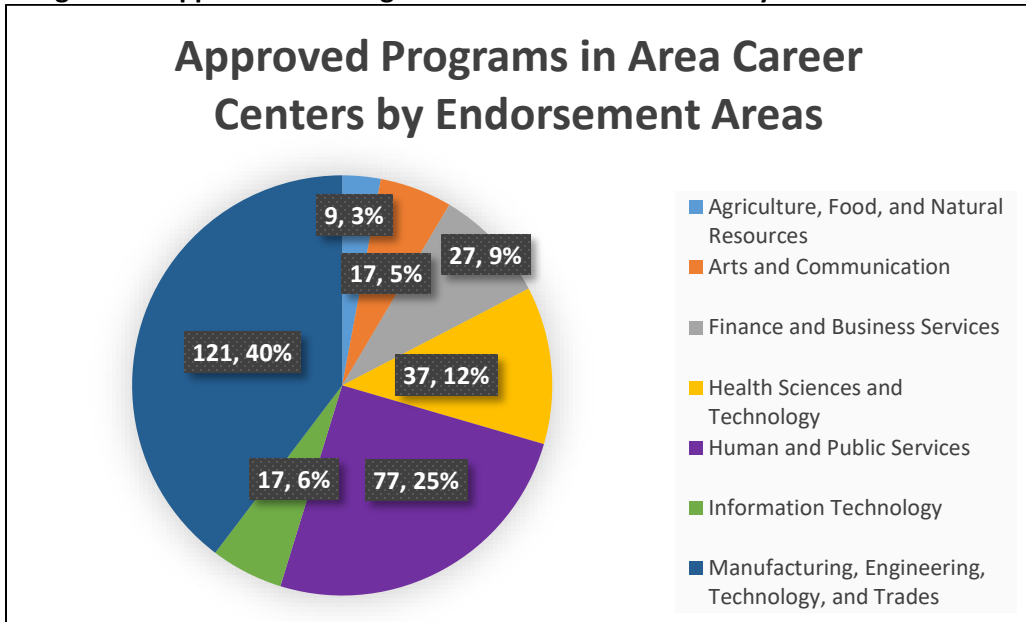


Figure 15: Approved CTE Programs in High Schools by Federal Career Cluster

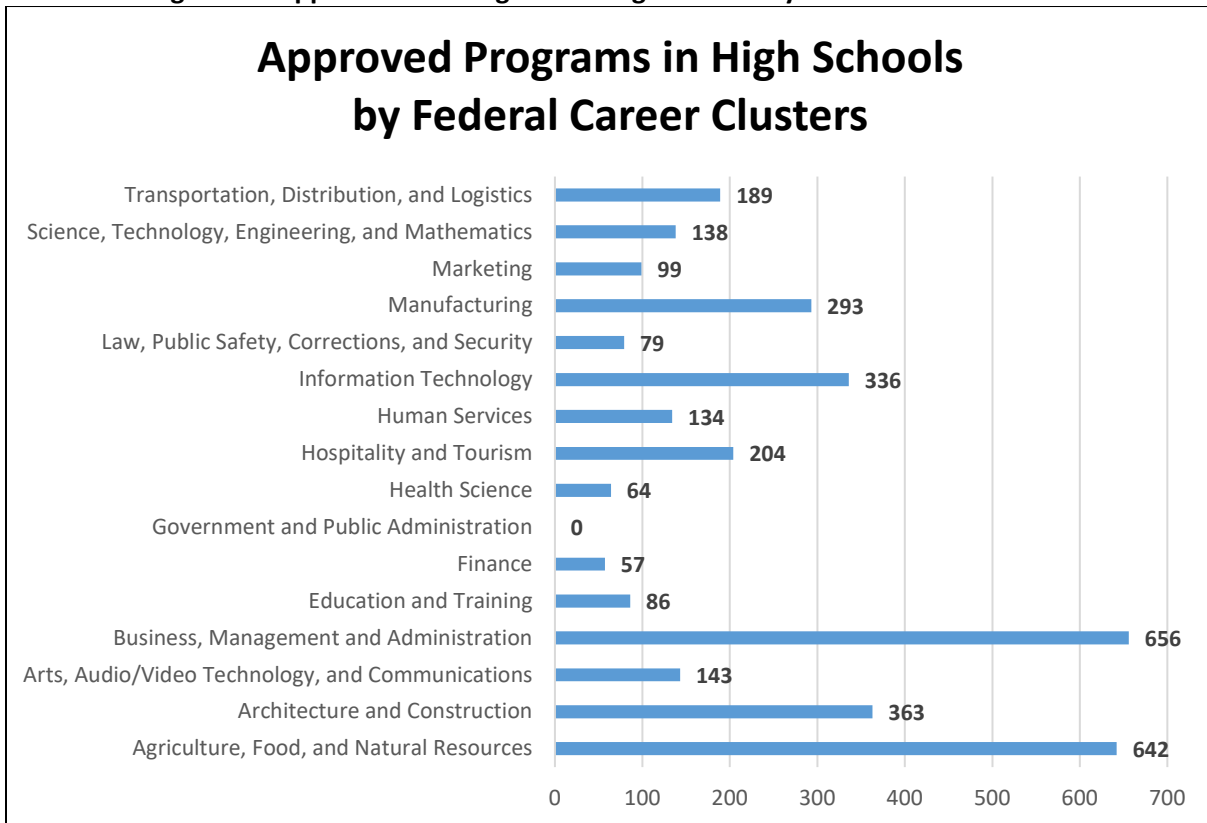


Figure 16: Approved CTE Programs in Area Career Centers by Federal Career Cluster

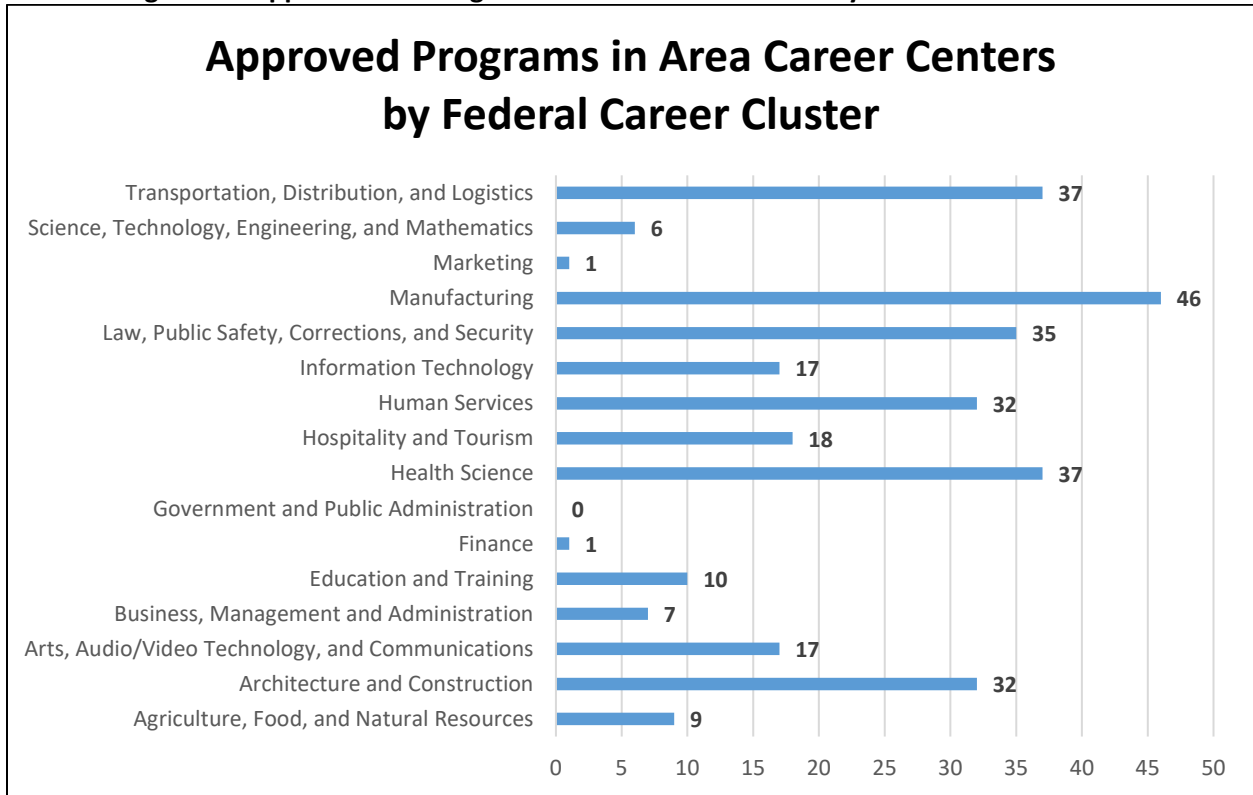
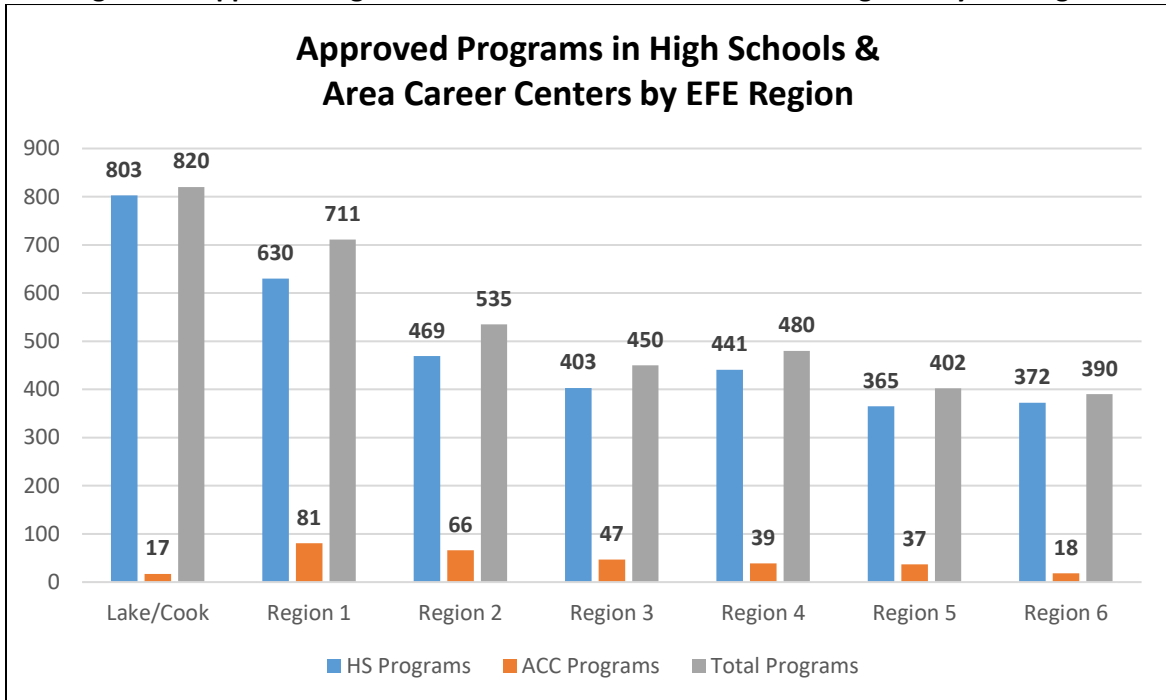


Figure 17: Approved High School and Area Career Center CTE Programs by EFE Region



Education Career Pathway Grant

The CTE Education Career Pathway Grant supports the findings from *Teach Illinois: Strong Teachers, Strong Classrooms* report released in September 2018. ISBE is committed to advancing short-, medium-, and long-term strategies to address statewide teacher shortages and enable school districts to have funding opportunities to implement a CTE Education Career Pathway or program of study.

The State of Illinois appropriated an additional \$5 million in funding in FY 2020 to support career and technical education. Part of this funding was used for CTE Education Career Pathway Grants; there are currently nine EFE Systems and two community colleges that received grants. Among the 11 grantees, the grant extends to 42 school districts covering 59 high schools and four Area Career Centers. All participating school districts worked together during the planning year in FY 2020 to create school implementation plans. The implementing school teams will work together as a cohort to share best practices of individual programs, content knowledge, and data to support quality education programs throughout the state.

Chicago Public Schools (CPS) is a grantee that has used the CTE Education Career Pathway Grant to assist with “Teach Chicago Tomorrow,” a program developed between CPS and Illinois State University that allows CPS students to return to their home district to be a teacher – “CPS graduate to CPS Teacher in 4 Years.”

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 positive impacts of CTE program completion on graduation rates. It also addresses student recruitment and retention into CTE programs through elementary and middle grade career exploration and development opportunities. All public districts with secondary CTE programs worked with their EFE System in FY 2020 to develop a student recruitment and retention plan for FY 2021-24 that extends into middle school to address equity gaps (e.g., special populations and student subgroups).

Career Exploration and Development

All elementary districts in the 56 EFE Systems were provided funding to support career development and exploration opportunities to the 1,267,074 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.

[Greater Peoria CareerSpark](#) is an interactive, multi-industry career expo open to all grade students in the Peoria ROE. Three EFE Systems – Peoria, Tazewell, and Central Illinois Vocational Education Cooperative (CIVEC) – partner with the ROE, Peoria Public Schools, the Peoria Federation of Teachers, the City of Peoria, Illinois Central College, the Illinois Student Assistance Commission, the Peoria Area Chamber of Commerce, the CEO Council, and the Greater Peoria Economic Development Council to offer hands-on, career-focused exhibits aligned to the 16 federal career clusters.

Hundreds of middle school students in the Career Education Associates of North Central Illinois school districts attended the [2020 Pathways Project](#) to learn about available opportunities in secondary CTE programs.

Perkins V Secondary CTE Participants and Concentrators

A secondary CTE concentrator is defined in Perkins V as a student served by an eligible recipient who completes at least two courses in a single CTE program or program of study. In contrast, a secondary CTE participant is defined as a student who completes not less than one course in a CTE program or program of study of an eligible recipient. In addition, Illinois requires both CTE concentrators and participants to complete courses in approved CTE programs or programs of study based on Illinois’ definition for CTE Program of Study Size, Scope, and Quality. Perkins V requires that all funded CTE programs meet the state’s definition of size, scope, and quality of an approved program. We anticipate that the changes to the Perkins V concentrator definition may impact comparison data during FY 2020, the transition year from Perkins IV to Perkins V.

Illinois Secondary CTE Participants

Forty-four percent of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE in FY 2020, which is down 2 percent from FY 2019. The total enrollment in CTE decreased from 295,270 high school students in FY 2019 to 278,883 high school students in FY 2020. Table 4 below indicates the number of high school students participating in CTE in fiscal years 2017-20.

Table 4: Number of Students Served by CTE

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

CTE students are classified into special populations and subgroups by the Perkins Act as indicated in the Collaboration for CTE Program Quality section beginning on page 4 of this document. Some of these students are duplicated under more than one special population category. Figures 18 and 19 below show CTE participants by gender, race/ethnicity, and special population, and Table 5 on the following page provides a comparison to the Illinois public secondary student population percentages by the same student subgroups.

Figure 18: CTE Participants by Gender and Race/Ethnicity

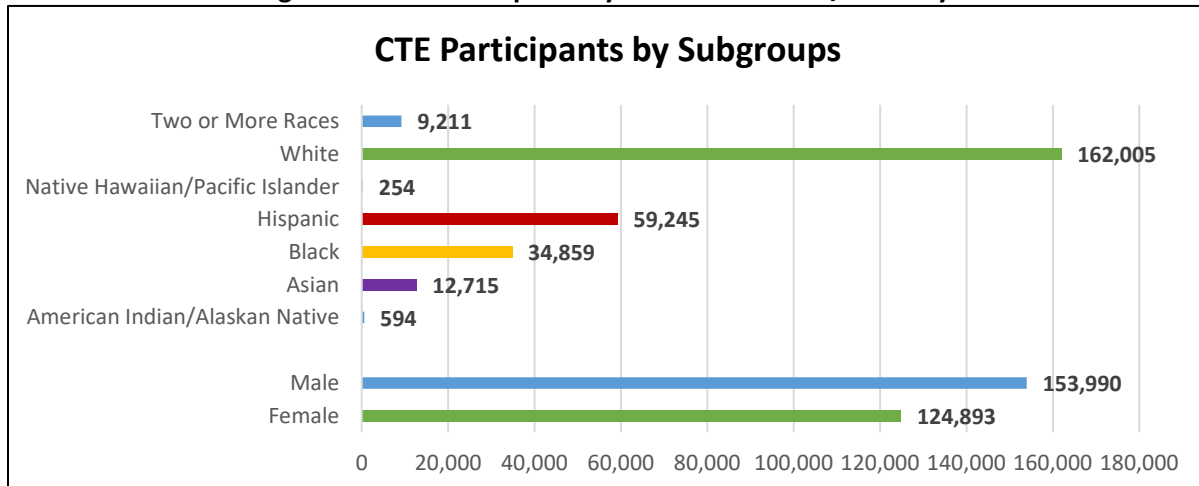


Figure 19: CTE Participants by Special Population

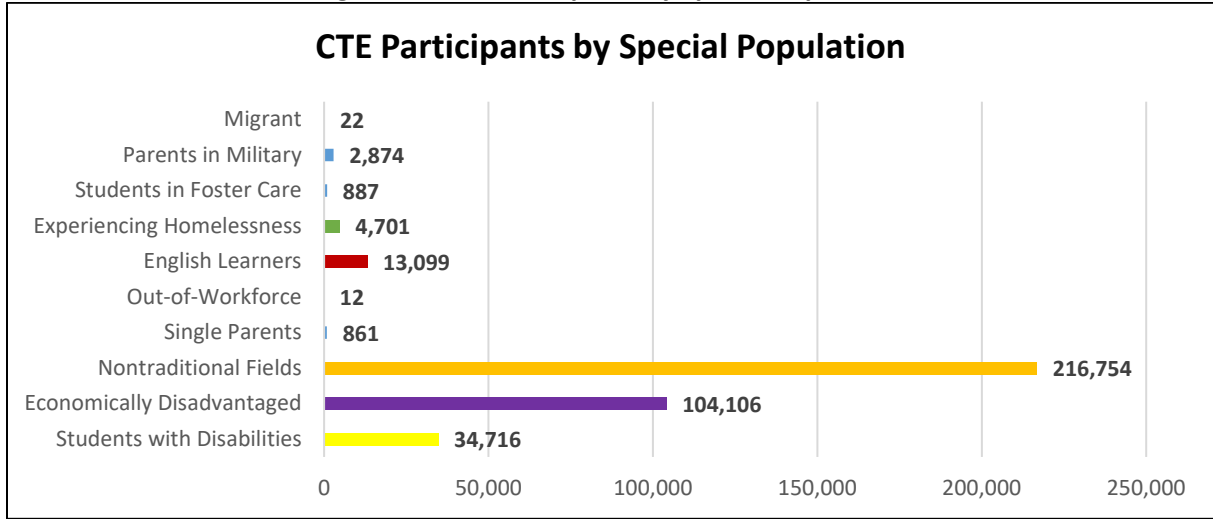


Table 5: CTE Participants and All Illinois Student Population Comparison

Subgroups	State of Illinois – Secondary Students	CTE Participants
Total Enrollment	607,488	278,883
Male	51.4%	55.2%
Female	48.6%	44.8%
American Indian/ Alaskan Native	0.2%	0.2%
Asian	5.2%	4.6%
Black	16.0%	12.5%
Hispanic	26.4%	21.2%
Native Hawaiian/ Pacific Islander	0.1%	0.1%
White	48.9%	58.1%
Two or More Races	3.2%	3.3%
Special Populations	State of Illinois – Secondary Students	CTE Participants
Students with Disabilities	14.2%	12.4%
Economically Disadvantaged	44.3%	37.3%
English Learners	6.2%	4.7%
Experiencing Homelessness	2.1%	1.7%
Students in Foster Care	0.4%	0.3%
Parents in Military	0.9%	1%
Migrant	0.01%	0.01%

Illinois CTE Concentrators

There were 142,906 CTE concentrators in approved CTE programs in FY 2020. Figures 20 and 21 below and Table 6 on the following page show CTE concentrators by special population and subgroup and in comparison to the Illinois secondary student population overall.

Figure 20: CTE Concentrators by Gender and Race/Ethnicity

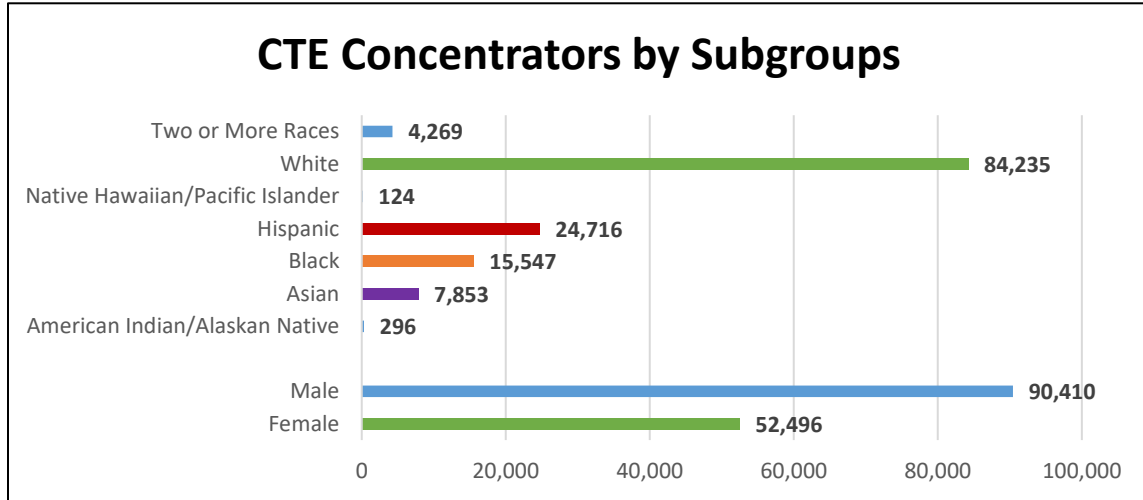


Figure 21: CTE Concentrators by Special Population

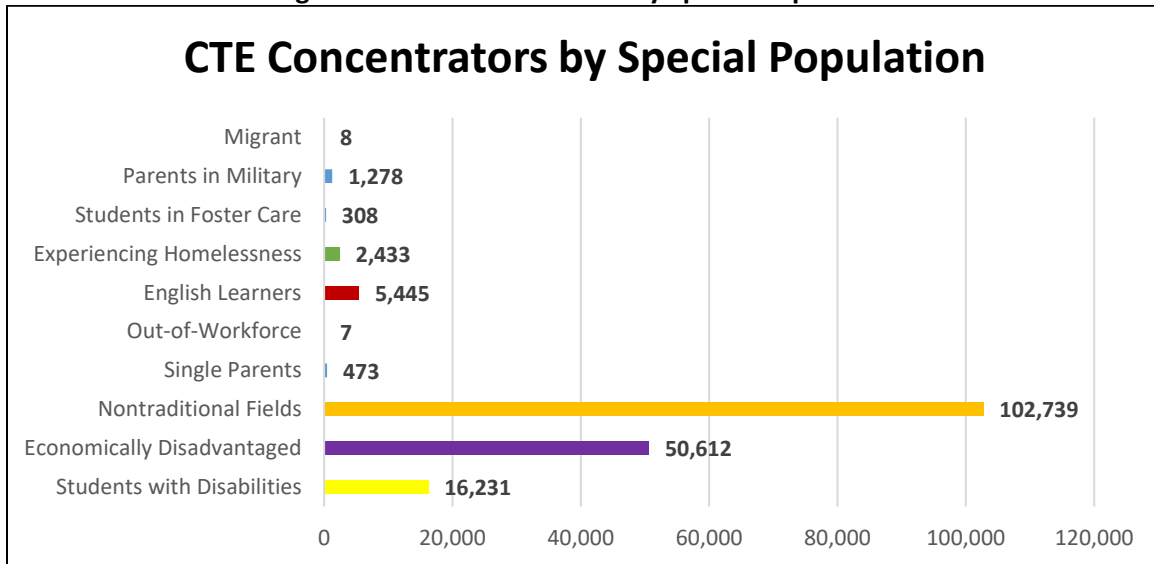


Table 6: CTE Concentrators and All Illinois Student Population Comparison

Subgroups	State of Illinois – Secondary Students	CTE Concentrators
Total Enrollment	607,488	142,906
Male	51.4%	63.3%
Female	48.6%	36.7%
American Indian/ Alaskan Native	0.2%	0.2%
Asian	5.2%	5.5%
Black	16.0%	10.9%
Hispanic	26.4%	21.4%
Native Hawaiian/ Pacific Islander	0.1%	0.1%
White	48.9%	58.9%
Two or More Races	3.2%	3%
Special Populations	State of Illinois – Secondary Students	CTE Concentrators
Students with Disabilities	14.2%	11.4%
Economically Disadvantaged	44.3%	35.4%
English Learners	6.2%	3.8%
Experiencing Homelessness	2.1%	1.7%
Students in Foster Care	0.4%	0.2%
Parents in Military	0.9%	0.9%
Migrant	0.01%	0.01%

Impact of CTE on High School Graduation Rates from High School

As indicated in the figures below, CTE concentrators had a 94.1 percent four-year graduation rate and a 95.4 percent six-year graduation rate in FY 2020. Illinois had an 84.2 percent four-year graduation rate and an 88.0 six-year graduation rate for all students during the same period.

Additionally, CTE concentrators in all student subgroups and special populations, except those in foster care, also graduated at higher rates than their peers. English Learner CTE concentrators graduated at higher rates than their peers for the four-year graduation rate but not the six-year rate. Figures 22 and 23 on the following pages break down CTE concentrator four- and six-year graduation rates by all student subgroups and special populations.

Figure 22: 4-Year Graduation Rates

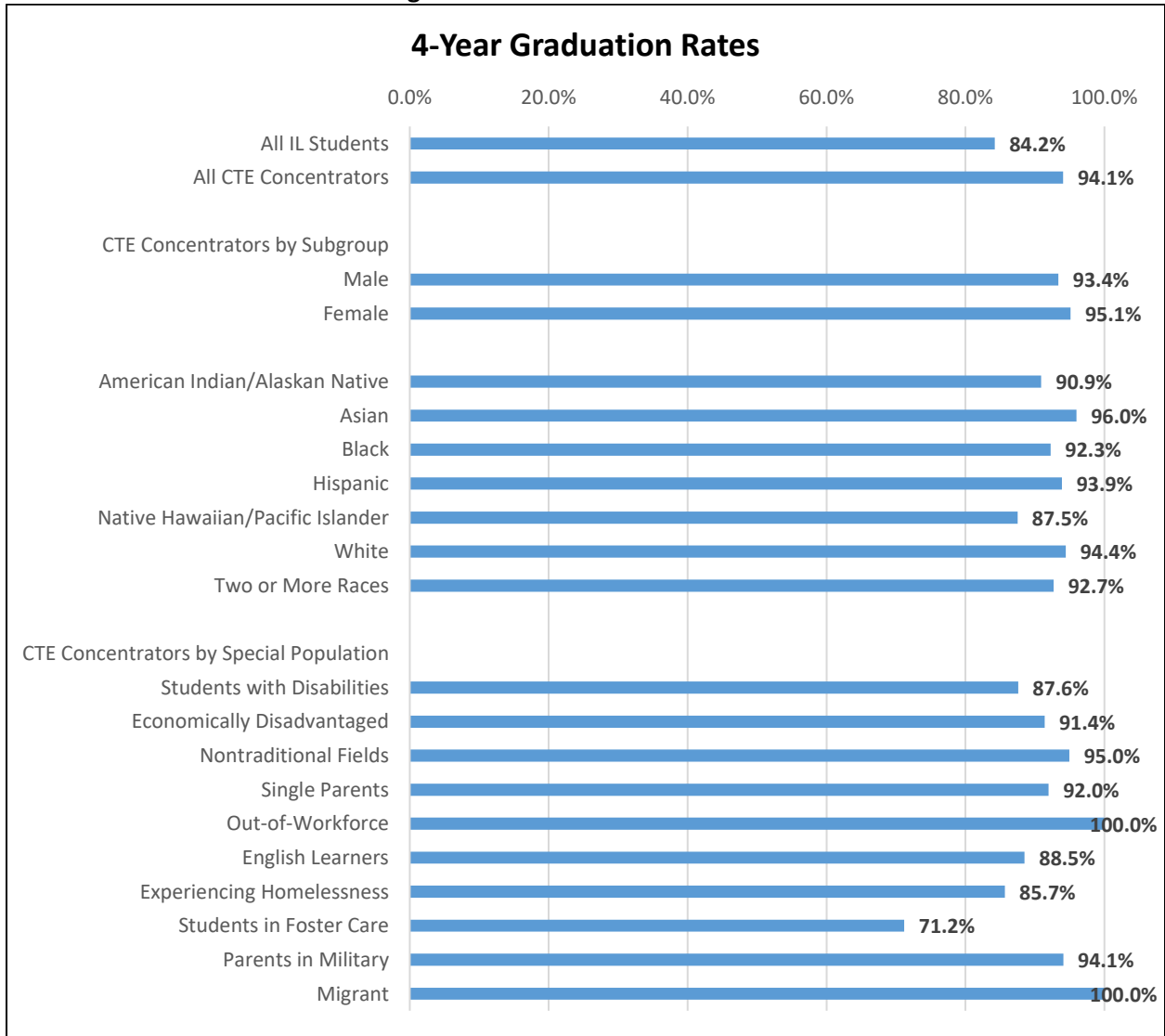
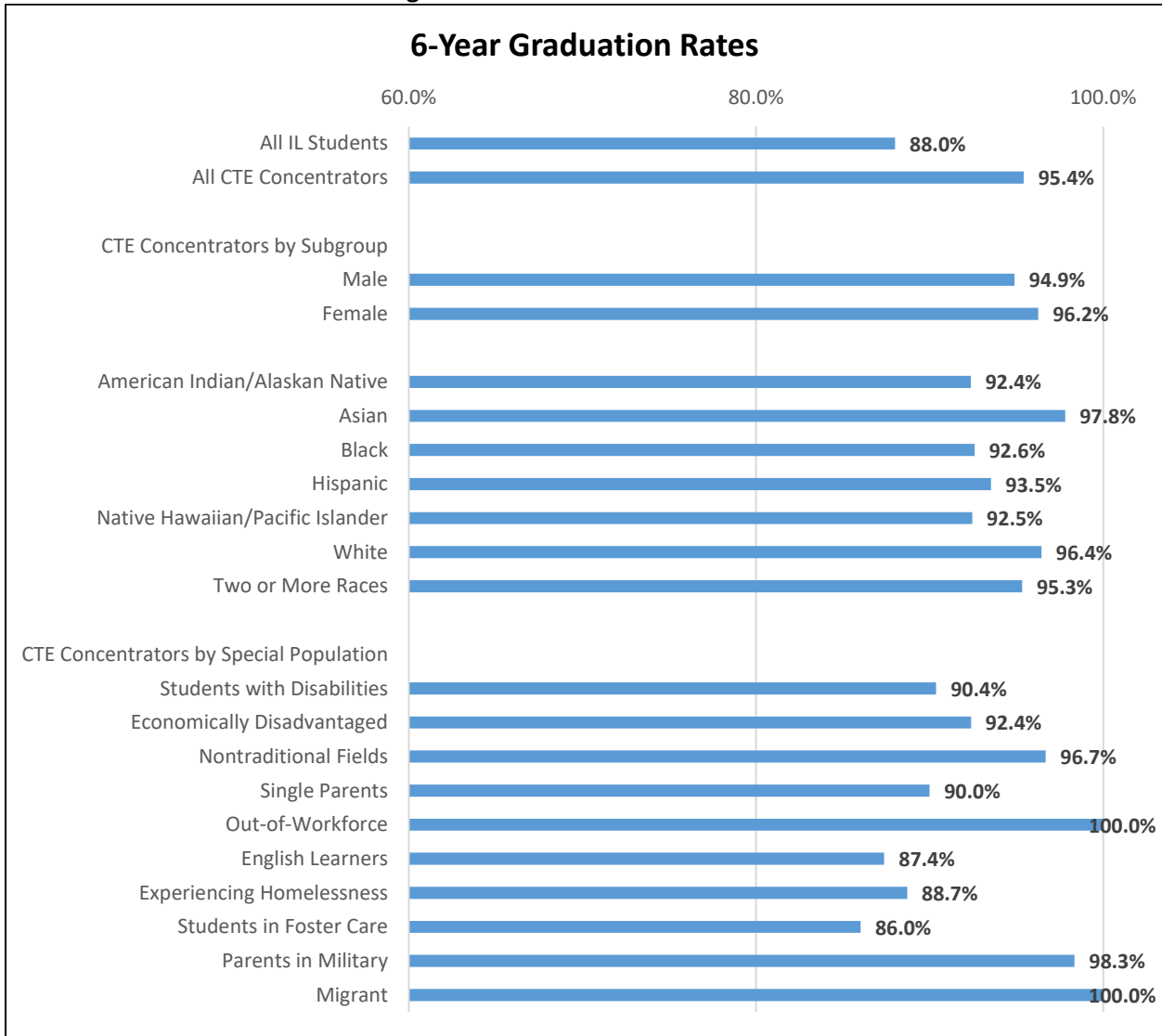


Figure 23: 6-Year Graduation Rates



Gender Equity Advisory Committee

The Gender Equity Advisory Committee (GEAC) 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. The GEAC met in November of 2019; the spring meeting was postponed until October 2020 due to COVID-19. The committee reviewed plans for updates to the Perkins plan and placing a stronger focus on equity; updates to the final regulations on Title IX and ISBE’s efforts to provide professional learning and technical assistance knowledge; and information regarding initiatives in equity work within the agency through the Equity Advisory Work Group. The committee provided feedback and guidance on the State Plan for Perkins V, Methods of Administration State Plan, ISBE’s Equity Impact Analysis Tool, and the Equity Journey Continuum Project.

Spotlight on CTE

ISBE's top priority is to provide all Illinois students with an equitable education, so this year's CTE spotlight focuses on best practices used to address educational equity and increase access to those who have historically been or are being marginalized by the education and workforce systems.

Education for Employment Regional Delivery Systems

Region Lake/Cook and CPS

EFE 050 – Students in 10 high schools have the opportunity to earn 26 industry-related credentials through the *Moraine Area Career System*. In 2019-20, 2,209 students earned certifications in Information Technology/Business, Automotive Technology, Culinary, Early Childhood Education, and Occupational Safety and Health Administration (OSHA) Safety even though the COVID-19 pandemic limited testing participation in the spring semester.

EFE 060 – In addition, the *Career Preparation Network* offers 31 certification options to seven high schools in the Prairie State College region. Students there earned 1,916 industry credentials in the 2019-20 school year while also facing the limitations prompted by COVID-19.

EFE 065 – *Bremen High School District 228* started a pilot program with the Chicago Automobile Trade Association to train auto service technicians, thus addressing the skilled labor shortage in the service departments of new car dealerships. Bremen automotive technology students spent a day visiting three local car dealerships to explore what it's like to work in a service department.

EFE 070 – The mission of the *Northwest Educational Council for Student Success (NECSS)* Power of 15 Committee is to ensure all students graduate high school with one semester of college credit completed. Students earned 20,913 college credits throughout the region in FY 2020 and saved \$3.4 million by earning dual credit through Harper College.



Students from NECSS school districts practicing technical skills within their CTE dual credit courses.

EFE 020 – *Northern Suburbs Educational Region Vocational Education (NSERVE)* pivoted its annual CTE teacher professional development series for applied tech teachers to a virtual format due to COVID-19. Almost 20 teachers from the five NSERVE districts participated in a two-day workshop.

Region 1 (Collar Counties)

EFE 100 – The School-to-Apprenticeship program placed three students in paid summer work experiences with local unions in spite of COVID-19. The Health Occupations program at *Grundy Area Vocational Center* sprang into action and donated personal protective equipment to Park Pointe Healthcare & Rehabilitation Center and Morris Hospital and Healthcare Centers, both in Morris.

EFE 110 – *Central District 301* in Kane County received approval of its Veterinary Assistant program from the National Association of Veterinary Technicians of America.

EFE 130 – West Aurora School District 129 opened an 18,000-square-foot facility dedicated to new programs in welding and machining in the fall of 2019.



Community members attended West Aurora School District 129 Open House in the fall of 2019 to tour the new welding and machining facility.

EFE 140 – McHenry County Cooperative for Employment Education welcomed more than 550 middle school girls at the annual D155 Girls in Engineering, Math and Science Conference to explore science, technology, engineering, and mathematics (STEM) careers in the community. More than 300 students and their families got a firsthand look at career options during the third annual Manufacturing, Trades, and Industry Expo at McHenry East High School. This year's event was the biggest yet with more than 65 businesses participating.

Region 2 (Northwest Illinois)

EFE 150 – The Career Education Associates of North Central Illinois' (CEANCI) community outreach coordinator reached out to [Greenlee Manufacturing](#) in an effort to recruit more women and girls into CTE-related fields. Greenlee invited female students from Roosevelt High School in Rockford to tour its plant for some real-life show and tell.

Nearly 20 industry partners in the CEANCI Rockford region celebrated [National STEM Day](#) by providing tours of their facilities. Students got to talk with employees and learn about careers in manufacturing. They gathered afterward for a manufacturing expo and roundtable discussions with representatives of local manufacturers.

CIVEC (EFE 200) – Metamora High School completed a 15,000-square-foot addition to the CTE wing to provide new classroom and laboratory spaces for students to practice technical skills in the programs of study areas of agriculture, automotive mechanics, construction, and manufacturing/welding. The previously occupied spaces from these career fields are currently being renovated into a STEM wing that will house programs of study related to engineering, computer science, and electronics. This newly renovated engineering space will also include a regulation-size For Inspiration and Recognition of Science and Technology (FIRST) robotics practice/testing field. Additional future development for the vacated spaces is set to provide opportunity for the addition of health care programs of study that would allow students to work toward the Certified Nursing Assistant credential while in high school.

The community of Metamora has placed significant value on all in-demand career fields that range from those requiring apprenticeship training following high school to those requiring postsecondary education. The community of Metamora believes that this investment in CTE will best allow all students increased access to CTE programs while also improving overall CTE program quality.



Metamora High School's new 15,000-square-foot laboratory spaces built for their agriculture, automotive mechanics, construction, and manufacturing/welding programs.

Region 3 (West Central Illinois)

EFE 300 – For more than 20 years, the *Peoria Educational Region for Employment and Career Training (PERFECT)* has offered a Regional Work-Based Learning Nursing Assistant Program through a collaborative effort with Illinois Central College (ICC). The program has increased in popularity since its inception, growing from 12 students per year to more than 150 students per year.

Due to the pandemic, the ICC Nursing Assistant Program hosted virtual job fairs, featuring local employers and giving students an opportunity to apply for work, practice interview skills, and learn to talk with potential employers.

The demand for certified nursing assistants on the rise in the Peoria region, so PERFECT is working with OSF Saint Francis Medical Center and UnityPoint Health to provide opportunities for students who complete work-based learning in the fall to work as cooperative education students at the hospital in the spring.

EFE 300, Tazewell EFE 320, and EFE 200 (CIVEC from Region 2) partnered with ICC and the East Peoria Fire Department to offer Fire Science dual credit coursework to high school seniors. A successful "Fire Science Career Day" held on November 19, 2019, at the East Peoria Fire Station and Training Center informed interested high school students and school counselors about the Fire Science program opportunity. More than 70 students from 11 high schools attended. As a result, more than 20 senior students enrolled in the program, in which students have the opportunity to become CPR certified, a licensed Emergency Medical Responder, and a licensed Emergency Medical Technician. Students gain work-based learning experience with ride-alongs and earn 16.5 college credit hours.

Region 4 (East Central Illinois)

EFE 330 – EFE 330 in Champaign partnered with Parkland Community College to launch an Education Pathway program through the Early College and Career Academy, which offers regional dual credit academy to help create a robust pipeline of future teachers.

EFE 350 – The *McLean-Dewitt Regional Vocational System* in Bloomington provides numerous opportunities for its students to participate in direct engagement with local employers, including one of the area’s largest employers, Caterpillar Inc. In the spring of 2020, the Automotive and Diesel Technology class began a biweekly internship at the Caterpillar plant in Pontiac in hopes of preparing students for potential careers with Caterpillar or elsewhere in the manufacturing industry. The vocational system also expanded work-based learning to include internships for high school students in capstone programs.

EFE 390 – A student services coordinator employed by *Heartland Region* in Decatur provides support for all students in the region as they complete career pathways and prepare for college and career. The coordinator monitors the performance of students, specifically special populations students, and works with them and their parents to provide resources to support success in courses, earning post-secondary credentials, and industry certifications.

EFE 400 – *Vermilion Vocational Education Delivery System* in Danville recruits business and industry partners to provide students with work-based learning experiences, field experiences, and networking opportunities. Activities include field trips, internships, guest speakers, and business-based projects.

Region 5 (Southwest Illinois and Metro East)

EFE 425 – Students in Intro to Design and Advanced Design courses at *Jerseyville High School* demonstrate their talents, creativity, and success throughout the community. They learned how to sew scrunchies and masks to donate to members of the community in need. One student also completed a vibrant painted mural on the back of a downtown building in the community. Another student designed a street sign to promote downtown Jerseyville.



Jerseyville High School’s Intro to Design and Advance Design students designed a street sign and masks for their community.

EFE 450 – West Star Aviation partnered with *Madison County CTE* and Southwestern Illinois College for an Aviation Career and Community Resource Day at its East Alton facility on November 15, 2019. The event allowed students to inquire about aviation maintenance careers and explore the local job opportunities available.

Edwardsville High School took home the top prize at the World-Wide Technology Student Hackathon and won a \$10,000 STEM grant for the school. The students' winning project was an online ordering system for students and teachers to purchase concessions at the Tiger Den, which is the school café.

EFE 460 and 450 – *St. Clair County* and *Madison County* worked with the Southern Illinois Leadership Council to provide apprenticeship tours with 11 local unions. Students visited training centers in February 2020 to hear about their apprenticeship programs and application processes and to participate in hands-on activities.

EFE 550 – Approximately 600 eighth-grade students visited the *Career Center of Southern Illinois* for the Eighth-Grade Career Fair to learn about career options in CTE fields. Students received the ISBE Career Guide and had an opportunity to participate in different hands-on activities and to talk with individuals in the field about possible careers.



Eighth-grade students toured the Career Center of Southern Illinois, participated in different hands-on activities, and talked with individuals in the field about possible careers.

Region 6 (Southern Illinois)

EFE 495 – *Marion/Clinton/Washington Counties CTE System* partners with local industry and business representatives to host an annual Career Fair at Kaskaskia College for all high school students in Bond,

Clinton, Effingham, Fayette, and Marion Counties. They also host the annual Eighth-Grade Career Conference at Kaskaskia College for the students in 32 elementary schools.

In addition, EFE 495 actively participates in the South-Central Illinois Growth Alliance, a regional organization that monitors local workforce needs and promotes the development and expansion of area businesses and industries. Many high school CTE teachers attend biannual Program Advisory Committee meetings conducted with Kaskaskia College CTE instructors.

Area Career Centers

Mount Vernon Area Career Center

Mount Vernon Area Career Center's recruitment efforts increased participation in its Fire Science program in 2019 and 2020, especially among female students. Student firefighters had the opportunity to participate in a series of drills during a special training exercise hosted by the Marion Fire Department (pictured to the right).



Bloomington Area Career Center

More than 200 students earn industry-recognized credentials each year at the Bloomington Area Career Center. The center ensures all students in the region have full access to courses regardless of economic status by paying for fees (e.g., for dual credit, certifications, and licensure), uniforms, and supplies, if students cannot afford them.

In addition, the Bloomington Area Career Center recently added to its list of available courses. The center partnered with the Laborers' Union Training Facility in Stanford to educate students about the laborers' union, the trades, and potential employment opportunities.

Wilco Area Career Center

The Wilco Career Center is working with feeder districts during the pandemic to offer transportation for students who are fully remote to provide continued access to the necessary in-person support for their programs.

The center partnered with Lewis University to begin an Aviation Mechanics program that aligns to the university's pathway to obtain Airframe and Powerplant Ratings. Participating students will earn the eight credits toward the Aviation Maintenance Technology degree. Also, the center partnered with Joliet Junior College to add a Medical Assistant program in response to area health care providers indicating a greater need for medical assistants.

Kankakee Area Career Center



The Kankakee Area Career Center (KACC), in collaboration with the Economic Alliance, Workforce Board, and the Kankakee Chamber of Commerce, hosted a one-day tour and informational sessions at a variety of local businesses to give school counselors a closer look at the employment available and the types of educational paths students need in order to be successful (pictured to the left).

KACC launched the Workplace Excellence Series. Under the program, students can earn 10 electronic badges to add to their online portfolio as well as their social media pages. Each badge/module is designed to help students understand and be able to deliver what an employer needs in today's workforce, such as dependability, respectability, and workability.

KACC welcomed several special guests this year, including U.S. Congresswoman Robin Kelley (pictured to the right with KACC Fire Science instructor Ed Leeson), State Representative Lindsey Parkhurst, former State Representatives Lisa Dugan and Kate Cloonen, and former State Senator Toi Hutchinson.



Quincy Area Vocational Center

Quincy Area Vocational Center has increased its enrollment of female students in construction, welding, transportation, and agriculture classes.

Quincy Area Vocational Technical has offered the Equipment Technology program of study for six years. Students learn about diesel-powered transportation and heavy equipment engines and practice their skills in the three-bay diesel shop. During the shortened 2019-20 school year, students completed 55 diesel jobs, which included 12 semi-service jobs ranging from oil changes to brakes, driveline, and hydraulic repairs. Four students completed work-based learning pre-apprenticeships with local employers and another three students worked in the diesel industry outside of school.

Fox Valley Career Center

Fox Valley Career Center is committed to helping all students succeed, regardless of disability or socioeconomic status. To do that, it often brings in outside professionals who have overcome or adapted to some of the disabilities or situations that their students also face. It also brings in speakers who are not the traditional gender for a program area, including female welders, mechanics, and computer programmers and male nurses and certified nursing assistants.

The career center added a pilot HVAC program to the second-year electrical class in 2018. Since then, seven students have earned their EPA 608 Universal Refrigeration certification and were hired by local companies. The successful pilot has now grown to 13 students in this year's cohort.

Galesburg Area Vocational Center

The Galesburg Area Vocational Center offers service-learning projects with local community partners, that allow students the opportunity to earn industry-based certificates, state certification, or dual credit from local community colleges. Last year, nearly 400 CTE students received industry-based Precision Exam Certificates (pictured to the right).



The Galesburg Area Vocational Center, in conjunction with Carl Sandburg College and the Knox County Area Partnership, hosted a Manufacturing and Trades Showcase on October 30, 2019. More than 600 students got to experience hands-on activities and talk to local business partners about career opportunities in west central Illinois (pictured below).



Collinsville Area Vocational Center

The Collinsville Area Vocational Center followed state and local COVID-19 guidelines as it partnered with local business to offer students on-the-job training outside of school. This has helped ensure that students still have the opportunity to make connections within their chosen career path during the pandemic. Students serve internships on the weekends and over school breaks without missing valuable class time. It also worked with the Southwest Illinois Leadership Council to identify pathways for students that align with local business needs.

Livingston Area Career Center

Livingston Area Career Center partnered with Caterpillar to build a biweekly internship program for Automotive and Diesel Technology students. The Introduction to Manufacturing Lab at Caterpillar – Pontiac was started to prepare students for a potential career with Caterpillar or a future in the manufacturing industry as a whole. Students experienced laboratories in Robotics, Precision Gauging, Welding Simulation, Engineering, and Machine Shop.

C. Career and Technical Education Funding in Illinois

Federal and State Career and Technical Education Funding Sources

Career and technical education funding comes from the U.S. Department of Education through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and from state appropriation, which meets the maintenance of effort required to continue to receive the federal funds.

Table 7 below indicates the components of the federal and state appropriations in FY 2020.

Table 7: Components of Federal and State Appropriations

	Appropriation	Administration	Distribution	State Leadership/ Technical Assistance
Federal	\$26,818,519	\$725,000	\$23,426,096	\$2,667,423
State	\$43,062,100		\$43,062,100	
Total	\$69,263,892		\$65,714,469	

Federal – Perkins Career and Technical Education Grant

The State of Illinois was allocated \$44,724,252 from Perkins V to support both secondary and postsecondary CTE programs in FY 2020. ISBE administers \$26,818,519 for Perkins secondary CTE programs; ICCB administers \$17,905,733 for Perkins postsecondary CTE programs. The director of CTE and Innovation at ISBE is also the state director of Career and Technical Education.

The FY 2020 allocation to ISBE for secondary federal Career and Technical Education was \$26,818,519, of which \$23,426,096 (85 percent) was distributed by ISBE to EFE Systems for the delivery of high-quality local CTE programs. ISBE utilized \$725,000 (3 percent) for administration and \$2,667,423 (10 percent) for required federal leadership projects.

Federal – State Institutions

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

Fifteen IDHS educational institutions provided 2,251 secondary students and adults opportunities to participate in multiple CTE programs.

- Secondary Students = 98 participants and Adults = 2,153 participants
 - Gender:
 - 1,665 (73.97%) Male Students
 - 586 (26.03%) Female Students
 - Race:
 - 3 (0.13%) Native Alaska/Native American Students

- 24 (1.07%) Asian Students
- 598 (26.57%) African American Students
- 114 (5.06%) Hispanic Students
- 1,478 (65.66%) Caucasian/White Students
- 34 (1.51%) 2 or More Race Students

Secondary students at ISD and ISVI and adults in IDHS facilities have opportunities to participate in 17 different CTE programs, resulting in a duplicated participant count of 5,216. This accounts for a 5.8 percent decrease in student participation due to the COVID-19 impact from March through July 2020. Programs ranged from horticulture to welding to food, nutrition, and wellness. Secondary CTE participation for ISD and ISVI are as follows:

- ISD:
 - 42 (51%) participated in student work experiences
 - 21 participated in job shadowing experiences
 - 5 earned OSHA-10 Safety credential
 - 16 achieved food handlers' credential
 - 1 completed the Early Childhood Level 1 credential
- ISVI:
 - 44 (90%) participated in CTE programs
 - 12 (24%) participated in work experience opportunities

The number of participants for all available secondary and adult CTE programs are included in Appendix A – IDHS Secondary and Adult CTE Program Participation.



IDHS adult CTE participants practiced technical skills related to horticulture, construction, and apparel and textiles.

IDHS facilities coordinated and collaborated with industry, postsecondary, and community partners to provide their residents high-quality technical and employability skills development opportunities. Skill development opportunities included residents working in communities in culinary arts, retail, manufacturing, public services, and horticulture; using new and recycled materials to create and donate items, such as face masks and dog toys, to facility staff and local animal shelters; participating in communitywide events; and completing landscaping and beautification projects. Additional facility highlights are included in Appendix B – IDHS CTE Program Highlights.

ISBE intentionally reached out to IDHS and the Illinois Department of Juvenile Justice (IDJJ) throughout the Perkins V planning process to discuss additional funding and support needed in FY 2021. Members of ISBE administration, as well as CTE and Innovation and Title Grants Departments, visited IDJJ facilities to see the CTE programs being offered to their students. ISBE and ICCB determined that during the full implementation of the State Plan (beginning in FY 2021), Illinois would allocate up to 2 percent of Perkins dollars to state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities.

Illinois Federal Leadership Projects

Illinois Center for Specialized Professional Support

ISBE set aside \$100,000 for professional learning and resources related to nontraditional occupations. ISBE collaborated with the Illinois Center for Specialized Professional Support (ICSPS) to offer these professional learning opportunities and resources to CTE counselors, teachers, administrators, and support personnel. The participants learned evidence-based strategies that provide access and support to special populations students to enter high-skill, high-wage, and in-demand occupations, while preparing students for nontraditional fields in current and emerging professions.

- On December 2, 2019, National Alliance for Partnerships in Equity led an engaging learning opportunity, the *Nontraditional Careers Summit*, on how to discuss and market nontraditional occupations. Fifty-four participants received the Explore Nontraditional Careers Toolkit, which provides a research-grounded process to increase the participation and persistence of students in nontraditional occupational programs and pathways.
- Four *Trauma Informed Care* sessions provided an overview of evidence-supported, trauma-informed practices that can be used to create trauma-informed learning environments. ICSPS offered the sessions regionally throughout Illinois:
 - October 3, 2019 (Palos Hills) – 28 attendees
 - October 8, 2019 (Normal) – 26 attendees
 - October 28, 2019 (Effingham) – 27 attendees
 - November 7, 2019 (Chicago) – 95 attendees
- Regional sessions on *Universal Design for Learning (UDL)* were planned to take place in April of 2020. However, ICSPS provided the trainings virtually and worked with Center for Applied Special Technology to deliver the following due to COVID-19 and to align with the directive to offer virtual professional development:
 - May 6, 2020 – Introduction to UDL (156 attendees)
 - May 8, 2020 – UDL in Practice (128 attendees)
 - May 13, 2020 – UDL in a Virtual Platform (120 attendees)
 - May 15, 2020 – UDL in CTE (159 attendees)
- All recorded webinars and associated resources are archived on the ICSPS [website](#).

ISBE and ICCB jointly worked with ICSPS to provide the CTE Counselor Academy geared toward secondary school counselors and postsecondary academic advisers. The academy provided comprehensive

professional learning to support understanding of the opportunities within CTE, the importance of nontraditional occupations, and strategies to support special population learners. Four webinars were offered:

- November 23, 2019 – An Overview of Perkins (110 attendees)
- January 30, 2020 – Comprehensive Local Needs Assessments (120 attendees)
- February 13, 2020 – Who is in your CTE Network? (93 attendees)
- February 27, 2020 – Examples of Effective CTE Networks (89 attendees)

The in-person capstone event for the counselors was canceled in response to the COVID-19 pandemic. ISBE and ICCB determined that the final capstone would not be effective in a virtual session, and it was recommended that the event be canceled.

Collaboration efforts between ISBE, ICCB, and ICSPS updated Super Strategies to Support Secondary and Postsecondary Special Populations Students. Illinois recognizes that each special population student group faces unique barriers to access and success in CTE programs. (See Collaboration for CTE Program Quality section beginning on page 4.) The Super Strategies outline support services and accommodations that can be tailored to each student based on their personal strengths, interests, and career goals. Due to COVID-19 impact, dissemination and training could not be completed in FY 2020 and took place in early FY 2021. ISBE set aside \$60,000 for support for recruitment of members of special populations.

Illinois Association for Career and Technical Education

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

IACTE collaborated with ISBE to offer support for educators. IACTE offered seven sessions for 19 novice CTE teachers at the New and Nearly New CTE Teachers Workshop in August 2019. The workshop's objectives included increasing the knowledge and skills of new CTE instructors, deepening CTE content knowledge, providing research-based strategies, introducing evaluation and assessment methods, and assisting with school department and business partner collaborations. Each teacher received a book, *Your First Year in CTE: 10 Things to Know*, as a supplemental resource to support the workshop's anticipated impact. ISBE and IACTE partnered to offer follow-up sessions for 25 attendees, including the 19 August 2019 participants, at the IACTE Conference in February 2020. One hundred percent agreed that all content was valuable, as evidenced by the final evaluation results, and sessions were well organized and engaging. All attendees reported that they also planned to incorporate the content learned into their CTE instructional role and agreed that it would positively impact student growth.

The 90th annual IACTE Conference in February 2020 supported all CTE teachers with a variety of 63 deep-dive and breakout sessions, two featured speakers, multiple vendors, and resources. A total of 335 CTE teacher preparation students, current CTE teachers, school counselors, and administrators received content to increase the knowledge and skills of participants while incorporating industry and academic learning standards, deepen CTE content knowledge, provide research-based strategies, introduce evaluations and assessment methods, and assist with colleague and industry partnerships. Ninety-nine

percent of those responding to the conference evaluation indicated they would use the information within their professional role.

IACTE provided one-hour leadership sessions at three affiliate conferences to 35 HPS, FBS/IT, and METT educators between July 2019-June 2020. The sessions focused on the book *The Leadership Secrets of Santa Claus*, plus leadership strengths and how to use them within the organization and classroom. In addition, IACTE's executive director led the 19 members of the Board of Directors, who represent the eight association affiliates, through a book study of *Lincoln on Leadership* and provided leadership training to support effective operation of the board.

ILCTE Innovative Curriculum Resources Project

The Illinois Career and Technical Education Innovative Curriculum Resources Project (ILCTE) presented 11 professional learning experiences in FY 2020. In line with the state vision for the future of CTE, ILCTE chose to promote an evidence-based, student-centered strategy called the 5E Instructional Model. The 5Es encompass the phases of engage, explore, explain, elaborate, and evaluate – steps that educators have traditionally used to teach students. ILCTE supported educator implantation of this strategy through professional learning experiences on two topics. A January 2020 Lesson Writing Workshop kicked off professional learning experiences in a pre-COVID environment. Thirty teachers and two school counselors were nominated by EFE directors and invited to attend the writing workshop. The workshop objective was to have small teams of teachers and counselors develop 13 CTE lessons; this was accomplished. The workshop was a successful first step toward meeting established goals.

Following the workshop, newly written lesson plans entered a quality improvement cycle in which ILCTE leadership and volunteer teachers used and improved lessons to introduce additional quality indicators. These efforts were cut short when the COVID-19 pandemic hit.

Ten online professional learning experiences were offered between June 8 and August 20, 2020, in response to teachers struggling to adapt to the challenges of teaching online during the COVID-19 pandemic. The purpose of these were to help teachers learn more about teaching online. Although the format, content, and titles varied, ILCTE chose to focus generally on two topics:

- Topic I: How to use the 5E Instructional Model
- Topic II: How to convert 5E face-to-face lessons for successful online use

These hands-on, virtual workshops reached 408 educators and walked them through the process of converting face-to-face lessons for successful online use.

Federal Perkins Reserve Funds

A total of \$1,710,703 (8.1 percent of the ISBE's portion of Illinois' Perkins allocation) was set aside for the reserve funds. That funding is to be awarded to school districts based on the requirements to foster innovation or promote the development, implementation, and adoption of programs of student or career pathways.

- However, ISBE distributed none of the reserve funds. The COVID-19 pandemic prompted ISBE to delay reserve fund distribution to FY 2021.
- CTE Innovation Grants funds will be distributed in FY 2021 to school districts that are furthest away from adequacy per our Evidence-Based Funding formula, are rural districts, or have equity

gaps. They will choose an option determined by ISBE. They will have a planning year in FY 2021, with the following three years being for implementation.

State Career and Technical Education Funds

The state appropriation for secondary Career and Technical Education for FY 2020 was \$43,062,100. The Carl D. Perkins Career and Technical Education Act of 2006, Title II, Part A, Section 211 (b) contains a maintenance of effort (MOE) provision that requires equal or greater state expenditures for CTE programs for the second fiscal year preceding the fiscal year for which the determination is made. ISBE's MOE is \$38,976,694, and ICCB's MOE is \$18,070,967

ISBE distributed 99 percent, a total of \$43,062,100 of its state appropriation, to local and regional agencies for the support of secondary CTE programs and elementary career development programs. The remaining funds are used for state leadership grants. The state line item can only be used for grants, as no administrative expenditures are allowed.

The state appropriation includes:

- Secondary CTE Programs: \$32,656,071
- Elementary Career Development Program: \$1,281,145
- Regional Safe Schools Cooperative Education Program: \$1,100,000
- Career and Technical Student Organizations: \$225,000
- Education Career Pathway: \$5 million – A competitive grant was awarded for \$1,995,275 (11 grantees consisting of 42 school districts, 59 schools and three area career centers)

State leadership projects in the amount of \$225,000 include the Career Connections Conference Project for \$225,000.

The distribution of these state funds on a percentage basis:

- State Leadership/Technical Assistance: 1% (\$450,000)
- Distribution to local and regional agencies: 99% (\$42,612,100)

Illinois State CTE Projects

State Institutions

ISBE provided state CTE funding to the Illinois Department of Juvenile Justice (IDJJ) and the Illinois Department of Human Services (IDHS) in FY 2020 for continuous quality improvement in their secondary CTE programs. IDJJ and IDHS support CTE programs aligned to state and national labor market needs serving individuals with disabilities within their educational institutions statewide.

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).

IDHS secondary institutions include the Illinois School for the Deaf (ISD) and the Illinois School for the Visually Impaired (ISVI). The ISD and ISVI reports were included with the Federal – State Institutions section beginning on page 32. The following narrative details IDJJ's alternative high school CTE programs.

ISBE allocated \$281,452 in state leadership funds to individuals within IDJJ’s facilities statewide. Five AHSs provided 283 secondary students opportunities to participate in eight different CTE programs: barbering, cosmetology, building maintenance, construction, culinary arts, custodial maintenance, drafting, and horticulture.

- Gender:
 - 282 (99.65%) Male Students
 - 1 (0.35%) Female Students
- Race:
 - 194 (68.55%) African American Students
 - 12 (4.24%) Hispanic Students
 - 74 (26.15%) Caucasian/White Students
 - 3 (1.06%) 2 or More Race Students

One hundred sixty-five students at Harrisburg, Grafton, and St. Charles AHSs participated in Building Maintenance, Culinary Arts, Custodial Maintenance, and Drafting programs for dual credit. In the Culinary Arts program, 36 students earned ServSafe food handler certifications, and an additional 14 students earned OSHA-10 safety certifications in the Building Maintenance program. Appendix C – IDJJ CTE Program Data by Facility – contains a full picture of available programming and program demographics at each IYC/AHS.

IDJJ offered barber and cosmetology opportunities to secondary students at Naperville AHS and barbering opportunities at Chicago AHS starting in FY 2020. The cosmetology and barber programs both had a soft opening in January 2020, followed by a grand opening ceremony held on March 12, 2020, that was attended by Illinois Governor JB Pritzker, First Lady M.K. Pritzker, IDJJ Director Heidi Mueller, and former IDJJ-School District 428 Superintendent of Schools Dr. Sophia Jones-Redmond. CTE Director Ricardo D. Johnson project managed the agency’s barber and cosmetology programs and was responsible for ordering industry-standard equipment, materials, and curriculum. The new programs allow youth in special populations to receive career development, mentoring, and coaching, as well as the opportunity to complete classroom instruction and clinical hours toward a barber and/or cosmetology license. Additionally, a new community partnership with Data Foundation Inc. will enable IDJJ youth to be eligible for tuition and job search assistance while in after-care transition. IDJJ highlighted two additional FY 2020 project-based learning activities for youth during Governor Pritzker’s visit to IYC Warrenville for the barber and cosmetology grand opening. He also viewed matching desktop pencil/pen holders and desktop book racks projects at Harrisburg AHS.



Illinois Governor JB Pritzker, First Lady M.K. Pritzker, IDJJ Director Heidi Mueller, and former IDJJ-School District 428 Superintendent of Schools Dr. Sophia Jones-Redmond attended the grand opening of the cosmetology and barber programs on March 12, 2020 at IYC Warrenville.

IDJJ's new partnership with the Goodman Theatre's Education and Engagement Program supported CTE programs so they could build library boxes as a community service effort to increase literacy in Ford Heights, which is approximately 40 miles south of Chicago and does not have a public library. Building maintenance students at Harrisburg AHS constructed four Little Free Library Boxes for the Village of Ford Heights. A Little Free Library Box dedication ceremony, which received media attention via WBBM AM 780, was held July 30, 2019.

IDJJ has a partnership with Lake Land College (LLC) to provide dual credit CTE programs to students at the St. Charles and Harrisburg AHSs. Youth enrolled in the LLC Custodial Maintenance program at IYC Harrisburg completed a project that lifted the spirits of all involved. They remodeled the culinary arts classroom and painted the college wing of the school building with LLC colors.



(Left) Little Free Library Boxes constructed by Harrisburg AHS students. (Middle and Right) IYC Harrisburg custodial maintenance students remodeled the culinary arts classroom and painted the college wing of the school building.

Regional Safe Schools Cooperative Education Program

The Regional Safe Schools Cooperative Education Program (RSSCEP) provides annual grant awards for each ROE, with a base of \$35,000 plus additional funding for Average Daily Attendance and low-income count. Subpart K (254.110-254.1198) of the Illinois Administrative Code (Title 23) administrative rules governing vocational education authorizes ISBE to provide grants to school districts to develop career-related classroom instruction and cooperative work experience for students who are currently enrolled full time in the regular school program but are at risk of dropping out of school. The purpose of the RSSCEP is to provide alternative cooperative education for suspended or expelled youth due to gross misconduct who are 16 years or older and are administratively transferred to a Regional Safe School Program. The program is designed to motivate and encourage students to complete high school while enabling them to make a successful transition to postsecondary education, employment, or other career advancement opportunities. ISBE allocated \$1,100,000 to 24 ROEs to provide career-related instruction and work experiences to Regional Safe School students. Five hundred thirty-seven students participated in instruction, with 436 receiving high school credit. One hundred thirty-nine students remained employed throughout FY 2020.

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 CTSO activities, programs, and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national levels and attend leadership development conferences to network with other students as well as business and industry partners,” according to the National Coordinating Council for CTSOs.

Illinois supports eight nationally recognized CTSOs: Illinois Association of DECA, Illinois Association of Family Career and Community Leaders Association (FCCLA), Business Professionals of America (BPA) Illinois Association, Illinois Association of SkillsUSA, Technology Student Association (TSA), Illinois Association of HOSA (Future Health Professionals), Illinois Future Business Leaders of America (FBLA), and Illinois Association FFA.

ISBE identified Science Olympiad in FY 2020 as a state-recognized CTSO that allows districts to use their state and federal CTE funds to support CTE student participation. ISBE will work in FY 2021 with non-recognized student organizations that provide leadership and team-based challenges related to the seven Illinois endorsement areas to expand opportunities for students in approved CTE programs.

The Illinois Coordinating Council for Career and Technical Student Organizations (ICCCTSO) is made up of the state advisers, executive directors, and presidents of the eight secondary CTSOs that are listed below in Table 8. The ICCCTSO received \$39,002 to coordinate the activities of the individual Career and Technical Student Organizations. The FY 2020 seminar was held July 22-24, 2020. It was originally planned to be held at the Northfield Center in Springfield, but those plans abruptly changed in early March 2020 when COVID-19 came to the USA. The grant project director and coordinator; CTSO executive directors; and lead facilitator, Patty Hendrickson, held two meetings before deciding to hold the conference virtually. Although the method of delivery changed for the seminar, the bulk of the content remained the same. Seminar participants were trained in the following areas: advocacy, public and impromptu speaking, accepting responsibilities, chapter management, goal setting, leadership demeanor, time management, confidence building, working in a group setting, and understanding group dynamics. More than 75 students, advisers, executive directors, and speakers participated in the three-day seminar. The FY 2020 virtual conference provided opportunities for students and advisers to learn about their organizations' connections with business and industry through advocacy training that will enable students and advisers to interact with the businesses in their communities and seek connections beyond their local areas. They will also be able to advocate for their CTSOs and themselves with parents, school administrators, and school boards. It enabled advisers to learn about professional development beyond that provided in their home schools through state and national organizations and their industry-specific professional organizations.

ISBE provided grants in the 2019-20 school year to the eight nationally recognized CTSOs. These grants support state-level student competitions, statewide student leadership activities, planning costs associated with state competitions and local CTSO adviser professional learning, state CTSO website development and maintenance, and other fiscal and program responsibilities associated with operations of a nonprofit organization. Table 8 highlights the funding distribution, which includes a base amount of \$10,000 and additional funding based on approved student membership. Approved membership must meet the following criteria:

- Students enrolled in class in an ISBE-approved career/occupational program
- Chapter supervised by a Local Education Agency (LEA) staff in the CTSO career/occupational area

- Chapter membership form signed by LEA administrator

Table 8 below indicates the grant distribution funding for state-approved CTSOs and ICCCTSO. Table 9 below includes the 2019-20 chapter and student membership for state-approved CTSOs.

Table 8: CTSO Funding Distribution

Business Professionals of America Illinois Association	\$17,948
Illinois Association of DECA	\$19,946
Illinois Future Business Leaders of America	\$18,308
Illinois Association of Family Career and Community Leaders Association	\$23,242
Illinois Association FFA	\$41,676
Illinois Association of HOSA (Future Health Professionals)	\$19,808
Illinois Association of SkillsUSA	\$28,416
Technology Student Association	\$16,654
<hr/>	
Illinois Coordinating Council for CTSOs	\$39,002
Total	\$225,000

Table 9: CTSO Chapters and Student Membership

CTSO	Number of Approved Chapters	Student Membership Numbers
Illinois BPA	37	956
Illinois DECA	67	1,784
Illinois FBLA	80	1,364
Illinois FCCLA	142	3,842
Illinois FFA	353	18,983
Illinois HOSA	51	1,837
Illinois SkillsUSA	135	9,578
Illinois TSA	5	425

Illinois BPA

The [Chicago Tribune](#) featured Illinois BPA Vice President Rewa Narsana for creating a free tutoring service to help junior high students get ahead. The goal of the service is twofold -- to boost education for middle school students and create a sense of community by allowing middle and high school students to interact during remote learning. The service enlists 35 high school students from Indian Prairie District 204 high schools, the Illinois Mathematics and Science Academy, and Downers Grove North high schools.

Illinois DECA

Illinois DECA members got the chance of a lifetime when they attended the Chicago Bulls' Career Night to learn from team executives about their roles with the team, education, and what experiences led them to their current positions. Highland Park DECA students earned the opportunity to compete at the 2020 DECA International Career Development Conference in Nashville, Tennessee, but the conference was canceled due to COVID-19.

Illinois FBLA

Bridgette Galve, who is Northern Area vice president and Wauconda chapter president, provided her testimonial³ on how FBLA improved her public speaking abilities, taught her to be a servant leader, shaped her career path, and allowed her to develop lifelong friendships. Bridgette left the state competitive events her freshman year feeling unprepared, and she promised herself she would invest more time in preparation the next year. She placed at Nationals her sophomore year and felt a huge sense of accomplishment. Bridgette's new goal became helping others experience those same feelings. FBLA took her competitive spirit to another level. She greatly appreciates the support system of her chapter and the state team and the opportunity to serve on Illinois' State Officer team.

Illinois FCCLA

One of Illinois FCCLA's most successful ways to recruit members and improve member involvement is through its State Officer Recruitment program, in which each state officer is challenged to increase both the school's chapter membership and the statewide membership by 5 percent each year.

Illinois FCCLA has implemented several virtual activities, including Career Exploration Zoom meetings, during the pandemic. Each meeting focuses on a different career related to family and consumer science. FCCLA alumni and others share about professions and the pathways taken to careers.

All the FCCLA state officers and their advisers attend the Illinois Coordinating Council for Career and Technical Student Organization Leadership Development Conference. The FCCLA state president is currently serving on the youth committee that is helping to plan and implement the virtual CTSO Conference that will happen next year.

Illinois FFA

Illinois FFA members have been busy this year living up to their mission of developing premier leadership, personal growth, and career success through agricultural education.

With regard to premier leadership, Illinois is led by a team of five student officers dubbed the "Major State Officers" who are tasked with leading a team of 25 representatives from around the state and -- through these representatives -- all Illinois FFA members and agriculture students. The "Majors" led members through a variety of leadership development opportunities this year, including the annual BUILD (Being United in Leadership Development) Conference. A total of 415 members from 80 schools participated in the conference. Illinois FFA led effectively at the 2019 National FFA Convention in Indianapolis, Indiana. 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 in the National FFA Officer selection process.

Chapter Visits (the annual tour of schools) was completed in 2019, visiting more than 300 schools and 7,000 students, and traveling more than 16,000 miles. Members experience phenomenal personal growth during Chapter Visits, as they are challenged during team-based workshops and group-led reflections, and are tasked to set personal goals.

With regard to career success, FFA members maintain strong connections to the agricultural industry. Illinois FFA officers have regular visits with major agricultural organizations like Country Financial,

³ <https://drive.google.com/file/d/1GmDBDnuVnLfOKWuhnd42SDDNS1cYUuU/view>

Growmark, and Archer Daniels Midland. FFA also hosts a variety of competitive, career-oriented career development events (CDEs). These events are hosted at all organizational levels, from intra-school to state and national competitions. A highlight of the CDE calendar this year was “Super Saturday” -- a one-day, multi-event festival of career development that was held at the University of Illinois at Urbana-Champaign. Members participated in contests oriented to agronomy, dairy foods evaluation, agricultural sales, and even meat sciences. Members compete in a variety of these competitions throughout the year as they explore and select pathways in agriculture that fit their skills and interests.

Looking to the future, Illinois FFA is making strides to adapt and overcome present challenges and goals. As the pandemic shut down traditional modes of engagement and development with Illinois FFA members, the Major State Officer team increased efforts to engage members virtually and safely. This gave way to “Operation Rising Sun,” a multi-faceted effort to deliver content and engagement to students and teachers across Illinois agriculture. The Illinois FFA Board of Directors also convened a committee to create 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

Even with the challenges of a global pandemic, Illinois HOSA members participated in a Virtual State Leadership Conference in March 2020 and Virtual International Leadership Conference in June 2020 planned with very short notice. HOSA offered 56 events to the 1,110 registered students at the Virtual Illinois HOSA State Leadership Conference. All events were completed virtually through online testing or online submissions of videos, pictures, or written presentations. In addition to the competitive events, students participated in virtual activities, including social media posts and virtual hospital tours. A total of 231 Illinois HOSA students registered for 315 events at the 2020 HOSA Virtual International Leadership Conference. Students also participated in interactive workshops, a virtual vendor gallery, and large session presentations. Illinois HOSA is proud to announce that we had 25 individuals in the top 10, including three third-place finishes, two second-place finishes, and one international champion in Postsecondary Medical Math.

Illinois SkillsUSA

SkillsUSA is developing a holistic organizational plan designed to strengthen and better reflect its commitment to inclusion, diversity, and equality. It established a new relationship with the National Alliance for Partnerships in Equity, and together, they will review various policies and practices to ensure the organization best reflects the diversity of the membership they serve.

Illinois TSA

CTSOs are all about creating the next level of leaders, so Illinois TSA is constantly focusing on leadership. Illinois TSA co-hosted the annual Technology Day competition at Illinois State University, where nearly 400 students from more than 29 rural, urban, and suburban middle and high schools attended. Illinois ISA also hosted a two-day Zoom leadership conference utilizing professional leadership speakers.

Career Connections Statewide CTE Conference

In a response to the growing needs for high-quality CTE programs, the 2020 Career Connections Conference delivered three multi-disciplinary regional conferences throughout the state to 260 educators focusing on three overarching goals:

1. Improvement of Instruction
2. Better alignment to core academics

3. Enhanced connections to career and postsecondary opportunities

Table 10 below outlines the conference attendee demographics. Integral features of the one-and-a-half day conferences included:

- Networking opportunities with industry representatives
- Student panels
- Three key locations with intentionally chosen venues to highlight a CTE endorsement area:
 - Venue Six10 in Chicago (Architecture)
 - St. John's Hospital and Prairie Heart Institute in Springfield (Health Care)
 - Dunn Richmond Economic Center and SIU-Carbondale in Carbondale (Business and Industry)
- Breakout sessions focused on the three overarching themes
 1. Equity
Equity sessions addressed the role of educational equity in CTE strands. Educational equity is the educational policies, practices, and programs necessary to:
 - a. *Reduce the predictability of who succeeds and who fails. (National Equity Project)*
 - b. *Interrupt reproductive practices that negatively impact diverse students in public, charter, and independent school settings. (National Equity Project)*
 - c. *Cultivate the unique gifts and talents of every student. (National Equity Project)*
 - d. *Provide opportunities that eliminate discrimination and denial of services on the basis of race, color, national origin, sex, and disability.*
 2. Outreach
Outreach sessions provided the strategies and tools necessary to effectively promote career and technical education and career and college readiness educational programs, build community support and partnerships, develop essential employability skills, and support individual learners.
 3. Integration of Core Academics
Integration of Core Academic sessions focused on integrating career and technical education practices into core academic classes. The mindset behind these sessions in this strand incorporated acknowledgement that 21st century education requires that content areas no longer exist in silos and the importance of embedding essential employability skills into core academic subjects.

Table 10: Career Connections Conference Attendee Data Analysis

ATTENDEE ETHNICITY	
White	82%
African American	14%
Hispanic	3%
Asian/Pacific Islander	.5%
Native American	.5%

ATTENDEE GENDER	
Female	61%
Male	39%

ATTENDEE ROLES	
CTE Educator	53%
Administrator	23%
Other	10%
Guidance Counselor	7%
Post-Secondary	5%
Core Academic Educator	2%

CTE ENDORSEMENT FIELDS OF ATTENDEES	
Manufacturing, Engineering, Technology, and Trades	27%
Finance and Business Services	26%
Agriculture, Food, and Natural Resources	16%
Human and Public Services	13%
Health Sciences and Technology	7%
Information Technology	7%
Arts and Communications	7%

Registrants measured their knowledge of different CTE topics using a Likert scale. Registrants evaluated their ability on topics from Future Ready students to Mentoring Opportunities and more, and rated their skill level on a 1-5 scale (with 1 being none and 5 being high). Table 11 below outlines the Career Connections Conference evaluation results regarding increase in attendee knowledge.

Table 11: Career Connections Conference Increases in Attendee Knowledge

INCREASE IN ATTENDEE KNOWLEDGE (based on Likert scale)	
Equity in Career & Technical Education	+4.88%
Access in Career & Technical Education	+10.93%
Marketing in Career & Technical Education	+8.85%
Future Ready Students	+10.58%
Education Technology	+8.47%
Differentiation	+3.50%
Growth Mindset	+49.16%
Next Generation Science Standards	+12.95%
IL Mathematics Learning Standards	+12.59%
IL ELA Standards	+23.51%
Internship/Apprentice Programs	+9.93%
Interdisciplinary Instruction	+13.42%
Inquiry Based Instruction	+6.94%
Partnerships with Community Industries	+15.06%
Mentoring Opportunities	+3.88%

In addition, the 2020 Career Connection co-project coordinator planned and hosted monthly networking meetings in April, May, June, and July 2020 for any educator. Topics included, but were not limited to, remote learning, converting hands-on learning to online lessons, and support from TeachPlus.

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

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

FCAE staff reviewed 155 new lesson plans and the educational presentations, electronic library resources, and assessments. Lessons and supporting materials were built and reviewed using the 5E format, and content covered several key areas of Illinois agriculture, including horticultural science, animal science, and plant science. Libraries of materials are available for access and review on MyCAERT.com - a web-based interface for student and teacher engagement and learning management.

Educational resources and record-keeping systems on the Agricultural Experience Tracker, commonly referred to as the AET, was also reviewed. The AET is a web-based interface used by students and

educators to track work-based learning, entrepreneurial enterprises, internships, and even agriscience research. This interface is also used in tracking extended work hours for agricultural educators who participate in the Three-Circles Grant – a state grant matching extended compensation for extended work commonly achieved by agricultural education teachers throughout the year.

FCAE worked with ISBE to conduct a curriculum survey for Illinois agriculture teachers. Staff worked to develop, distribute, and collect responses. Key findings were summarized and reported to the Illinois Committee for Agricultural Education (ICAE), which is a Governor-appointed advisory committee for Agricultural Education staff at ISBE. The survey showcased positive and improvable aspects of former curriculum projects and delivery methods, and teachers were able to offer input as to future needs. Responses included references to Google-compatible resources, inquiry-driven activities, student-centered learning, pacing guides, remote learning adaptability, and much more. FCAE staff researched other vendors – governmental and non-governmental – of agricultural education curriculum resources. A curriculum plan was developed and presented to the ICAE based on relevant findings.

FCAE also worked with several agricultural education stakeholders to address targeted curriculum needs. The Illinois Leadership Council for Agricultural Education, a non-governmental group composed of representatives from various sectors of the agricultural industry, worked with FCAE to identify new industry standards relevant to future curriculum projects. Cutting Edge Curriculum, a not-for-profit organization with controlling interest in Center for Agricultural and Environmental Research and Training (CAERT) Inc., worked with FCAE, ISBE, industry, and educational focus groups to identify needed revisions in the Illinois Core Curriculum Agribusiness Library housed on MyCAERT.com. Agriculture in the Classroom is a county-based network of agricultural literacy coordinators that assists K-8 classrooms to incorporate agricultural education resources into core learning experiences. It worked with FCAE to revise 30 lessons of the Illinois “mAGic” kit curriculum guide, a commonly used tool for elementary engagement in agricultural education. In response to the pandemic and virtual/remote learning requirements, FCAE staff add a website component on ILAgEd.org to promote virtual curriculum resources.

FCAE staff don’t only provide curriculum resources, but also develop the necessary skills and professional techniques educators use to implement those resources in the classroom and beyond. Staff planned, organized, and presented workshops on the Illinois Core Curriculum housed on MyCAERT.com. Workshops and training courses, including Beginning Agriculture Teachers’ Workshop, Experience Teacher Training, BUILD Conference, Illinois Association of Vocational Agriculture Teachers fall meetings (25), 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. Twenty-nine various professional development sessions in all totaling 69 hours of instruction and 873 attendees from around the state. FCAE staff also provided professional development for community college agriculture instructors on virtual online learning techniques covering agricultural content areas.

D. Looking Ahead in Career and Technical Education

Ensuring High-Quality CTE Programs

Program Quality Review Pilot

All secondary CTE programs receiving federal and state dollars will have completed a Program Quality Review (PQR) by FY 2024. The PQR will ensure that all secondary programs of study offered are consistently reviewed and strengthened in order to meet the components of [Illinois’ size, scope, and](#)

[quality definitions](#) as required by Perkins V and outlined in [Illinois' State Plan for Perkins V \(FY 2021-24\)](#). ISBE began a PQR Pilot program in FY 2021 as an online platform in order to gather feedback on necessary revisions to the secondary CTE Program Quality Review IWAS application currently in development. The first pilot, including training, will run from November 2020 through April 2021 and currently includes 18 secondary school participants. The PQR will prepare secondary school districts and EFE Systems for the next federally required CLNA in FY 2022 to inform revisions to the final two years of the four-year local application (FY 2021-24).

State-Approved CTE Programs and Course Changes

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

Program of Study Models

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

- Information Technology
- Health Sciences
- Manufacturing
- Education

Representatives from secondary, postsecondary, and employers were engaged in the development of these models. ICCB contracted with Education Systems Center at NIU (EdSystems) to assist them in developing eight models in FY 2020 and FY 2021 for the postsecondary programs and collaborated with ISBE for the secondary programs. The Program of Study Models are intended to provide exemplars for local programs to adopt or customize as they develop programs of study for approval as part of their Perkins V Local Application. A key component has been looking to identify what are the priority dual credit courses that are foundational to the different sector areas and are well-situated for statewide scaling and articulation. This was extended down to identify the key competencies that need to be sequenced from the basic orientation level on through the advanced/capstone level as a guide for future development of transferable courses.

These models can be accessed at <https://edsystemsniu.org/model-programs-of-study-guides/>. ISBE provided printer-friendly versions of these models as requested during a public comment period during spring 2020 and in FY 2021, plans to provide editable templates to secondary school districts and area career centers through ISBE's website and EFE System communication. Four more models will be developed in FY 2021 – Architecture, Construction, and Energy; Arts and Communications; Finance and Business Services; and Agriculture, Food, and Natural Resources.

Future Education Career Pathway Opportunities

The CTE Education Career Pathway competitive grant will allow for more students to have opportunities to explore a career pathway in education in FY 2021. The grant will provide funding to eligible applicants to support the development and implementation of CTE Education Career Pathways or programs of study in specific partner districts and schools.

Work-Based Learning

ISBE will be releasing a new guidance on the Work-Based Learning continuum in FY 2021. This guidance document will assist districts in implementing and improving their work-based learning programs. ISBE also created new courses to better identify the work-based learning that is occurring in the districts. More resources will be provided in the future for the districts to enhance these programs.

Increasing CTE Opportunities and Appropriate Oversight

CTE and Licensure Rules

ISBE collaborated with school district administrators and educators in FY 2020 to explore options to identify barriers to CTE teacher recruitment and propose licensure changes that address these barriers while still ensuring that secondary educators are qualified. ISBE's CTE and Innovation staff participated in a stakeholder meeting organized by ISBE's Educator Effectiveness Department in February 2020 that discussed proposed licensure changes for FY 2021. ISBE's CTE staff administered a CTE Teacher Pipeline Survey to 238 CTE administrators in preparation for the short-term approval licensure meeting and to inform Illinois' State Plan for Perkins V teacher pipeline efforts. The stakeholder meeting explored allowing individuals with an existing CTE license to add a short-term approval for a CTE endorsement and using experience earned on the short-term endorsement toward acquisition of a full endorsement. Work also began in FY 2020 and continues in FY 2021 to replace the Vocational Education Rules with CTE Rules that align to the newly approved State Plan for Perkins V.

New CTE Monitoring

ISBE's CTE and Innovation staff met with various ISBE departments beginning in FY 2020 to update CTE monitoring procedures to meet state and federal requirements. Those meetings will continue in FY 2021. CTE staff also researched CTE monitoring practices in multiple states throughout the country. The result is an annual three-tiered monitoring and compliance process based on an annual risk analysis.

Conclusion

Career and technical education has a clear pathway in Illinois as new systems and protocols are launched to ensure high-quality CTE programs are available through the introduction of new course matrices that embed meaningful career exploration and support high-quality program reviews as a part of the Program Quality Review pilot. The PQR will ensure that all secondary programs of study offered are consistently reviewed and strengthened to meet the components of size, scope, and quality as required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and outlined in [Illinois' State Plan for Perkins V \(FY 2021-24\)](#). This work intermingles with the work of the Program of Study Models that demonstrates alignment to size, scope, and quality. Moving forward also means that administrative changes are coming forth through licensure and vocational education rules revisions and new partnerships and opportunities.

ISBE plans to fund and enhance existing federally and state-funded projects in FY 2021, as well as forge new partnerships such as opportunities through the Education Career Pathway Grant. ISBE's goal has and will continue to be providing equitable access for all Illinois K-12 students to high-quality CTE programs that lead to college and career readiness. CTE programs in Illinois provide instruction for careers in high-skill, high-wage, and in-demand occupations in Agricultural Education; Business, Marketing, and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education. CTE programs continue to strengthen students' technical skills and employability; articulate transitions to postsecondary training programs and employment, or both; assist students in meeting the Illinois Learning Standards; facilitate instruction that creates explicit connections from

content to careers; and increase student engagement. These programs are instrumental in supporting local districts to ensure student college and career readiness success and promote continuous improvement. The Perkins V planning process in Illinois has renewed collaboration among secondary CTE, postsecondary CTE, and business and industry. These strengthened partnerships have the potential to transform CTE in the state through improved coordination and increased opportunities for all students.

Appendix A
IDHS Secondary and Adult CTE Program Participation

IDHS students could participate in 17 CTE programs, resulting in a duplicated participant count of 5,216. The numbers of secondary and adult participants for each IDHS program are included below:

- CIP: 01.0101 – Agricultural Business and Management, General: **71**
- CIP: 01.0601 – Applied Horticulture/Horticulture Operations, General: **356**
- CIP: 19.0000 – Work and Family Studies: **1,998**
- CIP: 19.0902 – Apparel and Textile Manufacture: **207**
- CIP: 48.0501 – Machine Tool Technology/Machinist: **38**
- CIP: 48.0508 – Welding Technology/Welder: **8**
- CIP: 48.0511 – Metal Fabricator: **1,411**
- CIP: 52.1801 – Sales, Distribution, and Marketing Operations, General: **109**
- CIP: 15.0000 – Engineering Technology, General: **5**
- CIP: 47.0604 – Automobile/Automotive Mechanics Technology/Technician: **47**
- CIP: 15.1301 – Drafting and Design Technology/Technician, General: **38**
- CIP: 46.0401 – Building/Property Maintenance: **35**
- CIP: 10.0202 – Radio and Television Broadcasting Technology/Technician: **14**
- CIP: 10.0303 – Prepress/Desktop Publishing and Digital Imaging Design: **27**
- CIP: 52.0401 – Administrative Assistant and Secretarial Science, General: **351**
- CIP: 19.0501 – Foods, Nutrition, and Wellness Studies, General: **289**
- CIP: 19.0604 – Facilities Planning and Management: **212**

Appendix B

IDHS CTE Program Highlights

A few of the IDHS CTE program highlights were:

- During CTE Month in February 2020, *the Illinois School for the Deaf* honored CTE Students of the Week and secondary students hosted a “Taste of ISD” event, providing culinary demonstrations and explaining CTE courses to ISD junior high students. Fifty-four (66 percent) secondary students participated in the CTE programs. CTE programs offered the following quality opportunities to students:
 - 42 (51 percent) participated in student work experiences
 - 21 participated in job shadowing experiences
 - 5 earned OSHA-10 Safety credential
 - 16 achieved food handlers’ credential
 - 1 completed the Early Childhood Level 1 credential
- Along with *ISD, the Illinois School for the Visually Impaired* hosted a joint advisory committee meeting and both began discussing ways to participate in the advisory committees of some of their students’ home school districts to improve student outcomes in CTE. Forty-four (90 percent) secondary students participated in CTE programs. Of those, 12 (24 percent) participated in work experience opportunities.
- *Murray Center* partnered with the community to offer a fall event for their residents that involved 100 donated pumpkins and Trick or Treating.
- *Ludeman Facility* residents ran their own recycling center, visited community recycling facilities, and had two residents working in the community partnership program at Wendy’s and the Department of Motor Vehicles.
- *Chester Mental Health* residents recycled old T-shirts woven dog pull toys that they donated to local rescues and animal shelters.
- *Chicago Read Mental Health Center* residents made and sold crafts at community sales and fairs.
- *Treatment and Detention Facility (TDF)* residents made and donated 200 catnip toys to five animal shelters, the University of Illinois’ Big Day event, and a few garden tour participants. They also made and donated 1,991 cloth face masks to TDF employees and the Schuyler County Health Department.
- *Choate* residents in their Scout Troop participated in the facility’s 150th Anniversary Celebration by leading the Pledge of Allegiance and singing “You’re a Grand Ole Flag.” The troop also collected school supplies and donated them to a local school. The residents also were involved in the Greenhouse Program to grow and sell mums.
- *Jack Mabley Developmental Center* offered a strong horticultural program working with community Master Gardeners and even had two residents hired by a local floral shop. The residents in this program also learned carpentry skills by revamping pallets for outdoor plant display. Residents made many homemade items (e.g., soap, lotions, totes, wreaths) that they sold at the local farmers market. Residents also gained workplace experiences at Wal-Mart, a manufacturing plant, and local business’ cafeteria. Two of residents’ favorite highlights were practicing football with the Chicago Bears and attending a banquet attended by a famous athlete, which was covered by the local paper.

- The COVID-19 pandemic did impact workplace experiences and CTE participation, but many residents appreciated their technology classes during which they could use virtual platforms to communicate with loved ones.

Appendix C
IDJJ CTE Program Data by Facility

Facility/School	Program of Study	Enrollment	Race				Gender	
			African American	White	Hispanic	2 or More Races	M	F
IYC Harrisburg/ Booker T. Washington AHS (Harrisburg, IL; all male facility)	Building Maintenance	46	31	11	1	3	46	N/A
	Culinary Arts	68	30	34	4	0	68	N/A
	Custodial Maintenance	22	17	5	0	0	22	N/A
	Horticulture	17	8	7	2	0	17	N/A
IYC Pere Marquette/ Glenciffe Academy AHS (Grafton, IL; all male facility)	Drafting	48	41	7	0	0	48	N/A
IYC St. Charles/ Samuel Sublett AHS (St. Charles, IL; all male facility)	Construction (Staff Vacancy)	0	0	0	0	0	0	N/A
	Custodial Maintenance	33	32	1	0	0	33	N/A
	Horticulture	23	19	2	2	0	23	N/A
IYC Chicago/ Thurgood Marshall AHS (Chicago, IL; all male facility)	Barber	10	8	0	2	0	10	N/A
IYC Warrenville/ Maya Angelou AHS (Naperville, IL; male and female facility)	Barber and Cosmetology	6	4	1	1	0	5	1