

## 2010 CAREER AND TECHNICAL EDUCATION REPORT

In compliance with Illinois School Code 105 ILCS 435/2e the following duty shall be exercised: a report, in writing, to the Governor annually on or before the fourteenth day of January. The annual report shall contain:

**(1) A statement to the extent to which Career and Technical Education (CTE) has been established in Illinois**

Career and Technical Education (CTE) programs in Illinois assist students to meet Illinois Learning Standards and close achievement gaps. These programs support local districts to ensure student success and promote continuous improvement of Illinois education. CTE programs support these content areas: Agricultural Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education.

The CTE system is designed to comply with the Illinois State Board of Education's Education for Employment Policy of 1984. The system is currently delivered in programs at the secondary and post secondary levels through the Education for Employment (EFE) systems. The EFE systems are comprised of the high school, unit districts, and area career centers within the system boundaries. The boundary lines conform to either the Regional Office of Education or the community college boundaries.

The EFE system's primary function is to facilitate the cooperative planning and delivery of quality career and technical education to students within the system. The EFE systems efficiently maintain continuity and accessibility of secondary CTE instruction as well as accountability for the use of both state and federal CTE funds. The systems work collaboratively with postsecondary institutions to create programs that enhance the skill and academic development of students and articulate transitions to post-secondary training programs, employment or both.

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

**Goals for Strategic Plan:**

- GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school.
- GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders.
- GOAL 3: Every school will offer a safe and healthy learning environment for all students.

Career and technical education (CTE) provides instruction for careers in high-wage, high-skill, or high-demand occupations. The secondary CTE instructional programs are grouped into 5 broad areas based on the related content. These content areas are: Agriculture Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology, and Technology and Engineering Education.

CTE student organizations are co-curricular entities that provide secondary students with activities that expand classroom instruction. Competitive events develop leadership and state and national conferences foster self-confidence in students. The Illinois Coordinating Council for Career and Technical Student Organizations (ICCCTSO) is comprised of the state advisors, executive directors and presidents of each of the secondary career and technical student organizations (CTSO). The organizations includes:

- Business Professionals of America Illinois Association (BPA)
- Future Business Leaders of America (FBLA)
- Family Career and Community Leaders Association (FCCLA)
- Health Occupations Students of America (HOSA)
- Illinois Association FFA (FFA)
- Illinois Association of DECA (DECA)
- Illinois Association of SkillsUSA
- Phi Beta Lamda (PBL) - postsecondary
- Technology Student Association (TSA)

*Illinois Coordinating Council for Career and Technical Student Organizations* coordinated the activities of the individual career and technical student organizations. A 3-day workshop was held that provided leadership training for Career and Technical Student Organizations (CTSO) officers and advisors. It also provides direction in various career and technical education initiatives.

### Special Programs

The Work Experience and Career Exploration Program (WECEP) is a one or two year school-to-work transition program designed for students, ages 14 and 15, who displayed difficulties with their previous school experiences and are at-risk of dropping out of school. The goal of the program is to provide intensive intervention strategies to encourage at-risk students to improve their academic growth, develop a career plan that guides their transition from school-to-work, demonstrate a positive work ethic, and remain in school after the age of 16. To accomplish this, the program:

- Offers intensive, small-group, academic instruction and intervention;
- Exposes each student to a range of available educational and/or vocational opportunities;
- Involves the school, the community, businesses, and parents in partnership to ensure students' progress in their career plan; and
- Emphasizes the value of work to students and arranges paid work experiences that comply with child labor laws established by the U.S. Department of Labor for WECEP.

### Delivery of Career and Technical Education

In compliance with the Illinois State Board of Education's Education for Employment policy (1984), career and technical education programs are organized through regional delivery systems. The Education for Employment (EFE) systems are comprised of the high school, unit districts, and area career centers within the system boundaries. The boundary lines conform to either the Regional Office of Education or the community college boundaries. The system's primary function is to facilitate the cooperative planning and delivery of quality career and technical education to students within the system. The EFE systems efficiently maintain continuity and accessibility of secondary CTE instruction as well as accountability for the use of both state and federal CTE funds.

### Role of the State Board of Education

The State Board of Education provides state leadership and direction for the specific instructional programs through occupational consultant support. These instructional programs consists of curriculum guidance, state and federal grant administration, data collection and accountability, student and teacher educator association advisement, and intra and inter-agency liaisons, including instructional and agency articulation.

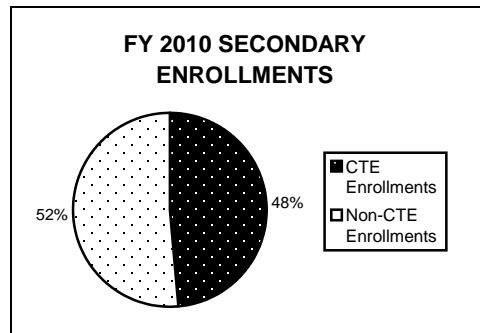
## **(2) A statement of the existing condition of Career and Technical Education in Illinois**

The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Career and Technical Education Act of 2006. ISBE distributes Perkins funds to unit and high school districts as well as Area Vocational/Career Centers through the Illinois

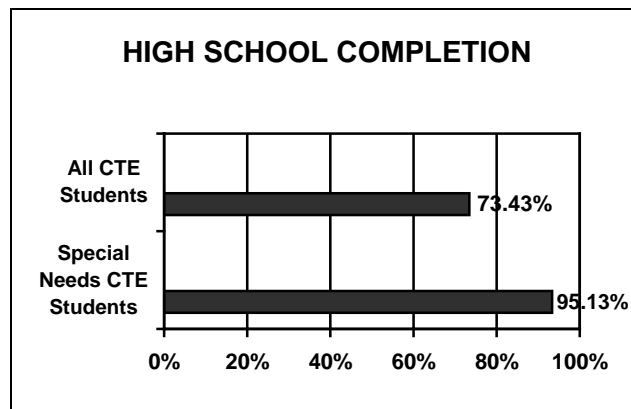
Education for Employment (EFE) Regional Delivery System which consists of 57 EFE system directors. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002, and Tech-Prep Education was transferred to ICCB, effective July 2003. ICCB distributes Perkins funds to the 39 Illinois community college districts, and to the secondary and postsecondary members of the 39 Illinois Partnership for College and Career Success (PCCS) Consortia.

There are fifty-seven (57) Education for Employment (EFE) systems operating in the state including three systems organized by the state agencies that serve secondary students in their responsibilities: IL Department of Juvenile Justice (IDJJ) and IL Dept. of Human Services (IDHS) - the Office of Mental Health Services and the Office of Rehabilitation Services. All high schools and area career centers are members of an EFE system.

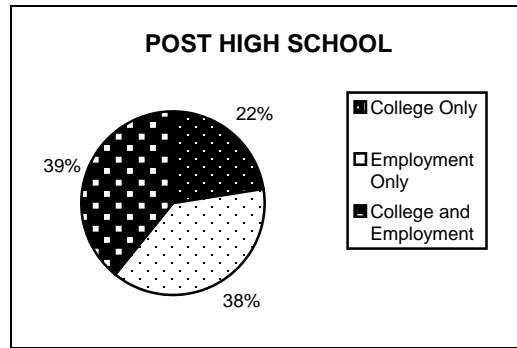
In FY 2010, of the population enrolled in public secondary schools (grades 9-12), 308,184 students were enrolled in career and technical education. This is 48.4% (308,184/635,444) of the total student population. Secondary CTE programs also served 8,122 adults. Also, the EFE systems made career development activities available to 1,398,584 elementary (grades kindergarten-grade 8) students.



The success of a program can be gauged by the number of students that graduate from high school. Of the students that completed career and technical education programs, 95.13% graduated from high school. Of the students with special needs, 73.43% graduated from high school. This includes students with disabilities, economically disadvantaged students, single parents, students preparing for non-traditional fields, displaced homemakers and limited English proficient students.



These students proceed to additional education and/or employment: 61.7% of the CTE students enrolled in college and 77.6% of the CTE students were employed.



**(3) A statement of suggestions and recommendations with reference to the development of Vocational/Career and Technical Education in the State**

The Illinois State Board of Education (ISBE) launched and supports the CTE Performance Reporting System, which provides local schools, districts, and system directors the ability to review and assess Perkins IV performance indicators through the presentation of aggregated data. This CTE Performance Reporting System adopts statistical methodologies and a type of *growth model* to determine whether or not local schools, districts, and regions met their Perkins Performance Levels in the reporting year. The CTE Performance Reporting System contains four-levels of data (school, district, EFE region and state) in five related reports, which illustrates the Perkins IV core indicators according to the CTE Classification of Instructional Programs (CIP) for the overall and subgroup populations.

Recommendations and Activities for FY 2010  
*Continue and Expand Current Innovative Pilot Projects*

*Project Lead The Way (PLTW)* - Activities have expanded to ninety-nine (99) high schools, colleges, career centers, and middle schools in 2003-2010. The project provides early exposure to STEM and a focus on technology and engineering concepts. This allows students to follow a path to formal post-secondary preparation in engineering and technology or technologically oriented jobs. The Career and Technical Education field has also assisted as the Education for Employment (EFE) Regional agencies are key players in providing cooperative efforts to provide courses at various locations. Two hundred thirty-one (231) Illinois teachers have received substantial professional development to support implementation of this pre-engineering curriculum. Illinois PLTW has enrolled 6054 students at the high school level and 5000 at the middle school level.

In FY 2010, PLTW expanded their curriculum into Biomedical Sciences, engaging students in rigorous and relevant hands-on problems that relate to the human body, cell biology, genetics, disease, and other biomedical science topics. One school piloted Biomedical and more will follow.

*The High Schools That Work (HSTW)* initiative provides funding to fifteen (15) high school districts which integrate, upgrade, and delivers the rigorous academics and CTE studies to the students it serves. In addition, there are six (6) sites that contract directly with the national HSTW consortium and twenty one (21) high schools are implementing the HSTW model for school improvement. This project fosters high school reform and improvement.

*Health Career Cluster Initiative* - In coordination with the Department of Commerce and Economic Opportunity (DCEO), ISBE supports the Health Career Cluster Initiative, part of the Critical Skills Shortage Initiative. The goal of the project is to expand career development opportunities for K-12 students by developing and marketing a curricular framework complete with instructional strategies.

Recommendations for Future ISBE Initiatives

*Align Pathways to the National Career Cluster Model-*

The Career Clusters are groups of occupations and industries based on common knowledge and skills. The Clusters provide a content organizing tool for schools. The Career Cluster Initiative is maintained by the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) and most states are transitioning to this model for academic and career curricula.

*Pursue Curriculum Revitalization-*

The Curriculum Revitalization Project partners with ISBE, the Illinois Office of Educational Services (IOES), Facilitating Coordination in Agriculture Education (FCAE), and Center for Agricultural and Environmental Research and Training, Inc. (CAERT) to develop and disseminate revitalized online CTE curriculum in all content areas.

**(4) A statement of recommendations on programs and policies to overcome sex bias and sex stereotyping in vocational/Career and Technical education programming and an assessment of the State’s progress in achieving such goals prepared by the state vocational education sex equity coordinator pursuant to the Federal Vocational Education Law [20 U.S.C. 11 et.seq.];**

The Gender Equity Advisory Committee advises and consults with ISBE on ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency. The Illinois Center for Specialized Professional Support, and the Illinois Nontraditional Training and Employment Statewide Resource Center continue to update and develop gender equity and nontraditional resources for CTE programs and the educational community.

Gender Equity Advisory Committee

The Gender Equity Advisory Committee (GEAC) is tasked to advise and consult with the Illinois State Board of Education on ensuring that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency. (Public Act 91-304).

GEAC met in June and September of 2010. Dedicated professionals shared knowledge and information regarding initiatives in equity work across the state, including presentations on the “Why So Few? Women in Science, Technology, Engineering and Mathematics” report by AAUW.

Sex Equity/Nontraditional Projects

The Illinois Nontraditional Training and Employment Statewide Resource Center (INTERSC) project provided a variety of resources, training, and research technical assistance to members of the education and workforce communities.

The Illinois Center for Specialized Professional Support (ICSPS) project provided training and technical assistance to assist and facilitate improved performance of special populations learners in career and technical education participation and completion in nontraditional programs. The Civil Rights Self Assessment: A tool for the Illinois Education Community is an online tool that can be used for self-assessment of policies and practices to prepare for a civil rights review and/or for a better understanding and interpretation of the laws.

**(5) An itemized statement of the amounts of money received from Federal and State sources, and of the objects and purposes to which the respective items of these several amounts have been devoted**

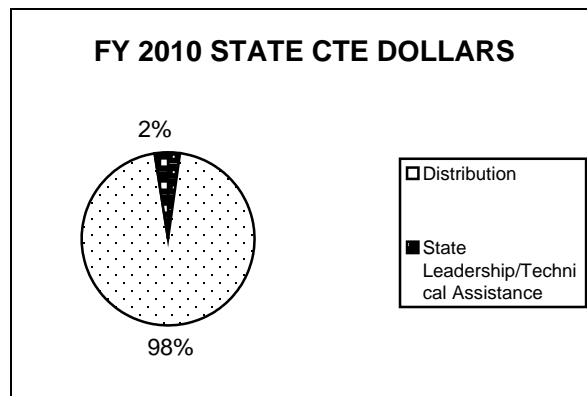
	<u>Appropriation</u>	<u>Administration</u>	<u>Distribution</u>	<u>State</u>
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				<u>Leadership/ Technical Assistance</u>
<u>Federal</u>	<u>\$26,886,063</u>	<u>\$845,929</u>	<u>\$23,612,057</u>	<u>\$2,428,077</u>
<u>State</u>	<u>\$38,562,100</u>	<u>\$845,929</u>	<u>\$37,576,100</u>	<u>\$986,000</u>

State Career and Technical Education Funds

The state appropriation for secondary career and technical education for FY 2010 was \$38,562,100. \$37,587,100 was distributed to local and regional agencies for the support of career and technical education programs and activities. This total also includes support for the Elementary Career Development Program: \$1,391,641, the Work Experience and Career Exploration Program (WECEP): \$2,127,000 and the student organizations: \$189,080.

ISBE \$986,000 supported state leadership projects for the improvement of CTE programs.



State Leadership Projects

*Illinois State University - The Connections Project* continues to assist the Illinois State Board of Education in implementing the High Schools That Work (HSTW) whole-school reform model. Major goals of the initiative are to:

- Raise the mathematics, science, communications, problem-solving and technical achievement of more students to the national average and above;
- Blend the essential content of traditional college-preparatory studies – mathematics, science and language arts – with high-quality career and technical studies by creating conditions that support school leaders, teachers and counselors to carry out key practices; and
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school improvement effort for both academic and career/technical studies.

This project facilitated the coordination of the initial HSTW sites in Illinois through the delivery of a state-wide conference, HSTW Forums, numerous technical review workshops, and HSTW Site Visits. The gathering and dissemination of data related to participating sites and continues the professional development of educators.

The Connections Conference was held at the Pheasant Run Resort in St. Charles, Illinois on March 10-11, 2010. The conference focused on new and innovative practices in both core academic and CTE content areas. It featured teachers, counselors and other educators from Illinois sharing innovative programs and strategies that have been successful. A special emphasis was placed on implementing the High Schools That Work model. Approximately 1,400 educators were in attendance, including junior high, secondary and postsecondary educators. Participant evaluations were positive.

A series of High Schools That Work (HSTW) Forums, HSTW technical assistance in-service activities, site visits, and other professional development workshops/activities were conducted and included:

1. Four (4) HSTW Technical Assistance site visits.
2. A HSTW Data Workshop include 40 participants from HSTW Sites.
3. An Illinois HSTW Forum for over 70 participants from the HSTW Sites.
4. A state meeting at the National HSTW Conference was conducted in July 2010 for over 125 participants.

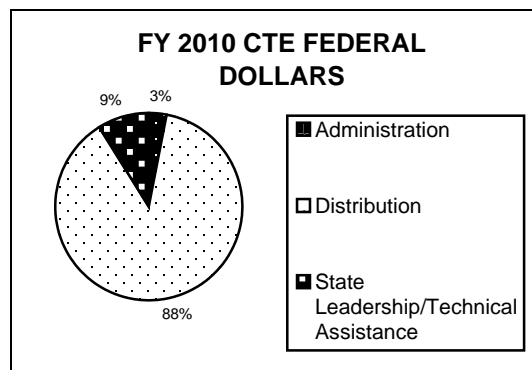
State Leadership grant funds were provided to Southern Illinois University and the Illinois Office of Educational Services (IOES) to enhance professional development opportunities available to career and technical educators in Illinois. Progress toward their objective includes:

- *The Curriculum Revitalization Project (CRP)* develops and disseminates revitalized CTE curriculum in all content areas.
- Conducted curriculum research and planning in each of the approved content areas.
- Conducted curriculum dissemination and technical assistance in each of the content areas
- Provide technology-based curriculum resources to CTE educators and maintain up-to-date technology support in order to deliver innovative and effective resources for ISBE priorities.

Perkins Career and Technical Education Grant

The State of Illinois was appropriated \$44,837,143 from the Carl D. Perkins Career and Technical Education Act. The Illinois State Board of Education (ISBE) serves as the eligible agency responsible for the administration, operation, and supervision of career and technical education programs under the Carl D. Perkins Career and Technical Education Act of 2006. The division administrator of the ISBE Career Development and Preparation Division is also the state director of Career and Technical Education. Under a Memorandum of Understanding between ISBE and the Illinois Community College Board (ICCB), administrative leadership for postsecondary Perkins was transferred to ICCB, effective July 2002.

The appropriation designated for secondary career and technical education administered by ISBE was \$26,886,063. \$23,612,057 was distributed to local and regional agencies for the improvement of career and technical education programs. \$845,929 was used for administration and \$2,428,077 supported federal state leadership projects.



Federal Statewide Leadership Projects

*Southern Illinois University* – Federal State Leadership grant funds were utilized by the *Illinois Office of Educational Services (IOES)* as previously indicated. IOES also provides technical support and training for the Illinois Student Information System (ISIS) and maintains the Illinois Nontraditional Training and Employment Statewide Resource Center.

The *Illinois Association for Career and Technical Education* was funded to provide professional improvement activities for secondary and postsecondary teachers. These activities were conducted primarily at the annual Professional Development Institute held in June.

The *University Council on Career and Technical Education* sustained and strengthened collaborative and cooperative working relationships between and among ISBE and all public institutions of higher education that prepare teachers and counselors in workforce development and/or career and technical education. The Council held three working meetings. The Council also maintained a website to facilitate the dissemination of career and technical education information, links to other pertinent sites, and discussion forum. The Council awarded Innovative Grants to five (5) Career and Technical Teacher Education programs throughout the state.

*University of Illinois – Project Lead the Way* brings early exposure of engineering concepts to students in middle and high school, providing the path to more formal preparation in engineering in institutions of higher education or the path to technologically oriented jobs. The project provided training and professional development for those who teach a core group of engineering oriented courses in Illinois middle and high schools.

The Illinois Center for Specialized Professional Support and the Illinois Nontraditional Training and Employment Statewide Resource Center provided a variety of resources/materials, professional development training and technical assistance to members of the education and workforce communities to assist and facilitate improved performance of special population learners in career and technical education. The leadership provides:

- A directory of secondary and postsecondary communicates professional development opportunities, resources, and effective practices.
- Resources to Perkins administrators and special population personnel through a variety of media.
- The New Look program which supports activities and products that improve performance indicators in non-traditional occupations.
- Maintained and updated the websites: (<http://www.ioes.org/genderequity.php> <http://www.icspss.ilstu.edu/> and [www.icspss.ilstu.edu](http://www.icspss.ilstu.edu) )

## **Development of Materials**

The Illinois CTE Networking Directory is maintained and available online at: [http://www.icspss.ilstu.edu/services/directory/2009\\_IL\\_CTE\\_Networking\\_Directory.pdf](http://www.icspss.ilstu.edu/services/directory/2009_IL_CTE_Networking_Directory.pdf).

- CTE Works is a bi-weekly electronic journal of resources addressing Gender Equity/Nontraditional Careers, STEM initiatives, Emerging Fields and New Horizons, CTE Content Areas, Research and Reports, Education Reform and Technology.
- The Nontraditional Gender Equity Toolkit for Educators. This electronic handbook is available to assist educators, counselors, parents and students to identify and develop a plan to make student career decisions based on skills and talents regardless of the traditional assignment by gender or other societal restrictions. The tool is available at <http://www.ioes.org/genderequity.php>.

- The “HOPES” (Hurdling Obstacles to Provide Excellence for Society) framework, a locally customizable recognition award program conveys positive awareness about the challenges of special population learners and individuals, who have overcome challenges, was developed and is available at <http://www.icsps.ilstu.edu/projects/hopes/>.

### **Professional Development**

- Webinars and Workshop sessions on supporting special populations for success were presented at conferences and regional meetings. Topics addressed by the workshops included: Awareness, Access, and Application for Single Parents and Economically Disadvantaged Students in Illinois (three part series), Root Causes for Participation and Completion of non-traditional Occupations, Creating Mentoring Activities for Nontraditional Career Investigation, Women in STEM Careers, Helping All Learners, Including NTO Learners to Succeed, Could This Be Your Life?, Women in Green, Improving Nontraditional Programs: Effective Practices, and Women in Nanotechnology.