



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

TO: The Honorable William E. Brady, Senate Minority Leader
The Honorable John J. Cullerton, Senate President
The Honorable Jim Durkin, House Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
Jesse Ruiz, Chair, P-20 Council

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

DATE: January 15, 2020

SUBJECT: FY 2019 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.

If you have any questions regarding this report, please contact Amanda Elliott, Executive Director of Legislative Affairs, at (217) 782-6510.

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



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2019 ILLINOIS CAREER AND TECHNICAL EDUCATION REPORT

This report is being 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 five career clusters: 1) Agricultural Education; 2) Business, Marketing and Computer Education; 3) Family and Consumer Sciences; 4) Health Science Technology; and 5) Technology and Engineering Education. 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 learning contextualization, 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. 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 Office of Rehabilitation Services.

In fiscal year 2019, 773 out of 823 Illinois public high schools, excluding regional programs and Area Career Centers, offered CTE programs in the five career clusters. Among the participating schools, 389 high schools offered Agricultural Education; 683 high schools offered Business, Marketing and Computer Education; 579 high schools offered programs in Family and Consumer Sciences; 268 schools offered Health Science Technology programs; and 626 high schools offered Technology and Engineering Education programs. 705 of these high schools offered multiple CTE programs. The percentage of Illinois students enrolled in public secondary school CTE programs increased from 46 percent in FY 2018 to 48 percent in FY 2019, and, the total enrollment increased by 11,797 students. All 1,282,776 public elementary students (grades K-8) were provided funding for career information and awareness opportunities through EFE systems. Nearly 96 percent of students who completed CTE programs graduated from high school, as did 94 percent of CTE special populations students, including those with disabilities, economically disadvantaged, students-as-parents, those preparing for nontraditional fields, displaced homemakers, and limited English proficient students. CTE graduation rates are based on a six-year graduation rate. Illinois had an 88 percent six-year graduation rate during the same period.

Illinois received \$42,270,349 in federal Carl D. Perkins Career and Technical Education Act (Perkins) funding in FY 2019; \$21,557,878 of that was distributed by ISBE to EFE systems for the delivery of high-quality local CTE programs, \$2,524,362 was used for required federal leadership projects, and \$725,000 for administration. A total of \$15,790,647 was distributed to the Illinois Community College Board for postsecondary distribution and leadership activities. Federal leadership projects included funding for: the Illinois Association for Career and Technical Education for professional improvement and leadership training; the ILCTE Innovative Curriculum Resources Project for professional development and curriculum resources; and the Illinois Center for Specialized Professional Support for professional development and technical assistance that focuses on special populations in CTE and emphasizes the recruitment and retention of students preparing for a nontraditional career field.

Federal Perkins funding requires state maintenance of effort funds, which totaled \$38,062,100 in FY 2019. Two percent of that (\$830,000) was utilized for state leadership/technical assistance, and the remaining 98 percent (\$37,232,100) was distributed to local and regional agencies for the support of secondary CTE programs and elementary career development programs. Illinois state CTE projects included the Gender Equity Advisory Committee, the Illinois State University – Technical Assistance for Rigorous Academic and Career Technical Education for teacher and administrator CTE professional development, eight Career and Technical Student Organizations (CTSOs), the 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 2020, as well as forge new partnerships through Strengthening Career and Technical Education for the 21st Century Act (also known as Perkins V) planning. 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.

A. Delivery of Career and Technical Education

Career and Technical Education (CTE) programs in Illinois strengthen students' technical and employability skills, help students meet the Illinois Learning Standards, facilitate learning contextualization, and increase student engagement. Illinois districts leverage high-quality CTE programs to prepare students for college and career.

Role of the Illinois State Board of Education

The Illinois State Board of Education (ISBE) provides state leadership, technical assistance, and monitoring for CTE programs. ISBE CTE staff provides curriculum guidance for programs, state and federal grant administration, data collection and review, student and teacher association advisement, and intra- and inter-agency liaisons. These activities improve CTE programs, helping to ensure that students are prepared for college and careers.

ISBE serves as the state agency responsible for the administration, operation, and supervision of CTE programs under the Carl D. Perkins Career and Technical Education Act of 2006 as it transitions to the Strengthening Career and Technical Education for the 21st Century Act. This act, referenced as Perkins V, was signed into law by the President on July 31, 2018 and took effect on July 1, 2019. ISBE distributes Perkins funds to unit and high school districts, as well as Area Career Centers, through Illinois Education for Employment (EFE) Regional Delivery Systems. The Illinois Community College Board (ICCB) distributes Perkins funds to the 39 Illinois community college districts, consisting of 48 community colleges.

Role of the Education for Employment Systems

Education for Employment systems support local districts in the cooperative planning and delivery of high-quality Career and Technical Education to students within their systems. EFE systems promote continuous improvement and accessibility of secondary CTE programs. They also provide accountability for the use of both state and federal CTE funds. In addition, the systems work collaboratively with local postsecondary institutions to create programs that enhance both the technical skills and academic development of students, along with articulating programs to postsecondary training and employment, or both.

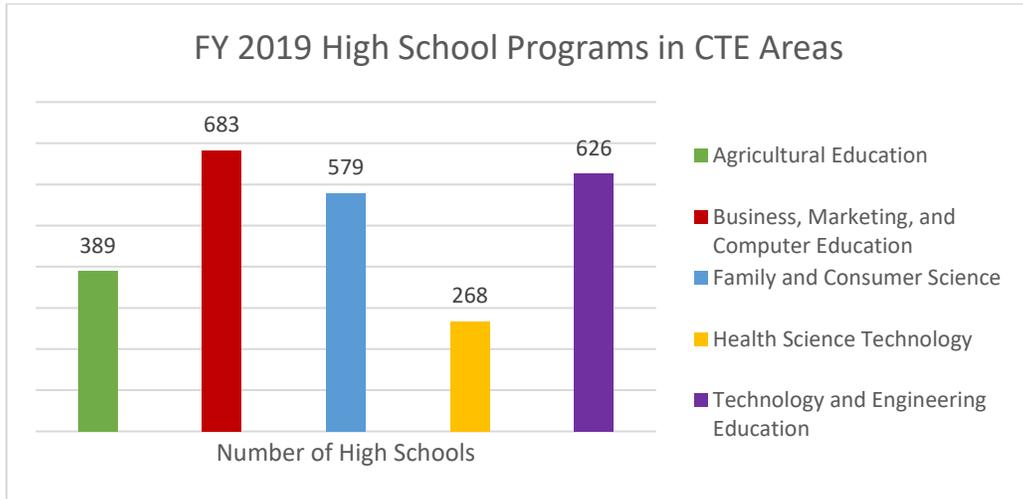
There are 56 EFE systems operating in the state, including three systems organized by the state agencies that serve secondary students as part of their responsibilities--the Illinois Department of Juvenile Justice, the Illinois Department of Human Services Office of Mental Health Services, and the Office of Rehabilitation Services. All Illinois high schools and Area Career Centers are members of an EFE system.

Role of High School CTE Programs

CTE programs provide access to instruction focused on careers in high-wage, high-skill, and in-demand occupations. The secondary CTE instructional programs in Illinois are grouped into five broad areas based on the related content. These content areas are Agricultural Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education.

In fiscal year (FY) 2019, 773 out of 823 Illinois high schools offered approved CTE programs. Currently, an approved CTE program consists of at least one orientation level course and one training level course taught by an appropriately licensed CTE educator. Among those 773 participating schools, 389 high schools provided Agricultural Education; 683 high schools provided Business, Marketing and Computer Education; 579 high schools provided Family and Consumer Sciences Education; 268 high schools provided Health Science Technology Education; and 626 high schools provided Technology and Engineering Education. Starting in FY 2020, secondary CTE programs will be approved based on size, scope, and quality

definitions required by Perkins V. The distribution of high school programs by CTE area is show in the figure below.



FY 2019 High School Programs in CTE Areas

Over the last three years (FY 2017-2019), the total number of CTE programs located in secondary schools has increased by 409. In that same time period, the distribution of programs by content area has not changed significantly, as indicated in Table 1.

Table 1: Number of Schools Providing CTE Programs						
	FY 2019 Total Programs=2,545		FY 2018 Total Programs=2,303		FY 2017 Total Programs=2,136	
	#	%	#	%	#	%
Agricultural Education	389	15.3	359	15.6	332	15.5
Business, Marketing and Computer Education	683	26.8	610	26.5	576	27.0
Family and Consumer Science	579	22.8	536	23.3	487	22.8
Health Science Technology	268	10.5	235	10.2	205	9.6
Technology and Engineering Education	626	24.6	563	24.4	536	25.1

Schools Offering Multiple CTE Programs

Secondary schools determine the number of CTE programs based on local need and teacher availability. According to the graph and table on the next page, most high schools offer at least three CTE programs, while only 9% (68 schools) offer just one.

Table 2 below shows how many districts offered multiple CTE programs from FY 2017 – FY 2019.

	1 CTE Program Area	2 CTE Program Areas	3 CTE Program Areas	4 CTE Program Areas	5 CTE Program Areas
FY19	68	99	237	227	92
FY18	35	63	196	261	102
FY17	39	75	204	225	87

B. The Condition of Career and Technical Education in Illinois

Forty-eight percent of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE in FY 2019, which is up two percent from FY 2018. The total enrollment in CTE increased from 283,473 high school students in FY 2018 to 295,270 high school students in FY 2019. Perkins V requires that all funded CTE programs meet the state’s definition of size, scope, and quality of an approved program. This definition will be finalized when Illinois’ Perkins V State Plan is approved by the end of FY 2020 by the U.S. Department of Education. This change could impact comparison data in FY 2021 as all previous data were calculated with Perkins IV definitions. All elementary districts in the 56 EFE systems were provided funding to support career information and awareness opportunities to the 1,282,776 students (grades K-8) in public elementary schools. Table 3 below indicates the number of high school students participating in CTE (as reported in the 2019 Illinois Report Card).

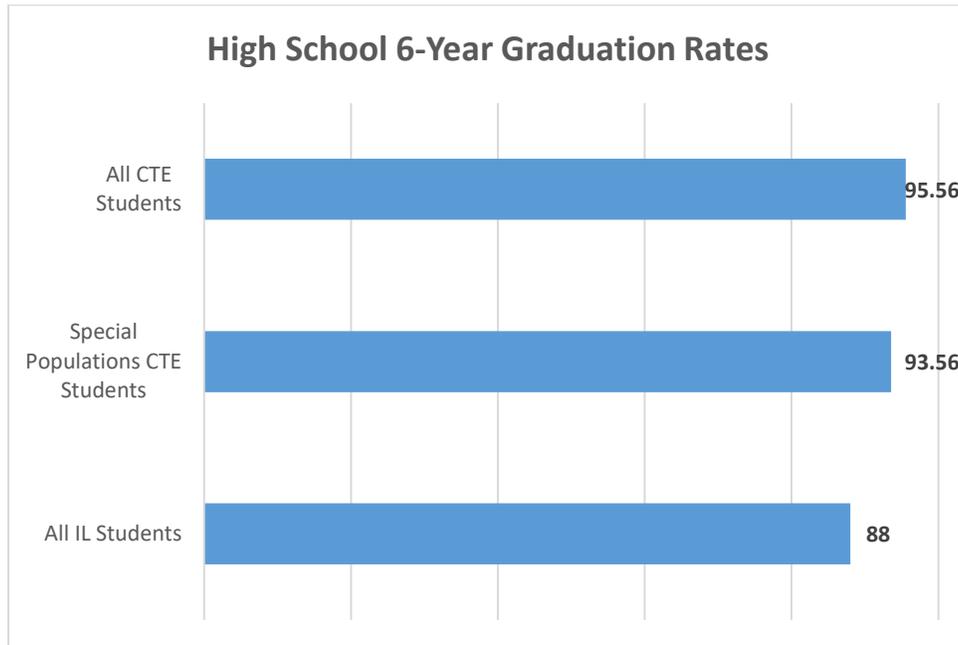
Table 3: Number of Students Served by CTE

Fiscal Year	Total HS Population Grades 9-12	CTE Participants	Percent
FY2019	611,732	295,270	48%
FY2018	616,162	283,473	46%
FY2017	617,485	277,461	45%
FY2016	619,292	280,517	45%
FY2015	619,733	255,544	41%
FY2014	604,277	284,864	47%

Graduation from High School

Currently, a CTE concentrator is a secondary student who has earned three or more credits in a single CTE program area (e.g., health care or business services) or two credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients. There were 19,818 CTE concentrators in approved CTE programs among a total of 136,539 Illinois secondary students who graduated in FY 2019. See Appendix A – Perkins IV Criteria for Approving CTE Programs in Illinois – in ISBE’s current State Perkins Plan at <https://www.isbe.net/Documents/FY19-Illinois-Perkins-State-Plan-Revised.pdf>.

As indicated in the graph below, 95.56 percent of the FY 2019 students who completed CTE programs graduated from high school and 93.56 percent of CTE special population students graduated from high school. CTE graduation rates are based on a six-year graduation rate. Illinois had an 88 percent six-year graduation rate for all students during the same period.



CTE Concentrators by Student Population and Subgroups

CTE students are classified into special populations and subgroups by the Perkins Act. Some of these students are duplicated under more than one special population or subgroup category. The following graphs and table show CTE concentrators by special population and subgroup and in comparison to the Illinois secondary student population overall.

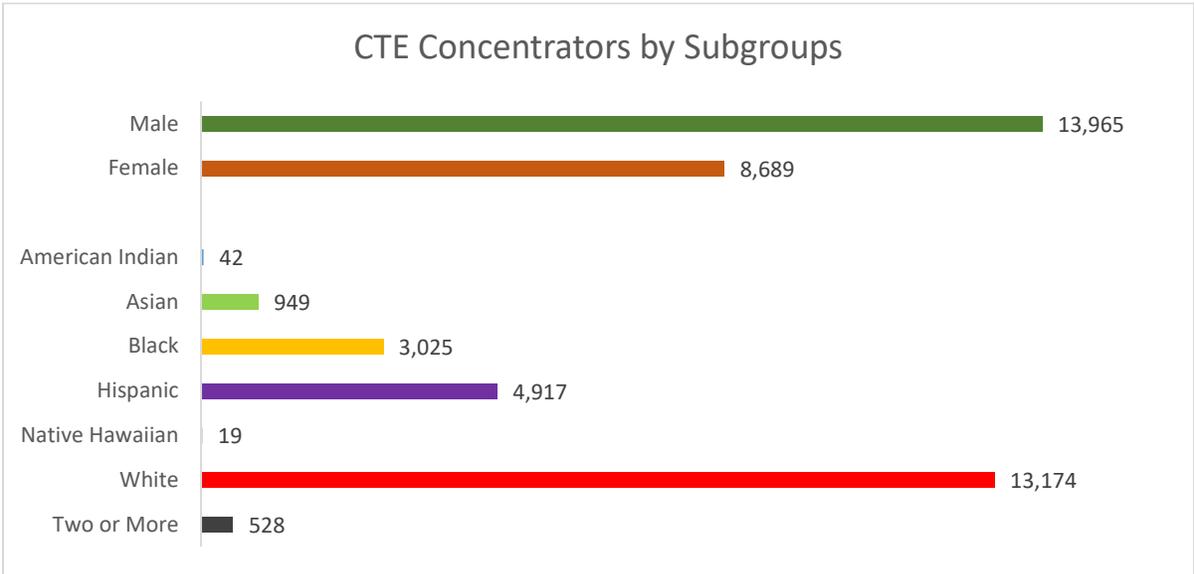
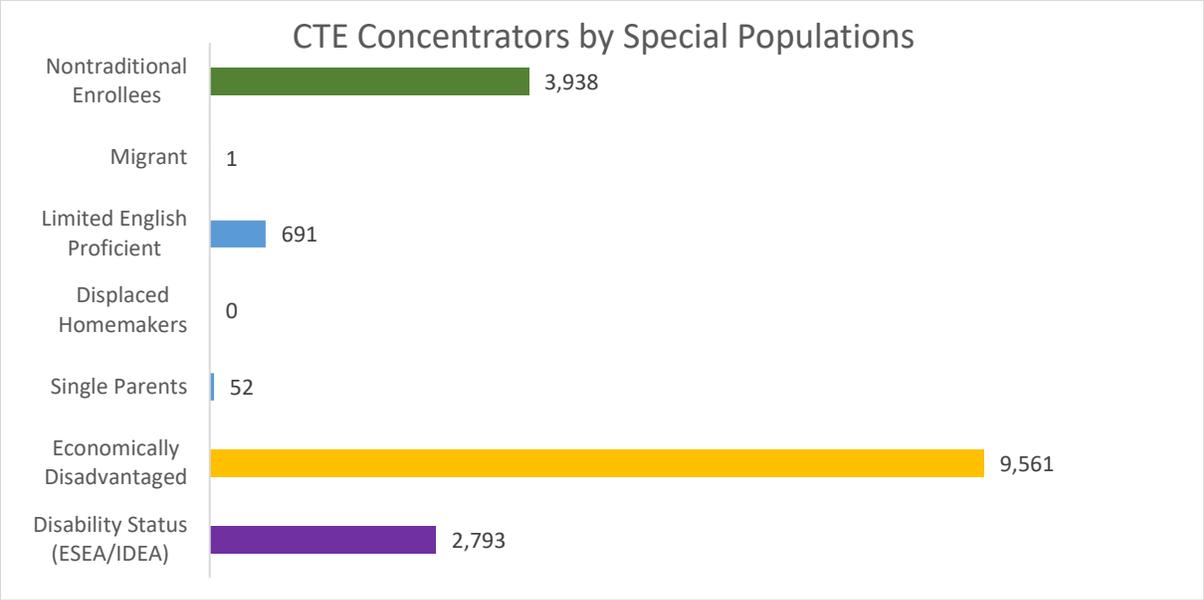


Table 4: CTE Concentrators and All Illinois Student Population Comparison

Subgroups	State of Illinois - Secondary Students	CTE Concentrators
Total Enrollment	611,732	22,713
White	49.3%	58%
Black	16.2%	13.3%
Hispanic	25.8%	21.6%

Asian	5.1%	4.2%
American Indian	0.3%	0.2%
Pacific Islander	0.1%	0.08%
Two or more Races	3.3%	2.3%

Special Populations	State of Illinois - Secondary Students	CTE Concentrators
Low Income	44.2%	42.1%
Students with IEPs	14.2%	12.3%
English Learners	5.6%	3.04%

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 (Public Act 91-304). The GEAC met in October of 2018 and February of 2019. Dedicated professionals shared knowledge and information regarding initiatives in equity work across the state, including collaborations on STEM equity in the classroom, career exploration events, conferences, and trainings. The committee discussed CTE state and national trend data and reported on instructional practices across the state for improving CTE participation of nontraditional and other special populations defined by Perkins legislation.

Spotlight on CTE

There are many schools offering unique programs and opportunities across the state. What follows is merely a small sampling of the tremendous CTE work happening in Illinois as submitted by each region.

From February through April 2019, CTE signing days occurred in several schools. This was to highlight students who had chosen to pursue a career following high school graduation and had already accepted a job. At Lake County Tech Campus, employers and students were invited to come to a CTE signing day to sign a memento and receive a certificate recognizing their accomplishment.



Region Lake/Cook and CPS

EFE 010 - Chicago Public Schools CTE manufacturing students toured the new Manufacturing Technology and Engineering Center facility at Richard J. Daley College, 4101 W. 76th St. Students participated in a manufacturing class as well as listened to local industry partners discuss job opportunities in the manufacturing field. The Manufacturing Technology and Engineering Center is the largest and most

advanced facility at any of the City Colleges campuses. It will serve as the hub for students looking to earn certification, an associate degree, or transfer opportunities to four-year colleges for careers in manufacturing and engineering technology.

EFE 020 – The North Suburban Educational Region for Vocation (NSERVE) launched Algebra I in Manufacturing Processes, Entrepreneurship, and Design (AMPED). NSERVE sponsored professional development training for both math and CTE high school and middle school teachers in the AMPED curriculum. The AMPED training, led by Scott Burke (CTE) and Alex Adkisson (math) from Contextual Learning Concepts, offers a successful new experiential method of teaching a complete Algebra I course within the context of two areas of CTE. The goal is to provide a strong, relevant math foundation and help students find success in a course that is traditionally among the most failed courses in middle/high school.

EFE 030 - Students in the Des Plaines Valley Region (DVR) had the opportunity to experience hands-on activities in the trades at the DVR Apprenticeship Expo, presented by Construction Industry Service Corporation (CISCO). The event at the Oak Park and River Forest High School Field House included multiple stations supervised by a journeyman in 10 different areas of the trades. Students asking "Can I see myself doing this?" left with an understanding of the nature of the work in the trades.



EFE 050 - Moraine Valley Community College hosted a culinary competition for area high school culinary programs in the Moraine Area Career System EFE. Richards High School D218 won the competition. Argo High School held a CTE Signing Day on May 13 for students who earned CTE certifications, dual credit, and career certificates.

EFE 060 – Students from Crete-Monee engaged in a yearlong Entrepreneurship and Small Business Course online through Career Prep Net @ Prairie State. The course was composed of six modules with lectures, videos, assignments, and projects. The program runs on G Metrix platform. Students complete the Certiport Examination in Entrepreneurship and Small Business (ESB) at the end of the course. Upon successful completion of the course and exams, students earn certification in ESB. ESB certification engages and prepares students who will pursue additional postsecondary training or those who elect to enter the small business sector immediately upon high school graduation. The entrepreneurial concepts validated by this certification ensure that these students are college and career ready.

EFE 065 – The Career Development System, in conjunction with South Suburban College and area business organizations, hosted the 2018 Manufacturing Day event on October 3, 2018. High school districts 205, 215, and 228 and one private high school participated with a total of 174 students. The event featured 10 hands-on activity sessions followed by tours of 11 local manufacturing facilities.

EFE 070 - Swedish educators and students visited the Applied Tech Department at Palatine High School in District 211 last spring. This visit, part of a Northwest Educational Council for Student Success program, was coordinated by a local business partner and was designed for educators and students to make connections to programs between the two countries. [District 214](#) holds after-school programs focused on science, technology, engineering, and mathematics (STEM) to help middle school students explore career pathways to optimize their high school experience. Fall of 2019 saw the grand opening of District 220's new [Health Science Lab](#), where students can prepare for careers in the medical field.

Region 1 (Collar Counties)

The School District U-46 Welding Program at Elgin High School recently earned accreditation from the American Welding Society (AWS), certifying the school's newly renovated welding lab as an Accredited Testing Facility (ATF). Students and community members will be able to use the facility to complete a welding certification at the U-46 school.

There were two schools in Illinois who to be certified as an ATF. Elgin High School became the second school in the country to be certified as an ATF and the first in the Midwest, according to AWS. The first school to earn the certification is in Fontana, California. The third school was Hampshire High School in Community Unit School District 300 to serve as a ATF in welding.

"Obtaining ATF designation from AWS is a momentous accomplishment for any facility. The fact that this team was able to get this designation at the high school level is extraordinary," said Kinasha Brown, director of Educational Pathways. "Accreditations are important in validating the quality of a program. Students enrolling in the U-46 welding program are being prepared to meet industry standards in welding to immediately join the workforce or further their education after graduation."



The previous welding lab had not been updated in approximately 20 years. The renovated lab, which opened on February 20, 2018 includes 14 new welding lab booths where students can train on industrial-quality equipment to stay current with the latest welding and cutting technology.

Additionally, Elgin High School was identified as a school to house welding courses available to students in U-46, as well as in neighboring districts as part of the Regional Career Pathways initiative. This program allows students to participate in Career and Technical Education programs that may not be offered at their home school. Neighboring districts involved in the Regional Career Pathways program are Community Unit School District 300, Central Community Unit School District 301, and St. Charles Community Unit School District 303.

The U-46 Welding Program began working with local business and Illinois school districts in the fall of 2019 to provide certification testing for employees and students seeking AWS certification.

Approximately 200 students from Valley Education for Employment System member districts, including Indian Valley Vocational Center, Fox Valley Career Center, Oswego High School and Oswego East High School, attended an Open House at Waubensee Community College on Thursday, March 14, 2019.

During the Open House, 39 high school students committed to attending a Waubensee Community College technical program in the fall. These high school students were honored and recognized by business advisory partners, including Hyundai, MTH Pumps, Haas, Snap-on Tools, O'Reilly Auto Parts,

Sears, NAPA, Matco Tools, and community college educators and staff for their commitment to attend either Automotive Technology; Heating, Ventilation and Air Conditioning; or Machine Tool Technology programs.

Additional information and a photo (including a nontraditional student) are available [here](#)¹.

Region 2 (Northwest Illinois)

The Streator FFA Chapter was ranked as a top chapter in the nation during the 2019 National FFA Convention. The chapter was recognized as one of the nation's top agriculture education programs with a three-star ranking. Streator FFA was awarded as a top chapter through a competitive process at the national level that includes a 22-page application that the student officer team submits annually. At the beginning of each academic year, students develop goals, determine steps to accomplish them, identify proper ways for implementation through the many activities that the chapter hosts and participates in. These activities include curriculum-related learning experiences, leadership development events, and service-learning outreach that they do throughout the course of the year.



Also, Lance Moritz of the Streator FFA Chapter was recognized as one of four students in the nation who excelled in their career project in Diversified Horticulture. He has maintained a Supervised Agricultural Experience over the course of a four-year term that has resulted in an experience that has taught him the skills (ie: designing plant systems, understanding the ecology of different plant systems fundamentals of planting and harvesting) needed in the field of horticulture.



The La Salle Peru Area Career Center Computer Repair and Programming course doubled in size in its second year of existence (FY 2019). The course attracted 16 students in its initial year and delved into the finer points of computer operation and programming. The program grew by 50 percent in its second year and boasted 24 students, who honed their technological skills.

One success story from the first year was senior student Josh Grygiel. Josh enrolled in Computer Repair in the second year, having taken Programming the year before. Josh was able to put his strengthened computing skills to work in the real world. Seizing an opportunity, he advertised for web development work and was rewarded with a contract job from a private company. He helped the company elevate its

¹ <https://www.waubonsee.edu/news-events/news/waubonsee-hosts-signing-day-automotive-students>

search engine rankings and refine its website to become more efficient and inviting. Josh also started working with his instructor doing development work for Kevin Champlin’s private company, Starved Rock Country Software Solutions.



Region 3 (West Central Illinois)

The ROWVA High School Principal Adam Seaney and Superintendent Joe Sornburger listened to a group of eight high school students who wanted to build a race car during the 2018-2019 school year. From nothing except student desire sprang an Automotive Program. The students were able to get a car donated from a local dealership. From there, they rebuilt the motor, interior, and body of a salvaged car into a drag race car with a roll cage and all. The students were then able to take the car to a high school drag racing competition and see their efforts on the track. This is a prime example of a student-led and student-driven educational experience. Not many students can say they created a new department at their high school. These gentlemen have that distinction.



Peoria and Tazewell counties have a long history of being rich with skilled labor apprenticeship training facilities. Skilled labor and education partnered well over 15 years ago to expose secondary education students to the career path opportunities that these trades offer. What began as a once-a-month field trip for high school students has grown into a daily, two-hour, yearlong course showing students 12 different trades and placing them with a union contractor in the field of their interest for an unpaid internship in the second semester. The students benefit from the incorporation of first aid/CPR and Occupational Safety and Health Administration 10-hour safety certifications into the program. Hands-on activities integrate math concepts that help students improve on the Test of Adult Basic Education post-test. In summary, this program educates students about skilled labor and the different career paths associated with the union trades. It gives students hands-on activities for them to explore to see if they have the aptitude and—better yet—interest in that line of work. Finally, the internship experience gives each student a glimpse of what it would be like if they chose that trade for their career path.

Region 4 (East Central Illinois)

Partnerships between EFEs and local businesses help CTE students prepare for a successful transition into postsecondary education or employment. Regional Early College and Career Academy students in the Champaign area can participate in the national Hot Rodders of Tomorrow engine-building competition, with support from local dealerships and automotive professionals. A partnership between EFE 400's College Express program (Vermilion County) and a local manufacturing company allows more than 30 students to be enrolled in the Youth Apprenticeship Program. This program offers high school students the opportunity to participate in a paid internship several days a week while participating in hands-on and classroom instruction the remaining days. The McLean DeWitt Regional Vocational System has a large variety of industry partnerships from more than 50 businesses that partner for an annual Eighth Grade Career Expo to local manufacturers that will give students tours, conduct mock interviews with them, and provide firsthand feedback to students on welding skills. They also have approximately 20 advanced certified nursing assistant students per year who have internship/clinical experiences four days per week at local hospitals and medical offices. Health Occupations students in EFE 340 (Mattoon/Charleston area) partner with local health care organizations to provide a regional program with dedicated classroom space and access to healthcare professionals, which helps students to become high-quality caregivers.

Region 5 (Southwest Illinois and Metro East)

A Coding Workshop was hosted for more than 50 K-5 teachers in April 2019 through a joint effort of the Region 5 Career and Technical Education Systems – Central Illinois Rural Region, East St. Louis, Madison County CTE System, Southwestern Illinois CTE System, and Okaw Regional System. Training covered six courses of Code.org Computer Science Fundamentals. Teachers received an introduction to computer science, pedagogy, overview of the online curriculum, a teacher dashboard, and strategies for teaching “unplugged” classroom activities. K-5 teachers walked away with several ideas and tools that could be used to get computer science up and running in any elementary classroom or school.



Madison County CTE System #450 co-sponsored its third annual Platinum Chef Team Challenge with Southwestern Illinois College on October 17, 2018. Seven schools competed, each composed of five students on the culinary team plus two utility workers. Each team took a sanitation test to begin the day and then was given a market bag containing a protein, a vegetable and two other items. Each team's market bag was identical. The team had 2 hours and 15 minutes to prepare an appetizer, salad, entrée with a side and dessert. Bethalto Civic Memorial High School walked away with the top prize for Best of Competition this year.



Best of Competition 2018: Civic Memorial High School, Bethalto

Region 6 (Southern Illinois)

Jackson-Perry County schools participated in the Southern Illinois Construction Industry Career Expo.



Carbondale Community High School's SkillsUSA chapter wanted to get involved in the first-ever CCHS Fall Carnival. SkillsUSA is a career and technical student organization (CTSO) that extends the students' learning beyond the classroom. The students were looking to have a good time, raise some funds, and also create awareness of the skilled trades. For one ticket, each participant was tasked to put in two nails and two screws with hammers and impacts respectively. The fastest time each hour won a 16-inch Terrier clock made by CCHS' SkillsUSA students on the school's CNC machine. Everyone involved enjoyed the experience, and many community members complimented the students for keeping the trades alive.

C. Career and Technical Education Funding

Federal and State Career and Technical Education Funding Sources

Career and Technical Education funding comes from the U.S. Department of Education through the Carl D. Perkins Act (Perkins IV) and from State appropriation.

Table 5 below indicates the components of the federal and state appropriations in FY 2019.

Table 5: Components of Federal and State Appropriations

	Appropriation	Administration	Distribution	State Leadership/ Technical Assistance
Federal	\$24,807,240	\$725,000	\$21,557,878	\$2,524,362
State	\$38,062,100	\$737,270	\$35,911,753	\$830,000
<u>Total</u>	\$62,869,340	\$1,462,270	\$57,469,631	\$3,354,362

Federal – Perkins Career and Technical Education Grant

The State of Illinois was allocated \$42,270,349 from the federal Carl D. Perkins Career and Technical Education Act (Perkins IV) to support both secondary and postsecondary CTE programs in FY 2019. ISBE administers \$24,807,240 for Perkins secondary CTE programs; ICCB administers \$17,463,109 for Perkins postsecondary CTE programs. The director of CTE and Innovation (formerly College and Career Readiness) at ISBE is also the state director of Career and Technical Education.

The FY 2019 allocation to ISBE for secondary federal Career and Technical Education was \$24,807,240, of which \$21,557,878 (87%) was distributed by ISBE to EFE systems for the delivery of high-quality local CTE programs. ISBE utilized \$725,000 (3%) for administration and \$2,524,362 (10%) for required federal leadership projects.

Illinois Federal Leadership Projects

The *Illinois Association for Career and Technical Education (IACTE)* was funded with \$25,000 to provide professional development opportunities and leadership training for more than 200 secondary and postsecondary CTE teachers. These activities were conducted primarily at the 89th annual IACTE Conference/Professional Development Institute held February 14-15, 2019, in Normal and during the affiliated professional development conferences. Topics covered all CTE career clusters and included best practices in: curriculum and instruction; integration of academics in CTE; programs of study development; collaboration with postsecondary, business/industry, and community stakeholders; integration of technology and simulation into the CTE classroom; classroom management; data-driven decision-making; and much more. IACTE worked collaboratively with the Illinois Career and Technical Education Innovative Curriculum Resources Project to provide sessions on lesson plan development and curriculum resources at the New and Nearly New CTE Teacher Workshop.

The *Illinois Center for Specialized Professional Support (ICSPS)* at Illinois State University have a contract for \$187,291 (with \$100,000 of this amount devoted to nontraditional students per Perkins legislation) for statewide professional development and technical assistance to educators for the improvement of instructional services for special populations in CTE, with an emphasis on the recruitment and retention of students preparing for a nontraditional career field.

ICSPS activities include:

- Providing leadership, support, and guidance to assist ISBE in the Civil Rights Review Process by presenting and providing technical assistance through meetings, a conference call, phone contacts, and a 2019 Connections Conference session.
- Holding a CTE Counseling Academy preconference session at the Connections Conference on March 5, 2019, in conjunction with the Illinois CTE Innovative Curriculum Resources Project (ILCTE). This opportunity aimed to bridge the gap between 105 high school counselors and community college CTE advisers. It was focused on the counselor's role in cultural responsiveness, as well as research-based strategies to increase students' self-efficacy and positively affect academic achievement, advancement, and resilience. Activities were held in collaboration of the National Alliance for Partnership for Equity (NAPE).
- Hosting a Nontraditional Occupations Summit in December of 2018. The engaging workshop on how to discuss and market nontraditional occupations was led by NAPE. Participants received the Explore Nontraditional Careers Toolkit, which spells out a research-grounded process to assist educators in transforming their practice to increase the participation and persistence of students in nontraditional occupational programs and pathways.
- Sharing information with the EFEs at their December System Directors meeting, offering Local Education Agencies (LEAs) resources and professional development related to nontraditional occupations. ICSPS provided LEAs individualized technical assistance, professional development opportunities, and web-based resources to assist nontraditional participants in CTE programs. ICSPS delivered a two-part webinar series on strategies to support students in considering nontraditional occupations, focusing more intently on changes that are a result of Perkins reauthorization.
- Hosting NAPE in a Leading for Equity in Perkins V session, exploring equity as a pillar of Perkins V implementation. ISBE, ICCB, and ICSPS collaborated with stakeholder engagement groups for an integral part of the Perkins V planning, specifically in the areas of employer engagement, transitions, innovation and teacher pipeline, professional development, and equity. ICSPS provided webinars—"Perkins V and Special Populations — What's on the Horizon?" and "What is a Program of Study"—to increase awareness of the changes related to Perkins V.

All resources developed by ICSPS can be found at <https://icsps.illinoisstate.edu/>.

The *ILCTE Innovative Curriculum Resources Project* was funded through a grant with \$635,000 to provide current, relevant, and innovative professional development and quality curriculum and instructional improvement resources to secondary CTE teachers and programs, as well as school guidance/career counselors.

ILCTE provided support and technical assistance for expanding high-quality professional development via e-learning to CTE professionals and career/school counselors, as well as maintaining and updating teaching tools and resources on the project website (www.ilcte.org). Ninety-seven professional development events were delivered by ILCTE leadership and were offered at 43 locations across the state. They reached more than 2,470 CTE professionals, including CTE teachers, EFE directors, postsecondary instructors, and school counselors, with sessions covering topics such as trauma-informed care, employability skills, social-emotional learning standards, 3D literacy, beginning/advanced coding, Certiport Certification Training, culinary arts bootcamps, online curriculum resources, Geometry in Construction, Summer Academy, and Youth Mental Health First Aid. ILCTE worked alongside professional career and technical educators to evaluate current CTE resources and the need for additional resources.

ILCTE hosted two-day curriculum review workshops with teachers from the secondary and postsecondary systems. ILCTE staff worked alongside professional educators to evaluate current CTE resources and the need for additional resources. This two-day workshop in Normal was a concerted effort by instructors to develop lesson plans with increased awareness of the Common Career Technical Core Standards, as well as to integrate related core academics (English language arts, mathematics, science, or social studies).

ILCTE's Summer Academy was a two-day conference-style meeting for CTE educators. Eighty-four teachers attended the summer academies in one of the three locations. The goal of the Summer Academy was to raise awareness of innovative high-impact classroom practices. Over two days, a series of speakers with deep expertise in a wide range of topics offered participants brief glimpses into timely topics and current issues in CTE. Speakers and topics varied depending on workshop location, including topics such as cybersecurity, STEM, employability, writing resumes, job searches, entrepreneurship, problem solving, technology integration, etc. Teachers were asked to identify topics that were immediately implementable; the top three topics were Google/technology, learning spaces, and employment skills. Suggested future topics spanned a wide range of areas, with technology being the most frequently identified.

State Career and Technical Education Funds

The state appropriation for secondary Career and Technical Education for FY 2019 was \$38,062,100. The Carl D. Perkins Career and Technical Education Act of 2006, Title III, Part A, Section 311 (b), contains an 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 distributes 98 percent, a total of \$37,232,100, 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: \$34,684,637
- Elementary Career Development Program: \$1,303,590
- Regional Safe Schools Cooperative Education Program: \$1,018,873
- Career and Technical Student Organizations: \$225,000

State leadership projects in the amount of \$830,000 include:

- Technical Assistance and Professional Development through Illinois State University – Technical Assistance for Rigorous Academic and Career Technical Education Project: \$330,000
- Curriculum Development through Facilitating Coordination in Agriculture Education and Center for Agricultural and Environmental Research and Training Inc.: \$500,000

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

- State Leadership/Technical Assistance: 2% (\$830,000)
- Distribution to local and regional agencies: 98% (\$37,232,100)

Illinois State CTE Projects

Regional Safe Schools Cooperative Education Program (RSSCEP) provides annual grant awards for each Regional Office of Education (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. Twenty-four ROEs applied for the RSSCEP grants in FY 2019.

Career and Technical Student Organizations (CTSOs) are co-curricular entities that provide secondary students with competitive-based activities that expand classroom instruction to strengthen academic and technical skills. These competitive events develop leadership qualities in students. Students can also gain industry-related experience. In addition, CTSOs sponsor state and national conferences, which foster student-employer networking, workplace, and leadership skill development. In FY 2019, 39,687 students were members of CTSOs. The CTSO allocations of \$185,888 are determined by the number of CTSO members that met ISBE funding criteria: 1) enrolled in a class in an ISBE-approved CTE program, 2) chapter supervised by a teacher in that CTE program, and 3) membership form signed by school administrator.

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. The ICCCTSO received \$39,112 to coordinate the activities of the individual career and technical student organizations. A three-day leadership conference was held July 14-16, 2019, in Springfield. The conference provided training for CTSO state officers and advisers. The conference also provided direction in various CTE initiatives.

Table 6 below, indicates the grant distribution funding for state-approved CTSOs and ICCCTSO.

Table 6: CTSO Funding Distribution

Illinois Association of DECA	\$21,130
Illinois Association of Family Career and Community Leaders Association	\$24,366
Business Professionals of America Illinois Association	\$19,322
Illinois Association of Skills USA	\$21,394
Technology Student Association	\$18,186
Illinois Association of Health Occupations Students of America	\$20,822
Illinois Future Business Leaders of America	\$19,876
Illinois Association FFA	\$40,792
Illinois Coordinating Council for CTSOs	\$39,112
Total	\$225,000

The *Illinois State University – Technical Assistance for Rigorous Academic and Career Technical Education Project* funded by a grant assists ISBE in implementing statewide teacher, counselor, and administrator professional development focused mainly on high-quality reform with an emphasis on Career and Technical Education content areas. The major focus this year has been on the Connections Conference and providing summer professional development related to standards/assessment and curriculum integration and grant writing in the CTE classroom.

This Technical Assistance for Rigorous Academic and Career Technical Education project expended \$330,000 in funds to coordinate the Connections Conference and three summer teacher workshops focused on the integration of core academics into CTE programs. The Connections Conference was held at the Tinley Park Convention Center on March 6-7, 2019. The conference focused on new and innovative practices in both core academic and CTE content areas. In addition to a keynote speaker and featured speakers, the 2019 Connections Conference featured administrators, teachers, counselors, and other educators from Illinois sharing innovative programs and strategies that have been successful in Illinois schools. The conference was attended by 824 (an increase from 629 attendees in 2018), of which 200 attendees were presenters. A total of 120 professional development sessions were offered to middle school/junior high, secondary, and postsecondary educators and counselors.

Through the Technical Assistance for Rigorous Academic and Career Technical Education More than 20 teachers attended the summer CTE workshops in Chicago, Moline, and Normal. More than 840 educators participated in the overall project professional development activities. Evaluations from all activities were positive, including an overall rating on the Connections Conference score of 4.54 out of a possible 5.00

reflecting a good or excellent rating. One hundred percent of the attendees rated the summer workshops as satisfactory or above. Professional learning opportunities as described above provided PD hours and Administrator Academy credits toward license renewal requirements.

The *Facilitating Coordination in Agriculture Education (FCAE)* and *Center for Agricultural and Environmental Research and Training Inc. (CAERT)* partnered with ISBE to develop, update, and disseminate online CTE curriculum in all content areas. The goal each year is to develop more than 200 online CTE curriculum lessons and supplemental materials incorporating the Illinois Learning Standards for math, English language arts, and science. The project received \$500,000 to accomplish this goal. In FY 2019, 338 new CTE lessons, teacher PowerPoint presentations, and accompanying student content units (E-units) were contracted and are currently under development for CTE educator use. Business and industry professionals and CTE educators contribute to the creation of the lessons and supporting resources. In addition, three agriculture courses were offered during FY 2019 through the Illinois Virtual School using new enhanced online curriculum, with scholarship opportunities for a select number of qualified students. FCAE and CAERT will continue to collaborate with a new curriculum project to develop additional innovative lessons and resources in FY 2019.

Looking Ahead in Career and Technical Education

On July 31, 2018, the President signed the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). In response, ISBE along with ICCB, the Illinois Workforce Innovation Board (IWIB), the Department of Commerce and Economic Opportunity (DCEO), and other CTE stakeholders worked together throughout FY 2019 to develop and submit a State Perkins V Transition Plan, which was submitted in May 2019.

Illinois has intentionally engaged stakeholders in the development of our Perkins V State Plan throughout FY 2019 and FY 2020. Stakeholders have been engaged using a variety of strategies and means of communication, including open listening sessions, surveys to collect feedback, email blasts, and webinars. Illinois has also targeted invited stakeholder working teams to focus on the areas of equity, innovation, business engagement, professional learning, and alignment and transition. The Perkins V State Plan will be submitted in April 2020 and will be aligned to all college and career pathway and workforce development initiatives in Illinois.

ISBE and ICCB will incorporate input from the Governor, CTE stakeholders, and the public to write a new State Perkins V Plan that has all of the necessary components outlined in the federal Perkins V Act during FY 2019 and FY 2020. The Governor will have 30 days to review the State Perkins V Plan, which is due in April 2020. The new State Perkins V Plan must align with both the Illinois Every Student Succeeds Act (ESSA) Plan and the Illinois Workforce Innovation and Opportunity Act (WIOA) Unified State Plan. There is a core team writing the state plan, which includes representatives from ISBE, ICCB, DCEO, and IWIB. Illinois developed a shared vision for CTE, update approval processes for high-quality CTE programs and programs of study that span secondary through postsecondary, leverage work-based learning opportunities through business and industry partnerships and expand career exploration opportunities prior to and during secondary education during this process. Perkins V ensures 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 that will be disaggregated by special populations and the use of a comprehensive local needs assessment to inform local CTE application.

Transition to Perkins V Accountability for Quality CTE Programs

Illinois must transition to the Perkins V requirements beginning in FY 2020. In Perkins V, a secondary CTE concentrator 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. Additionally, Perkins V has expanded the classification of special populations 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; and 9) youth whose parents are members of the armed forces or on active duty.

One of the most significant changes in Perkins V is the new requirement for local grant recipients to conduct a comprehensive local needs assessment and update it at least every two years. The new needs assessment is the foundation of Perkins V implementation at the local level – it drives the local application development and future spending decisions. It is a chance to take an in-depth look at the entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The needs assessment, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.² This assessment will ensure that Illinois CTE programs meet three minimum criteria: labor market need, cost effectiveness, and quality, as will be defined in the state’s definitions of size, scope, and quality.

Measuring Program Quality through Performance Indicators

Perkins V requires that Illinois 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.

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 chooses to measure the Six-Year (Extended) Graduation Rate.

For the program quality indicator, Illinois intends to measure the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant CTE programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement., ISBE proposed this secondary program quality performance indicator based on stakeholder feedback and the availability of baseline data since this metric is currently tracked in the Illinois’ Student Information System (SIS) and through a data-sharing agreement with ICCB. In FY2020 ISBE will require Illinois secondary schools to continue tracking postsecondary credentials and begin reporting work-based participation by student through SIS as part of the ESSA College and Career Readiness Indicator.

² Maximizing Perkin V’s Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

The secondary state determined levels of performance (SDLP) set by Illinois align with many of ISBE's levels, goals, and objectives, as well as with the other federal and state laws. ISBE is committed to promoting and implementing comprehensive practices and programs that ensure fair access to quality for all students in the state. By investing in equity, ISBE maximizes all students' educational attainment, opportunities for success in the workforce, and contributions to communities, and thus strengthens the whole state. During the process of determining the selected SDLP, strong consideration was given to how the levels meet the requirements set forth in the law and how the levels would support the improvement of CTE concentrators, including subgroups and special populations, as well how the levels support the education and workforce needs of communities. Most importantly, the selection of SDLP was determined to ensure equitable access to the students of Illinois.

Future Program Reviews/Monitoring

Supporting grant recipients in the administration of the funds they receive is essential to ensure high-quality programming is being implemented with fidelity. In FY 2019, CTE staff identified the monitoring and program review processes in need of updates and streamlining. Several strategy meetings have been held, including one retreat facilitated by an expert from Advance CTE. CTE staff have conducted research and developed recommendations to guide the revisions of the program reviews and monitoring processes. During FY 2020, CTE staff will be outlining a clear process and timeline for program quality reviews and grantee monitoring of federal Perkins and state CTE funds. Supporting documents and professional learning on the revised processes will also be developed and provided to recipients with the intent of implementation for FY 2021.

Alignment of CTE to Other State Initiatives

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

College and Career Readiness Indicator - 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. Educators, families, and communities need more than a single test score to understand students' readiness for what they choose to do next after high school. The CCRI recognizes the range of experiences a student can undergo to prepare for college and career. Students can demonstrate the knowledge, skills, and adaptive competencies necessary for success by earning the indicator's Distinguished Scholar or College and Career Ready distinctions. The percentage of a school's students that graduate meeting the requirements for either pathway accounts for 6.25 percent of a high school's total accountability score beginning in FY 2021.

Within the College and Career Readiness indicators are a variety of data points that tie in with current CTE efforts:

- 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) which 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.

Competency-Based Education - The PWR Act specifies that “Illinois should deploy a number of strategies to prepare more students for meaningful career opportunities by supporting postsecondary and career planning, promoting and incentivizing competency-based learning programs, reducing remedial education rates, increasing alignment between K-12 and postsecondary education systems, and implementing college and career pathway systems.” Competency-based programs assess, and advance students based on their demonstrated mastery of skills and knowledge. The competency-based model removes the constraints of “seat time” and allows for student-driven learning inside and outside of the classroom. This approach can make education more relevant both to students and to employers. Competency based education allows for earning of credit toward graduation requirements in ways other than traditional coursework and incorporates real-world knowledge and challenges. Through competency-based CTE programming, students can attain career-related competencies beyond those needed for high school graduation.

College and Career Pathway Endorsements - The PWR Act also includes a voluntary process for school districts to award College and Career Pathway Endorsements (CCPEs) to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities (which include career exploration activities, 60 hours of career development experiences, and two team-based challenges). State agencies and key industry experts, including hiring professionals, education and training professionals, and industry associations, were consulted to form industry-based steering committees, which identified technical and professional competencies in seven sectors that were selected due to their alignment with state economic development priorities. The endorsement areas are:

- Health Sciences and Technology
- Information Technology
- Manufacturing, Engineering, Technology, and Trades
- Finance and Business Services
- Agriculture, Food, and Natural Resources
- Arts and Communication
- Human and Public Services (specifically, the Education Pathway within this sector)
- Multidisciplinary option

Technical and professional competencies connected to CCPEs indicate that a student is equipped with the knowledge, skills, and abilities to advance to entry-level employment, college-level coursework, or advanced sector-based training in the endorsement sector area. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the CCPE industry area.

Conclusion

ISBE plans to fund and enhance existing federally and state-funded projects in FY 2020, as well as forge new partnerships. 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-wage, high-skill, 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 learning contextualization; 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, and these strengthened partnerships have the potential to transform CTE in the state through improved coordination and increased opportunities for all students.