


MEMORANDUM

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

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: January 13, 2025

SUBJECT: 2024 Career and Technical Education Annual Report

The Illinois State Board of Education respectfully submits this report to the Governor, the General Assembly, and institutions of higher education in order to fulfill the requirements of Illinois School Code 105 ILCS 435/2e and 105 ILCS 5/22-83, which states that the following duty shall be exercised: A written report will be submitted to the Governor annually.

Specifically, this report provides:

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

6. 105 ILCS 5/22-83 (b) The State Board of Education shall track participation and the success of students participating in the jobs training program established under this Section and annually publish a report on its website examining the program and its success.

This report is transmitted on behalf of the State Superintendent of Education. For additional copies of this report or for more specific information, please contact Dana Stoerger, Executive Director of Legislative Affairs at (217) 782-4338 or dstoerge@isbe.net .

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

2024

Career and Technical Education Annual Report



isbe.net/CTE

January 2025

 **ILLINOIS**
STATE BOARD OF
EDUCATION

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The 2024 Illinois Career and Technical Education Report is submitted in compliance with Illinois School Code 105 ILCS 435/2e, which requires a written career and technical education (CTE) report to be issued to the governor annually. This report describes the establishment of and delivery of CTE in Illinois, the existing condition of Illinois CTE based on school year 2023-24 data (fiscal year 2024), and the future developments and recommendations for CTE in our state as required by Illinois School Code 105 ILCS 435/2e. Further, this report provides an update on the police academy program in Illinois as required 105 ILCS/5/22-83. The work of the Gender Equity Advisory Committee and other ISBE initiatives also are referenced within the report.

EXECUTIVE SUMMARY

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations. CTE programs continue to strengthen students’ technical skills; articulate transitions to postsecondary programs, employment, or both; assist in meeting the Illinois Learning Standards; and close achievement gaps. CTE programs prepare students in Illinois in seven endorsement areas that align with the 16 federal career clusters, plus the Illinois-specific cluster of Energy. These endorsement areas are:



The Illinois State Board of Education (ISBE) provides various CTE career pathways/programs of study, work-based learning opportunities, and Career and Technical Student Organizations to 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. ISBE provides state-level leadership, technical assistance, and accountability to Education for Employment (EFE) CTE System.
- 2. EFE CTE Systems provide 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** (IDJJ), the **Illinois Department of Human Services (IDHS) Office of Mental Health Services**, and the **IDHS Division of Rehabilitation Services**.



There are **285,732 high school students enrolled in CTE courses** throughout the state in fiscal year 2024, representing 48 of all high school students in Illinois. A total of **654** out of 700 Illinois **public high schools** and all **25 ACCs offered approved CTE programs**. Approved CTE programs or programs of study must meet Illinois' definition for CTE Program of Study Size, Scope, and Quality. Among those participating schools:



407 high schools + 9 ACCs

provided AFNR programs

495 high schools + 22 ACCs

provided Architecture & Construction programs

331 high schools + 13 ACCs

provided A&C programs

487 high schools

provided Business, Management, and Administration programs

306 high schools + 18 ACCs

provided Education and Training

431 high schools

provided Finance programs

5 high schools

provided Government and Public Administration

414 high schools + 24 ACCs

provided HST programs

493 high schools + 20 ACCs

provided Hospitality and Tourism programs

443 high schools + 22 ACCs

provided Human Services programs

444 high schools + 16 ACCs

provided IT

252 high schools + 21 ACCs

provided Law, Public Safety, Corrections, and Security programs

431 high schools + 24 ACCs

provided Manufacturing programs

242 high schools + 3 ACCs

provided Marketing programs

197 high schools + 3 ACCs

provided Science, Technology, Engineering, and Mathematics programs

420 high schools and 25 ACCs

provided Transportation, Distribution, and Logistics programs.

All elementary districts in the 56 EFE systems were provided funding to support career development and exploration opportunities to the 1,174,629 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.

Total ED Allocation

\$

\$50,390,065

in federal Perkins V
funding to support CTE

The graduation rate for CTE students who have taken two or more upper-level CTE courses within a program of study is higher than the overall graduation rate in Illinois. CTE concentrators have a 96.1 percent four-year graduation rate and a 96.5 percent six-year graduation rate, as compared to an 87.7 percent four-year graduation rate and an 89.6 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 \$50,390,065 in federal Perkins V funding to support Illinois CTE. The state of Illinois maintenance of effort (MOE) target is \$56,186,527 as the required match to federal Perkins V funding. This amount includes the funds from the Illinois Community College board (ICCB). The state appropriation level is \$47,726,400. The \$5 million for the education career pathway and work-based learning is not in the MOE because the funds are distributed as a competitive grant.

Illinois state CTE projects included administering the Gender Equity Advisory Committee, co-planning the Illinois Career Connections Conference for teachers and administrators, providing professional development for CTE educators, supporting 10 Career and Technical Student Organizations and their coordinating council, and funding the Regional Safe Schools Cooperative Education Program to provide cooperative education classroom and work experience to students at risk of dropping out of school. The Northern Illinois University Division of Outreach, Engagement, and Regional Development also supported ISBE's efforts of CTE professional learning opportunities, including the ISBE Career Connections Conference. The ISBE Career Connections Conference pre-conference was held on June 17, 2024, and the annual conference on June 18, 2024. The conference offered a day of networking and collaboration between Illinois CTE educators and state administrators. The conference also aimed to promote effective CTE instructional practices and increase equity by improving access for students to CTE classes and programs.

ISBE will continue to enhance existing FY 2025 federal and state-funded projects to increase equitable access for all students to high-quality CTE programs that lead to career and college readiness.

This report describes the establishment of and delivery of CTE in Illinois, the existing condition of Illinois CTE based on school year 2023-24 data (FY 2024), and the future developments and recommendations for CTE in our state as required by Illinois School Code 105 ILCS 435/2e. Further, this report provides an update on the police academy programs in Illinois as required 105 ILCS/5/22-83, which includes data and activities offered in the state. The work of the Gender Equity Advisory Committee and other ISBE initiatives also are referenced within the report.

ESTABLISHMENT AND DELIVERY OF CTE IN ILLINOIS

CTE programs in Illinois strengthen students' academic, technical, and employability skills; help them meet the Illinois Learning Standards; facilitate instruction that creates explicit connections between content and careers; and increase student engagement. Illinois districts leverage high-quality CTE programs to prepare students for college and career. The CTE delivery system in Illinois is a partnership that includes secondary schools, public community colleges, and business and industry, along with state and social service agencies, parents, and students. This collaboration was established to broaden career pathways for students in business and industry. ISBE oversees elementary (Grades K-8) and secondary CTE (Grades 9-12) career exploration by providing state-level leadership and technical assistance. This work is further operationalized using 56 regional [Education for Employment 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 26 [Area Career Centers](#). EFE systems in Illinois include three systems organized by state agencies that serve secondary students: the Illinois Department of Juvenile Justice, the IDHS Office of Mental Health Services, and the IDHS Division of Rehabilitation Services.

ISBE provides a federal postsecondary allocation to the Illinois Community College Board (ICCB) per the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Postsecondary CTE is coordinated at the state level by ICCB and at the local level by each community college district. ICCB approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership, coordination, and technical assistance to the community college system. The Illinois community college system, composed of 48 colleges in 39 locally controlled community college districts, is the third largest in the country. In addition, ICCB provides funding to the Illinois Department of Corrections to offer postsecondary CTE coursework in partnership with community colleges at Illinois correctional centers.

ISBE and ICCB collaborate on federally required CTE leadership activities. These activities support strategies for all student subgroups and access to CTE programs, with a particular focus on gender, race/ethnicity, and special populations. (See Appendix A for Special Populations Definitions.) Strategies also include improving professional development; providing resources; and aligning and developing secondary and postsecondary CTE programs of study, including a required comprehensive local needs assessment.

Illinois State Plan for CTE

The U.S. Department of Education approved the [Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) on May 22, 2020. FY 2024 marks the final year of the State Plan.

The **Illinois Department of Commerce and Economic Opportunity** (DCEO) and the **Illinois Workforce Innovation Board** (IWIB) served as strategic planning partners to ensure that the Illinois State Plan for Perkins V aligned to the Illinois Workforce Development Strategic Plan. Furthermore, ISBE and ICCB plan to continue their joint efforts between the agencies and DCEO and IWIB. Representatives from both ISBE and ICCB sit on the IWIB board.



Illinois
Department of Commerce
& Economic Opportunity



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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:

Align to current and projected future industry and community needs;

Support students to navigate and complete a personalized pathway based on personal interests and goals;

Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;

Provide targeted support to students who have a broad range of backgrounds and skills; and

Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

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

Goals

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

Equity as a Foundational Tenet

Our goal is to increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems. Figure 1 illustrates educational equity as the foundation of Illinois CTE with the six state goals as actionable strategies to reach CTE program access for all secondary students.

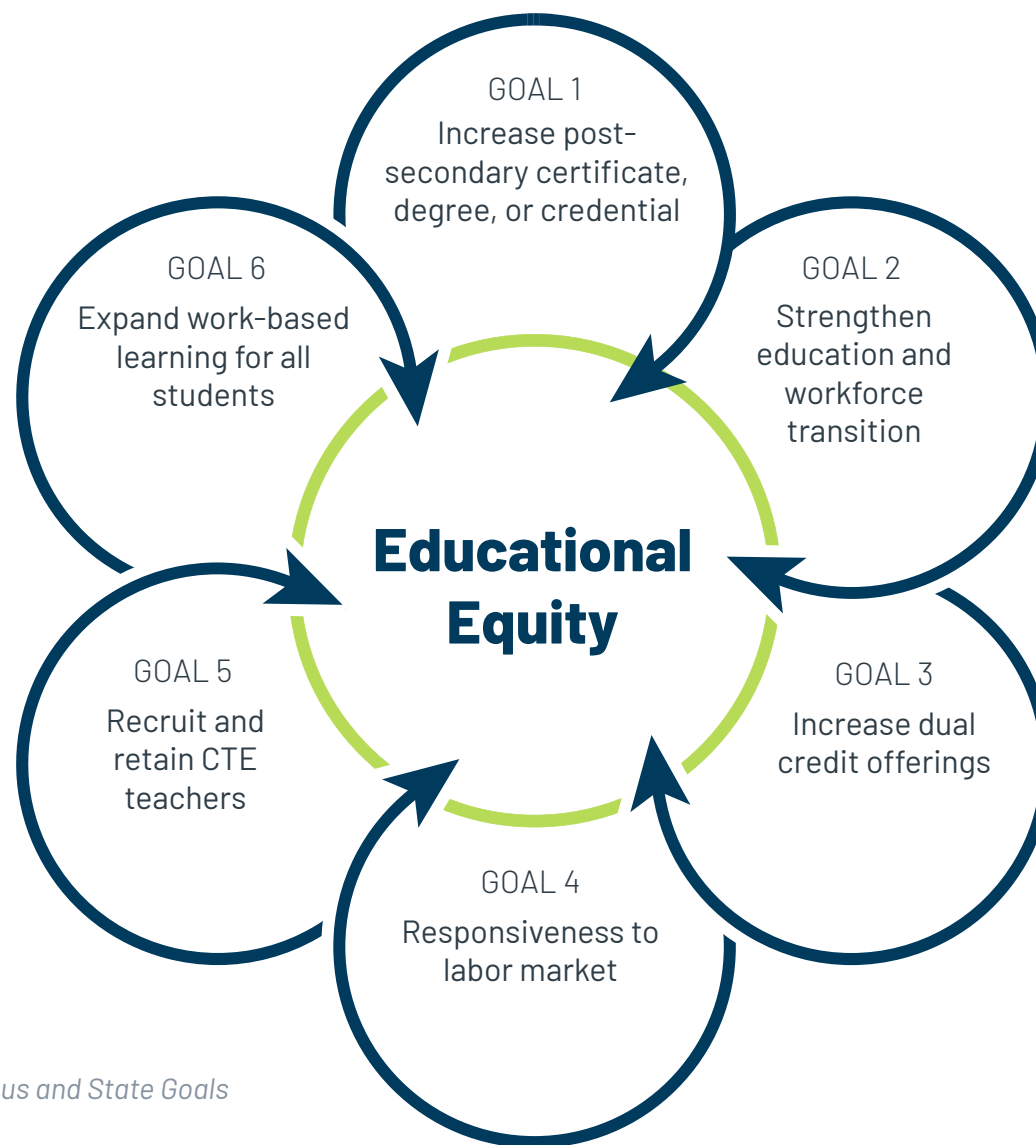


Figure 1 Equity Focus and State Goals

ISBE and ICCB defined quality programs of study in the Perkins V State Plan based on stakeholder feedback. CTE programs of study must meet Illinois' Size, Scope, and Quality standards to be approved. Figure 2 illustrates the Illinois' nine Size, Scope, and Quality components.

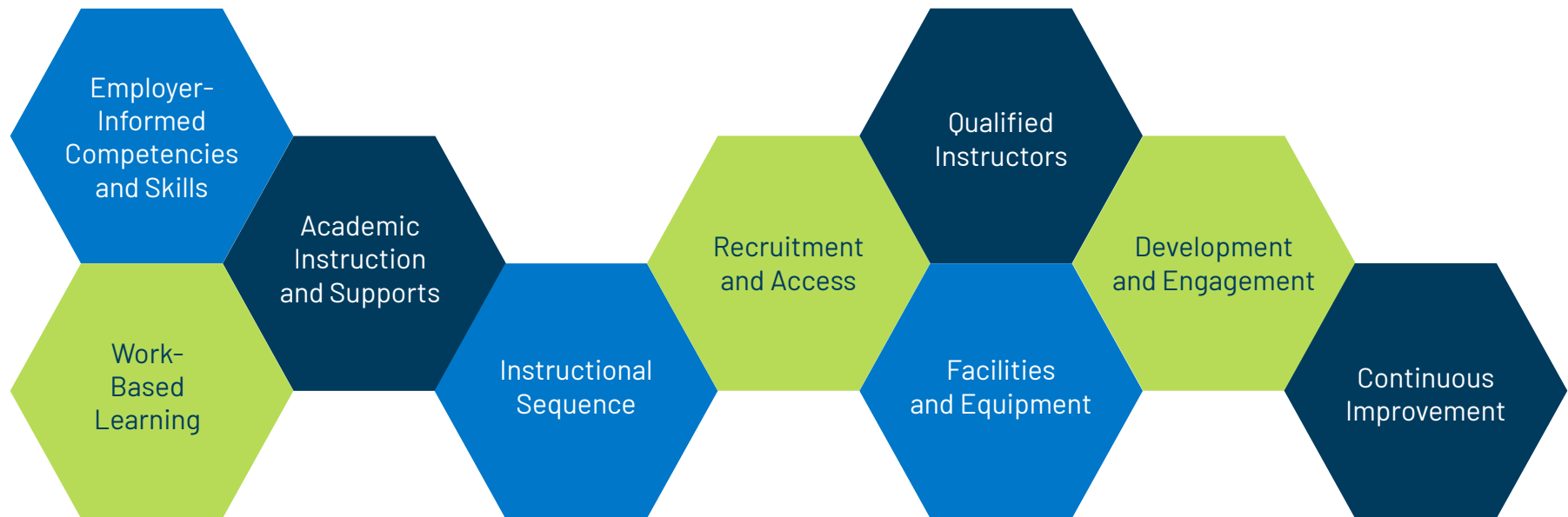


Figure 2 Nine Components of Size, Scope and Quality

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

The required secondary performance indicators are: **1) Four-Year Graduation, 2) Academic Proficiency in Reading/Language Arts, 3) Academic Proficiency in Mathematics, 4) Academic Proficiency in 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. **1) the percentage of CTE concentrators graduating from high school who attained postsecondary credits in relevant CTE programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement, and 2) the percentage of CTE concentrators graduating from high school who participated in work-based learning.** Table 1 lists the definitions for each secondary core and quality performance indicators Illinois is accountable for in the Perkins V State Plan.

FY 2021-24 Secondary Core Performance Indicators

1S1 FOUR-YEAR GRADUATION RATE	The percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate as defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965.
1S2 EXTENDED (SIX-YEAR) GRADUATION RATE	The percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in Section 8101 (within six years of entering high school) of such Act.
2S1 ACADEMIC PROFICIENCY IN READING LANGUAGE ARTS	CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965 as measured by the academic assessments in reading/language arts described in Section 1111(b)(2) of such Act.
2S2 ACADEMIC PROFICIENCY IN MATHEMATICS	CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965 as measured by the academic assessments in mathematics described in Section 1111(b)(2) of such Act.
2S3 ACADEMIC PROFICIENCY IN SCIENCE	CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965 as measured by the academic assessments in science described in Section 1111(b)(2) of such Act.
3S1 POSTSECONDARY PLACEMENT	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 2504(a)) or are employed.
4S1 NONTRADITIONAL PROGRAM ENROLLMENT	The percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented.
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.

Table 1 Secondary Performance Indicators and Definitions

5S3**PROGRAM QUALITY—WORK-BASED LEARNING**

The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Secondary CTE Monitoring

The ISBE CTE and Innovation Department began monitoring CTE grantees using a risk analysis consisting of several weighted elements and criteria in FY 2021. Using a risk score to determine the level of monitoring for each grantee continued in FY 2024. Fifty-three EFE systems had either an onsite or virtual onsite monitoring visit during FY 2024. Such monitoring has resulted in more technical assistance being provided to the EFE system in certain areas, such as expenditure reporting, intergovernmental agreement updates, and teaching assignability.

Alignment of CTE to Other State Initiatives

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

Postsecondary and Workforce Readiness Act

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

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

- For the high school graduating class of 2027 → a school district shall offer College and Career Pathway Endorsements in at least one endorsement area;

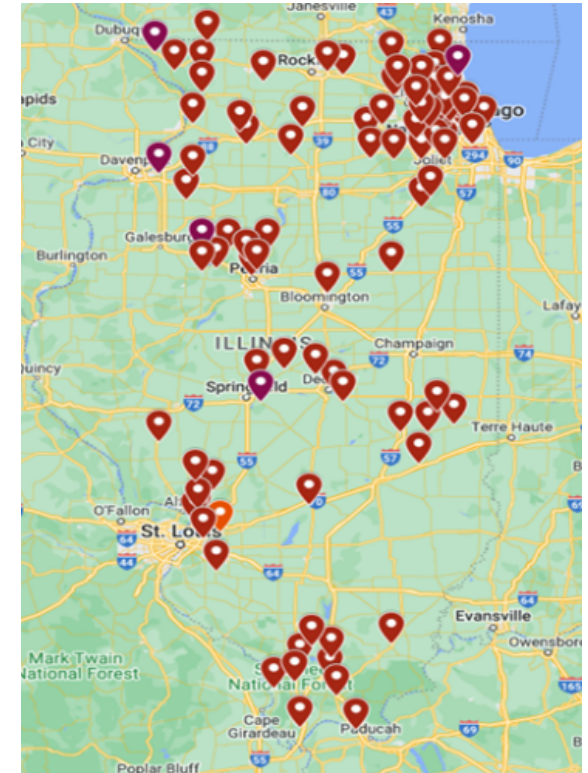


Figure 3 Location of districts offering endorsements

- For the high school graduating class of 2029 → a school district shall offer College and Career Pathway Endorsements in at least two endorsement areas; and
- For the high school graduating class of 2031 → a school district with enrollments of more than 350 students in Grade 9-12 shall offer College and Career Pathway Endorsements in at least three endorsement areas.

In FY 2024, continued support was provided to encourage more districts to award Pathway Endorsements. To aid in the implementation process, effective May 9, 2024, ISBE developed rules for the College and Career Pathway Endorsement System (Part 258). This Part establishes the standards and parameters for a school district that implements the College and Career Pathway Endorsement under Section 10-20.84 or 34-18.80 of the School Code and Section 80 of the Act. Dedicated office hours each week, along with additional resources aimed at assisting districts with the planning of CCPEs have had an impact on the number of districts choosing to offer CCPEs as evidenced by the growth over the past five years.

In FY 2024, 94 school districts across Illinois issued CCPEs across all seven endorsement areas.

State Level	
TOTAL NUMBER OF STUDENTS	2,422
Endorsement Areas	
ARTS AND COMMUNICATIONS	60
AGRICULTURE, FOOD, AND NATURAL RESOURCES	168
FINANCE AND BUSINESS SERVICES	376
HEALTH SCIENCES AND TECHNOLOGY	621
HUMAN AND PUBLIC SERVICES	935
INFORMATION TECHNOLOGY	81
MANUFACTURING, ENGINEERING, TECHNOLOGY, AND TRADES	175
MULTIDISCIPLINARY	6

Table 2 Number of Students and Endorsements Earned

CCPE Earned by Illinois Students	
FY 2024	2,422
FY 2023	1,072
FY 2022	596
FY 2021	47
FY 2020	9

Table 3 Earned CCPE Endorsements Over the Past Five yYars

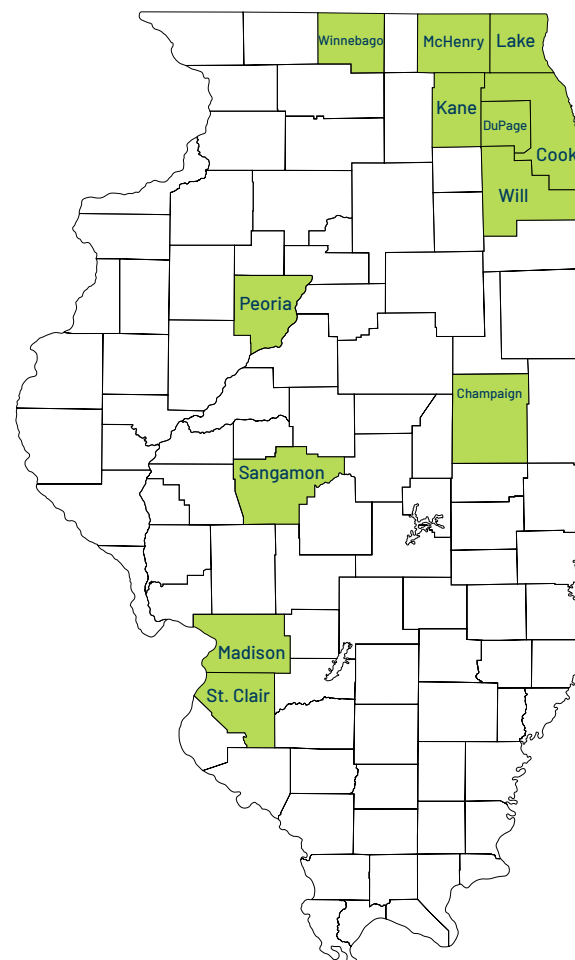
Police Training Academy Job Training Program

(105 ILCS 5/22-83)

(a) In a county of 175,000 or more inhabitants, any school district with a high school may establish one or more partnerships with a local police department, county sheriff, or police training academy to establish a job training program for high school students. The school district shall establish its partnership or partnerships on behalf of all the high schools in the district; no high school shall establish a partnership for this purpose separate from the school district's partnership under this Section. The jobs training program shall be open to all students, regardless of prior academic history. However, to encourage and maintain successful program participation and partnerships, the school districts and their partner agencies may impose specific program requirements.

(b) The State Board of Education shall track participation and the success of students participating in the jobs training program established under this Section and annually publish a report on its website examining the program and its success.

There are **12 counties** in Illinois that have populations exceeding 175,000: **Cook, DuPage, Lake, Will, Kane, McHenry, Winnebago, Madison, St. Clair, Champaign, Sangamon, and Peoria**. Each of these counties has a school district with a high school that can **partner** with **local police departments, county sheriffs, or police training academies** to create job training programs for high school students.



County	Participating Students
COOK	244
WILL	83
KANE	12

Table 4 FY 2024 County and Student Participation in Job Training

There are five such programs:

- 1 in Will County
- 3 in Cook County
- 1 in Kane County.

Law and Public Safety Education Network

ISBE partnered with the Law and Public Safety Education Network (LAPSEN) in FY 2022. Several school districts utilized professional development opportunities and curriculum resources for their law and public safety programs. LAPSEN, a leading national organization focused on secondary education, provides career education programs, curriculum, certifications, and models that connect secondary students to cost-effective work and college opportunities. These resources are designed for use by secondary school instructors, their partners, and participating states. LAPSEN also collaborates with various entities to build career pathways in law and public safety, including Explorers and Public Safety Cadets, experiential learning programs, law and public safety agencies, and professional groups.



Will County

Program: Law Enforcement Romeoville Explorer Post (CIP 43.0107 - Criminal Justice/Police Science)

The Wilco Area Career Center offers a dual credit program with Joliet Junior College that introduces students to law enforcement and criminal justice concepts. Students can join Explorer Posts at local police departments in Bolingbrook, Romeoville, and Plainfield to gain additional experience and insights from various departments. The program, which is active in SkillsUSA, has 83 participants; 62 students graduated in the 2023-24 school year



Cook County

Program: 30 or 60-hour internship experience (CIP 43.0107 – Criminal Justice/Police Science)

Township High School District 214, which includes Buffalo Grove, Elk Grove, John Hersey, Prospect, Rolling Meadows, and Wheeling high schools, and District 214 Specialized Schools, partners with local police departments to offer students 30- or 60-hour unpaid internship experiences outside of school hours. Participating police departments include Arlington Heights, Buffalo Grove, Rolling Meadows, Mount Prospect, Palatine, Prospect Heights, and Wheeling. The program has 28 participants, with each school contributing varying numbers of students, providing valuable learning and shadowing opportunities.



Internship Participants

2 at Arlington Heights Police Department

10 at Buffalo Grove Police Department

2 at Elk Grove Police Department

3 at Rolling Meadows Police Department

4 at Mount Prospect Police Department

1 at Palatine Police Department

6 at Wheeling Police Department

Chicago Police and Firefighter Training Academy (CIP 43.0107 – Criminal Justice/Police Science)

The Chicago Police and Firefighter Training Academy (CPFTA) is a two-year program developed by the Chicago Public Schools (CPS), the Chicago Police Department, the Chicago Fire Department, and the City Colleges of Chicago. It recruits and trains over 125 high school students annually, aiming to provide a pool of qualified applicants for the city's police and fire academies. The program, which fulfills two career education or elective credits required for CPS graduation, allows juniors and seniors to transition seamlessly into City Colleges of Chicago to complete their associate degrees in Criminal Justice. Students also participate in a paid summer internship between junior and senior year to gain a comprehensive understanding of public safety careers. The CPFTA, which has about 200 participants, holds recruitment events in February and March at high schools, City Colleges, and the Chicago Police and Fire Academies, with applications open to interested sophomores starting in February. A total of 174 students graduated this past school year.



The DVR Triton Criminal Justice Dual Enrollment Cohort (CIP 43.0107 – Criminal Justice/Police Science)

Des Plaines Valley Region EFE high school students can enroll in Triton Dual Enrollment Cohort Programs, including Criminal Justice (43.0107 Criminal Justice/Police Science), where they attend two classes per semester and earn both high school and college credit. In the fall, students participate in a Work-Based Learning (WBL) prep course to fulfill College and Career Pathway Endorsement requirements and develop employability skills. Those who excel are placed in WBL partnerships in the spring, working at their assigned police departments on tasks ranging from records to traffic patrolling and court attendance and receiving a stipend for their work. The program, which partners with police departments in Triton, Norridge, River Grove, Rosemont, Riverside, Brookfield, and Berkley, includes students from Districts 200, 208, 209, 212, 234, and 401. Sixteen students participated, with six completing the program and continuing their postsecondary education in criminal justice.

Kane County

Explorers Post 1103 & Job Shadows (CIP 43.0107 – Criminal Justice/Police Science)

The Explorers Post 1103 Job Shadow Program (43.0107 Criminal Justice/Police Science) at Kaneland High School (Fox Valley Career Center) in District 302 partners with the Kane County Sheriff's Office to provide 12 students with classroom and field instruction from experienced police officers, corrections officers, and court security officers. The students learn about topics such as domestic disputes, crime scenes, arrest techniques, inmate management, CRT K9 training, and courthouse security. The program offers a solid foundation for careers in law enforcement. Additionally, students have job shadow opportunities to observe Kane County deputies in various trainings, ride-alongs, and networking



Kane

SECONDARY CTE DELIVERY: ASSIGNED PROGRAMS OFFERED BY HIGH SCHOOLS AND AREA CAREER CENTERS

CTE programs provide access to instruction focused on careers in high-skill, high-wage, and in-demand occupations. The secondary CTE instruction programs in Illinois are grouped into seven endorsement areas that align with the 16 federal career clusters, plus the Illinois-specific cluster of Energy. An “assigned” program is considered to have offered an assigned program if the course work is offered at either the home school or a connection-serving school (e.g., Area Career Centers). The endorsement areas are:



High Schools Offering Assigned CTE Programs by Endorsement Area

Finance and Business Services (FBS)	603
Manufacturing, Engineering, Technology and Trades (METT)	562
Human and Public Services (HPS)	506
Information Technology (IT)	444
Health Sciences and Technology (HST)	414
Agriculture, Food, and Natural Resources (AFNR)	407
Arts and Communications (A&C)	331

Chart 1 High Schools Offering Assigned CTE Programs by Endorsement Area

Area Career Centers Offering Assigned CTE Programs by Endorsement Area

Manufacturing, Engineering, Technology and Trades (METT)	25
Human and Public Services (HPS)	24
Health Sciences and Technology (HST)	25
Finance and Business Services (FBS)	20
Information Technology (IT)	16
Arts and Communications (A&C)	13
Agriculture, Food, and Natural Resources (AFNR)	9

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

High Schools offering Assigned CTE Programs by EFE Region

Lake/Cook County	175
Region 1	97
Region 2	82
Region 3	86
Region 4	85
Region 5	60
Region 6	69

Chart 3 High Schools Offering Assigned Programs by EFE Regions

High Schools Offering Assigned CTE Programs by Federal Career Cluster

Transportation, Distribution, and Logistics	420
Science, Technology, Engineering, and Mathematics	197
Marketing	242
Manufacturing	431
Law, Public Safety, Corrections and Security	252
Information Technology	444
Human Services	443
Hospitality and Tourism	493
Health Science	414
Government and Public Administration	5
Finance	431
Education and Training	306

Business, Management, and Administration	487
Arts, Audio/Visual Technology and Communications	331
Architecture and Construction	495
Agriculture, Food and Natural Resources	407

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

Area Career Centers Offering Assigned CTE Programs by Federal Career Cluster

Transportation, Distribution, and Logistics	25
Science, Technology, Engineering, and Mathematics	3
Marketing	3
Manufacturing	24
Law, Public Safety, Corrections and Security	21
Information Technology	16
Human Services	22
Hospitality and Tourism	20
Health Science	24
Government and Public Administration	0
Finance	0
Education and Training	18
Business, Management, and Administration	7
Arts, Audio/Visual Technology and Communications	13
Architecture and Construction	22
Agriculture, Food and Natural Resources	9

Chart 5 Area Career Centers Offering Assigned CTE Programs by Federal Career Cluster

Secondary schools and ACCs determine the number of CTE programs offered based on the local needs assessment and teacher availability. FY 2024 data in Table 6 below shows that 33 high schools offer at least two CTE assigned programs, 56 high schools offer three CTE assigned programs, 75 high schools offer four CTE assigned programs, 120 high schools offer five CTE assigned programs, 205 high schools offer six CTE assigned programs, and 123 high schools offer a program in all seven CTE assigned programs.

Offering	1 CTE ENDORSEMENT AREA	2 CTE ENDORSEMENT AREAS	3 CTE ENDORSEMENT AREAS	4 CTE ENDORSEMENT AREAS	5 CTE ENDORSEMENT AREAS	6 CTE ENDORSEMENT AREAS	7 CTE ENDORSEMENT AREAS
FY 2024	42	33	56	75	120	205	123
FY 2023	45	45	44	92	122	198	112
FY 2022	19	22	15	53	85	191	263
FY 2021	82	95	129	112	89	28	6
FY 2020	114	146	138	113	60	16	5

Table 5 Number of Schools Offering CTE Programs in Multiple Endorsement Areas

Illinois is trying to increase program offerings at local high schools and ACCs.

Offering	1 CTE ENDORSEMENT AREA	2 CTE ENDORSEMENT AREAS	3 CTE ENDORSEMENT AREAS	4 CTE ENDORSEMENT AREAS	5 CTE ENDORSEMENT AREAS	6 CTE ENDORSEMENT AREAS	7 CTE ENDORSEMENT AREAS
FY 2024	0	1	1	5	4	12	2
FY 2023	0	1	2	4	3	12	2
FY 2022	0	0	1	1	4	12	4
FY 2021	2	1	4	5	6	3	1
FY 2020	0	0	2	4	9	7	2

Table 6 CTE Programs Offered by High Schools by Endorsement Areas

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

CTE Programs Offered by High Schools by Endorsement Areas

Agriculture, Food, and Natural Resources (AFNR)	1,404
Arts and Communications (A&C)	468
Finance and Business Services (FBS)	2,143
Health Sciences and Technology (HST)	874
Information Technology (IT)	1,559
Human and Public Services (HPS)	773
Manufacturing, Engineering, Technology, and Trades (METT)	2,882

Chart 6 CTE Programs Offered by High Schools by Endorsement Areas

CTE Programs Offered by Area Career Centers by Endorsement Areas

Agriculture, Food, and Natural Resources (AFNR)	13
Arts and Communications (A&C)	15
Finance and Business Services (FBS)	33
Health Sciences and Technology (HST)	62
Information Technology (IT)	90
Human and Public Services (HPS)	21
Manufacturing, Engineering, Technology, and Trades (METT)	123

Chart 7 CTE Programs Offered by Area Career Centers by Endorsement Areas

CTE Programs Offered in High Schools by Federal Career Cluster

Transportation, Distribution, and Logistics	574
Science, Technology, Engineering, and Mathematics	211
Marketing	250
Manufacturing	1,126
Law, Public Safety, Corrections and Security	359
Information Technology	773
Human Services	778
Hospitality and Tourism	597
Health Science	874
Government and Public Administration	8
Finance	506
Education and Training	414
Business, Management, and Administration	790
Arts, Audio/Visual Technology and Communications	468
Architecture and Construction	971
Agriculture, Food and Natural Resources	1,404

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

CTE Programs Offered in Area Career Centers by Federal Career Cluster

Transportation, Distribution, and Logistics	37
Science, Technology, Engineering, and Mathematics	3
Marketing	3
Manufacturing	44
Law, Public Safety, Corrections and Security	35
Information Technology	21
Human Services	35
Hospitality and Tourism	20
Health Science	62
Government and Public Administration	0
Finance	0
Education and Training	20
Business, Management, and Administration	10
Arts, Audio/Visual Technology and Communications	15
Architecture and Construction	39
Agriculture, Food and Natural Resources	13

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

CTE Programs Offered in High Schools and Area Career Centers	HS PROGRAM	ACC PROGRAM	TOTAL PROGRAMS
Lake/Cook County (Including CPS)	1,837	17	1,854
Region 1	1,988	100	2,088
Region 2	1,389	72	1,461
Region 3	1,415	69	1,484
Region 4	1,927	49	1,976
Region 5	844	37	881
Region 6	703	13	716

Chart 10 Assigned Programs Offered by High Schools and Area Career Centers

The Condition of Career and Technical Education in Illinois

Illinois CTE programs prepare students for both postsecondary education/training and high-skill, high-wage, and in-demand occupations. The following narrative outlines the performance indicators achieved for the state of Illinois and the positive impacts of CTE program completion on graduation rates. It also addresses student recruitment and retention into CTE programs through elementary and middle grade career exploration and development opportunities. All public districts with secondary CTE programs worked with their EFE systems in FY 2020 to develop a student recruitment and retention plan for FYs 2021-24 that extends into middle school to address equity gaps (e.g., special populations and student subgroups).

Table 1 on page 16 defines the Perkins Secondary Performance Indicators. The FY 2024 Perkins Secondary Performance Indicator levels are provided in Table 7.

Performance Indicator	TARGET PERFOR- MANCE (WITHIN 90%)	STATE OF ILLINOIS PERFORMANCE (FY 2024)	PERFORMANCE INDICATOR: DOES NOT MEET, MEETS (WITH- IN 90% OF TARGET), EXCEEDS
1S1: FOUR-YEAR GRADUATION RATE	95.80	96.12	Exceeds
1S2: EXTENDED (SIX-YEAR) GRADUATION RATE	95.5	96.47	Exceeds
2S1: ACADEMIC PROFICIENCY IN READING LANGUAGE ARTS	30	29.18	Meets
2S2: ACADEMIC PROFICIENCY IN MATHEMATICS	29.10	25.12	Does Not Meet
2S3: ACADEMIC PROFICIENCY IN SCIENCE	48	53.62	Exceeds
3S1: POSTSECONDARY PLACEMENT	64.30	70.61	Exceeds
4S1: NONTRADITIONAL PROGRAM ENROLLMENT	30.50	30.71	Exceeds
5S2: PROGRAM QUALITY-ATTAINED POSTSECONDARY CREDITS	32	43.82	Exceeds
5S3: PROGRAM QUALITY - PARTICIPATED IN WORK-BASED LEARNING	5.50	11.68	Exceeds

Table 7 FY 2024 Perkins Secondary Performance Indicators

Perkins V Secondary CTE Participation and Concentrators

A secondary CTE concentrator is defined in Perkins V as a student served by an eligible recipient who completes at least two courses in a single CTE program or program of study. In contrast, a secondary CTE participant is defined as a student who completes not fewer than one course in a CTE program or program of study of an eligible recipient. The CTE courses must be assigned by an EFE system in the Illinois State Course System to qualify.

Illinois Secondary CTE Participants

The total enrollment in CTE increased to 285,732 students in FY 2024. Table 8 shows the CTE participation data compared to high school population for FYs 2017-24.

Fiscal Year	TOTAL HS POPULATION GRADES 9-12	CTE PARTICIPANTS	PERCENT OF TOTAL HS POPULATION
FY 2024	590,921	285,732	48%
FY 2023	595,319	278,543	47%
FY 2022	601,804	266,448	44%
FY 2021	604,208	228,797	37%
FY 2020	607,488	278,883	46%
FY 2019	611,732	295,270	48%
FY 2018	616,162	283,473	46%
FY 2027	617,485	277,461	46%

Table 8 FYs 2017 -24 CTE Participation

CTE students are classified into special populations and student groups as defined by the Perkins Act. Some of these students are duplicated under more than one special population category. Charts 11 and 12 show CTE participants by gender, race/ethnicity, and special population. Table 10 on page 40 supplies a comparison to the Illinois public secondary student population percentages by the same students.

CTE Participants by Student Subgroups	RACE	GENDER
Middle Eastern/North African	1,837	
Two or More Races	1,988	
White	1,389	
Native Hawaiian/Pacific Islander	1,415	
Black/African American	1,927	
Asian	844	
American Indian/Alaskan Native	703	

CTE Participants by Student Subgroups	RACE	GENDER
Middle Eastern/North African	477	
Two or More Races	11,640	
White	155,426	
Native Hawaiian/Pacific Islander	235	
Black/African American	34,879	
Asian	14,250	
American Indian/Alaskan Native	684	
Hispanic/Latino	68,141	
Non-binary		166
Female		127,994
Male		157,572

Chart 11 CTE Participants by Student Subgroups

CTE Participants by Student Subgroups

Migrant	76
Military	2,596
Foster	1,033
Homeless	6,699
English Learners	27,252
Displaced Homemaker	26
Single Parent	1,039
Non-Traditional	37,950
Emotionally Disadvantaged	120,302
Children with Disabilities	51,864

Chart 12 CTE Participants by Special Populations

Special Population	State of Illinois Secondary Students	CTE Participants
TOTAL ENROLLMENT	590,921	285,732
FEMALE	48.71%	44.80%
MALE	51.22%	55.15%
NON-BINARY	0.07%	0.06%
HISPANIC/LATINO	29.09%	23.85%
AMERICAN INDIAN/ALASKAN NATIVE	0.26%	0.24%
ASIAN	5.50%	4.99%
BLACK	16.06%	12.21%
NATIVE HAWAIIAN/PACIFIC ISLANDER	0.11%	0.08%
WHITE	45.31%	54.40%
TWO OR MORE RACES	3.67%	4.07%
MIDDLE EASTERN/NORTH AFRICAN	0.00%	0.17%
Special Population	State of Illinois Secondary Students	CTE Participants
CHILDREN WITH DISABILITIES	20.65%	18.15%
ECONOMIC DISADVANTAGED	45.55%	42.10%
ENGLISH LEARNERS	9.60%	9.54%
HOMELESS	2.38%	2.34%
MIGRANT	0.01%	0.03%
FOSTER	0.50%	0.36%
POP-MILITARY	0.79%	0.91%

Table 9 CTE Participation and Illinois State Population Comparison

Impact of CTE on High School Graduation Rates

CTE concentrators had a 96.1 percent four-year graduation rate and 96.5 percent six-year graduation rate in FY 2024 as shown in the following charts. Illinois has an 87.7 percent four-year graduation rate and a 89.6 percent six-year graduation rate for all students during the same time. Charts 13 and 14 break down the CTE concentrator four- and six-year graduation rates by all students in subgroups and special populations. These charts indicate that participation in CTE increased graduation rates for all students.

Special Population	Race	Special Population
WHITE	96.8%	
TWO/MORE RACES	95.5%	
NATIVE HAWAIIAN/PACIFIC ISLANDER	92.5%	
HISPANIC/LATINO	94.9%	
BLACK/AFRICAN AMERICAN	94.8%	
ASIAN	98.0%	
AMERICAN INDIAN/ALASKAN NATIVE	90.7%	
SINGLE PARENT		87.1%
NONTRADITIONAL FIELDS		96.2%
MILITARY CONNECTED		96.2%
MIGRANT		100%
HOMELESS		88.9%
FOSTER		78.4%
ENGLISH LEARNERS		92.3%
ECONOMICALLY DISADVANTAGED		93.9%
DISPLACED HOMEOWNER		85.7%
DISABILITY		92.3%
TOTAL CTE CONCENTRATORS • 96.1%		
TOTAL ALL ILLINOIS STUDENTS • 87.7%		

Chart 13 Four-Year Graduation Rate by Student Subgroup

Special Population	Race	Special Population
WHITE	96.8%	
TWO/MORE RACES	94.9%	
NATIVE HAWAIIAN/PACIFIC ISLANDER	100%	
HISPANIC/LATINO	95.9%	
BLACK/AFRICAN AMERICAN	95.4%	
ASIAN	98.8%	
AMERICAN INDIAN/ALASKAN NATIVE	97.6%	
SINGLE PARENT		90.1%
NONTRADITIONAL FIELDS		96.1%
MILITARY CONNECTED		96.2%
MIGRANT		85.7%
HOMELESS		92.2%
FOSTER		87.9%
ENGLISH LEARNERS		92%
ECONOMICALLY DISADVANTAGED		93.9%
DISPLACED HOMEOWNER		100%
DISABILITY		94.3%
TOTAL CTE CONCENTRATORS • 96.5%		
TOTAL ALL ILLINOIS STUDENTS • 89.6%		

Chart 14 Six-Year Graduation Rate for CTE Concentrators

Gender Equity Advisory Committee

The Gender Equity Advisory Committee functions to advise and consult with ISBE to ensure that all students have equal educational opportunities to pursue high-wage, high-skill occupations leading to economic self-sufficiency. In addition to these responsibilities, the committee met eight times during the 2023 calendar year to develop recommendations on how ISBE can better support historically disadvantaged males to ensure educational equity as required by Public Act 102-0863.

The committee provided the following summary of the challenges and opportunities in its recommendation report:

A lot of data exists, but more useful data should be pursued.

This area of study would benefit from more longitudinal, long-term, and integrated data collection. Data collection that looks at a student's journey post-graduation will provide a clearer picture of which variables and interventions have a measurable outcome on student success – for better or for worse.

Expand access to career centers for males of color.

Male students of color are disproportionately unable to access the benefits of student career centers. Career centers provide opportunities for job training, networking, internship and apprenticeship opportunities, and mentorship. Increased funding would both improve the reach and accessibility of career centers.

More investment in the future of disadvantaged children, early and often.

Although the high school and postsecondary environments have traditionally been the sites of career exploration, students would benefit from earlier exposure to potential careers. Early career exploration goes hand-in-hand with development and refinement of soft skills, such as communication, teamwork, problem-solving, adaptability, and emotional intelligence. Early career exploration also may have a positive impact on students' academic motivation, resulting in better academic outcomes.

Center student voice in CTE service delivery via better data collection.

It is essential, for both effectiveness and equity reasons, that the perspective of students is a highly valued component in the development and delivery of Career and Technical Education (CTE). A number of statewide education partners, including ISBE, recently launched the CTE Equity Survey to identify student awareness of CTE programs and access to CTE courses and support. This survey, which collected responses from more than 7,200 students, revealed that 72 percent of students discussed college and career opportunities with their school counselor, yet only 32 percent discussed CTE offerings with their school counselor. Additionally, most respondents had not engaged with any CTE opportunities at their local community colleges or taken advantage of dual credit programs. These gaps reveal an opportunity for these statewide partners to prepare materials to help school districts better communicate CTE offerings to all students. Additionally, the survey should be expanded to ask about student preferences for college, career path, or other to assess whether interventions are helping students

Provide system-level, intentional, and targeted supports to improve outcomes of male students of color.

Historical and systemic barriers to educational equity continue to persist across our educational system for male students of color. School districts can provide intentional and targeted supports, as well as hold themselves accountable to the academic and college/career success of male students of color. Incorporating equitable educational access into district strategic plans is one option.

Implementing policies, procedures, and programs that support male students of color and a diverse and culturally responsive workforce to ensure access to rigor and academic success is another. Transparent accountability and tracking of success are possible through the use of the Equity Journey Continuum, which utilizes data from school districts that track best practices that help close equity and opportunity gaps in school districts.

The final [Gender Equity Recommendations Report](#) was provided to the governor and the General Assembly on Dec. 6, 2023. The committee continued to meet in 2024 to review and advise on CTE program updates and a new CTE funding formula.



CAREER AND TECHNICAL EDUCATION FUNDING IN ILLINOIS

Federal and State Career and Technical Education Funding Sources

Career and Technical Education funding comes from the U.S. Department of Education through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and from state appropriations, which meet the maintenance of effort (MOE) requirements to continue to receive federal funds. Table 11 indicates the components of federal and state appropriations in FY 2024.

	Appropriation	Administration	Distribution	State Leadership/ Technical Assistance
FEDERAL	\$30,234,040	\$1,511,701	\$25,698,935	\$3,023,404
STATE	\$46,725,400	\$0	\$42,725,400	\$5,000,000
ICCB FEDERAL	\$20,156,025	\$1,007,800	\$17,132,623	\$2,015,602
TOTAL	\$98,115,465	\$2,519,501	\$85,556,958	\$10,039,006

Table 10 Components of Federal and State Appropriations

Federal-Perkins Career and Technical Education Grant

ISBE administers \$30,234,040 for Perkins secondary CTE programs. ICCB administers \$20,156,025 for Perkins postsecondary CTE programs. The state of Illinois was allocated \$50,390,065 from Perkins V to support both secondary and postsecondary CTE programs in FY 2024. The FY 2024 allocation to ISBE for secondary federal Career and Technical Education was \$30,234,040; eighty-five of that was distributed by ISBE to Education for Employment systems for the delivery of high-quality CTE programs. ISBE utilized \$2,393,723 (eight percent) for administration; \$604,681 (two percent) for state education institutions (\$359,750 for the Illinois Department of Juvenile Justice [IDJJ] and \$244,931 for mental health institutions); and \$1,809,699 (eight percent) for required federal leadership projects.

IDJJ receives federal *and* state funding. The Illinois Department of Human Services (IDHS) operates the School for the Visually Impaired and School for the Deaf; both receive federal and state funding. Illinois Department of Human Services Mental Health Institutes (See page 44 for a description of its programs).

Funds are also awarded to the IDHS and mental health institutes to purchase supplies, materials, and equipment to continue CTE-based training pertaining to work and life skills. Funds also are used for appropriate staff development to support approved vocational CTE classes in 15 state facilities for the mentally impaired.

Each of the facilities has various levels of community events, partnerships, and training based on student functionality levels, security requirements, and their individual local connections. Recycling centers at the facilities allow students to see recycling items from onsite and community partnerships. Several facilities have consumer craft sales and craft fairs. This is an opportunity for employees, the community, and other residents to view, purchase, and support the classes by buying the items that students have created. These funds help to support the programs further, and displaying the items helps the students feel proud of their work and see the value of their skill.

Some students can go into community partner businesses to use their skills to work in the community. When circumstances at individual facilities do not allow this, specialized instructors are brought into the facility to help expand the training and knowledge base beyond what the local instructors can provide. These partnerships and training programs help teach the students a wider range of skills and allow them to stay current with local and industry trends.

Illinois Federal Leadership Projects

CTE Professional Learning Project

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



During year three, the NIU Illinois CTE Project Team carried out an array of activities related to CTE. This work included delivering professional learning series in both summer 2023 and academic-year 2023-24, and multiple online, asynchronous courses; evaluating, identifying, creating, and sharing instructional resources; and implementing ISBE's annual Career Connections Conference. The NIU Illinois CTE Project Team also completed many other activities within and outside the initial project scope of work, including work focused on CTE teacher recruitment and retention. As in years one and two, some of these activities were not explicit components of the initial proposal for the CTE Improvement Project. Key findings related to year three activities are documented in this report. Activities that are outside the scope of the original contract proposal are noted.

State Career and Technical Education Improvement Appropriation

The state appropriation for secondary Career and Technical Education for FY 2024 was \$47,726,400. The Carl D. Perkins Career and Technical Education Act of 2006, Title II, Part A, Section 211(b) has a MOE provision that requires equal or greater state expenditures for CTE programs for the second fiscal year preceding the fiscal year for which the determination is made. ISBE uses its state appropriation for meeting its MOE. The ISBE MOE target is \$45,380,756 and the Illinois Community College Board (ICCB) MOE target is \$18,192,895, for a total of \$63,228,706.

ISBE distributed \$47,476,400 (99 percent) of its state appropriation to local and regional agencies for secondary CTE programs and elementary career development programs. The remaining funds – \$250,000 (one percent) – are for Career and Technical Student Organizations. The state line item can only be used for grants as no administrative expenditures are allowed.



The state's new methodology for FY 2025 state CTE and percentage breakdown includes:



*Set-asides includes

- Regional Safe Schools Cooperative Education Programs – \$1.1 million
- Career and Technical Student Organizations – \$250,000
- Illinois Department of Juvenile Justice, Illinois School for the Deaf, Illinois School for the Visually Impaired – (\$145,692)
- Education Career Pathways – \$5 million (A continuation grant was awarded.)

The new methodology is being phased in gradually. The first phase in FY 2025 will be 75 percent of the old methodology and 25 percent of the new methodology.

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

Illinois Department of Juvenile Justice

Illinois Department of Juvenile Justice (IDJJ) is its own secondary school district, which runs schools 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. Glenclyff Academy AHS, Grafton
3. PEACE Center (graduate facility), St. Charles
4. Thurgood Marshall AHS, Chicago
5. Maya Angelou AHS (Naperville)

Current CTE offerings at

St. Charles: programming from Lake Land College in Construction Certificate I and Construction Certificate II.

CTE offerings at St. Charles, Warrenville and Chicago: Career Exploration, Financial Literacy, Technical Manufacturing Association, Simlog, Victory XR, Core Learning Exchange, NOVA Driving School, Greater West Town Project (shipping and receiving certification and lift truck certification) and SchoolLinks.

Current program offerings from Lake Land College at Harrisburg: Fundamentals of Horticulture Certificate,

Horticulture Production Certificate, Culinary Arts I Certificate, Culinary Arts II Certificate, Building Maintenance I.

CTE programming at

Harrisburg: Career Exploration, Financial Literacy, Technical Manufacturing Association, Simlog, Core Learning Exchange, SchoolLinks and US Vocational Solar Training.

Programming offered at Pere

Marquette: Career Exploration, Financial Literacy, Victory XR, Core Learning Exchange and SchoolLinks. Programming for IDJJ students includes a high school diploma and GED

64 components, and youth who earn their diploma or GED can choose to continue collegiate programming through a partnership with Lewis and Clark Community College, Elgin Community College, Northwestern University and Lake Land College.

IDJJ works closely with these institutions to provide students with real-world opportunities.

Larry's Barber College is currently offered at IYC Chicago and Warrenville.

Another Larry's Barber Program will be offered at IYC St. Charles pending an inspection of the facility. All IDJJ facilities will

also be expanding to Google Classroom and one-to-one devices in school year 2025. CTE is built around the idea of giving students hands-on opportunities with the end goal of securing employment. In many cases, instructors of CTE courses are former professionals in that field, thus helping to add insight. Many of the partnerships include job placement for youth exiting the program. Unlike most traditional academic classrooms, CTE focuses on true skills training. Credentials and certifications are like diplomas or degrees in that they provide verification of skills training that youth will need to be successful members of society.

Illinois School for the Visually Impaired/Illinois School for the Deaf

Career and Technical Education Improvement (CTEI) and Perkins funding is distributed to support agencies, such as the Illinois School for the Visually Impaired (ISVI) and Illinois School for the Deaf (ISD), as well as 13 mental health facilities, all operated by the Illinois Department of Human Services. Each facility collaborates with local workforce development boards and agencies to provide tailored career exploration and development opportunities that meet the specific needs of their populations. State agencies utilize CTEI and Perkins allocations to enhance CTE experiences through a variety of initiatives, including regional workshops for CTE teachers, career fairs, job shadowing, and industry tours conducted by their selected CTE program. Ultimately, these activities offer students and patients valuable hands-on experiences and insights into various professions.

Each school or facility develops individualized support plans, as needed, to ensure equitable access to CTE programs. This approach includes crafting an inclusive curriculum and providing professional development for educators that is focused on inclusive practices. Tailoring educational experiences to meet the unique needs of each student enables the program to foster an environment where all individuals can thrive and effectively explore their career options. Ultimately, this comprehensive framework not only empowers students and patients but also strengthens community ties by aligning educational resources with local workforce demands.

Illinois School for the Deaf Sign Project

In FY 2024, Illinois School for the Deaf (ISD) created a new sign that was needed for the ISD main building.



Programs Offered

Apparel and Textile General - 19.0901
Business Administration and Management General - 52.0201
Finance General - 52.0801
Graphic Communications General - 10.0301
Machine Tool Technology/Machinist - 48.0501
Marketing/Marketing Management General - 52.1401
Work and Family Studies 19.1001

FY 2024 Education Career Pathway Grant

Another round of the Education Career Pathway Grant was released in FY 2024, making it the fourth cohort. A total of \$7.2 million will be awarded to 12 entities over their grant cycle. The grantees will serve 53 implementing high schools in 45 districts. Table 9 shows the number of participants in Grades 9–12. Table 10 shows the student demographics data.

Grade Level	Participants
NINTH	2,654
TENTH	2,909
ELEVENTH	2,528
TWELFTH	2,900

Table 11 FY 2024 CTE Education Career Pathways Grant

Student Group	Student Count
AMERICAN INDIAN	35
ASIAN	329
BLACK	1,820
HISPANIC	2,872
PACIFIC ISLANDER	12
TWO OR MORE RACES	568
WHITE	5,327

Table 12 FY 2024 CTE Education Career Pathways Grant

Of those students, 2,018 are individuals with a disability, 5,299 are low-income, 317 are homeless, 1,076 are English learners, one is a displaced homemaker, 67 are single parents, 91 are military connected, 70 are youth in care, and 1481 are non-traditional. Some highlights of the great accomplishments of some of our cohorts participating in FY 2024 are listed on the following page.

Grayslake District 127

Five years ago, following the COVID-19 pandemic, Grayslake District 127 faced a significant challenge: The Teaching Practicum class could not be held due to low enrollment across two high school districts. Prerequisite classes also struggled, barely having enough students to run one section at each school.



GRAYSLAKE COMMUNITY
HIGH SCHOOL DISTRICT 127

The Education Career Pathway Grant provided the necessary resources to experiment with innovative strategies aimed at increasing student awareness, enrollment, and interest in the teaching pathway. This grant allowed the district to try new approaches, such as establishing clubs and activities, that highlighted the teaching profession; organizing site visits to schools and career centers; and using [SchoolLinks](#) to identify students who were interested in pursuing a career in education.

Additionally, the district's career awareness coordinators, who also served as internship coordinators, observed a strong interest in education-focused internships. This insight led to a strategic shift – juniors were encouraged to complete internships in their senior year, and students interested in teaching were directly enrolled in Teaching Practicum (a dual-credit course with an embedded internship).

To support this, the district worked with counselors and administrators to ensure the Child Development course (a prerequisite) was offered in the first semester, allowing students to take Teaching Practicum in the second semester. This restructuring resulted in doubled enrollment for Child Development classes (from two to four), an increase in Parenting and Family Relations courses (from two to three), and a total of 27 students engaged in teaching internships – 20 through the Teaching Practicum class (dual credit) and seven through Tech Campus or extended internships.

This success not only grew the teacher pipeline but also led to a commitment from the district to guarantee interviews for students who complete their degrees in education, providing a strong incentive and support system for future educators.

Southern Illinois Future Teachers Coalition

Southern Illinois Future Teachers Coalition proudly supported a 2024-25 first-year elementary teacher who graduated from Vienna High School in 2022. The Vienna Public School 55 Board of Education and administration selected Maelee Sparks to join the staff at Vienna Grade School. This search was due to the resignation of Elaney Spore, as she transitions to a new role at Massac Unit School District 1. Ms. Sparks earned her bachelor's degree at University of Tennessee at Martin.

Ms. Sparks is a Vienna Grade School graduate, who then graduated as valedictorian from Vienna High School in 2022. She simultaneously graduated with her associate degree from Shawnee Community College. While attending Vienna



High School, Ms. Sparks was a member and served as an officer of the school's Educators Rising Club. She completed several observation hours in her education classes, which were taught by Leslie Bradley.

Mrs. Bradley said, "It is so rewarding to see a student who completed the college and career education pathway at Vienna just a short two years ago secure her first teaching job. Maelee was an excellent education student and is prepared to meet the challenges and opportunities that come with being a first-year teacher."

Ms. Sparks conducted observations at Vienna Grade School under cooperating teachers Elaney Spore (junior year) and Tracy Trovillion (senior year).

Regarding joining the Vienna Grade School team, Ms. Sparks shared, "I am so very excited to be joining the Vienna Grade School family in first grade! While student teaching, I fell in love with teaching the littles, so I couldn't be happier with this position! It is also such an honor to be able to teach alongside so many of the teachers who helped shape me and inspire me to become a teacher."

Principal Nicole Trovillion said, "Hiring Ms. Sparks is a win for Vienna Grade School! Her love for her community and her passion for teaching will exponentially serve the needs of students. Her drive and determination will make VGS better than ever before!"

Northern Kane County Regional Vocational System

On October 18, 2023, the Northern Kane County Regional Vocational System collaborated with the Alignment Collaborative for Education and Northern Illinois University to successfully host the third annual Educators Rising Mini Conference at NIU in DeKalb. The organizing team drew inspiration from feedback gathered from previous conferences and crafted an event to mirror authentic teacher professional development activities, utilizing a workshop style format to actively engage participating students.



Northern Kane County
REGION 110
EDUCATION THAT WORKS

This impactful gathering provided more than 160 aspiring educators from diverse districts across the region with the unique opportunity to immerse themselves in simulated professional development workshop sessions facilitated by NIU faculty and staff. The day commenced with an inspiring keynote address by Dr. Julie Lam from Oak Park and River Forest District 200, who recounted her journey to becoming an educator through the lens of an immigrant to the United States. Dr. Lam's presence was particularly significant, given the diverse backgrounds of students and families in attendance, many of whom are new to the country or first-generation students. These individuals aspire to pursue careers in education, aiming to inspire future generations, much like Dr. Lam has accomplished.

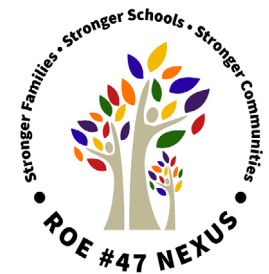
The students actively participated in workshop-style sessions throughout the day, delving into crucial topics such as student inclusion, the design of authentic learning experiences, and literacy strategies – all of which are pivotal elements for their prospective careers in education. Following a tour of the NIU campus and visits to education classrooms, the day concluded with a panel discussion featuring current NIU students. These students shared insights into their educational journeys and overall experiences at NIU, offering valuable advice on a range of topics, from campus involvement to navigating academic challenges and seeking financial aid.

The organizing team is eagerly anticipating the continued success of this group of students and has already initiated a review of survey results from this year. This reflective approach demonstrates the team's commitment to enhancing future events, ensuring an even more engaging and enriching experience for participants at next year's Educators Rising Mini Conference.

Regional Office of Education 47

Regional Office of Education (ROE) 47 conducts a thorough review of the strengths, weaknesses, and barriers within the education pathways program to identify opportunities for improvement, expansion to other pathways, and the resolution of existing challenges.

ROE 47 recognized the need to introduce students to career pathways before they reach high school by starting the Pathway Playground for eighth grade students. It has quickly gained popularity, attracting over 1,200 eighth grade students from 19 school districts in 2024. This program aims to help students start thinking about and planning for a high school pathway, while also increasing the number of students in the education pathway and other career pathways. This initiative allows students to be exposed to 75-100 local career opportunities in their communities.



The Education Symposium was developed to provide career exploration opportunities for students new to or learning about the education pathway and to celebrate those who earn the Education endorsement each April. This event aims to inspire other students in the area to pursue a future in education and obtain an endorsement. The symposium features breakout sessions where students can learn about career opportunities and hear career stories from retired and active teachers across all content areas and grade levels, culminating in a celebration of seniors who achieve Education endorsements.

After developing and implementing the program, ROE 47 saw a significant milestone in 2023, with 20 students earning the Education endorsement. Given the rural nature of the district, the number of endorsements may fluctuate based on student interest.

ROE 47 has developed a Pathways Look Book and District Toolkit to further support students and their families. These resources provide comprehensive information about the program, assisting students, families, and educators in implementing all components of the Education Pathway endorsement.

Education Pathway endorsement earners are celebrated at the Education Symposium and receive a certificate and cord to wear at graduation. Additionally, Sauk Valley Community College awards all endorsement earners a \$100 credit toward tuition or books.

Mundelein High School

The ISBE Education Pathways Grant helped kickstart a program that not only introduced dozens of Mundelein High School (MHS) students to the teaching profession, but one that promises to create education internship opportunities for countless MHS students in the future.



"Because of these funds, we've been able to build a program and present its merits to the board of education," said Dr. Anthony Kroll, assistant superintendent of Specializing Programming at Mundelein High School District 120.

"Our school board was able to see the benefits of the program and has now begun to absorb the costs. District 120 officially adopted this as its college/career platform."

The grant was used to create programs for students in the early education, elementary education, and secondary education pathways. MHS used the funds for professional development, equipment, and transportation during the first two years of the four-year grant. Students benefited from opportunities to travel and observe teaching at schools and participate in conferences.

MHS also purchased SchoolLinks, a database that collects and stores information about a student (including their experiences and accomplishments both in and outside of the classroom). The data, in turn, helps the school in recruiting more students for the program.

In the last two years, the grant has funded the purchase of electronic babies, as well as transportation costs associated with getting students to their internships at MHS feeder schools and the Teachers Conference at Illinois State University.

Currently, MHS has two classes of 25 students each in its Education Pathways program. Eight of those students are in the internship program. Five students interned during the 2023-24 school year. Mundelein High School is especially motivated to develop future educators who will have future opportunities to teach at their old schools.

“We have great language skills among our students,” Dr. Kroll said. “Half of our interns both this year and last year are bilingual.” He indicated that there will be future opportunities for graduates to return and teach in their hometown because Mundelein Elementary District 75 has a well-known bilingual program.

Valley Education for Employment System 130

A regional Education Career Pathway Grant award enabled Valley Education for Employment System (VALEES EFE) 130, along with member districts of Batavia Public School 101, Fox Valley Career Center, Indian Valley Vocational Center, West Aurora School District 129, and Yorkville District 115, to create or expand CTE programs that prepare high school students for careers in education.



The grant allowed VALEES to develop regional materials and a Future Teachers Conference that all 17-member school districts and two Area Career Centers benefited from and continue to benefit from despite the grant ending. Materials include a four-part video series in English and Spanish titled “Why be a Teacher,?” “Dispelling Stereotypes of the Teaching Profession,” “Diversity in the Teaching Profession,” and “Financing a Teaching Degree.” Videos can be viewed on [VALEES YouTube channel](#).

The Future Teachers Conference, which is hosted in partnership with Waubonsee Community College and the Northern Illinois University College of Education, has supported the career exploration of over 850 students from every member district and Area Career Center in the VALEES region in the last three years. The Education Career Pathway Grant funding has ended for the VALEES region, but the Career and Technical Education Improvement Grant increase that has been received allows the event to continue. The school year 2024-25 event was Thursday, November 21, 2024.

The award also allowed each district or Area Career Center to purchase instructional technology; sequence and align coursework with Waubonsee Community College for six hours of dual credit in EDU 200 Introduction to Education and EDU 202 Clinical Experience in Education; offer an Educators Rising, Family, Career and Community Leaders of America, or SkillUSA Career and Technical Student Organization experience; develop current teachers as hosts and mentors for high school student practicum or clinical experiences; and support Signing Day activities that honor the commitment of graduating seniors as they continue their education to become a licensed Illinois teacher.

Fifteen West Aurora High School seniors took a significant step toward their futures on May 14, 2024, by signing commitments to pursue careers in education after high school. This special ceremony celebrated the dedication of these students to a field that shapes the next generation. Among the honored students, three are recipients of the prestigious Golden Apple Scholarship, a highly competitive award

recognizing future educators committed to teaching in schools of need. In addition, nine of these seniors have earned the distinction of the School District 129 Golden Ticket, an honor granted for exceeding the rigorous expectations of the educator pathway.

Students completed six hours of undergraduate credit and over 50 hours of clinical observations alongside certified educators to achieve this distinction. The Golden Ticket qualifies these outstanding students for a screening interview for a position within School District 129 after they earn their bachelor's degrees. The district is confident that these future educators will continue to excel and make a meaningful impact in the field of education.

The Education Symposium has witnessed significant growth, with over 160 student attendees and 132 adult participants in 2024. The number of students earning the Education endorsement also has increased steadily, with 20 students receiving the Endorsement in 2023 and eight in 2024.

The **Redbird Educator Scholars Program (RESP)** is a comprehensive initiative aimed at ensuring the persistence and success of incoming Education Career Pathway freshmen enrolled in 24 teacher education programs at Illinois State University. RESP specifically targets common obstacles that hinder student persistence by utilizing peer and professional mentors, offering opportunities to foster connectedness and belonging, and granting access to academic resources. Its structured leadership program also provides continued support for Education Career Pathway sophomores.

RESP successfully met its objectives, establishing a strong foundation for student persistence and success within ISU's teacher education programs. A robust network of peer and faculty mentors was created via strategic hiring and training, ensuring continuous support and engagement for pathway scholars. Community-building activities, both academic and social, fostered a sense of belonging and connectedness, helping students transition smoothly into university life. Additionally, the program enhanced students' affinity for teaching through targeted informational panels and workshops, resulting in higher retention and GPA rates among participants. Introducing professional learning networks and leadership programming equipped students with the necessary tools and skills to thrive as future educators. Overall, RESP has demonstrated a significant positive impact on student outcomes, setting a strong precedent for future cohorts. The continued support and development of these initiatives will undoubtedly contribute to the sustained success and growth of our teacher education programs.

Manufacturing, Engineering, Technology and Trades Grant

Manufacturing, Engineering, Technology and Trades (METT) education is the study of human innovation, which provides an opportunity for students to apply and manage knowledge and resources related to the human-made world. It incorporates collaborative, application-oriented, and activity-based strategies used to develop creative thinking skills while solving real-world problems. The study of manufacturing, technology, and engineering prepares students to learn trades and become lifelong contributing members of our society who comprehend the impact of these Career and Technical Education programs and use such knowledge to improve the quality of life for all people.

In 2024, ISBE awarded a three-year grant totaling \$8,081,227 in federal funds to 26 entities ranging from individual school districts to Education for Employment systems to Regional Offices of Education to create a METT education program or pathway across the state. The grant programs range from creating an airline, commercial, and/or professional pilot and flight crew pathway with an emphasis on drone piloting to supporting the manufacturing base with welding and machinist pathways. Grant recipients receive \$50,000 per participating high school for the first two years of the grant with the final year's allocation being \$35,000 per high school with the district matching the remaining 30 percent of funding. The grant funds support purchase of materials and equipment and provide funding for salaries for teachers who are instructing the newly created programs and professional development supporting the METT program, dual credit opportunities, obtaining METT credentials and/or certifications, and creating Work-Based Learning experiences for students in the field of METT. The METT grant concludes in June 2026.

Work-Based Learning Designation Credential

Educators qualified to teach Work-Based Learning (WBL) courses will now be identified with a WBL designation credential through the Educator Licensure Information System (ELIS).

Beginning July 1, 2024, educators must have a WBL designation to be assigned to teach WBL experience courses. The WBL designation clarifies who is qualified to teach WBL courses. Educators previously qualified to teach cooperative education are eligible for the WBL designation.

ISBE's CTE Department has developed two options for educators who are not yet qualified for the WBL designation. The first option is to complete the free WBL professional learning modules offered by Northern Illinois University. The second option is to complete two courses offered by an approved Illinois institution of higher education.

The first option, developed in collaboration with the NIU Illinois CTE Project team and ISBE, is an online course for CTE educators to lead WBL programs as defined by the Perkins V State Plan. This eight-module course provides new guidelines, in-depth knowledge, resources,

and materials for managing the WBL continuum and workplace experiences in Illinois. It requires significant time and effort, comparable to two graduate-level courses.

The second option requires CTE educators to complete two courses (six credit hours) through an ISBE-approved Illinois institution of higher education. Currently, Southern Illinois University Carbondale, Illinois State University, Northern Illinois University, and Eastern Illinois University offer these approved courses.

A total of 397 educators holds the WBL designation. Of those designations, 248 educators received their qualifications via approved Illinois universities, while 155 received their designation by successfully completing the WBL professional learning modules coursework at NIU.

Work-Based Learning Manual Updated

The Work-Based Learning Manual offers non-regulatory guidance for schools to develop and implement WBL experiences as defined by the state’s continuum and the Perkins V State Plan. The manual provides recommendations regarding the integration of WBL as a vital component for CTE programs. Key aspects of WBL, such as job shadowing, simulated skill development, workplace experiences, internships, and apprenticeships, are referenced throughout the WBL Manual.

The WBL Manual was created in FY 2023 to provide guidance for creating and improving WBL opportunities for K-12 students. Recently, the CTE team has worked to make improvements and updates to the WBL Manual in order to implement a new and more comprehensive WBL Continuum. This continuum includes activities ranging from career awareness to workplace experience courses enhancing employer engagement to increase deeper, more targeted, and meaningful experiences. The WBL Continuum broadens opportunities for students to learn about college and careers.



Figure 4 Work-Based Learning Continuum

As intensity of employer engagement increases, the student becomes more immersed in the workplace environment.

In addition to the updated WBL Continuum, new and revised resources have been added for reference points. The WBL Manual now includes more extensive and detailed examples of activities within each area of the continuum.

Language throughout the WBL Manual has been improved and clarified to provide educators with a better understanding. Workplace experience courses are now more clearly defined. The qualifications of WBL educators have been updated with concise language to reflect the new WBL designation requirements. Additionally, the requirements for agriculture educators have been made more descriptive. The manual has a new section titled Work-Based Learning Program Management. The purpose is to give WBL educators more guidance for their program.

Work-Based Learning Spotlight

Northern Kane County Region 110, in collaboration with the Alignment Collaborative for Education, has worked diligently to grow summer WBL experiences for high school students. The program began in June 2022 with 52 paid 60-hour internships. It grew to 83 student interns in 2023 and 153 paid summer interns in 2024. Students were placed during the summer with industry partners in automotive, business, engineering and manufacturing, culinary, education, first responders, information technology, health science, and welding.

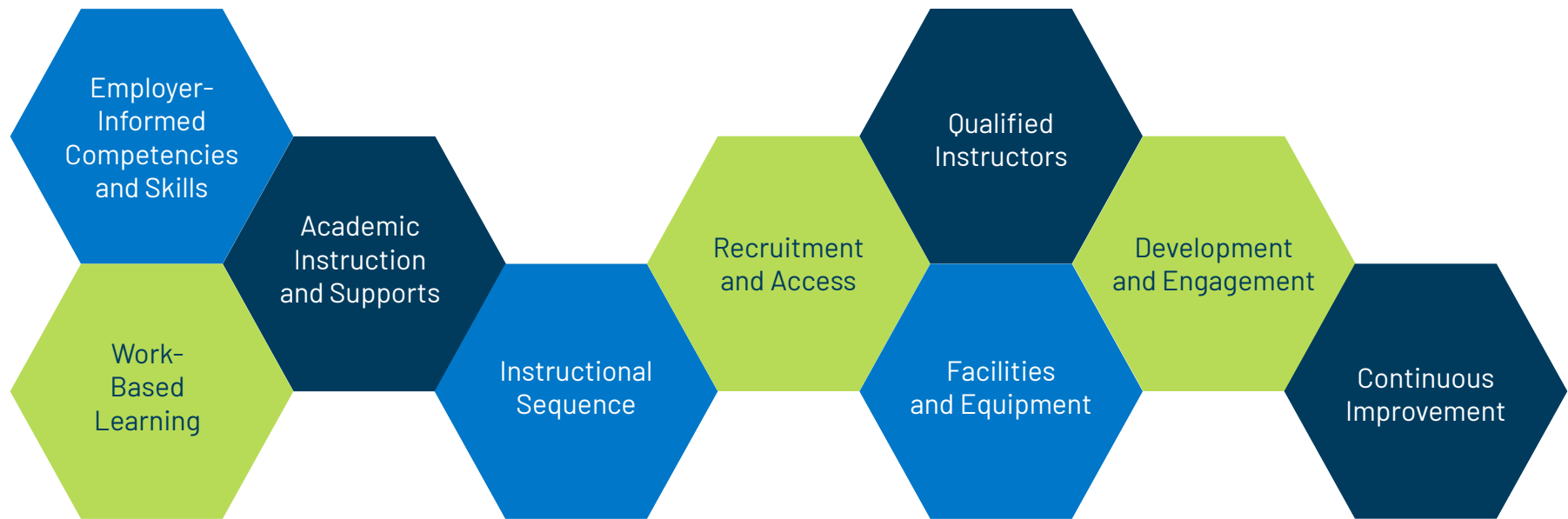
Thirty-one students with an interest in health care interned with various medical professions. A partnership with Advocate Sherman and Advocate Good Shephard Hospitals enabled 15 pharmacy students to serve internships, which included license preparation training. This program enabled students to work in community pharmacies at age 16. Additionally, 10 students participated in the medical rotation internship program, spending time in various departments to better define their career interests. Other health care internships included opportunities in physical therapy, health clinics, and a wellness center.

A multi-municipal partnership was launched with 10 high school students participating in the First Responder Internship in Region 110. The Bartlett Police Department, Hanover Park Fire Department, and Hanover Township Emergency Services offered students experiences in criminal justice, emergency response, fire safety, forensic science, health care, and public safety. Hands-on activities included practicing search-and-seizure scenarios, fingerprint collection, CPR certification, and using drone technology for emergencies.

Northern Kane County used the internship program to help students enter their future career fields. The Education and Human Services program worked with school districts and higher education institutions to create a pipeline of future teachers. Teacher interns participated in elementary and middle school summer programs in hopes of pursuing careers in education. Similarly, manufacturing interns aimed at future careers. The multiple different internships focused on various manufacturing processes and highlighted the numerous manufacturing jobs available in the greater Elgin area. These programs are designed to prepare students for a career in their field of interest.

Secondary Program of Study

ISBE and the Illinois Community College Board (ICCB) defined quality programs of study in the Perkins V State Plan based on stakeholder feedback. CTE programs of study must meet Illinois' Size, Scope, and Quality standards to be approved. The figure below illustrates Illinois' nine [Size, Scope, and Quality components](#).



1. Development and Engagement: All programs of study must be developed through close K-12 and postsecondary collaboration; respond to the analysis and findings of the Comprehensive Local Needs Assessment (CLNA); and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in criterion 9.

2. Employer-Informed Competencies and Skills: The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.

3. Academic Instruction and Supports: The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies. Dual credit instructors must meet requirements as described in the Dual Credit Quality Act and be in accordance with ICCB Administrative Rules.

4. Recruitment and Access: Districts and colleges have been required to develop a student recruitment and retention plan through the CLNA since fiscal year 2021 to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.

5. Instructional Sequence: Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary education (including four-year transitions, where appropriate). There must be multiple entry and exit points, and stackable credentials must be incorporated.

Middle School and Secondary: The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum.

Postsecondary: The postsecondary programs of study course sequence must, at minimum:

- Encompass alignment of content between secondary and postsecondary coursework and curricula and maximize opportunities for dual credit or articulated credit in applicable academic and technical areas;
- Include stackable credentials;
- Specify how the program is structured or articulated to provide educational opportunities for students beyond community college;
- Describe how work-based learning is incorporated into the curricula;
- Describe how employability skills are incorporated into the content of the program; and
- Ensure access and smooth transitions through programming for all students.

6. Work-Based Learning: Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- Team-based challenges and/or Career and Technical Student Organizations; and
- One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (e.g., youth, pre-,

registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement, or clinical experience.

7. Instructors: Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.

8. Facilities and Equipment: Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.

9. Continuous Improvement: The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.

Regional Safe School Work Experience Career Exploration Program

The Regional Safe School Work Experience Career Exploration Program, formerly known as the Regional Safe Schools Cooperative Education Program, offers alternative cooperative education for youth age 16 and older who have been suspended or expelled due to misconduct. Students are transferred to a Regional Safe Schools Program at the discretion of their local school district, either in lieu of suspension or after being suspended or expelled for more than 20 days, in accordance with Sections 10- 22.6, 13B-20.25, and 34-19 of the School Code (105 ILCS 5/10-22.6, 13B-20.25, and 34-19).

This program aims to reorient and motivate these students to complete their education by providing career-related classroom instruction and structured work experiences in the private sector for up to 20 hours a week. It encourages students to finish high school while facilitating their transition to postsecondary education, employment, or other career advancement opportunities.

In fiscal year 2024, the program had over 1,000 participants statewide, with 464 students earning high school credit and over 200 engaging in summer jobs and internships aligned with Illinois' 16 career clusters. Ultimately, the program provides suspended or expelled students with small class sizes led by professionals. Partnerships with industries and local community colleges help them explore career options and acquire employability skills for their future career.

Illinois Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are 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 part 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. CTSOs help guide students in developing a career path and a program of study and supply 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 has 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. There are also two state-recognized CTSOs: Science Olympiad and Educators Rising.

The board has many initiatives on its agenda; some are a continuation of last year’s programs, while others are new implementations to further CTSO involvement within Illinois. Among these initiatives are developing an abstract to analyze results of the Diversity, Equity, and Inclusion survey conducted last year, holding workshops for students interested in becoming involved in CTE/CTSOs, and creating student board conferences with other advisory councils.

Table 13 highlights the funding distribution, which includes a base amount of \$10,000 and additional funding based on approved student membership. Membership must meet the following criteria to be approved:

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

Grade Level	Participants
BUSINESS PROFESSIONAL OF AMERICA ILLINOIS ASSOCIATION (BPA)	\$17,840
ILLINOIS FUTURE BUSINESS LEADERS OF AMERICA (FBLA)	\$19,564
ILLINOIS ASSOCIATION OF FAMILY CAREER AND COMMUNITY LEADERS ASSOCIATION (FCCLA)	\$20,068
ILLINOIS ASSOCIATION OF FFA	\$49,247
ILLINOIS ASSOCIATION OF FUTURE HEALTH PROFESSIONALS (HOSA)	\$19,394
SKILLSUSA ILLINOIS INC.	\$28,527
TECHNOLOGY STUDENT ASSOCIATION (TSA)	\$15,926
ILLINOIS COORDINATION COUNCIL FOR CTSOs (ICCCTSO)	\$39,000
TOTAL	\$209,566

Table 13 CTSO Funding Distribution

CTSO	Chapters	Student Members
ILLINOIS BPA	80	1,985
ILLINOIS DECA	68	2,420
EDUCATOR RISING ILLINOIS	117	454
ILLINOIS FBLA	80	1,985
ILLINOIS FCCLA	118	2,237
ILLINOIS FFA	365	33,653
ILLINOIS HOSA	51	1900
ILLINOIS SCIENCE OLYMPIAD	293	8,793
ILLINOIS SKILLSUSA	157	9,534
ILLINOIS TSA	7	166
TOTAL	1,336	63,127

Table 14 CTSO Chapters and Student Memberships

Illinois Coordinating Council for Career and Technical Student Organization

Ten Career and Technical Student Organizations (CTSOs) are acknowledged by ISBE. Representatives of seven CTSOs attended the fiscal year 2024 Illinois Coordinating Council for Career and Technical Student Organization (ICCCTSO) Leadership Seminar. All CTSOs can send their state officer team for leadership training. Each CTSO usually sends out news stories about their students after the seminar concludes.

The seminar is scheduled at a time of year to ensure the best attendance possible and avoid national conferences, like the Illinois State Fair, the start of school, and sports activities that affect attendance. This seminar is often the first time a CTSO's state officer team gathers together in person after being elected. Members may schedule a planning meeting for their CTSO to immediately precede or immediately follow the seminar at the same hotel property, which helps attendance for all.

Students are able to network with the professional speakers and facilitators who provide the leadership training during the seminar. Patty Hendrickson, the lead facilitator, has an MBA and is a small business owner of the Hendrickson Leadership Group Inc. in La Crosse,

Wisconsin. Hendrickson, who has been a professional speaker for almost 40 years, shares her message with clients around the world, including youth groups and business and industry people. Other professional speakers, assistant facilitators, and entrepreneurs brought in during the week have equally impressive resumes. Students and advisers had an opportunity to meet these impressive speakers and discuss their background, work, and future plans. Additionally, one fun “networking” activity was held prior to an etiquette dinner. Attendees used registration materials that were supplied to submit an interesting and little-known fact about themselves. The slips were drawn anonymously and people mingled prior to dinner to find their “person.”

Honing leadership skills is the main goal of the ICCCTSO Leadership Seminar. The seminar concentrates on giving and providing training to learn the skills needed so that the newly elected state officers can excel during their term of office. These skills, which will be transferable when they transition to the workplace, include development of a plan of work, time management, meeting management, conflict resolution, public speaking, stage presence, parliamentary procedure, and advocacy for one’s CTSO/school/self.

Seventy people participated in ICCCTSO Leadership Seminar from July 29-31, 2024. The purpose of this seminar was to provide leadership skills for the state officers of the 12 CTSOs in Illinois. Ultimately, these teams left the event with greater competence and confidence.

The opening keynote speaker was Patrick Grady, a former middle school and high school educator who now travels full-time throughout North America inspiring and encouraging individuals (both students and adults) to do their best in all of their endeavors. He authored “Who Packs the Parachute?” and co-authored “Teen Power Two” and “Teen Power and Beyond.” His talk gave everyone a humorous and poignant look at leadership through his stories as a former state FFA officer, agriculture teacher, adviser, and parent.

Each CTSO officer team presented its prepared three-minute CTSO overview during the first session with Ms. Hendrickson, the lead facilitator to showcase the focus and general programs of their CTSO. These included:

- Co- and intra-curricular learning and types of competitive events unique to each CTSO,
- Types of regional/state/national conferences,
- Projects that serve their communities, and
- An overall general understanding of the niches each CTSO fills and its history.

Ms. Hendrickson uses the unique simile of the “CTSO umbrella,” in which the handle of the umbrella symbolizes the CTE funding that allows the programs to function and underlies why we come together to support all of the CTSOs. The cloth at the top of the handle has each CTSO on a fabric pane. This is the foundation of the ICCCTSO event, where we all have our unique CTSO. More importantly, all CTSOs are an

integral part of the education community and provide a co-curricular experience. Ultimately, we all learn by doing. Nearly 90 percent of the students rated this experience as helpful as a tool to work with their team creating a brief presentation to explain their CTSO and a special event where they learned about all of the CTSOs' programs and focus.

The Leadership Starter Kit was the next topic of the first session. (The kit is Ms. Hendrickson's proprietary information of critical leadership skills for all teams – both student leaders and professionals – that was included in the workbook "A Leadership Experience" given to every ICCCTSO attendee.) The Leadership Starter Kit includes a multitude of strategies learned and curated from real-world successful teams. These are the soft skills of goals and intentions that help leaders create a rich and engaging team that serves and inspires the members.

Six strategies of the Leadership Starter Kit shared were:

- 1. Keep Learning:** Officers were encouraged to be examples of servant leaders who model and actively work at continuously learning about their CTSO and general practices. There is always more to learn and become.
- 2. Engage Members:** The No. 1 job of all officers is to recruit and retain members. Officers are in charge of bringing the energy. They set the tone. Engaging members occurs in small and big ways. The "20 Feet Apart Rules" simply means that once the membership begins to arrive, officers separate and focus on them. There are other times for the officer team to gather. The connection rule is a mathematical calculation to make certain they meet every member and help them feel they belong. The "10/5 Rule" shows them how to practice connecting with others.
- 3. Be Interested, Not Interesting:** This simply means focusing on others first, not yourself. Engage with members by asking them "how" and "what" questions, which encourage others to talk about their experiences. It's critical to learn about members and help them find or learn opportunities within their CTSO.
- 4. Practice a Host Attitude:** Officers need to be meeting and greeting everyone. Plan for ways to engage members to meet as many others as possible.
- 5. Be Your Best, Not The Best:** Identify and celebrate the gifts and skills you bring and help others do the same. "Comparison is the thief of joy" explains the pain of not measuring up. This highlights the need to include as many individuals as possible and welcome their gifts.
- 6. Replace Yourself:** Every officer should find at least two individuals who would be outstanding officers. This happens when you regularly interact and compliment officers. So many members would be encouraged to run for office if they heard an officer tell them, "You do great work and you'd be a really good officer." These officers plant the seeds that keep growing their CTSOs.

2024 **CTSO** **Highlights**



Illinois Health Occupations Students of America

Illinois Health Occupations Students of America (HOSA) provides opportunities for all students. Illinois HOSA has 3,000 members in 64 chapters. There are specific events for special needs students. There also are scholarship opportunities provided through Illinois HOSA and International HOSA. Illinois HOSA awarded four scholarships at the State Leadership Conference. This year there were also three Illinois recipients of international scholarships.

The state officer team has been doing a great job of showcasing Illinois HOSA through social media posts. This is a big factor in driving Illinois HOSA membership to exceed 3,000 members this year.



Students attended workshops and networked with industry professionals at the 2024 State Leadership Conference. Our partners this year included the Illinois Athletic Training Association and the Illinois Health Information Management Association.

Students were able to showcase their technical knowledge through the HOSA competitive events program. A total of 1,200 students participated in 59 different events this year.

Illinois HOSA also was well represented at the International Leadership Conference in Houston, Texas, from June 26-29. Two hundred students represented Illinois in 35 different activities. Illinois had 14 top 10 winners, including an international champion in Biotechnology.

Each chapter has leadership opportunities through its individual school chapter, which is represented by a president and a leadership team of their choosing. At the state level, Illinois HOSA is led by 11 elected students. These students provide leadership training at the Fall Leadership Conference (250 participants) and the State Leadership Conference.

Illinois FFA

Every student taking an agriculture education class is automatically an FFA member. There are 42,631 FFA members from 378 FFA chapters in Illinois.

Every year since the mid-1970s, Illinois FFA state officers visit each FFA chapter in the state of Illinois. The major state officers are accompanied by the section presidents from that area, as well as members of the section officer team. The officers facilitate activities during those visits that allow future and current FFA members to discover the multitude of opportunities that FFA and agricultural education have to offer. These visits usually take place in the fall, and many times include a meeting with the 20 to 30 FFA members and potential FFA members at each school. Occasionally, officers facilitate larger assemblies with 75 to 100 students participating.

Illinois FFA offers several Leadership Conferences throughout the year. FFA was thrilled to announce their Illinois winners at the National FFA Convention- four Proficiency, three CDE teams, one CDE individual, and two Agriscience National Champions. There was 7 percent increase in nearly 200 American FFA Degree candidates this year. There were over 600 Illinois FFA State Degree candidates this year, a 10 percent increase than before. The [State Scoop Podcast](#) was released monthly.



SkillsUSA Illinois Inc.

SkillsUSA Illinois made significant strides in FY 2024 to address educational equity and increase access for marginalized students. The organization focused on several key initiatives:

- **Targeted Outreach to Underrepresented Schools:** SkillsUSA Illinois expanded its outreach to schools serving predominantly low-income and minority communities, resulting in an increase in membership from these areas. This effort included providing scholarships to cover membership fees, ensuring that financial barriers did not prevent participation.
- **Middle School and Early High School Engagement:** SkillsUSA Illinois implemented programs specifically designed for middle school students, as well as ninth and 10th graders, providing early exposure to career pathways.
- **Regional Accessibility:** To make participation in competitions and events more accessible, SkillsUSA Illinois expanded regional Career Pathways Industry Experiences and Championships events. These were held in strategic locations to reduce travel barriers for schools in rural and underserved urban areas, ensuring more students could participate.
- **Inclusive Programming:** SkillsUSA Illinois partnered with industry leaders and unions to create hands-on learning opportunities that catered to a diverse student body, including those with disabilities and nontraditional students. These programs enabled students from marginalized groups to gain real-world experience, mentorship, and access to career paths they might not have otherwise considered.
- **Registered Apprenticeship Program Expansion:** The expansion of the Registered Apprenticeship Program (RAP) included efforts to recruit students from historically marginalized groups, providing them with pathways into skilled trades and other high-demand occupations. RAP served over 100 companies and added 15 new occupations, opening doors for students who have been traditionally underrepresented in these fields. By addressing these areas, SkillsUSA Illinois actively worked to create a more inclusive and equitable educational environment, ensuring that all students, regardless of background, had the opportunity to succeed.

SkillsUSA Illinois achieved significant success during FY 2024 in recruiting students and improving access to CTSO activities. Here are the key highlights:

- **Membership Growth:** SkillsUSA Illinois served over 10,000 students, which was achieved by focusing efforts on membership growth, expanding programs in existing schools, and adding new schools to the network.
- **Career Pathways Industry Experiences:** These hands-on experiences connected over 400 students directly with industry leaders, unions, and contractors, particularly in the construction trade. This provided students with real-world insights and career exploration opportunities, greatly improving access to industry-led learning.

- **Regional and Statewide Competitions:** The championships, Illinois' premier career competitions, were the largest ever, allowing for more students to participate in regional events and statewide team-based challenges. This contributed to increased student involvement and industry engagement, improving access to high-quality competition experiences.
- **Registered Apprenticeship Program:** RAP connected over 100 companies with students, adding 15 new occupations to the apprenticeship offerings, and provided students with direct pathways into work-based learning and career opportunities.
- **Advocacy and Awareness:** Amplify, the first-ever advocacy conference, brought students together with over 50 elected officials, fostering greater awareness of SkillsUSA Illinois. This event was fully sponsored by industry partners, increasing visibility and access to leadership opportunities for students. These successes reflect a strong commitment to expanding opportunities and improving access for students across Illinois in FY 2024.

In FY 2024, SkillsUSA Illinois provided multiple opportunities for students to exhibit workplace technical knowledge and employability skills through various events and programs:

- **The Championships – Illinois' Elite Career Competitions:** This event served as the pinnacle opportunity for students to demonstrate their technical skills in their chosen fields. Through regional events and statewide team-based challenges, students competed in industry-aligned tasks that tested both their technical knowledge and employability skills, such as problem-solving, teamwork, and time management. The largest competition to date, it attracted significant industry involvement, giving students a real-world platform to showcase their abilities.
- **Career Pathways Industry Experiences:** These hands-on experiences, led by unions and contractors, allowed over 400 students to demonstrate their skills in real-world settings.
- **Registered Apprenticeship Program:** This program enables students to demonstrate their skills while engaging with over 100 companies across 15 new occupations.
- **Amplify Advocacy Conference:** This is primarily an advocacy event. Students also had the opportunity to exhibit their communication, professionalism, and teamwork skills while interacting with over 50 elected officials and industry sponsors.

SkillsUSA Illinois made significant contributions and collaborations in FY 2024 to provide students with leadership opportunities, especially through the development and involvement of the state officer team. These efforts included:

- **State Officer Leadership Development Program:** The state officer team received extensive leadership training throughout the year, focusing on public speaking, advocacy, project management, and team collaboration. It led key initiatives at the state level, working directly with industry leaders and educators.
- **Amplify Advocacy Conference:** The state officer team played a central role in organizing and leading the first-ever Amplify Advocacy Conference. Officers were instrumental in facilitating student engagement with over 50 elected officials, advocating for the value of SkillsUSA and CTE.
- **The Championships:** The state officer team took on leadership responsibilities at the largest-ever SkillsUSA Illinois Championships, overseeing various aspects of the event.
- **Community Outreach and Service Projects:** The state officer team led several community service initiatives, fostering a sense of responsibility and service leadership.
- **Collaboration With Industry Partners:** The state officer team worked directly with business and industry professionals throughout the year to foster partnerships that enhanced leadership opportunities for all students.

These initiatives helped bridge the gap between education and industry, fostering strong connections for students with potential employers. Listen to the [Business in the 217](#) report, featuring SkillsUSA Executive Director Eric Hill.

The biggest highlight of SkillsUSA Illinois in FY 2024 was the unprecedented success of the Championships, which became the largest ever in the state's history. This event not only saw record participation but also led to the largest delegation from Illinois ever attending the National Leadership and Skills Conference. The Championships were heavily supported by industry partners, providing students with extensive opportunities to showcase their technical and leadership skills, network with professionals, and compete at the highest level. This event served as a capstone to a year of growth and achievement for SkillsUSA Illinois, reinforcing its impact on students' career readiness and skill development.

Illinois Distributive Education Club of America

The Illinois Distributive Education Club of America (DECA), with 4,118 members in 72 chapters, was recognized for the third year in a row by DECA Inc. for achieving at least a 10 percent increase in membership.

Students attended a Chicago Bulls seminar in February 2024. Nearly 200 judges for the Illinois Career Development Conference were from businesses across the state with real world expertise in their event.

Officer elections took place in October 2023. Students were encouraged to be part of the social media team for 2023-24. One of the officers this year was on the Social Media Team last year.

Nearly 400 students qualified to compete at the DECA International Career Development Conference in Anaheim, California.

Technology Students Association

There are nine official Technology Students Association (TSA) chapters, with just over 500 students at the middle and high school levels

All TSA events are open to all students who belong to official chapters. In fact, Illinois TSA held two events (20th Annual Technology Day and the SeaPerch Underwater Robotics events) that were open to all students in Illinois regardless if they were a member of an official student chapter.

The first success was increasing the number of Illinois TSA chapters. The second success was offering events, activities, leadership opportunities, and standards-based competitions for all students in Illinois. Illinois TSA has a mission of being an intercultural club rather than an extracurricular club.

Zoom sessions were held throughout the year in the evenings, featuring speakers from various career paths who shared their backgrounds, the preparation needed for their careers, and advice to seek a similar career path.

Monthly Zoom meetings were held to promote student opportunities. TSA's intercultural focus provides students with employability skills content because each standards-based lesson utilizes career pathways. Finally, each of the state-level competitions utilizes workplace technical skills to solve technical problems.

Illinois TSA holds quarterly meetings with all board members and student officers. A state conference is held in the spring for all student chapters during which there are at least six leadership events.

Last year was a successful year, however, two advisers retired. The schools have not filled their positions, so Illinois TSA is in risk of losing two chapters.

Educators Rising Illinois

Educators Rising Illinois is an essential element in a district's Grow Your Own program. Districts that offer Educators Rising Illinois chapters are committed to diversifying and developing the educator pipeline starting in middle and high school. EdRising is a CTSO that offers resources, support, opportunities, and professional development to recruit and prepare educators and education support professionals. There were 97 affiliated high school chapters with 150 certified teachers leading 395 registered student members in Illinois in FY 2024.



Fifty-one percent of EdRising student members nationally and 32% of Illinois EdRising students are students of color. It is recognized that the cost of paid student memberships results in an inequity in student membership. The inequality is reflected in EdRising Illinois student membership demographics. To resolve this inequity, EdRising Illinois advocated for funding to offer regional events and pay for student memberships to increase educator preparation access and address educational equity in Illinois. Although no additional funding was received to provide that access, there is diligent work to offer alternative virtual professional development opportunities for students and their teacher leaders to increase access to EdRising Illinois support systems. Additionally, the foundational belief of Educators Rising Illinois is that by equipping every community with the tools and resources it needs to address the teacher shortage, there can be recruiting from within the aforementioned communities to diversify the educator pipeline to be as diverse as the students who are taught. Despite very limited funding, efforts are being made to provide those tools and resources to teacher leaders so that they can recruit, support, and engage from within.

Educators Rising Illinois experienced substantial growth in the 2023-24 school year. There were 17 events across the state with about 6,200 students and educational leaders. This is a 396 percent increase in event attendance from the 2022-23 school year. The fourth annual State Conference welcomed about 700 students and educational leaders. Students and teachers were able to network with a variety of leaders in the education field as they attended professional development designed to inspire students as well as expose them to teaching areas of need. "Discovering Your Potential" was the 2023-24 Educators Rising Illinois theme. Student members and state officers were afforded ample opportunities to discover their potential. The 2023-24 EdRising Illinois state president representing spoke on two national conference panels in Chicago.

The annual state conference offered a variety of unique skills-attainment competitions designed to offer students the opportunity to demonstrate educational workplace skills. The number of student competitors this year was the highest ever, with 55 students competing in teaching skills-attainment categories from 12 Illinois public high schools. These students competed in four key skills areas: Job Interview, Lesson Planning and Delivery, Creative Lecture, and Children's Literature.

The EdRising National Annual Conference was held the last week of June in Washington, D.C. One of the Illinois high school student members placed first in the national competition while two others placed seventh.

EdRising Illinois hosted its first collegiate signing day for future educators at Illinois State University in September 2023. Almost 100 college freshmen who were former EdRising high school members signed their commitment to join the educator pipeline in Illinois. There are plans to continue this event annually and hopes to expand it to celebrate and recognize students who are committing to make a difference as an educator.

Business Professionals of America

Business Professionals of America (BPA) has 35 chapters with 1,736 members. Students who attended the 2023 Fall Leadership Conference heard a presentation from a LinkedIn professional.

Some of the BPA competitions require students to demonstrate their workplace technical knowledge and employability skills. Competitions in the Administrative section include tests on Microsoft Word, Excel, and Access. There also are competitions in Interview Skills and Presentation Individual and Team, Global Marketing Team, and Network Design Team. Forty-six students earned certification after passing the Certiport tests offered at the National Leadership Conference.

Students are eligible to run before a state officer at the State Leadership Conference if they have a year of BPA experience. Students also are invited to attend the Illinois Coordinating Council for Career and Technical Student Organization Conference in Springfield in July.

The 2024 National Leadership Conference was held in Chicago in May. Illinois BPA secondary level had 21 individuals/teams finish in the top three in the nation. Illinois BPA middle level had two members finish in the top three.

Illinois FCCLA

Illinois Family, Career and Community Leaders of America (FCCLA) consists of 2,340 members in 116 chapters. It addresses educational equity by working with business partners to mentor students who are academically challenged. The program allows students to experience different careers. It also connects the student with a professional adult mentor to help with schoolwork, career exploration, etc.

Illinois FCCLA recognized that dues and participation fees can be a hindrance to students. A membership grant was established by the organization's Board of Directors and the Illinois Foundation for FCCLA. FY 2024 was the first year for those grants to be awarded. The money awarded helped pay chapter dues and fees for those students who otherwise might not be able to participate. In FY 2024, 65 students were helped by the grant.

Illinois FCCLA has implemented a business partner mentorship. Members also were encouraged to job shadow individuals in businesses and industries related to Family and Consumer Sciences. Most of the members did their job shadowing during National FCCLA Week in February. Over 400 members participated in the business and industry exploration days.

Every year more than half of the members in Illinois FCCLA participate in competitive events. The events cover every area of the Family and Consumer Sciences curriculum from career investigation to job interviews and give students the opportunity to show their workplace and employability skills. Events like Early Childhood Education, Interior Design, and Professional Presentations help students prepare for careers while enhancing their employability skills.

Illinois FCCLA gives students many opportunities for leadership. They can practice leadership skills by planning and implanting community service projects or giving workshop presentations at conferences. Many students sharpen their leadership skills by holding a chapter, section, state, or national officer position. Leadership opportunities are endless! One of the successful collaborations was with the Ronald McDonald Houses of Illinois. This partnership allowed students to use their leadership skills to carry out projects to support the mission of the Ronald McDonald Houses. Just over 100 chapters and more than 1,800 students participated in at least one project during FY 2024.

Illinois FCCLA is proud to have eight competitive event entries finish in the top 10 nationally this summer in Seattle, Washington. Grayson Strange from Chrisman High School finished ninth in the Leadership event. Elysia Lorton from Chrisman High School finished eighth in the FCCLA Website event Jaden Ahn and Jana Ahn from Glenbrook North High School finished seventh in the Entrepreneurship event. Indigo McCurdy from West Aurora High School finished seventh in the Fashion Construction event. The Mount Pulaski High School Parliamentary Procedure team (Juan Andrade, Lupe Andrade, Tanner Bishop, Sophia Buenrostro, Connor French, Bella Niccolls, and Lily Woodworth) finished fifth. . Finishing fourth in the Say YES to FCS Education event was Nikki Saletta from Fremd High School. Illinois had two entries

finish first in the nation – Quinn Blandford, Alis Chirila, and Jordan Villaluna from Glenbrook South High School in Chapter Service Project Portfolio; and Juliet Horvath from West Aurora High School in Interior Design.

Illinois Future Business Leaders of America

Illinois Future Business Leaders of America (FBLA) has 88 chapters with 3,381 members. All members and advisers have access to any conference; members who will be competing and who have special needs (e.g., handicaps or identified disabilities) are permitted aids to make their competition experience equitable.

Membership is slowly increasing after the COVID-19 pandemic. New challenges appear to be related to the economy and the ability for some members to pay dues.

The Fall Retreat in November of each year features motivational speakers; business and industry professionals speak at the State Leadership Conference in the spring.

Most competitive events are tied to workplace knowledge, technical skills, and employability skills.

There are seven separate areas within Illinois FBLA. Each area elects its own student leadership team. Elections for statewide offices are held in conjunction with the State Leadership Conference for the school year immediately following. Members also are exposed to leadership opportunities within their individual chapters and while traveling to conferences throughout the year. Any member may file an application at the appropriate level to be a state officer or serve on a national officer committee.

Illinois FBLA was proud to be represented by an officer on the FY 2024 national leadership team.

Illinois Science Olympiad

There are 12 chapters/regions with about 4,700 students in Illinois Science Olympiad. Grant money was used last year to offer schools downstate and other marginalized areas the opportunity to go to a coaches' clinic, pay team fees, or purchase equipment needed to compete. See the Rock Valley region's [YouTube video](#).

Alumni return to Illinois Science Olympiad to help run events at competition and coach teams. Skills they learned while being a competitor are driving their future decisions for career and college, and they are coming back to share that message with students.

Science Olympiad often connects with community members and industry professionals to write quality tests for competition and run events for students.

Students go on field trips to see real-world examples of events they are learning. Competition is written around real-world situations with practices that would be found in the workplace in many areas of science and engineering.

There is a student-centered tool-kit to help students in leadership roles. There is a desire to run more workshops and keep a current student voice in Science Olympiad. Youth committee members will be chosen once Science Olympiad starts for the new year. The season runs from November to April/May (depending on state or national competition dates).

Illinois Science Olympiad had teams represented at the 40th national competition anniversary celebration at Michigan State University (MSU), the site of the first Science Olympiad competition. Many success stories of alumni in various science careers were highlighted. Science Olympiad influence has given students opportunities in science fields for four decades. MSU businesses created anniversary events (like a special ice cream flavor just for nationals) to celebrate this milestone. Illinois had two teams place in the top 10 for nationals at the middle school level (Division B) and one team at the high school level (Division C).



Facilitating Coordination in Agriculture Education

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 Agriculture, Food, and Natural Resource students), and leadership development through team-based challenges in local FFA chapter activities.

Agriculture in the Classroom (AIRC) is a county-based network of agricultural literacy coordinators that assists K-8 classrooms to incorporate agricultural education resources into core learning experiences. FCAE partnered with AIRC to coordinate 80 local AIRC coalitions covering 92 counties.

FCAE staff not only provide curriculum resources but also develop the necessary skills and professional techniques educators use to implement those resources in the classroom and beyond. Workshops and training courses, including Beginning Agriculture Teachers’ Workshop, Experience Teacher Training, BUILD Conference, Alternatively Licensed Teacher Conference, Illinois Association of Vocational Agriculture Teachers fall meetings, 212 Conference, and University Pre-Service Teacher Classes, were provided at several key access points throughout the year. Various professional development sessions totaling 512.3 hours were presented to attendees from around the state in 2024. The sessions were offered by FCAE staff in coordination with the Illinois Association of Vocational Agriculture Teachers (IAVAT), which is composed of middle and high school agricultural educators.

To grow agricultural education and reach more students, FCAE staff continued to pilot a Junior Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) group by offering support to 10 schools that are starting a local chapter of the student organization. FCAE staff also partnered with the National MANRRS organization to sponsor students attending the National MANRRS Conference in Chicago to participate in workshops, listen to keynote speakers, and network with professionals.

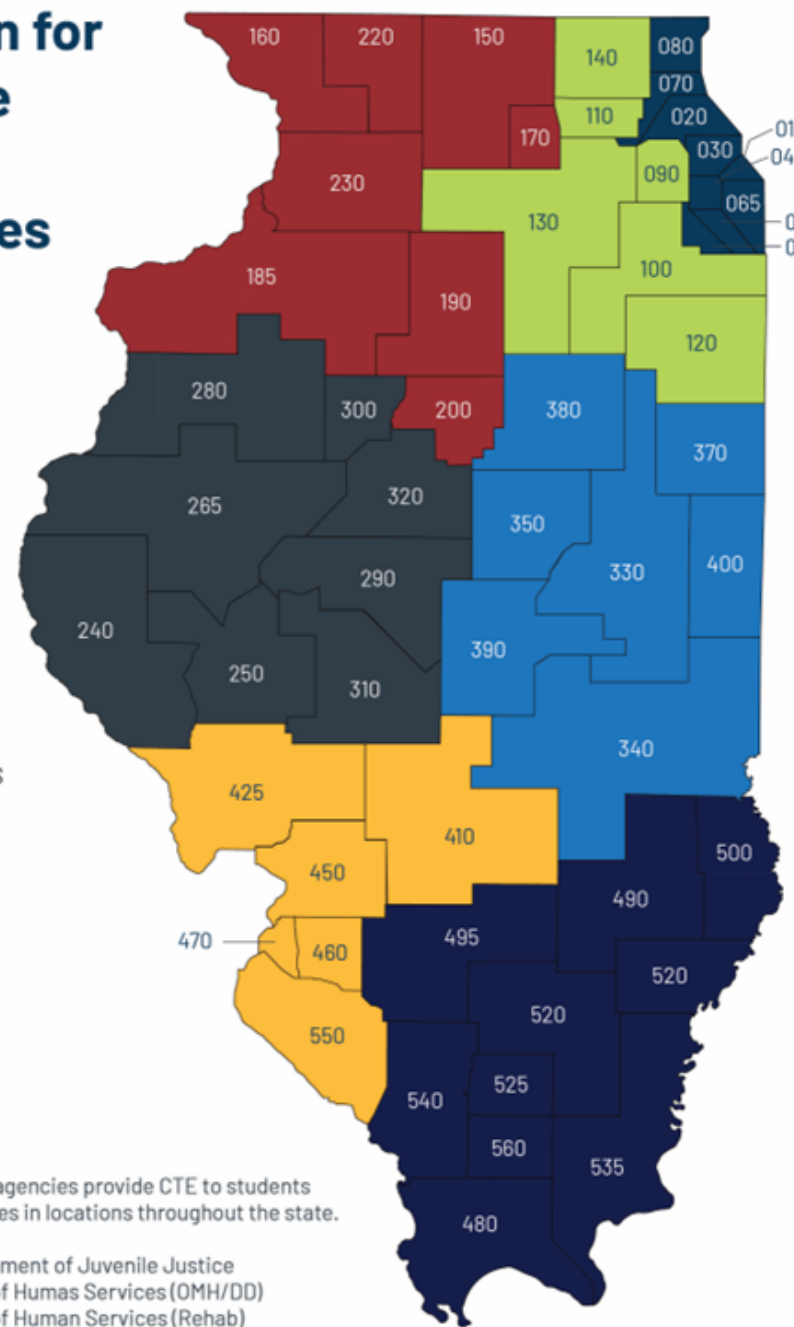
2024 EFE Regional Delivery System Highlights

Education for Employee System Boundaries

- Lake/Cook & CPS
- Region 1
- Region 2
- Region 3
- Region 4
- Region 5
- Region 6

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

EFE 570 - Illinois Department of Juvenile Justice
 EFE 580 - Department of Human Services (OMH/DD)
 EFE 590 - Department of Human Services (Rehab)



Chicago Public School (EFE System 010)

In fiscal year 2024, Chicago Public Schools (CPS) addressed education equity for members of special populations and others who have been or are being marginalized by education and workforce system and responded to the increasing needs of the local, regional, and state workforce based on labor market information and employer input. CPS utilizes Chicago Build, the Chicago Police and Firefighter Training Academy, and other cross-city programs to address gaps in access to high-quality Career and Technical Education programming so students from different CPS schools can have access to training that can lead to high-wage careers. CPS increased and supported CTE dual credit coursework opportunities and provided numerous opportunities to students so they could earn industry-recognized credentials. The highest number of CPS students earned career and college credentials to date in FY 2024. Some matriculated directly into electrician and plumbers' union apprenticeships, and avenues are being explored for how to ensure the credentials students receive really "mean" something with employers in high-wage careers. Several CPS electrician programs are focusing on green energy to meet the increasing demand for a greener workforce.

North Suburban Educational Region for Vocational Education (EFE System 020)

Elementary Outreach and Nontraditional Supports: The North Suburban Educational Region for Vocational Education (NSERVE) EFE provides an Elementary STEM Mini Grant to five districts in the region. Each district hosts a summer camp for elementary students that focuses on career pathways.

For example, Glenbrook High School hosted eighth grade girls interested in engineering, where they worked in small groups to develop and create a scooter and made screened T-shirts as a group. At Evanston Township High School, fashion students partnered with local elementary students to bring book characters to life. The fashion and elementary school students collaborated to create unique stuffed figures, with the elementary students designing and the high school students fabricating the figures. At Maine

Township High School District 207, the doors were opened to elementary school students interested in learning more about science, technology, engineering, and math (STEM) opportunities. The camp allowed students to gain experience in STEM areas not typically covered in their regular curriculum. The camp was a cooperative effort that provided engaging and meaningful resources to students from Maine East, Maine West, and Maine South High Schools, who were all invited to participate, giving them a chance to meet students from other schools. Parents gave positive feedback about the valuable experience their children had during the camp.



Professional Development: The NSERVE region offers high-quality professional development opportunities to support the retention of quality CTE teachers. Niles North High School hosted a session for over 30 family and consumer science teachers who were working toward ServSafe recertification. The ServSafe certification is a food safety training program developed by the National Restaurant Association. It educates food service professionals on proper handling, preparation, and storage practices to prevent foodborne illnesses. Earning the certification demonstrates knowledge of essential food safety principles and helps ensure a safe dining experience. The region values supporting CTE teachers in obtaining certifications that align with what their students can achieve in their high school programs. New Trier hosted the Local Needs Assessment Planning Workshop, where each district provided teams of staff to assist with the development of a local needs assessment (LNA) project. The LNA as specified in Perkins V legislation is a process that requires Local Education Agencies (LEAs) to evaluate and identify the specific needs of their CTE programs. This assessment helps ensure that CTE programs are aligned with current labor market demands and educational standards. It aims to improve program quality and relevance by addressing gaps and leveraging local resources effectively. Each team successfully reviewed student and programmatic data and trends, gathered stakeholder feedback, and created comprehensive plans for implementation over the next four years.

The New Trier High School Science Olympiad champions showed off their projects on Friday, Sept. 23, 2024. "New Trier HS Science Olympiad champions show off projects" was telecast on the ABC 7 Chicago news. Reporter Terrell Brown spoke to Jason Boumstein, the chairman of the Applied Arts Department at New Trier High School. Mr. Boumstein said he was thankful and excited to have organized this showcase. He showed the reporter interior design, urban design, and architecture projects built by the students who are planning out a new city within Chicago. Other student projects included vehicles adapted for toddlers with spina bifida, students working with blocks for the Pinewood Derby, a little drone in action and the skilled trade students who were working in a cabin that will be used for service learning. The automotive program students were showcasing go carts. Alex Howe, Science Olympiad coach at New Trier High School, said he was honored to introduce the 2024 Illinois State Science Olympiad champion.

The reporter also spotlighted New Trier High School culinary classes offering an opportunity for students to learn to cook and chef kitchens where culinary students practice their skills. At another counter, the culinary students were making chocolate pretzel rolls and potato pancakes.



Des Plaines Valley Region (EFE System 030)

The Des Plaines Valley Region (DVR) responded to the increasing demands of the local, regional, and state workforce in FY 2024 by strategically aligning its CTE programs with labor market information and direct input from employers.

The Des Plaines Valley Region Triton Dual Enrollment Cohort Program was launched during the 2023-24 school year as an initiative to provide equitable access to college-level classes for high school students, particularly those who might not typically envision themselves as college students or see themselves as successful in such an environment. The program, initiated by the DVR in partnership with Triton College, created an inclusive pathway for students by aligning their career interests with college coursework, all funded by their high schools. Key features of the initiative were equitable access to college-level classes, promoting inclusivity and diversity, College and Career Pathway Endorsements (CCPEs), and highlighting nontraditional careers.

The program started with three initial cohorts: Certified Nursing Assistant (CNA), Criminal Justice, and Welding. These cohorts were carefully selected to cater to in-demand careers and provide opportunities that were not available in the high school setting. CNA students were prepared to sit for their license exam, enabling them to enter the health care workforce immediately upon successful completion. Criminal justice students earned 12 credit hours toward an associates degree in Applied Science in Criminal Justice, giving them a significant advantage by gaining college credits while still in high school. Meanwhile, welding students had the opportunity to earn a welding certificate, equipping them with the skills and credentials needed to enter the skilled trades field. In addition to the cohort, DVR's districts offered various industry-recognized credentials. This proactive approach resulted in a significant increase in the number of CCPEs awarded, rising from 149 in 2023 to 186 in 2024. By doing so, the initiative highlighted the importance of supporting special populations and encouraging students to explore non-traditional careers.

The students participated in immersive work-based learning (WBL) experiences directly tied to their career pathways. For instance, students in the Criminal Justice cohort were placed at various police departments, where they gained hands-on experience and developed both technical and employability skills specific to careers in law enforcement and criminal justice. Similarly, CNA students in the program completed required clinical hours at local hospitals, enabling them to apply classroom knowledge in real health care settings, honing essential skills under the guidance of practicing professionals.

Additionally, the partnership with Plumbers Union Local 130 Joint Apprenticeship Committee introduced students to the trades through the first-ever pre-apprenticeship program. This initiative gave students hands-on experience and a direct pathway into plumbing apprenticeships, making trade careers more accessible and breaking down barriers for students who may not have previously considered them. Furthermore, being awarded the Illinois Youth



Invest Program Grant allowed DVR to better support CTE programs by addressing and mitigating barriers that previously hindered program growth, such as funding gaps and limited access to work-based learning experiences.

DVR played a pivotal role in recruiting and retaining a robust and sustainable pipeline of CTE educators in FY 2024. DVR organized various professional development opportunities and presented at several local, state, and national conferences to raise awareness about the critical need for CTE teachers. During these events, DVR distributed comprehensive materials outlining the steps to obtain CTE licensure for industry professionals interested in transitioning into education. Additionally, DVR provided personalized support to many individuals, informing them about the pathways to licensure, the benefits of working in education, and the impact they could make by becoming CTE educators. These targeted efforts were crucial in attracting new talent from diverse industries and ensuring a continuous flow of qualified professionals into the CTE teaching workforce.

Moraine Area Career System (EFE System 050)

Activities in the Moraine Area Career System (MACS) take place throughout the year. Each MACS school provided opportunities to students in class to obtain industry-recognized credentials in FY 2024. The last report showed over 600 credentials earned. To improve access to CTE programs for ALL students, MACS provided career guides – printed and electronic – career exploration events, and dual credit information to promote students' awareness. Regional career guides are posted in English and Spanish, including labor market information. The EFE supports and coordinates all schools' participation in dual credit across 22 different courses.



Districts in MACS connected education and workforce systems and programs to improve the system in FY 2024. The EFE CEO Council is working on a process for “grow your own” CTE teachers that is still being developed. More MACS faculty members have become certified in Work-Based Learning (WBL). The MACS Comprehensive Local Needs Assessment Student Performance Component meets or exceeds in science, nontraditional programs, postsecondary credits, and WBL.

Schools increased collaboration in FY 2024 for program improvement through curriculum meetings.

FY 2024 student competitions were judged by industry professionals, ranging from pastry, culinary, and early childhood to auto, welding, CAD, A+, electronics, and computer-generated images.

In October, Moraine Valley Community College (MVCC) hosted the 2023 High School Pastry Competition. Eisenhower High School, Alan B. Shepard High School, Harold L. Richards High School, Reavis High School, District 220, Oak Lawn Community High School District 229, Victor J. Andrew High School, Amos Alonzo Stagg High School, and Carl Sandburg High School each brought teams of three students to compete. Eisenhower took home first place, Andrew placed second, and Stagg placed third.



In February, MVCC and MACS hosted the annual High School Automotive Skills Competition. The contest was divided into two areas – written and hands-on skills. The hands-on skills testing included electrical, team on-car, and fasteners and micrometers.

Fifty-six students from Argo, Shepard, Richards, Reavis, Oak Lawn, Andrew, and Stagg High Schools attended the event. First place went to Stagg High School, second to Argo High School, and third to Richards High School. -

That same week, MVAC and MACS hosted their annual High School Welding Skills Competition. Students from Argo, Stagg, Evergreen Park, and Joliet West attended.

The following week, the annual Early Childhood Education Skills Competition was held at MVCC. Eisenhower, Richards, Shepard, Reavis, Oak Lawn, Andrew, Sandburg, and Stagg High Schools had student teams compete. Teams were given a “theme” and “subject” and had 75 minutes to prepare, then present a lesson.

In March, more than 45 students from six high schools participated in the High School AutoCAD, Inventor, and 3D Rapid Prototyping Challenge at MVCC.

In April, MVCC and the MACS sponsored the annual High School Tech Skills Challenge. Over 45 students from regional high schools participated in Electronics, Microsoft Office, Computer Generated Imagery challenges.

Also in April, MVCC hosted the annual High School Culinary Skills Competition.

Career Prep Network (EFE System 060)

The ComEd Career Day event this past school year was a fantastic day. Introduction to Engineering students had the unique opportunity to explore not only engineering fields but also various growing positions within ComEd, including construction and trades, IT, HR, finance, and administration. This broad exposure gave them valuable insights into potential career paths. What made the day even more special was the presence of an enthusiastic alum, Tiffany Winding (class of 1998), and a proud Homewood-Flossmoor parent of a current and former student. It was heartwarming to see their continued support for students' success. The students had the privilege of hearing a motivational speech and there was a memorable picture taken with the CEO of ComEd, who happens to be a mechanical engineer. The CEO's insights and experiences left a lasting impression on our students.

The students were encouraged to capture their experiences through pictures and share them with their peers. A few of the direct quotes received from them speak volumes about the impact of the event: "Wow, this is much better than I expected," and "I can't believe how much fun I had today."

Staff members visited Guaranteed Rate Field, the home of the Chicago White Sox, to hear a discussion about sports broadcasting from pros in the field. They were honored to pose with Homewood-Flossmoor alum Chuck Garfien after the discussion. Staff members hosted their annual big lip sync contest. This year they got together after broadcasting the State Basketball Championships of the Unified Special Olympics in Champaign in March, and then supported their Homewood-Flossmoor team as it won state the same day.

Rich Township High School CTE students participated in a variety of special events. The engineering and manufacturing students attended the FABTECH Conference at McCormick Place, agriculture students attended the 2024 National FFA Conference, and business students presented their pitches during the Rich 227 Capstone Fair. Careers through Culinary Arts Program (C-CAP) Cooking Competition Award recipient Brooklyn Howard worked with Chefs Darius Bright and Keith Morris, and culinary students participated in 2024 C-CAP Cooking Competition as well as the 2023 Taste of Matteson.



Career Development System – (EFE System 065)

Thornton Township High School District 205, in partnership with South Suburban College, used Manufacturing, Engineering, Technology, Trades (METT) Grant funds to create a new welding program, targeting students from the special populations categories defined by Perkins V. Currently, 25% of the students enrolled in the program are female. The Career Development System provides students with many opportunities to obtain industry-recognized credentials in cosmetology, barbering, Navistar, welding, culinary arts, and business.

Bremen District 228 has partnered with Mi-Jack Industry to train students in several fields to prepare them for a future apprenticeship program. Region 065 has a strong partnership with South Suburban College. The districts have partnered with South Suburban College to offer over 20 different dual credit opportunities for students.

In April, Bremen High School District 228 hosted a Skilled Trades Expo, where over 70 high school graduating students demonstrated their talents in welding, construction, Computer Numerical Code (CNC), Computer Assisted Design (CAD), and robotics. Students showcased their skills to industry professionals from Ability Engineering, AGS Inc., Agrati Inc., Donson Machine, JH Botts, Mi-Jack Products Inc., ReMark Training, Career Development Systems, and South Suburban College. This event provided a platform for Bremen, Hillcrest, Oak Forest, and Tinley Park high school students to engage with industry and community partners to explore potential internships or hiring opportunities. During the meet-and-greet session, students learned more about each company's career opportunities, presented their resumes, gathered applications, and made initial introductions. District 228 offers a series of courses, career awareness activities, and work-based learning opportunities in many different career pathways and is always seeking partners to inspire and empower tomorrow's future workforce.

All district schools were very active in recruiting and retaining CTE teachers. They also maintain great connections with industry leaders who help find and place CTE teachers in areas of high need.

District 228 set up a summer manufacturing internship program through Metals Hub. The Metals Hub Engineering Technology Internship Mentoring Program brought District 228 high school students and local manufacturers together to pursue manufacturing futures. This program provided technical and professional skills through hands-on opportunities in the manufacturing industry. Under the guidance of industry professionals, the interns performed new tasks, learned safety protocols, and gained practical skills they can apply in their future careers. The paid initiative was designed to bridge the gap between classroom learning and real-world applications, offering students a comprehensive understanding of modern manufacturing processes.

As part of the internship program, students participated in tours and seminars during field trips to Lion Electric in Channahon and Amada America in Schaumburg. At the end of the program, the interns, manufacturing, educational, and Metals Hub partners shared their

experiences and successful program outcomes. The district is incredibly proud of the enthusiasm and professionalism the students demonstrated and is grateful to Harry Holtz, director of Metals Hub, for coordinating this amazing opportunity for students.

Northwest Educational Council Student Success (EFE System 070)

District 214 students are accelerating their future careers with summer internships. From working at an auto body shop to sports marketing and environmental science, students are getting hands-on experience to pursue their dreams. District 214 partners with more than 1,500 businesses to make internships a reality. The internship experience is part of the district's Career Pathway Program, which also offers opportunities for early college credit and workplace credentials and paves the way for students to leave high school ready for college, career, and life.

As a junior at Buffalo Grove High School, Shruti Mukhopadhyay was thinking about her future – in college and beyond. She was interested in pursuing an engineering degree, maybe specializing in chemical and materials engineering. But, she said, “I wanted to gauge how a job would be, what the daily life of an engineer would be like and what the work looked like. I wanted some hands-on experience.”

Shruti applied to the internship program coordinated by District 214 Center for Career Discovery.

The Center for Career Discovery matches interested juniors and seniors like Shruti with opportunities for 60-hour traditional internships and 30-hour micro-internships. Internships are available in a wide variety of fields, with placements within District 214 and at local partner organizations. Students are not paid but receive credit on their transcripts.

The team placed Shruti at Acme Industries, a metal fabricating and manufacturing company based in Elk Grove Village that produces parts for other companies. Shruti said her summer 2023 internship answered her questions – and more.

Rolling Meadows High School Juniors Rani Patel and Zoe Kersbergen participated in the Miss Maker Workshop hosted annually by WildStang, the school's robotics program. Rani and Zoe led a team of about 25 WildStang high school students for each workshop. They divided the 30 Miss Maker Workshop participants into groups of 10, with each rotating through three stations:

- A programming activity in which students learned software to enhance understanding of writing a computer program.
- An electrical project that involved wiring, soldering, and testing a buzzer.



- A mechanical project in which students built a catapult to shoot marshmallows.

For her part, Rani has found value in WildStang even though she does not plan to pursue a STEM career. She says students who invest the most effort derive the most benefit, and that coaches have rewarded her hard work with key roles, including a spot on this year's robot drive team. All of this, Rani said, has helped build confidence. "Before WildStang, I was a timid kid," she said. "This helped me find my voice."

WildStang also sponsors a regional First Lego League tournament for elementary students and showcases a demo robot for younger students.

In April, the Harper College Wojcik Conference Center hosted a significant event. Dr. Avis Proctor, president of Harper, opened the event with a welcome address, emphasizing the region's unified commitment to supporting students. Over 75 attendees from the EFE partnership participated. The group heard from various Harper student service organizations.

In a partnership that originated several years ago, Wheeling High School works with the Society of Manufacturing Engineers and a program called High School Students United with NASA to Create Hardware (HUNCH), which provides project-based learning for high school students by offering opportunities to participate in the design and fabrication of products for NASA.

"We make these parts – anywhere between 20 and 40 a year – and spend three or four months designing them on a computer and then doing the machine work," explained WHS teacher Eric Race, who teaches Advanced CNC Machining. "Students really dial in, to make sure everything is within tolerance." That, Race said, gives students a sense of ownership and pride as they ship the completed parts to the Johnson Space Center in Houston.

"Part of me wants to just think of it as a normal assignment, and the other part understands that it's an assignment for NASA," said Wheeling senior Patrick Olecheno. "In a sense, it gives me a reason to try harder, as I want to demonstrate my skill to NASA."

In addition to the problem-solving and critical thinking skills they develop, students earn 12 hours' worth of dual credit through Harper College – plus the satisfaction of contributing to the space station research work being conducted by Canada, Europe, Japan and Russia, along with the United States.

"This may not be considered mission critical, but it is definitely beneficial to space station crews," Race said of his students' work. "They're doing a really challenging and hard thing."

DuPage Area Occupational Education System (EFE System 90)

All DuPage Area Occupational Education System (DAOES) districts, including Technology Center of DuPage (TCD), provide tier level support for students, especially special population students. At the TCD, 592 students earned at least one industry certification. Districts are beginning to send more students to TCD. More focus is being placed on career learning opportunities and removing barriers.

During the 2023-24 school year, a committee was formed to review current programs based on labor market data, potential salaries, and other key factors. This committee is also exploring potential new programs that could be offered in the future. DAOES started partnering with the DuPage Regional Office of Education (ROE) to begin discussions on creating an ecosystem for WBL. This discussion has led to bringing other key stakeholders to the table, including the College of DuPage, workNet DuPage, and Choose DuPage. The goal is to create and expand work-based learning opportunities and expand business partnerships.

DAOES hired a significant number of new teachers at TCD. A mentor program for first-year teachers was started in an effort to better retain beginning teachers.

DAOES continues to launch new regional advisory committees that bring educators and business and industry professionals together to improve the delivery of CTE.

Additional dual credit was implemented in the nursing, welding, and construction trades programs. A total of 8,937 college credits were earned at the Technology Center of DuPage, which is cost savings of \$1,322,676 for students and families.

Three Rivers EFE System (EFE System 100)

Wilco Area Career Center — along with Grundy Area Vocational Center, Joliet Township High Schools, and Joliet Junior College — have created a partnership with Constellation Energy to offer 24 students an opportunity to be part of the Chris Crane High School to Work Program. This new workforce development program will pair students in the dual enrollment Automated Industrial Maintenance Program with mentors from Constellation. Students will engage in career development activities throughout the school year, have the opportunity for a summer internship, and may qualify for scholarships to continue their education and training. SkillsUSA is also a key part of the partnership offering employability skills to students, along with building leadership skills. JJC, JTHS, and Wilco have received grants from ISBE and the Illinois Community College Board to grow the program and create a pathway to success.

Last year, Wilco, in conjunction with its feeder schools, helped build six pathway endorsements and had over 20 students who qualified across five pathways. This ongoing work has helped build business partnerships, internship opportunities, and alignment of curriculum within the region. Veterinary II students earned over 3,500 hours in the spring semester at clinics throughout Will County.

The Industrial Technology Department at Reed-Custer High School had a great 2023-24 school year.

Sixty students were certified with the Woodwork Career Alliance of America Saw Blade Certificate. Students installed a kitchen cabinet at the Crisp residence at the end of April. Students attended MFG Day, which was hosted by one of the many industry supporters — Parenti & Raffaelli Ltd. Students also were taken to an industry networking event hosted by the Chicago chapter of the Architectural Woodwork. A few students had summer jobs in the wood industry.

Thirteen Joliet Township High School students participated during summer 2024 in the new Workplace Internship Summer Credit program to receive either 0.25 credits per 60 hours or 0.5 credits for 120 hours of work experience. Students met with their WBL coordinator and other internship students each week to discuss employability skill development as well as relevant workplace topics. Students, WBL coordinators, and employer supervisors collaboratively set employability and technical skill development goals for each student's individual growth during this 10-week window. Each student intern scheduled multiple dates for their WBL coordinator to assess their career readiness through onsite observations. In addition to completing a valuable internship experience, these students have met the 60-hour career development experience requirement toward their career pathway endorsement.





Under the leadership of the Will County Center for Economic Development (CED), JTHS students had access to over 40 paid summer internships. Upon completion of the summer internship program, students may receive 0.25 credits per 60 hours of approved work experience per semester, up to 0.5 credits total.

Plainfield School District 202 is proud to be growing its CTE programs districtwide. It has revamped its entrepreneurship course to include a true WBL setting and curriculum. It is also starting to see enrollment numbers increase. It has worked hard with the ROE to provide provisional certificates for teachers in these areas.

Under the tutelage of teacher Scott Duensing, Lemont has had at least one IDEA state qualifier in 16 of the last 17 years. It has earned multiple medals in state competition five times, with a high of three state medals in 2015, 2021, and 2024.



Northern Kane County Region Vocational System (EFE System 110)

The summer of 2023 was abuzz with activity as 83 Northern Kane County Region 110 vocational interns enthusiastically engaged in a variety of internship programs in maintenance and manufacturing.

“Explore” is an annual educational and career exposition designed specifically for eighth grade students attending schools within the U-46 district. This October 2023 event was scheduled as an in-person experience at the NOW Arena in Hoffman Estates, and was seamlessly integrated into the students’ regular school day.

In collaboration with School Districts U-46, CUSD 300, and Central CUSD 301, the Alignment Teacher Pipeline team played a vital role in identifying students who aspire to become teachers. They anticipated more than 200 regional students participating in the Educators’ Rising Mini Conference at Northern Illinois University in October and planned a series of engaging events for students in the 2023-24 school year.

Elgin High School’s automotive technology instructor, Clint Peterson, initiated a “Wall of Fame” at the school to honor 18 regional pathway students. In total, these students achieved a remarkable 71 Automotive Service Excellence (ASE) certifications over the past two school years. The program actively encourages seniors to undertake ASE certification tests, typically focusing on maintenance and light repair. However, students also pursue certifications in other areas.

In October, Northern Kane County Region 110 extended its support to District U-46 and the Alignment Collaborative for Education, hosting an educational gathering that featured 66 exhibitors, which were represented by more than 300 community business partners. The goal was to equip students with the skills and knowledge needed for both academic and career success. During this event, 2,400 eighth grade students from eight middle schools were introduced to a variety of career pathways.

Northern Kane County Region 110, in collaboration with School Districts 300, 301, 303, and U-46, as well as the St. Charles Chamber of Commerce Industrial Committee and the Alignment Collaborative for Education, came together to celebrate the manufacturing companies in the Fox Valley region. Approximately 250 students had the opportunity to visit nine leading industrial enterprises – AJR Specialty Products, Harting Industrial,



Hoffer Plastics, Lakeview Manufacturing, Matrix Design, Otto Engineering, Pactiv Evergreen, Tek Pak Inc., and Sauber Manufacturing.

The Illinois School Report Card was unveiled in late October. One particular focus of Region 110 has been the enhancement of opportunities for postsecondary credit and work-based learning experiences for students specializing in CTE. A student who has successfully completed a minimum of two classes within a specific CTE pathway is counted as a CTE concentrator. In 2020, a mere 2% of CTE concentrators earned college credit as part of their program of study. However, the latest data for the graduating class of 2023 reveals a significant improvement, with nearly 38% of CTE concentrators now obtaining college credit. Moreover, the participation rate of CTE concentrators in work-based learning (comprising a minimum of 60 hours) has nearly doubled, surging from 4.44% in 2020 to 8.78% in 2023.

Exciting news is on the horizon as Northern Kane County Region 110 proudly announces the expansion of its educational offerings. In the 2025-26 academic year, St. Charles School District 303 will send students from St. Charles East High School and St. Charles North High School to engage in Illinois' only National Association of Veterinary Technicians in America Credentialed Veterinary Assistant high school program, giving them a jump start on an exciting career.

Kankakee Area Region Voc Ed System (EFE System 120)

An Emerging Workforce event was held to build a bridge between students and industry professionals. The participation made it a success, and the EFE was grateful for the support in shaping the future workforce!

Local leaders were invited to witness the progress being made by construction tech students and instructors on the Hidden in Plain Sight trailer project. A huge shoutout goes to the Kankakee County Coroner's Office for its generous donation of a much-needed saw, which will be instrumental in moving this project forward.

[Hidden in Plain Sight: Community project aimed at educating on signs of drug use.](#) The Pledge for Life Partnership and a grant have funded an 18-foot trailer to be outfitted by staff and students at Kankakee Area Career Center to create a bedroom/bathroom of a teenager to show the places in which illicit items may be hidden.

Students from welding class spent the day at the Sheet Metal Workers Local 265 for the Apprentice for a Day program. This was an opportunity for a select group of students to be exposed to some of the classes an apprentice in Local 275 would have to successfully complete on the way to becoming a journeyman.

The group received training on airflow HVAC systems, wiring and troubleshooting of heating systems, AutoCAD, as well as sheet metal cutting, bending, and joining. Students were provided the relevant tools for each discipline and instructed on the practical field application of each discipline.

Multimedia students wrapped up their film unit assignment in which each group was in charge of filming a spotlight video promoting another class in the school. Students in each group received roles (director, producer, gaffer, etc.) and needed to accomplish a series of tasks related to their title to produce a successful video.



Valley Education for Employment System (EFE System 130)

Valley Education for Employment System (VALEES) serves 17 member school districts and two Area Career Centers in southern Kane County and parts of DeKalb, Kendall, LaSalle, and Lee Counties. VALEES member high schools range from the very large and urban East Aurora High School, with enrollment of over 4,000 students, to medium-sized suburban districts, to small and rural schools like Leland High School, with an enrollment of only 61 students. All but the three largest school districts in the VALEES region participate in one of the two Area Career Centers – Fox Valley Career Center and Indian Valley Vocational Center – where higher cost specialized CTE programs are offered to improve efficient delivery of CTE.

Annual areas of focus for VALEES include targeted regional professional learning for CTE teachers and counselors; CTE curriculum alignment to Waubonsee Community College for the purpose of early college credit; fiscal oversight of the administration of state and federal funds for CTE; and the regional development of industry and community organization partnerships for career exploration and work-based learning.



McHenry County Cooperative for Employment Education (EFE System 140)

EFE 140 consists of the nine school districts in McHenry County, with 13 high schools ranging from Alden-Hebron High School with 150 students to Huntley High School with over 300 students. Districts in the EFE region have been investing in their CTE programs by expanding programs and enhancing facilities as well as updating their equipment to better prepare their students for a career in CTE. The EFE and districts work very closely with McHenry County College, which is completing a new CTE facility. It offers a number of dual credit classes through the McHenry County Cooperative (MCC). This past year, EFE 140 and MCC co-hosted a Career Quest Fair for more than 1,200 middle school students from the county.

Richmond-Burton School District 157

- Eight exceptional Richmond-Burton High School students who attend Lake County Tech Campus have been honored for their outstanding accomplishments, dedication, and hard work.
- Five of these students have demonstrated their competitive spirit and technical prowess by participating in the SkillsUSA competition.
- Four of these students are members of the National Technical Honors Society, an organization that recognizes students who excel in their technical education programs.
- One student was awarded the Program Student of the Year for Construction Skills and Management II. This honor reflects not only their exceptional technical abilities but also their leadership, perseverance, and passion for their craft.

Johnsburg School District 12

- Johnsburg School District was awarded the SkillsUSA Silver Chapter of Distinction Award for having students tour the Local 150 Operators Union Training Facility, hosting a skid steer rodeo skills station, and for adding five new heavy equipment pieces to the program.
- Johnsburg High School recently worked with local contractors and previous JHS graduates to revamp its welding shop, providing students with state-of-the-art facilities and hands-on learning opportunities to better align with the evolving needs of the workforce.

Woodstock Community Unit School District 200

- ISBE approved Woodstock District 200 for three College and Career Pathway Endorsements (CCPE) during the 2023-24 school year.
- Students in the Computer Science pathway worked with a new program recommended via an EdSystems grant called the Mentor Matching Engine Program.
- District 200 students in the Metals/Manufacturing and Building Trades programs received summer rotational internships.
- Project Lead The Way (PLTW), a nationwide hands-on STEM curriculum provider, announced on May 7 that four students from Woodstock High School have been named winners of the inaugural PLTW Community Impact Awards in the high school category.

Community High School District 155

The schools in this district include Cary Grove, Crystal Lake Central, Crystal Lake South and Prairie Ridge.

- Community High School District 155 proudly introduced its new Geometry in Construction class, engaging 61 students in an innovative blend of traditional geometry lessons and hands-on construction concepts. This YouTube video (<https://youtu.be/DrEnlcZ28yw?si=wHZ8NQAf7fYEAjg>) features the visit to Kinzie Builders.
- Thirty students completed District 155's first summer Micro-Internship class during June and July. All the students successfully completed the required hours in their chosen career areas, including law, business, trades, veterinary care, and even space exploration! Feedback from the industry partners and students was overwhelmingly positive indicating that "all students should take this course." Partners expressed an interest in continuing to accept additional student interns in the future.



Huntley Community School District 158

- Huntley Community School District 158 proudly celebrates the remarkable achievements of its students across various career pathways, internships, and certification programs, all designed to equip them with the skills and confidence needed for future success. In the IT Department, students earned valuable hands-on experience by assisting in testing and dismantling Chromebooks, while others gained critical networking insights through district infrastructure tours. Students in the culinary arts demonstrated their commitment to food safety by obtaining the ServSafe Food Handlers Certificate, and those in the fashion program advanced their education with dual credit from Harper College.
- Huntley High School's dedication to providing real-world experience is evident in the success of students across diverse fields. From 21 students earning Automotive Service Excellence (ASE) specializations to 36 students achieving Microsoft Office Specialist certifications — including one student recognized nationally — the programs ensure that students are not only prepared for but also excel in their chosen careers. Additionally, the Geometry in Construction class brought classroom learning to life by constructing shelters and benches for school sports teams, showcasing the practical application of academic concepts.
- The district's commitment to experiential learning was further exemplified by students who passed the Type107a Drone Pilot License Test, gained microteaching experience in elementary schools, or participated in the Cybersecurity Internship through the AMP-It Grant. Engineering students benefited from industry tours at American Airlines and other engineering firms, deepening their understanding of the field.

McHenry Community High School District 156

- There were 72 students in the inaugural year of Business Professionals of America at McHenry High School. Fifty of these members participated in the area competition in December, and 34 qualified for the state. Ten students qualified for the National Leadership Conference held in Chicago, where

they competed against 6,000 students from 26 states. One McHenry student made it on stage and placed in the Top 10 in the nation in the Management, Marketing, and HR event.

- In Manufacturing, McHenry was very proud of three students who participated in the Technology and Manufacturing Association competition in May. They received first place awards in the following categories: CNC Program Mill, CNC Program Lathe, and Level 2 Manual Machining.

Marengo Community High School District 154

Ten MCHS students qualified for the SkillsUSA state competition in Peoria after competing in an online state qualifying event in early February.



Harvard Community High School District 50

- Building Trades: This was the first of our building trades program returning to Harvard High School and the class was a big hit. Students learned how to frame rooms, doorways, and windows by working in pairs with the smaller scale. As students continue to improve and advance their skills, bigger projects have come their way.
- Commercial Foods: The ice cream machine was used as part of the crew working on weekly “Ice Cream Fridays” to reward perfect attendance.
- Drafting: Drafting continued with large classes of invested students. This course was also a source of dual credit for a multitude of interests.
- Digital Imaging: Digital imaging has quickly grown to having the largest number of students among the CTE courses. The GlowForge machine that was purchased along with a 3-D printer has changed the course tremendously to allow students to work on multiple machines in class rather than all gathering around one.
- CCPE Pathways: There are two approved pathways — manufacturing and nursing. There will be continued work to build others.
- BPA: Business Professionals of America, in its third year, had 74 students participating. A large contingent attended the State Conference, and four students went to the National Conference.

Alden-Hebron High School District 19

Alden-Hebron High School's new agriculture program has quickly become a point of pride for the district and community. The 79 FFA members represent 75% of the student body. The program has already achieved top five places in dairy foods, horticulture, and meat science competitions.

Additionally, the district partners with Lake County Tech Campus to offer CTE courses and programs to 39 juniors and seniors. Students have chosen to participate in 12 programs, earning college credits or certifications, preparing them for future success in various fields.



Career Education Associates of North Central Illinois (EFE System 150)

In 2024, Career Education Associates of North Central Illinois (CEANCI) held its first CTE professional development focused on recruiting, supporting, and retaining students who are considered part of any of the special populations subgroups. The full-day workshop brought in many community resources for teachers, who reviewed ways students need to be supported in and out of school. During the workshop, CEANCI also celebrated CTE special population success stories in local high schools by putting together a teacher interview video: <https://youtu.be/DjBQvZQigRw?si=jb04X605KGPqkuD3>

Although CEANCI does not have an Area Career Center, its schools still have access to regional programs. Of the five current regional programs, one includes an educational partnership with the local Educators of Beauty College of Cosmetology. This program enables students to earn hours toward their cosmetology license in a full school year of exploratory topics covering beauty care, hair design, life skills, and salon business entrepreneurship skills. In the 2023-24 school year, the program had a record 33 students! CEANCI is excited to see this program thrive for this ever-growing industry.



The 2023-24 school year saw 19 new CTE teachers begin their career in high schools in the CEANCI region directly from the workforce. To create a sense of community for them, CEANCI created a "Straight from Industry" cohort that provided these novice teachers with basic teaching skills, such as lab management, assessments, academic skills, and providing social-emotional learning by connecting with today's students. Eight evening sessions followed a full-day in-person workshop in an effort to retain these new educators. The program continues in 2024-25 with an expected 12 attendees, some of whom are joining for the second year. This year, CEANCI is bringing in veteran CTE instructors to lend a hand in the program's facilitation.

Professional Development: CEANCI collaborated with EFE 160 and EFE 220 to co-host an ACADEMICS in CTE teacher PD in 2023-24. Educators met at Highland Community College to receive training on the new Illinois Comprehensive Literacy Plan, best practices, and strategies for improving math and reading in the CTE classroom. Teachers were able to connect with colleagues from other schools to share ideas on incorporating the academic component of the quality criteria in CTE.

CEANCI now hosts three annual skill-based competitions for students. The newest is a culinary competition. It was held in January 2024 at the Rockford Country Club. Students were challenged to create imaginative versions of traditional chili by including an unexpected ingredient. Forty-two students from five high schools participated in the competition, and four judges went home with full bellies. CEANCI assisted by coordinating the event's schedule and location, purchasing supplies, and creating rubrics for the judges.

Understanding the Quality Criteria: In the 2023-24 school year, CEANCI created a quick reference guide to the nine essential criteria for quality programs. Defining these criteria in this simple way helped teachers and administrators better understand the requirements to receive Perkins and Career and Technical Education improvement (CTEI) funding. When it came time to submit a program of study, this quick guide helped the chosen program gather resources and evidence.

Advisories: Monthly advisories were facilitated by CEANCI and hosted by a variety of CTE programs. They included students, teachers, postsecondary representatives, and workforce board members. In addition to reviewing the outlook of high-wage, high-skill, and high-demand careers within pathways, CEANCI focused on academics in CTE during each advisory, discussing innovative ways to apply reading, writing, and mathematics to the pathways.



Eagle Ridge Vocational Delivery System (EFE System 160)

The Eagle Ridge Vocational Delivery System ensures that all students are welcome into CTE programs and that an effort is made to reach students who may otherwise miss the message of how CTE can help prepare them for life after high school. This means more visits to more classrooms and more events that open our doors to students from all walks of life.

Credentials for programs are constantly reviewed to ensure students leave with an advantage in their chosen field.

Every student is welcomed into the Eagle Ridge Vocational Delivery System CTE programs, and the Board of Control works to ensure no student is left out because of transportation, finances, or other barriers. There are various events that connect students to workforce systems.



Students leave CTE programs with hands-on experience and an intimate understanding of their chosen programs of study.

As new CTE programs are established in districts, work with the local community college has continued so that dual credit can be offered. New programs have been added based on a growing need in business and education.

Educators have worked to provide more WBL in and outside of the classroom. Students in CTE programs are connected to professionals and businesses before they leave high school. Quality has improved by enhancing WBL, team-based challenges, and industry credentials.



Quad City Career and Tech Ed Consortium (EFE System 185)

In FY 2024, the Extended Health Care Occupations (ECHO) program continued to provide students with valuable opportunities to obtain industry-recognized credentials, which have been a cornerstone of the program for years. Students who complete the program not only earn their CAN certification but also gain CPR certification, positioning them for immediate job placement and long-term success in the health care field.

Since 2009, the College Transition Conference has proven to be an asset to regional students. It was organized for the sole purpose of assisting students with disabilities, primarily for those who demonstrate a level of capability to pursue postsecondary education and intend to enroll in college; it has since evolved to also include those prepared to enter the workforce. On average, attendance is around 100 students from 10-12 regional schools. Student groups are established, and they rotate through four 40-minute sessions – Career Exploration, College vs. High School, Assistive Technology, and Training and Education. The conference host rotates yearly between Western Illinois University-Quad Cities and Black Hawk College.



The Business Education advisory group started organizing the year's first workshop. Many local businesses and city administrators were contacted regarding economic development, which was an area of interest shared by the base of teachers. The Business Education meeting was held Nov. 7, 2023. It included visits to East Moline and the Renew Moline organization staff, both dealing directly with economic development and revitalization work. The New Bohemian Innovation Collaborative, sent management representatives to speak about entrepreneurship, education, and innovation through hands-on programming, technical talent, and community building.

In November 2023, the tech ed and engineering program adviser and a contact at John Deere Harvester Works (JDHW) in East Moline worked together to organize a teacher workshop at the JDHW welding and assembly training center. All regional tech ed and ag instructors were invited, including those from surrounding EFE regions. The day included JDHW welding tips, trends, different types of gasses, an assembly line tour, and more. Teachers took away many applicable ideas for their classrooms and a much clearer understanding of related careers.

Dual credit programs at the Area Career Center have long been a cornerstone of educational offerings, providing juniors and seniors with invaluable opportunities as they transition to postsecondary education.

Each year, tours, school visits and other activities are offered for regional eighth grade classes. Some activities organized by the office include tours of the John Deere Davenport Works, and onsite school visits from Chuck McKnight, training coordinator at Plumbers & Pipefitters Local No. 25. The FY 2024 tours of the John Deere Davenport Works included 390 students from 15 schools. High standards are set for safety and behavior, and John Deere representatives conveyed to us that all Illinois schools did an outstanding job meeting expectations. Also, the office coordinated a handful of

onsite school visits by Mr. McKnight. The visits were with large student groups and included discussions on career alternatives and welding simulator demonstrations.

Early communication was established with the chair of the Family and Consumer Science (FCS) Department at Illinois State University to seek some form of collaboration with a QCC TEC Family and Consumer Science Instructor Workshop. In January 2024, the ISU FCS Department hosted a workshop for regional high school instructors. They presented an overview of ISU majors; a demonstration lesson in foods lab and food safety, and information about the Food and Beverage Management major; demonstration lesson in fashion design and merchandising; a demonstration lesson in interior design; a demonstration lesson in human development and family science; discussions on difficult topics/lessons to teach at high school level; and tours of ISU facilities such as the – Lois Jett Historic Costume Collection, textiles lab, fashion design lab, interior design lab, and foods lab. The 25 instructors who attended represented 14 schools. It was a full day for those who made the trip to the Normal campus. An instructor's FCS curriculum can vary, but overall the feedback from the group on the entire workshop experience was very positive.

It has been six years since the QCC TEC office offered a 3D printer workshop, so it was determined that the base of regional tech instructors and others would welcome a workshop. Zach Bostic, who teacher at Moline High School, facilitated the workshop in April at the East Moline School District administration facility. There were 20 schools represented with 33 teachers in attendance and the overall feedback was positive. Those new to this technology benefited the most and greatly appreciated their school receiving the training and a printer. The 3D printer at each school will integrate STEM into many classrooms for the first time. It is still new tech, so the "wow" factor does exist. Teachers can engage students in offering hands-on experiences, encourage students to experiment, and design and solve problems in a fun way. Overall, printers can enhance lessons and help build classroom community.



Starved Rock for Voc Tech Ed (EFE System 190)

Starved Rock for Voc Tech Ed schools use equity-based practices when assigning students into CTE courses. In FY 2024, the system provided opportunities for students to obtain industry-recognized credentials.

The district schools participated in a Manufacturing Expo and a Construction Trades Open House. In October, 200 high school students took a unique field trip to explore the Illinois Valley's manufacturing industry as part of the 2023 Discover Manufacturing Expo at Illinois Valley Community College. Students from 14 high schools toured company sites in the morning before assembling at IVCC for lunch and presentations. Then they rotated through the college's gym and the Peter Miller Community Technology Center for breakout sessions led by IVCC faculty and company representatives. Those sessions focused on career tracks, such as computer-aided drafting, engineering, electronics, manufacturing, equipment maintenance, and welding. More details of the open house are at <https://www.ivcc.edu/newsarchive/2023/october/expo.php>.

The region added an automotive technology dual credit course at the regional career center and two partner high schools. The regional high schools met with the local labor unions for the second annual Labor Union Open House that took place at Illinois Valley Community College. The event was hosted by Illinois Valley Building Trades Council. Around 400 students learned about various construction trades and apprenticeship opportunities.

Several high schools, including LaSalle Peru and Putnam County, reinvigorated their work-based learning programs. LaSalle Peru also hired a WBL coordinator. The residential wiring program at the career center constructed room simulators for students to take part in WBL. The rooms can be set up in different configurations depending on the lab activity that is planned. The aviation program added commercial drone pilot certification to the private pilot program. The students can sit for the certification test upon successful completion of the course.

The Area Career Center/Starved Rock Associates for Vocational and Technical Education hosted a Free Summer Showcase for local sixth-eighth graders (including recent eighth-grade graduates). The hands-on week-long camp was taught by L-P ACC teachers and a Streator High School guest teacher. The camp offerings were agriculture (food science), aviation, CAD, culinary, carpentry, fire science, machines, residential wiring, and welding.



Central IL Voc Ed Co-op (EFE System 200)

Central IL Voc Ed Co-op hosts a Workplace Skills Expo annually for students with Individualized Education Programs (IEPs) and their instructors. This expo is only for students who have taken an approved CTE course at their local high school. There are sessions on resume building, interview skills, appropriate attire, and dinner etiquette.

EFE 200's goal is to increase the number of schools offering industry-recognized certification as part of their curriculum. Grant money is used to help instructors gain the skills necessary to be able to offer these skills in their courses. All high schools in the region make the courses available to all students. The students are able to tour or have guest speakers from over 50 different places of business within the Woodford County area. "Growing Your Own" teachers has been a goal for all schools in the region, so dual credit education courses are available from Illinois Central College, Heartland, and Illinois Valley Community College. All data related to the labor market is shared with the administration and instructional staff on a yearly basis. An effort is being made to pair with the ROE to offer training for individuals in the workforce on obtaining provisional certificates in the future.

One of the schools has started an internship program in which the business comes to school and teaches part of the day, and the students spend two days a week working at their business. New courses in the CTE curriculum include diesel mechanics and Educators Rising. Securing additional money for CTE will help schools purchase some large equipment that they have never had the ability to have, thus helping prepare their students for the workforce.

Career & Tech Educ Consortium (EFE System 220)

In FY 2024, the Career & Tech Educ Consortium (CareerTEC) worked with Highland Community College to start a pilot Agricultural Science and Industry Capstone class. It was so successful that the class will become a regional program starting in FY 2025. This agriculture capstone experience is for students interested in animals, plants, food, technology, mechanics, and the environment. The complete experience will result in the attainment of 14 college credits earned through a university transfer animal science course; a university transfer crop science course; and two ag industry survey courses. The survey courses include interactive experiences and career focused field trips that connect students to industry professionals and places of employment with the animal science, technology, plant, food, and environmental science sectors.

The first-year students of the criminal justice program are learning about the historical development of the correctional system in the United States.



In the 2023-24 school year, 44 of our 46 Health Occupations Youth Apprenticeships (HOYA) 1 students (95.6%) passed the Illinois Department of Public Health Nurse Aide Competency written exam, achieving the best mark over the past 10 years. To prepare for this year's exam, HOYA coordinator and Year 2 instructor Lori Steele had a daily review with practice testing for the last three weeks of May. Former HOYA 1 instructor Renee Boshela-Siegner assisted with the first online test through the Southern Illinois University Nurse Aide Testing site.

To be eligible to take the IDPH Nurse Aide Competency written exam, a student must first successfully complete the Basic Nursing Assistant course with 120 hours of classroom theory, 40 hours of clinical, on-the-job training, and a score of at least 80%, and . . . During the clinical hours (after school or on Saturdays), students needed to pass 21 individual skills before they could test. Upon passing the state competency exam, a student is added to the IDPH Health Care Worker Registry and becomes eligible to work as a CNA.



Computer Information System CIS1 students are developing a deeper understanding of software as they are now installing Windows and Linux operating systems on the computers they have been building.

Whiteside Regional Voc System (EFE System 230)

Multiple districts offer dual credit in the CTE courses that are available from their district community college.

At Whiteside Area Career Center (WACC), dual credit is earned in eight of the 11 programs offered. Also, certificates can be earned in welding and manufacturing, culinary arts, automotive, computer technology, allied health, early childhood, health occupations (CNA), and digital media arts.

All schools provide a bus to WACC during their allotted block time. Students have been allowed to drive themselves to a block time not dedicated to their home district if the designated time does not work in his/her schedule. Teachers have accepted an overload of students in their classes to accommodate more students at WACC. New relationships have been established with home district employers to ensure students are able to experience relevant internships. WACC maintains internship opportunities with over 80 different employers across the region. Each program also maintains a robust advisory group consisting of content specific employers, many of which duplicate as the internship sites. All districts maintain advisory committees for each of their CTE programs. The outcomes from these advisory meetings drive any changes to curriculum needed to ensure WACC is at the forefront of educational technology and responsive to the industry needs of local employers.

Each district maintains relationships with industry professionals who can advise on where to reach qualified educators. WACC maintains advisory groups that assist in our recruitment of new staff.

WACC has developed a summer camp that has become renowned in the region. The camp has historically consisted of four hands-on programs in which students are able to design and construct a project in each. Each student is able to spend time on all four programs over a two-week span. This year the camp was expanded to a fifth program to include ag through a partnership with a local Chamber of Commerce committee. WACC also held a Women in Criminal Justice Day during which several women who work in the criminal justice profession made presentations to students.

The protocols continue to be developed and enhanced. Data collection and responsive data-driven decisions have been a focus of ISBE, and the past year's work was designed to enhance program quality, work-based learning, and student credential and endorsement supports. Equity is always a main tenant to give all students access to Career and Technical Education.

West Central Regional System (EFE System 240)

All students in the West Central Regional (WCR) System are eligible to take CTE classes at the career center and/or member districts. The career center added a women's restroom to the trades building area. Quincy High School started a Basic Ag Science class for cross-categorical students that is co-taught by an ag teacher and special education teacher. Twenty-eight health occupations students earned their CNA certification, 27 early childhood education students earned their Level 1 ECE credential, and seven students completed the EMT class ready for tests.

In October, WCR hosted Makerfest Manufacturing Expo with over 20 manufacturing and transportation employers that was attended by more than 650 area students.



In January, WCR hosted its annual Sophomore Career Fair with 40 guest speakers representing 15 career clusters. Over 900 area sophomores attended.

WCR districts work with the local community college for dual credit courses through their SmartStart program. WCR hosted its first annual Careers in the Commons Job Fair at Quincy High School with 17 employers speaking to more than 400 high school seniors. As a result of the success, this event will be expanded to include area juniors and seniors and inviting additional employers in FY 2025.

WCR applied for and was awarded the Education Career Pathway Grant for the five member districts.

WCR has had two area teachers complete the Northern Illinois University work-based learning cohort and receive the WBL designation on their license. The career center partners with BSA on an Explorer Post and sends CNA students to a local long-term care facility and hospital, EMT students to the ambulance center and hospital, early childhood education students to area elementary schools and preschools, diesel equipment students to transportation employers, building trades students to area builders, culinary students to local restaurants, auto tech students to auto shops, and machining and welding students to area manufacturers. In addition, there is an onsite preschool, graphics lab, and auto and diesel shops. WCR students build a house each year.

Two Rivers Career Educ System (EFE System 250)

The Two Rivers Career Educ System has offered vocational, business, family consumer science, and agricultural classes to all of the students in the high school. The district has used Perkins grant funds to purchase materials and equipment that has afforded more sections of these classes, which opens up these opportunities to more students.

There have been meetings and tours of local manufactures and union trades to see about the possibility of creating a partnership in order for students to obtain credentials in these skilled trades.

All students are allowed to enroll in CTE introductory classes and continue through the curriculum in the areas of vocational/technical, family consumer science, business, and agriculture.

There has been close work with the area community college to connect students to its workforce skills career center, in addition to connecting students with our local unions regarding apprenticeships.

A number of academic dual credit classes are offered in the high school. This past school year, an automotive class was introduced as a dual credit class in partnership with the local community college.

Xello computer career software is utilized in the high school. Students take interest inventories, skills inventories, and inventories in personality style, and learning styles. This information is used to search for careers and what types of education or skills are needed in order to obtain a job in this career field. Students then look for programs or schools that offer this training or degree. The total cost is configured with the software along with links to apply or request more information. The job demands are part of this report along with available jobs across the country. Finally, resume building, job interviewing skills, and scholarships are implemented within each student portfolio.

All teachers returned to the classroom this year except for the automotive instructor. A new teacher was hired by networking with former automotive instructors.

The CTE consortium hosts an annual Career Fair with local businesses, unions, military, community colleges, etc. for students to explore the world of work. Students are taken to the local community college workforce skills expo, the building and trades expo, and the Illinois Association for College Admission Counseling college fair. There also is a cooperative vocational experience for seniors who wish to participate. They attend school part of the day and work part of the day.

The Perkins grant has afforded the school an opportunity to purchase some sewing machines, equipment for kitchens, welding and woods equipment, automotive materials, printers for the drafting program, and computers for the Business Department. Without the new equipment and materials, fewer students would be given the opportunity to enroll in and take these CTE courses.

Western Area Career Center (EFE System 265)

Students in CTE classes always have been supported at Western Area Career Center. In FY 2024, the center provided opportunities for students to obtain industry-recognized credentials with the CCPE coordinator.

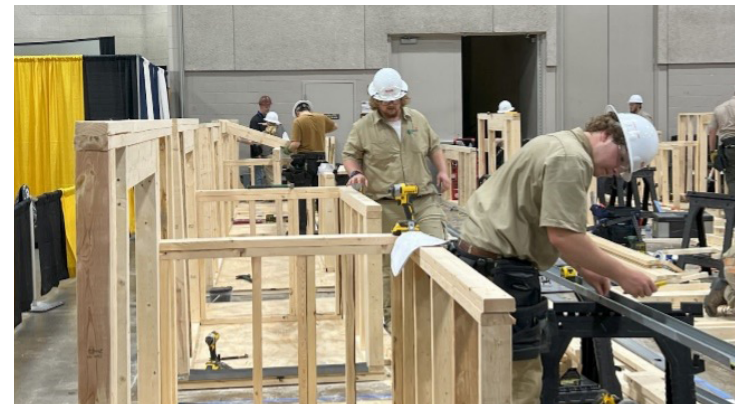
WBL opportunities have grown by over 50% in the past three years. Students are out in the field working. The dual credit has increased as well, thanks to the work of the CCPE coordinator. Work is being done with the Illinois Association of Regional School Superintendents to address the increasing needs of the local, regional, and state workforce based on labor market information and employer input. The system is currently working on a grant to support managing, recruiting, and retaining a robust pipeline of CTE educators. The CCPE coordinator has gone into the field and contacted interested employers to match them with students working toward high-wage, high-skill positions. WBL, dual credit, and high-skill attainability are all features of the system.

Delabar CTE System EFE (EFE System 280)

The Delabar CTE System team traveled to all area middle schools in the spring to bring a Career Exploration Day to each district. All students, including those of special populations, are given the opportunity to take a career interest survey and research careers in the different career clusters, as outlined in ISBE's Career Guidebook. All students also are able to participate in a career exploration simulation through a virtual reality headset to help them narrow down their interests and be better prepared to select high school courses.

Some districts offer industry-recognized credentials in their classrooms, including Food Sanitation Certification, OnShape and Unity Certifications, Microsoft Office Specialist (Excel, PowerPoint, Word) and CPR. Many local students who attend Galesburg Area Vocational Center are able to earn an even greater variety of certifications. These range from OSHA 10 to a Python Entry Level Credential to a CNA license. The early childhood education program allows students to earn their Gateways ECE Level I Credential. In FY 2024, there were 12 students who earned the ECE I Credential, completing over 1,500 hours of in-classroom work with pre-K and grade school teachers in Galesburg. Eighteen teachers in the district provided mentoring for these students. Six seniors went on to study early childhood education at the college level this year.

Delabar CTE System encourages districts and teachers to purchase equipment that is industry-quality and accessible to all students. Monmouth-Roseville does an excellent job of incorporating technology into the curriculum using CTEI funding to purchase the equipment. Students in the introductory business class create posters to hang around the room of the important business concepts being covered. The posters are displayed throughout the semester to help the students refer back to previous topics and to aid them in recalling information for assessments. Last year, there were several students who were English learners. These students created posters in their native language as well to hopefully help them improve their English and better understand the concepts. To create the posters, each student or group of students is given a Google slide to collaborate on, in the correct page size, with a



title/topic already on it. The students research the topic, create the slide, and use a poster printer purchased with Delabar funding to print each slide.

Whenever a student in the Monmouth-Roseville business classroom has issues sitting still in class, they are allowed to pick a creature they enjoy. The teacher then looks up a 3D printable file to print an articulated object that is moveable. The student can pick the colors of filament in the design, the object is created, and the student can then use the object in class to help them focus. The 3D printer and supplies were purchased with Delabar funding.

Several districts provide opportunities for students to connect with industry partners through tours of facilities, job shadowings, and internships. Students interested in health care work at the Knox County Nursing Home, Seminary Estates, and Courtyard Estates; students interested in automotive work at the local auto-body shop; other students interested in veterinary services work at the Galesburg Animal Hospital and Wags & Whiskers Veterinary Service in Williamsfield. One student interned at Advanced Plumbing and Mechanical in Monmouth, and several students interned at Frank Millard's, an industrial mechanical, HVAC, electrical, and general construction company in Burlington, Iowa. Many students work on local farms, including Pilot Knob Farms in Oneida, which produces and sells popcorn!

Delabar CTE System worked closely with the Galesburg Area Vocational Center to provide area students with opportunities to meet, visit, job shadow, and intern with many local businesses.

Delabar partnered with the University of Illinois Extension, Carl Sandburg College, and the Workforce Innovation Board to put on the semiannual Welcome to the Real-World Financial Literacy Simulation and Career Fair for all eighth grade students. Students work with volunteers from local businesses and organizations to pick a career and find out how they can survive financially while paying rent, buying a car, paying for utilities and groceries, etc. Then students listen to a career panel led by the Knox County Area Partnership for Economic Advancement and visit the career fair event with many pathways occupations represented.

Lincolnland Reg Del System (EFE System 290)

Lincolnland Regional Del System supports educational equity for students and gives extra support as requested by their home high school. High schools are supported with as much information as possible about CTE opportunities in school, in the community, and with postsecondary education. At Lincolnland Reg Del System, everyone works as a team to provide the best education possible for the students. Efforts are made to connect employers with the students in the system. All this is being done through the career center.

Peoria Educational Region for Employment and Career Training (EFE System 300)

The Peoria Educational Region for Employment Training Career Training hosts a workplace skills program for students who are employed but have special needs. Students learn appropriate dress for interviews, proper etiquette during a dinner interview, and important interview skills for in-person or over-the-phone interviews. This interactive event engages students and maintains focus for the five-hour program.

The system offers CTE students credentialling options through pathways work. The CCPE coordinator works with member districts to set up these opportunities for all students.

CTE programs are offered to all students enrolled in member district public school districts. as much access as physically and feasibly possible is allowed for students interested in programs.

There is close work with workforce partners to keep the communication lines open. In concert with the pathways work, the workforce partners are an integral part to training CTE students with successful skills to help fill the workforce pipeline.

Pathways work is enabling dual credit opportunities to be opened for CTE students. This remains one of the largest challenges however, since obtaining dual credit status with the community college has numerous qualification hurdles. The region continues to work with the workforce partners to fill the gaps within the workforce pipeline. Labor market data and employer input (e.g., advisory meetings) are being utilized as the system strives to provide the necessary skills for our students to be successful.

WBL programs are being expanded to include manufacturing. With the help from community stakeholders, students are able to experience the behind-the-scenes careers associated with manufacturing.

CTE program offerings in the region are top notch. The system continues to strive to provide the best and most robust CTE programs for all students.

Regional Office of Career/Technical Education (EFE System 310)

Regional Office of Career and Technical Education (ROCTE) provides two teaching assistants to the Springfield School District and two teaching assistants to the Capital Area Career Center (CACC). These teaching assistants provide support for special populations, such as academic help and IEP accommodations. ROCTE provides opportunities for students to obtain OSHA credentials through CareerSafe and IT credentials through TestOut. The CACC business liaison provides annual career presentations at each of the 18 regional schools. He also works closely with the 18 district's counselors and administrators to provide support for any student interested in attending CACC. Most CACC programs offer dual credit. ROCTE advertises open positions on Indeed and the Illinois Association of School Administrators job bank. The ROCTE director visits each of the 18 schools annually and provides information and assistance with licensure.

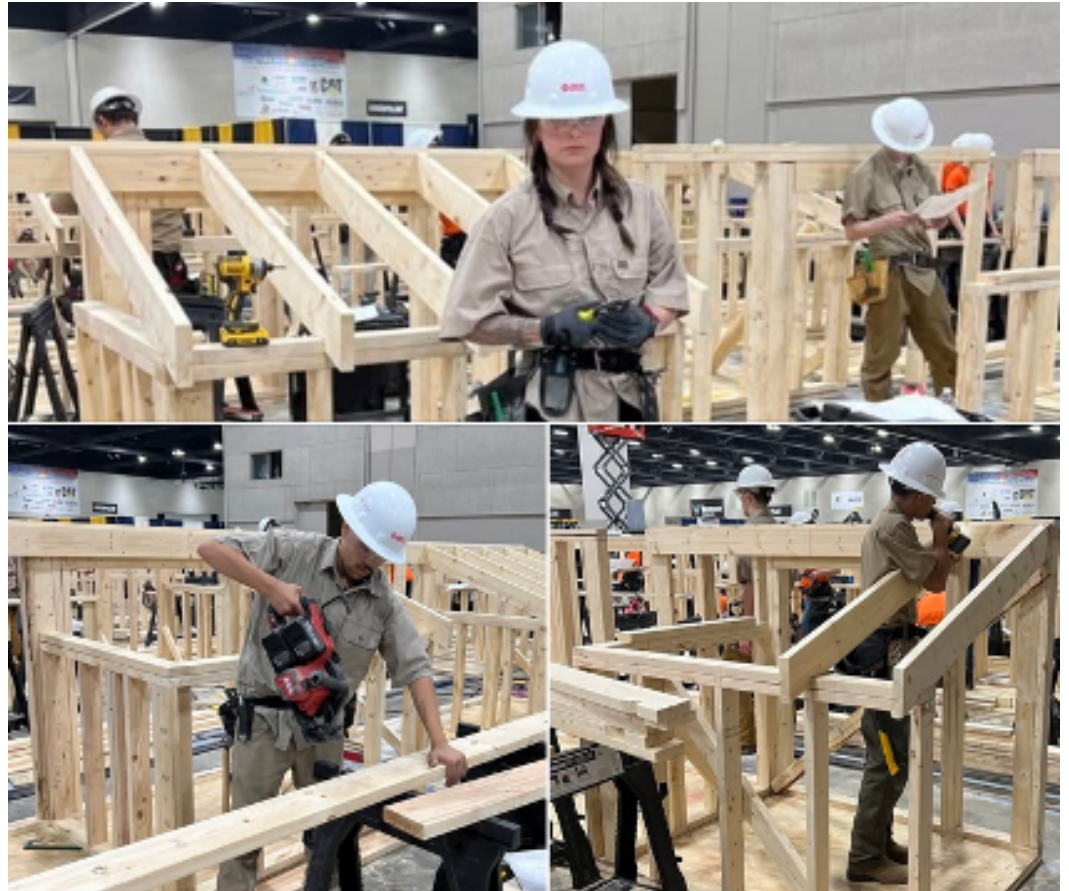


Tazewell County Area (EFE System 320)

The students in the early child care education class at Limestone Community High School earned their Level 1 certification. The teacher and her students did a great job with the early childhood education program.

Students from East Peoria Community High School attended a health career field trip to Methodist College. They got to tour campus, including the CPR room, cadaver table, and simulation lab, as well as learn about the opportunities available to them after high school.

Pekin Community High School work-based learners were spotlighted in signing ceremonies their employers and career paths. Bond Eye, Pro-Fab, Piston Revolution, Pekin Animal Hospital, BTB, and Wheel Worx are getting talented (soon-to-be) alums! Some will be continuing their education while working in their chosen field.



Education for Employment System 330 (EFE System 330)

EFE 330 partnered with Parkland College to provide the Early College and Career Academy (ECCA), a regional dual credit CTE academy. Students from 15 or more high schools attend ECCA and participate in one of nine different career pathway options. Students earn dual credit, industry-recognized credentials, and skills in their chosen program. The enrollment in 2023-24 was 225 students; an enrollment of 261 students is expected in 2024-25.

EFE 330 partnered with the Champaign/Ford ROE 9 to offer a Future Educators' Conference for high school students interested in a career in education. Approximately 140 students participated in the event in spring 2024. The keynote speaker was Briana Morales, the Illinois Teacher of the Year. Students also participated in four breakout sessions throughout the day led by local educators and attended a college/career fair during the lunch portion of the event. Moving forward, EFE 330 and Champaign/Ford ROE 9 will host the event every other school year.

Eastern IL EFE System (EFE System 340)

Eastern IL EFE System partnered with the local special education co-op on a Construction Trades Expo, Eighth Grade Career Conference, and on the initial implementation of SchoolLinks as an individual career planning tool. Each February, Career and Technical Education Month is celebrated with several great activities for students in the EFE System 340 region. EFE 340 hosts an annual Construction Trades Expo featuring more than a dozen trades and business partners for approximately 750 students in the region. These activities support student achievement as they relate to important objectives in career readiness.

The office supports EFE 340 districts in credentialing students in CNA, OSHA-10, Microsoft, ECE Level 1, Robotics, Food Handlers and Food Managers. The EFE director submitted a letter of support to ISBE in recognition of LIFT becoming an Area Career Center. The office supports CTE programs in the 25 schools that are served. EFE 340 began implementing SchoolLinks with all 25 districts in the region as a bridge between students, educators, and employers. Over 30 dual credit courses offered through Lake Land College are supported for the 25 EFE 340 schools.



McLean/Dewitt Regional Vocational System (EFE System 350)

The McLean Dewitt Regional Vocational System saw a \$550,000 budget increase, but the district reports that most of that is due to successful state, federal, and grant funding, including a three-year METT grant. The District 87 Career Center will offer 18 programs to around 815 projected students in the coming school year, including the additions of barbering, aesthetics, and cybersecurity programs. Schools pay \$1,450 for each student to enroll in these programs, a number that has remained steady for three consecutive years.

Iroquois Area Reg Del System (EFE System 370)

Iroquois Area Reg Del System provided funding to employ a bilingual aide/interpreter for Hispanic students. The system expanded WBL opportunities. A CCPE coordinator has been employed as a liaison between education and the workforce. The system expanded course offerings in areas of high demand based on the needs of the local, regional, and state workforce, labor market information; and employer input. Work-based learning opportunities for students were identified and expanded in the system.

Livingston Area Education for Employment (EFE System 380)

Livingston Area Education for Employment has equal access to programs and services for all students. The director and CTE instructors work with guidance counselors and case managers to ensure all students are successful. Resources and academic assistance are provided as necessary. An effort is being made with high school CTE classes as well as Livingston Area Career Center classes to gain more industry-recognized credentials. Last year, the career center students earned 338 industry recognized credentials. The EFE hosts a Career Fair for all freshmen in Livingston County. This event showcases CTE programs and their opportunities, as well as businesses and postsecondary institutions. This event allows students to learn about what CTE programs are available to them during their high school career.

EFE 380 enjoys welcoming guest speakers. In FY 2024, there were more than 50 guest speakers who visited CTE classrooms. Guest speakers come from business and industry, as well as continuing education.

The high school CTE classes as well as career center classes work daily on earning dual credit. Students have the opportunity to earn dual credit through the coursework in 12 career center programs. The career center is working with HCC and JJC to increase their dual credit opportunities in FY 2025. Business roundtable discussions bring in businesses from the industry in each respective program. Holding these discussions allows the system direct contact with those currently working at businesses in the community. They share updates, changes, challenges, and needs within their industry. This allows the system to make the necessary changes to curriculum in order to remain as up-to-date as possible. Currently, there is an effort to build the CTE workforce by recruiting previous students to come back and teach. There also is work with college programs to recruit CTE educators. An active in-depth teacher/mentor program is being built to assist with the success of new teachers.



Career Cruising is utilized for CTE programs. This platform is very beneficial for students. It gives them the ability to research careers, colleges, and options for after high school. Students will take an interest inventory that guides them toward areas of work that may suit them. Career Cruising also helps students develop resumes and cover letters as well as a space to save a portfolio. High school students in the community benefit exponentially from taking CTE and career center classes. At the career center, the firefighting and EMT classes work directly with the local fire department and ambulance service. This allows the students incredible hands-on opportunities that would not be possible otherwise. Many CTE instructors come directly from industry, therefore allowing students to have an upper hand in their learning.

Heartland Region (EFE System 390)

All students at Heartland Region are supported to enroll in and be successful in CTE programs. The CTE programs are aligned with postsecondary credentials with some, such as CNA, being completed while the students are still in high school. Sophomore students from high schools in the region participate in career explorations activities, which include a visit to Heartland Technical Academy (the Area Career Center), as well as the CTE programs at the local community college. Strong partnerships are in place with Heartland Technical Academy being housed on the campus of Richland Community College. Students are connected with local employers through a number of work-based learning activities. Dual credit offers are extensive with 550 high school juniors and seniors attending dual credit courses on the community college campus as students at Heartland Technical Academy. CTE teachers and program leaders are in close partnership with local employers with industry offering WBL opportunities and serving on program advisory boards.

Vermillion Vocational Education Delivery System (EFE System 400)

The Vermillion Vocational Education Delivery System (VVEDS) implemented several best practices in FY 2024, to enhance education equity, particularly for special populations and marginalized groups in the education and workforce systems. These practices included a focus on accessibility and support, ensuring that all students, regardless of background or circumstances, had equal opportunities to succeed. VVEDS prioritized inclusive access by providing specific academic support for these populations within their CTE programs. These supports included individualized assistance, tutoring, and guidance counseling, all tailored to address the unique challenges faced by marginalized students to help them thrive in both their academic and career pursuits. A key component of VVEDS's efforts is its partnership with Danville Area Community College to offer CTE dual credit courses. This partnership allows all Vermillion County juniors and seniors to enroll in these programs at no cost, breaking down financial barriers and expanding access to higher education and career training. Providing these dual credit opportunities enables VVEDS not only to offer free education but also build a pathway toward postsecondary education and workforce readiness. This ensures that marginalized and special population students receive the necessary tools and support to achieve long-term success.

A major focus by VVEDS was on ensuring that scheduling conflicts, often a barrier to student participation, were minimized. To achieve this, counselors played a critical role by conducting forensic evaluations of students' schedule matrices. This detailed analysis allowed counselors to identify and resolve potential conflicts between students' core academic courses and their CTE classes. That helps as many students as possible take advantage of these valuable programs without compromising their overall academic progress. Additionally, VVEDS worked to increase awareness and promote the value of CTE programs across all student groups, making sure that students and parents understood the wide range of opportunities available through CTE. Counselors collaborated with teachers and administrators to create flexible scheduling options to make the programs more accessible to students with varied academic and extracurricular commitments. By addressing scheduling barriers and providing clear pathways to CTE enrollment, VVEDS succeeded in opening doors to valuable CTE for a broader and more diverse group of students.

VVEDS also took several key steps to connect education and workforce systems across its member districts and the Area Career Center to enhance the EFE system. A major initiative was the development of a Workforce Education Committee, composed of stakeholders from Vermillion Advantage, Danville Area Community College faculty, school counselors, superintendents, and VVEDS representatives. This committee was tasked with aligning educational programs with the needs of local businesses and industries, ensuring that students in Vermillion County were being prepared with the necessary skills for future workforce demands. The collaborative efforts between education and business sectors are helping to create seamless pathways for students to move from school to meaningful employment in their local community. One of the primary goals of the Workforce Education Committee is to address local workforce shortages by decreasing the number of open positions in local businesses. This fosters growth among Vermillion County companies and increases graduation rates in county high schools. The committee also aims to expand career pathway endorsements offered at local schools, allowing more students

to graduate with a clear direction for their future careers. A significant part of this effort is focused on early career exploration for middle school students, with initiatives such as fully utilizing Xello for sixth–eighth graders and hosting a career exploration event at Danville High School for all local schools to participate in. Additional initiatives include offering industry-specific tours and job-shadowing opportunities, as well as hosting a Career Expo for 12th graders who are planning to enter the workforce after high school. Looking ahead, the Workforce Education Committee has set ambitious goals to further strengthen education-to-workforce pathways. Plans include holding regular meetings, expanding the College Express program to accommodate more students, and organizing a major Tech Ed contest at DACC that will be sponsored by local businesses. Additionally, the committee will create a student advisory group to gather feedback and involve students directly in shaping these programs. To increase engagement, a student-led social media marketing campaign will encourage seniors to share their career journey stories, inspiring younger students and promoting the value of career and technical education. These efforts aim to foster stronger connections between local schools, businesses, and the workforce to create a more dynamic and responsive education system in Vermilion County.

VVEDS made significant strides in expanding work-based learning opportunities for all students through the launch of a Countywide Summer Internship Program. Spearheaded by coordinator Stacy Ehmen, the program provided students with paid summer internships at local businesses to give them hands-on experience in various industries. Ms. Ehmen acted as the liaison between schools, students, and businesses, ensuring seamless coordination and matching students with internships that aligned with their career interests. This initiative allowed students from across Vermilion County to gain valuable workforce skills, build professional networks, and earn income, all while preparing for future careers in a supportive and structured environment.

Bond Fayette Effingham (EFE System 410)

Bond Fayette Effingham's qualified instructors trained students and students completed the qualifications to obtain credentials. To improve access to CTE programs to all students, the system disseminated information via student services throughout the region. The system provided tours of the area vocational center to junior high and high school students. Industry leaders were invited to speak to students. System representatives met with business leaders monthly through the Chamber of Commerce. There also were meetings with employers and student interviews.

Central Illinois Rural Region (EFE System 425)

The number of females taking CTE courses in the Central Illinois Rural Region is increasing. Carlinville High School vocational programs are working closely with postsecondary institutions and manufacturing employers to develop programs that mimic current manufacturing environments. The CHS School Board, CHS administration and local employers (from St. Louis to Springfield,) have been extremely supportive of advancements over the last several years. The CHS programs are evolving in order to create a high-tech employee pipeline for local manufacturers or create a smooth transition for students into postsecondary education. The EFE system allows collaboration between educators in the system, professional development, and advisory committee members throughout the year. We are able to offer four dual credit courses in this area. WBL opportunities have increased. Welding courses have been held for the community. Schools can recruit and retain educators by offering professional development, creating a positive and supportive work environment, and implementing mentorship programs for new educators. Additionally, establishing clear pathways for career advancement and recognizing and celebrating the efforts and achievements of educators can also contribute to recruitment and retention efforts. There has been new equipment added to the shops.

Madison County Career & Technical Education System (EFE System 450)

The Madison County Career & Technical Education System continued to host its regional advisory committees in partnership with local postsecondary institutions and industry stakeholders for each CTE program offered in the region. These advisory committees brought together a diverse group of participants, including postsecondary faculty, high school teachers, and local employers, to collaborate on enhancing the quality and relevance of programs. By fostering these connections, the system ensured that its CTE offerings remained aligned with the evolving needs of the workforce. The advisory committee meetings were instrumental in providing vital insights across several key areas. They provided programs with up-to-date information on the current landscape of their respective industries, allowing adjustments in curricula as needed to reflect industry trends. These discussions also covered the essential technical, academic, and employability skills that students needed to succeed in each specific program area, ensuring that graduates were well-prepared for the workforce. Moreover, participants offered valuable feedback on the necessary equipment and resources that programs will require to stay competitive, as well as potential WBL opportunities for students. Furthermore, these meetings facilitated discussions about job openings and career pathways, providing students with direct connections to local employment opportunities.

St. Clair County/SWIC CTE System (EFE System 460)

More than 50 teachers from Region V CTE systems gathered last fall for a workshop titled “The Science behind Food and Flavor,” specifically designed for culinary arts and science educators. The workshop, which was hosted by Region V CTE systems and led by Katie Sudler from McCormick-Fona, delved into various topics, including the fundamentals of food science, the complexities of flavor, an overview of the food industry, current trends, and potential career pathways. Attendees also engaged in roundtable discussions, allowing them to connect and share insights on integrating food science into their classrooms. The workshop received glowing feedback from participants, who appreciated the engaging and informative content. One attendee noted the fascinating integration of anatomy and physiology, particularly in understanding how taste and smell work together and how perception of odors varies among individuals. Many teachers valued the practical experiments and demonstrations, highlighting how they could be easily adapted for classroom use. Comments also reflected a newfound appreciation for the science behind everyday food and flavor, with one teacher expressing surprise at how deeply science influences the food industry. Overall, the workshop provided educators with fresh ideas, hands-on activities, and a deeper understanding of the food science field, inspiring them to bring these innovative concepts into their teaching.

ESL Regional Vocational System (EFE System 470)

The receipt of ESL Regional industry certifications has increased over the years as shown in the tables below.

Year	Industry Certification
2018	10
2019	23
2020	0
2021	27
2022	93
2023	97
2024	174

Table 15 EFE 470 Yearly increase in Industry Certification

Certification Offered	Students
AUTOMOTIVES: OSHA 10 SAFETY CERTIFICATION	14
CULINARY ARTS: NATIONAL RESTAURANT ASSOCIATION SERVSAFE MANAGERS AND FOOD HANDLERS	52
CONSTRUCTION TRADES: OSHA 10 SAFETY CERTIFICATION	37
COSMETOLOGY: BARBICIDE CERTIFICATION	54
ELECTRICAL TRADES: OSHA 10 SAFETY CERTIFICATION	29
HEALTH CARE: NURSING - STATE OF ILLINOIS CERTIFIED NURSING ASSISTANT	7
CPR	14
ACT WORKKEYS NATIONAL CAREER READINESS CERTIFICATE	21

Table 16 EFE 470 Types of Certifications offered to students

Several CTE students participated in Ford Day outside of the CTE Building at East St. Louis Senior High School. Ford wants to inspire students to pursue STEM-related education. Ford offers STEM experience in combination with other programs, such as FIRST Robotics and high school science and technology programs that are designed to deliver opportunities to interested students and recent graduates. Ford aims to engage young people in understanding Ford is a technology company that offers rewarding careers in STEM fields. Ford provides several STEM programs, both in combination with external partners and through the company directly. The company aims to offer a robust set of opportunities to be engaged in STEM-related activities.

The CTE Successfest Entrepreneurship Fair, which was held in February, was a success. Several students made valuable contacts. Several students recently attended a workshop at Toyota Manufacturing in Troy, Missouri. This annual two-part event is a great opportunity for students to see the design side of the automotive industry. Toyota was so impressed with the high school students from East St. Louis last year that this year it reserved all of the spots for its students. This opportunity is provided by the Diversity Awareness Partnership EXPLORE Program. The head of the program is CTE advisory member Steve Parks. In March, 17 students from the Industrial Trades programs attended a hiring information event at Gulfstream Aerospace in Cahokia Heights. These students had the opportunity to participate in an hour of learning, interaction, and fun. This event gave students a chance to continue to learn more about job opportunities at Gulfstream after high school by asking questions from various teams, interacting with displays, and even touring the FAST (repair) truck. Students attended workshops with the St. Louis Cardinals, MilliporeSigma (bioscience), Centene Healthcare (health care), and Dot Foods (logistics and supply chain).

A total of 154 students earned a total of 22,819 early college credits and postsecondary career hours. Ninety CTE students enrolled in dual credit courses at East St. Louis Senior High School and earned 291 postsecondary hours from Southwestern Illinois College.

Fourteen health occupations students attended a tour and informational session at BJC Healthcare. These students were invited by the St. Louis Regional Business Council. This session was very informative, and the students enjoyed the session. At Barnes-Jewish Hospital, the students participated in a medical moulage, which improves realism in health care education by immersing students into simulated situations that can help them develop critical thinking skills and clinical reasoning abilities. In nursing education, moulage is used to graphically replicate everything from bruises and small cuts to compound fractures



and amputations. Moulage technology allows nursing students to take textbooks and clinical knowledge and apply it to realistic situations. It has become a critical active learning activity in nursing education.

CTE business education students completed sessions with the Diversity Awareness Partnership EXPLORE program. The sessions for careers in law were held at the Thompson and Coburn Law Firm in St. Louis. The first session of careers in baseball was held on November 2 at Busch Stadium with the St. Louis Cardinals.

Ameren SCEP student(s) took the CAST exam onsite with an Ameren testing representative. Based on the results, one electrical trades student has been recommended to advance in the hiring process.

CTE culinary arts students who participated in the Platinum Chef Competition sponsored by SWIC Granite City and the Madison County CTE program won several awards, including Best Test Score, Best Utility Support, Best Entree, Best Oral Presentation, Best Appetizer, Best of Competition, and First Place Overall Competition. Students from culinary arts attended the ProStart Invitational Culinary Competition that was held in March at the Sysco Headquarters in Des Plaines. Students gained valuable insight and are eager to compete next year. They are already formulating menu ideas. The culinary students provided food service for the Half Cap Ceremony and the Senior Ribbon Pinning "Bruncheon."



Five County Regional Vocation System (EFE System 480)

Five County Regional Vocational System looks at the labor market statistics each year during different advisory committee meetings and discusses impacts to the region workforce and educational opportunities of students. The system tries to provide a dynamic workplace where CTE teachers feel appreciated, welcome, and needed. Professional development opportunities are provided for these teachers to build necessary skills for the changing workforce of tomorrow. A coordinator who helps districts reach new heights in work-based learning has been hired. The quality of many programs has been improved by providing more dual credit opportunities for our students. The finalized list of courses is provided below. Five County Reg Voc System's schools provide a variety of industry-recognized credentials and dual credit opportunities from CNA to labor union.

School	Student Count	Hours Generated
Anna Jonesboro	127	477
Cairo	42	135
Century	48	132
Cobden	64	211
Dongola	92	276
Egyptian	44	133
Goreville	72	239
Joppa	63	197
Massac	260	852.5
Meridian	165	493.5
Shawnee	37	115.5
Vienna	583	1,845.5

Table 17 EFE 480 Finalized list of CPE dual credit opportunities

Vienna High School started an aviation pipeline program in partnership with the Southern Illinois University School of Aviation.

Best practices include allowing all students access to CTE programs in all of the system schools. Students simply fill out course requests and are registered for classes. Five County, along with other regional systems in Area IV, attended the Southern Illinois Builders Association Career Expo. This event directly connects students with labor unions and great jobs where students can begin earning a great wage while learning the profession.



Clay/Jasper/Richland/N Wayne RDS (EFE System 490)

As the school year came to a close, Richland County High School celebrated the seniors who had successfully completed the teacher pathway program at RCHS and earned six semester hours of college credit. The system is building future educators, one class at a time.

Nursing assistant/aide and patient care assistant/aide students obtained their Can licenses, which qualifies them for an entry-level health care role that provides basic patient care. The class looked at other components of health care while visiting the Air Evac Lifeteam.



Marion/Clinton/Wash Co CTES (EFE System 495)

Marion/Clinton/Wash Co CTES provided scrubs/uniforms for nursing students who qualified for assistance. This allowed students to go into the workplace and work the required hours to qualify to receive their CNA license. All nine schools in EFE 495 offer CTE dual credit coursework.

Centralia High School's Board of Education approved a plan for next year's building trades class to expand to three class periods to facilitate a new program in which students will construct a home on a city-owned plot. Superintendent Dr. Chuck Lane says plans call for the home to be sold when they are finished, and the proceeds will be used to repeat the process.

"A really good partnership we have now is with the city of Centralia, where they donated some land to us over on Melrose Street. Our building trades class can actually go out there and build a home. It's a really great opportunity for our kids. We're going to spend the first three hours of the day with those kids out there with Mr. (Chris) Tyberendt, building an actual home. And then at the end of the year, when we sell it, we'd use the profits from that then to reinvest and take another project from the city to build another house. So just a really good win-win for the city, for the school, and for the kids," said Dr. Lane.



Twin Rivers Career & Tech Ed System (EFE System 500)

Twin Rivers Career & Tech Ed System purchased scrubs for health occupations students. The welding program was supported by purchasing welding helmets for special population students. The system paid for CNA tests for special population students who passed the test. The guidance counselors in the regions do a great job promoting vocational programs. Each vocational area has an advisory committee that meets each year in February for a working lunch.

Rend Lake Area Regional Delivery System (EFE System 520)

Five County, along with other regional systems in Area IV, attended Southern Illinois Builders Association Career Expo. This event directly connects students with labor unions and great jobs where students can begin earning a great wage while learning. Over 700 students attended during the three-day event. Ironworkers, bricklayers, heavy equipment operators, painters, electricians, teamsters, laborers, pipefitters, and boilermakers all attended to show students a hands-on part of their occupations and to tell them how they can apply after high school graduation.

Franklin County Regional Delivery System (EFE System 525)

CTE classes are offered to all students, including non-traditional and other special populations students, at all high schools within the EFE 525 region. Emphasis on recruiting students with special needs is provided when encouraging enrollment in CTE courses or programs and in joining student organizations associated with CTE programs. Per the most recent LNA data, graduation rates for CTE students continue to be higher than the overall graduation rates within local schools. The director and assistant director of EFE 525 visited each of the high schools personally in the fall 2023 school year; they met with as many CTE teachers as possible and reminded them of the importance of students acquiring industry-recognized credentials. Emphasis also was placed on the process for EFE 525 to reimburse students for testing fees incurred IF they are successful in acquiring a CTE industry certification.

CTE personnel in Franklin County schools are dedicated to making their programs the best they can be and reaching as many students as possible. They strive to offer opportunities for students from all populations to become self-sufficient by being employed in high-skill, good-income jobs for which there is demand within the region. CTE programs and career clusters are promoted to all students and, as appropriate, to their parents/guardians; these promotions/presentations are always offered in a format that is bias-free, inclusive, and nondiscriminatory. Furthermore, career guidance is provided to all potential and current CTE program of study students. In addition, students have access to a variety of appropriate support services, including tutoring support, available to ensure all students have their best opportunity to achieve success. School personnel are knowledgeable about ISBE and IDEA guidance and requirements, and all schools and the Franklin County Regional Delivery System have appropriate board policies in place and annually publish anti-discrimination policies for notification to their communities and all stakeholders.

EFE 525 does not have access to an Area Career Center; however, CTE educators consult and work closely with their local advisory boards/committees and all stakeholders to continue to stay current on employment trends through the Illinois Department of Employment Security and also the state of Illinois. The educators use occupational employment projections to guide and determine their CTE course clusters, programs of study, and course offerings. The educators utilize updated employment statistics and data from labor market reviews relevant to the Illinois workforce to analyze the data and develop plans for course offerings, curriculum, and instruction for the CTE courses and programs of study.

Not every program of study culminates in an advanced skills course that offers dual credit at this time, but this is ongoing with progress being made toward attainment. Most of EFE 525's high schools are very small and do not have the personnel or student demand for a significant number of dual credit classes in CTE programs of study. The Franklin County Regional Delivery System will continue to work with Rend





Lake College, the primary postsecondary institution for dual credit, to find creative solutions which might include more regional CTE programming.

The regional carpentry class completed community project to build cabinets and created American flags.

The Entrepreneurial Development, Growth, and Education (EDGE) regional class is very popular.



Benton Mayor Lee Messersmith is the facilitator for this innovative class, which is offered through a partnership between ROE 21 through the Franklin County Regional Delivery System (FCRDS), Rend Lake College, and the EDGE Board of Directors. Students earn both high school and college credits by completing this regional class, which is open to all Franklin County High School seniors.

Students in the EDGE class learn about entrepreneurship and more. They develop a business plan; seek funding for their businesses; and at the end of the year, they host an impressive Trade Show featuring the businesses they have built from the ground up. In addition to these activities, the EDGE students also hold at least one or two fundraisers annually to gain valuable experience and help offset expenses for the

trade show. This year's class has set the bar extremely high by hosting a rodeo. That's not some little horse-and-pony show that you might expect nine high school students to pull together in a short period of time.

This was a real Whippoorwill Company Rodeo with bareback and saddle bronc riding and all the typical rodeo events as well as vendors, a petting zoo, and food trucks! They called it Runway Rodeo as it was held at the Benton Airport. The mayors of Sesser and Benton supported the rodeo by challenging each other to see who could stay on a bucking bull the longest. They each rode a bull, and both managed to stay onboard for several seconds before being forcefully thrown to the ground. This event certainly increased interest and turnout for the rodeo! The proceeds generated from that challenge, of course, went to the EDGE project. The students did an incredible job of handling all the rodeo details from planning to executing and they exceeded their goals. They raised more than \$20,000 and made a net profit of over \$15,000. Although some of these profits will be used for the trade show this spring, the students also successfully negotiated an additional request with the EDGE Board.

Ohio & Wabash Valley Reg Voc System (EFE System 535)

At EFE 535, all districts either hosted their own College and Career Fair or attended fairs in other districts. Students attended a Construction Career Expo presented by the Southern Illinois Builders Association. where they learned about drywalling, running heavy equipment, plasma-cutting, I-beam climbing, brick laying, and welding. The presenters were from the organized labor, management, and education unions in southern Illinois. Students have dual credit opportunities in health careers, auto mechanics, diesel, information technology, power sports, welding, and graphic design. Students are using the Xello program to learn more about labor market information. The EFE director has assisted the 13 districts in making them aware of provisional certification opportunities. Several of the districts have had employees obtain a provisional CTE endorsement. All programs have been improved with the assistance of a full-time EFE director, along with the principal consultants.

Jackson/Perry County Regional Delivery System (EFE System 540)

As a whole, the six schools in EFE 540 readily include special populations students and others without prejudice. The schools are small enough that support resources and collaboration between educators is routine. Several of the schools have implemented expanded co-op, WBL programs for special populations students that address individual learning needs, including multiple year enrollments.

All schools receive monthly data from the Illinois Labor Market provided by the Illinois Department of Employment Security. Additional information is collected and shared from the Bureau of Labor and Statistics. Educators, school counselors, administration, and members of advisory committees use the information to assist in making program decisions.

EFE 540 is in the final year of the CCPE grant cycle. Schools have developed and are implementing credential programs in conjunction with local businesses and community colleges. A total of 187 students earned credentials at the conclusion of the previous school year. Students have earned 1,182 industry credentials in the last seven combined school years.

Several districts have made ongoing efforts to recruit additional educators to expand access to CTE programs for all students. Unfortunately, there are waiting lists in each school due to staffing shortages and space limitations.

EFE 540 is one of the areas of the state that does not have the services of an Area Career Center.

EFE 540 has expanded working relationships with the two community colleges serving the six schools in the region. Dual credit opportunities have been difficult in recent years due to a variety of issues. However, progress is being made in several areas, including CNA, education, manufacturing, agriculture, and cosmetology.

EFE 540 continues to struggle locating and recruiting CTE educators who have entered the classroom through traditional teacher prep programs. Efforts to locate qualified individuals willing to enter the classroom through the alternative certification route presents a difficult challenge, primarily due to the salary gap between skilled labor in the private sector vs. base salary schedules in school systems.

The rural nature of most of the schools in EFE5 40 creates some barriers to meaningful WBL opportunities for students. However, the efforts of the CCPE coordinator and others in the region are laying the groundwork for expanding WBL opportunities. These include educating local industry and trades representatives, families, students, and Board of Education members. Scheduling, graduation requirements, and transportation are barriers that are being addressed in all areas.

There are improvements in the system. Carbondale is in the process of building an expansive addition to its CTE facilities. Pinckneyville has added a new state-of-the-art greenhouse facility and CNA classroom/lab.

Williamson County CTE System (EFE System 560)

Williamson County CTE System has expanded beyond its local area community college to meet the needs of students. There are increasing needs in areas of social work, education, and other human service careers.

There is close work with the special education cooperative in Williamson County. Increasing communication between STEP, IEP facilitators, and CTE staff has been instrumental in overcoming barriers. There continues to be expansion of industry-recognized credentials, including CNA, OSHA, Vet Tech, ASE Auto, Phlebotomy, Adobe, Google, etc. There is continued communication between systems. There has been a turnaround of staff; there are now more Educator License with Stipulation CTE teachers than traditional teachers with a Professional Educators License. Social media and other communications have proven to be successful. CTE staff have moved past the traditional work study program and have a better understanding of WBL. There is more vertical alignment – program data review, quality vs. quantity.

IDJJ School District 428 EFE System 570)

The Illinois Department of Juvenile Justice (IDJJ) has several departments, including special education services, mental health services, and drug treatment services, to support special populations within the system that address student needs and access to programming.

IDJJ provides the following opportunities to obtain credentials:

Larry's Barber College (PEACE, CHI, WRV): This national certificate program consists of 1,500 clock hours of classroom, clinical, and practical application. Curriculum includes history of barbering, professional image, anatomy, chemistry, and many others. Practical includes razors, clippers and shear cutting, shaving, color, chemical application, and hairstyling.

VictoryXR (PEACE, CHI, WRV, PMQ): Six separate skill focuses, each leading to a national certification test in carpentry, welding, nursing assistant, medical assistant, drone operator, robotics. As education progressively moves online, VictoryXR's virtual reality learning solutions present an integral opportunity for K-12 students and instructors to immerse themselves in life-like virtual reality experiences that present a promising alternative to in-person and Zoom classes.

Simlog (PEACE, WRV, HRB): The simulator teaches skills based on heavy equipment commonly found on construction sites. The program exposes students to a possible career operating heavy equipment and sets them on the path to high-paying jobs. The simulators will provide a learning environment that encourages skills exploration, with students learning in a self-managed way.

Construction Occupations Certificate I (PEACE): The Construction Occupations I Certificate is designed for participants to develop competencies needed for entry level employment in construction or building maintenance fields, or as preparation for continuing education in construction technology.

Construction Occupations CERTIFICATE II (PEACE): The Construction Occupations II certificate allows students who have completed the Construction Occupations I Certificate to advance their knowledge and skills by gaining knowledge in the areas of plumbing, masonry, residential wiring, and green building practices.

Greater West Town Project (CHI): This program prepares students with a broad base of skills needed to be highly qualified for entry level employment in positions, such as a shipping and receiving clerk, forklift operator, warehouse associate, material handler, traffic agent, stocker, order picker, or dock worker.

Fundamentals of Horticulture Certificate (HRB): The Fundamentals of Horticulture Certificate is designed for participants to receive entry level training that prepares them to confidently enter the growing horticulture industry. This class teaches practical skills and industry standards for landscapers, nursery workers, and greenhouse operators.

Horticulture Production Certificate (HRB): The Horticulture Production Certificate is designed for participants who have completed the

Fundamentals of Horticulture Certificate. Emphasis is placed on production skills in ornamental, food crops, and landscaping required for a horticulture professional to advance in the field.

Culinary Arts I Certificate (HRB): The Culinary Arts I Certificate is designed for participants to receive entry level training that prepares them to confidently enter the growing food industry. This certificate teaches practical skills and industry standards for food prep workers, cooks, and servers.

Culinary Arts II Certificate (HRB): The Culinary Arts II Certificate is designed for participants who have completed Culinary Arts I Certificate. Emphasis is placed on technical skills in cooking and baking required for a culinary professional to advance in the field.

Nova Driving School (ALL): Trusted by over 20,000 students a year. The priority is to graduate students to drive defensively and responsibly. Nova Driving School is the only Illinois driving school certified by the National Safety Council and is one of the most reputable driving schools in the Chicagoland area.

Technology and Manufacturing Association (ALL): TMA has an online university that provides remote instruction in numerous areas.

All IDJJ students have access to all programming while taking into account student and staff safety and security. IDJJ partners with Elgin Community College, Lake Land College, Northwestern University, Northern Illinois University, and City Colleges. It continues to actively seek out new partnerships to offer dual credit opportunities. IDJJ works closely with the Illinois Department of Labor to determine programming needs within the state. Students are spread across the state, and because of this a look is taken at where particular needs are focused. An example of this is the upcoming solar program located in Harrisburg, where businesses are struggling to hire qualified individuals.

NBC will be conducting a news report on the use of virtual reality through the partnership with VictoryXR. VictoryXR provides certificate courses on carpentry, welding, nursing assistant, medical assistant, drone operator, robotics as well as biology.

2024 Area Career Centers Highlights

Area Career Centers

- Lake/Cook & CPS
- Region 1
- Region 2
- Region 3
- Region 4
- Region 5
- Region 6

Letter represents approximate location of the Area Career Center listed below.

- A. Bloomington Area Career Center
- B. Capital Area Career Center
- C. Career Center of Southern Illinois
- D. Collinsville Area Career Center
- E. Five County Regional Vocational System
- F. Fox Valley Career Center
- G. Galesburg Area Vocational Center
- H. Grundy Area Vocational Center
- I. Heartland Technical Academy
- J. Indian Valley Area Vocational Center
- K. Jo Daviess-Carroll Area Vocational Center
- L. Kankakee Area Career Center
- M. KEC Area Vocational Center
- N. Lake County High School Tech Campus
- O. La Salle-Peru Area Career Center
- P. Lincolnland Tech Ed Center
- Q. Livingston Area Career Center
- R. Mount Vernon Area Vocational Center
- S. Okaw Area Vocational Center
- T. Quincy Area Vocational Center
- U. Quad City Career and Technical Educational Consortium
- V. South Central Illinois Regional Workforce Training and Innovation Center
- W. Technology Center of DuPage
- X. Vermillion Area Career Center
- Y. Whiteside Area Career Center
- Z. Wilco Area Career Center

Bloomington Area Career Center

Bloomington Area Career Center (BACC) serves all the districts. Students who are able to complete classes can walk into a living wage immediately following this program. In 2023, District 87 approved the purchase of an old State Farm building on Oakland Avenue to expand the pre-K program and relocate the BACC. This year, BACC culinary arts students will be working with the executive chef of Westminster Village one day a week during their course time. A total of 691 Industry certifications, including 102 CNAs, were earned by BACC students during FY 2024.

This year McLean County stakeholders gathered at Heartland Community College to learn about the changes and challenges in the local public-school systems. The McLean County Chamber of Commerce hosted the event. [Bloomington's District 87](#), [McLean County's Unit 5](#), [Olympia CUSD 16](#) and the [Bloomington Area Career Center](#) were all represented on the panel. Bryce Hansen, director of the BACC, is active in the local Chamber of Commerce.

Districts are also working to make sure the diversity of students is matched with diverse staffing. There are concerted efforts to make sure the minority staff are recruited and retained to meet the needs of students. District 87 is the second most diverse school district in Illinois and has 520 bilingual students; approximately 50 languages are spoken by students. Olympia partnered with Carle Health and United Way to help middle and high school students with their mental health. Eastern Illinois Food Bank will start making regular visits to the high school campus. BACC has added four new programs to help students explore career pathways. BACC will add heavy equipment, repair and operation, and a foundations of teaching course next year.

It was a proud moment when U.S. Congressman Raja Krishnamoorthi visited Bloomington Area Career Center to discuss Carl Perkins grant reauthorization. Career and training experts in trade and other community college leaders attended the event at Bloomington High School. Participants discussed student awareness of these opportunities and efforts to keep enrollment affordable for more students to pursue community college and trade and technical schools.

Capital Area Career Center

In FY 2024, the Capital Area Career Center (CACC) provided scholarships to assist low-income students financially with fees and equipment. Tool kits for welding and building trades students were provided to marginalized students. Transportation was provided to off-campus programs to improve access to CTE programs for all students.

CACC provided opportunities to students in FY 2024 to obtain industry-recognized credentials in many areas, including:

- OSHA certificates to Auto Tech, Building Trades, Heating, Air Conditioning, Ventilation and Refrigeration, and Welding students.
- State/National Licenses for EMT, Cosmetology, and Nursing Assistant students.
- Basic Life Support certification to Electronics & Engineering, EMT, Fire Science, Medical Assistant, and Nursing Assistant students.
- Stop the Bleed certification for Medical Assistant and Law Enforcement students
- Home Builders Institute Pre-Apprenticeship Certificate Training (PACT) to Building Trades students.
- Food Handler License for Culinary Arts students.
- Early Childhood Education Level 1 certificate to Early Childhood Education students.
- EPA 608 certification to HVAC/E students.
- Security Pro, Network Pro, Linux Pro, Cyber Analyst, and Office Pro to Information Technology Cybersecurity and IT Programming students.
- AMCA Certified Medical Assistant (CMA)-C Certification to Medical Assistant students.

CTE dual credit coursework opportunities offered to students by CACC increased by supporting Lincoln Land Community College dual credit courses for Auto Tech, Building Trades, Culinary, Electronics & Engineering, Fire Science, HVAC/E, and Welding.



CACC continuously engages local and regional employers to provide opportunities for students. CACC accomplish this via advisory boards, career fairs, guest speakers, pathway development with specific companies, and interview events. CACC managed to retain a robust and sustainable pipeline of CTE educators in FY 2024 by creating a positive climate and culture for all teachers. Bimonthly professional development was provided by CACC to all staff. New teacher orientation and bimonthly professional development events were offered for new teachers. CACC also networks with local economic development organizations, business groups, and industry associations to develop additional WBL pathways.

In FY 2024, the quality of CTE programs improved at CACC as Electronics and Engineering became part of the Smart Automation Certification Alliance and Auto Tech became part of the Ford Asset program. CACC was proud that an HVAC student won State at Nationals in Sheet Metal. More than 1,000 students were enrolled for the first time in 30 years. Extra instructors were added in multiple programs because of increased enrollments in those programs.

Career Center of Southern Illinois

In FY 2024, the quality of CTE programs at the Career Center of Southern Illinois (CCSI) improved, with increased dual credit and increased opportunities for student internships and apprenticeships. This was due to excellent partnerships with employers.

CCSI offered industry-recognized credentials. Students were eligible to earn an ECE Level 1 credential and an Illinois CNA license.

CCSI has increased dual credit opportunities and focused its budget on expanding available resources and instructional support for students.

CTE dual credit coursework opportunities for Welding, Law Enforcement, and Health Occupations at CCSI were supported in FY 2024.

Collinsville Area Vocational Center

A special education teacher and school counselor were added to staff at Collinsville Area Vocational Center (CAVC) to help students have greater success. Students have the opportunity to receive the following credentials: OSHA 10, NECI 911, ServSafe, Ford ACE, CNA, A+, Security+, and Cosmetology License.

A \$25 million expansion has begun to increase the seats available to students. Initial funding has been released by the state to support the design process. Funding for the CAVC expansion and renovation project comes from an appropriation set-aside that will flow through the Illinois Department of Commerce Economic Opportunity as a part of its Rebuild Illinois initiative. The CAVC is a two-year, public vocational training center for high school juniors and seniors in Madison County. Students from Bethalto Civic Memorial, Collinsville, Duplo, East Alton-Wood River, Edwardsville, Highland, Lebanon, Mascoutah, and Triad High Schools take part in its various vo-tech program offerings.

Once the new facility is built, the current 16 programs and 580 students is anticipated to to 22-plus programs with more than 800 students. The idea is to set the new facility aside for industrial arts, then organize and modernize the existing building for other training programs. There also will be new courses added to CAVC curriculum offerings, including Landscape Management, Urban Agriculture, HVAC, and Aviation Mechanics. Fields, Goldman, and Magee Architects will lead project design, and Oates Associates will be providing engineering services. Holland Construction will serve as construction manager. The construction of the project is set to begin at the end of 2024 or the beginning of 2025, with an estimated completion date of April 2026.

Over 80 businesses toured CAVC facilities and talked with students about career opportunities. Every single program had employers that were looking to hire students.

Dual credit through Southwestern Illinois College is available in Welding, Electronics, Machining, Building Trades, ECE, K-12 Teacher Prep, Certified Nursing Assistant, Food Service, and Criminal Justice.

Advisory committees are consulted to make yearly changes to courses so that they stay aligned with local business needs. This is the third year of having to turn students away due to increased demand for CTE courses. The CAVC counselor is creating a database of students looking for work and employers looking to hire. This will allow better connection of students with industry.

Advisory committees and local business connections have enabled continued adaptation of curriculum to best serve students and industry. Grant funds have been utilized to upgrade equipment for each program to get them as close to industry standard as possible.

Two new programs were added for this year. They are Landscape Management and Urban Agriculture. Three new programs are planned to start upon completion of expansion in the 2026 school year.

Fox Valley Career Center

Fox Valley Career Center (FVCC) in Maple Park served more than 400 juniors and seniors from six school districts in FY 2024. This year 100% of the qualified students earned their Certified Nursing Assistant (CNA) certification and EMT-B national certification. Additionally, Heating, Ventilation, and Air Condition (HVAC) students earned EPA 608 Universal Refrigerant certification. Students working in FVCC “shops” earned Occupational Safety and Health Administration (OSHA) 10 certification, while students in programs like Cybersecurity, PC Repair and Maintenance, and Cosmetology also earned industry certification or state licensure. Many fire science students passed the multi-day International Illinois Fire Service Accreditation Council (IFSAC) and Pro Board certification exams as well. Both fire science certifications are recognized in 48 states. FVCC pays for students to take their professional licensing/certification exams in all areas, including BNAT/CNA, CompTIA A+, CompTIA Cybersecurity, HVAC, ASE, OSHA 10, CPR, and IFSAC/ProBoard.



More than 60% of FVCC students participated in WBL events and an increasing number of seniors are job-shadowing, interning, or apprenticing with local business partners. Finally, the number of non-traditional students in every program continues to increase annually.

This past year, the electrical students replaced the standard fluorescent light fixtures and bulbs in hallways and one classroom with programmable LED fixtures and lights. They locked out the breakers, set up scaffolding, and worked between classes in the hallway ceilings over the course of two weeks to complete the project. Additionally, they wired in extra lines and outlets in the Criminal Justice classroom to accommodate a bank of radios and body camera chargers. All their work and electrical connections were checked and approved by the district electrician before the ceiling was buttoned up at the end of the project. There is reduced electricity usage and better hallways and classroom lights because of their efforts.

Fox Valley Career Center has a number of staff members whose children are part of special populations, and these staff members are very sensitive about providing all students with necessary supports needed to be successful.

FVCC revamped its website, added a full-time WBL coordinator, and met with each sending school's Student Services Department to streamline student scheduling and answer questions about getting students into their programs. FVCC works closely with the EFE to provide resources and opportunities for students. This collaboration helps schedule field trips, identifies potential business advisers, and provides professional training opportunities for staff.

The students can earn dual credit in most FVCC programs. FVCC works closely with three community colleges to provide these opportunities. It continues to meet twice a year with advisory partners to adjust curriculum and training to meet local needs. For example, HVAC students were able to earn EPA 608 Universal Refrigerant certification in the past. In FY 2024, sheet metal work was added to the curriculum upon a partner recommendation.

FVCC uses its alumni network, business partners, and website to recruit instructional staff. The long-term goal is that every FVCC student will have the opportunity for an internship, job shadow, and apprenticeship before they leave FVCC. This past year, more than 60% of students had a meaningful WBL opportunity, and 15 seniors participated in a job shadow opportunity.

Equipment was purchased in FY 2024 after consultation with business advisory team members. FVCC made a concerted effort to replace aging equipment in every program. This included upgrading a tire machine to a "road force" machine. FVCC added new hospital beds, new welders, HVAC equipment, new CPR training mannequins, new (used) ambulance and fire truck, body cameras, and gaming processor.

Galesburg Area Vocational Center

All juniors or seniors from serving schools are able to participate in offered programs.

The students earned the following industry credentials in FY 2024:

- 62 students earned dual credit.
- 47 students became certified nursing assistants,
- 17 students earned the Gateway ECE Level I credential,
- 73 students earned the OSHA 10 certification,
- 11 students earned ToolingU certification, and
- 124 students earned Precision Exam Certificates

Representatives from the Galesburg Area Vocational Center (GAVC) conduct recruiting visits for all sophomores and juniors at their area serving schools prior to registration at each district. These meetings include important information about all GAVC programs as well as some hands-on activities for students to participate in. GAVC also brings area eighth grade students and freshmen into the facility to conduct tours and show students what is available to them. Additionally, an annual review is conducted of programs to ensure that they are coded correctly. Curriculum alignment in each area is checked to ensure effective CTE programs for all students. GAVC also partners with its EFE to participate in Welcome to the Real World events with all local eighth grade students. It is looking to move toward hosting an event for seventh grade students as well.

GAVC hosts several events that include industry and other post-secondary partners. In October, it hosted a Manufacturing & Trades Showcase. Twenty-seven business partners as well as 1,500-plus students attended this event. In February, it hosted a similar event specifically for the health care industry. The Healthcare Career Showcase hosted 30-plus business partners and 1,600-plus students. It also hosted a Trades Talk event for students in November. Five joint apprenticeship training programs were invited to this event to meet with students and talk about important information for the training program. In addition, partners discuss jobs, training classes, application processes, compensation, and other important information.

GAVC offers the following dual credit opportunities for students:

- Firefight & Rescue,
- Welding,
- Beginning Machining,
- Advanced Machining,
- Electrical Trades,
- Nutrition, Medical Terminology, and
- Introduction to Pharmacology.

GAVC meets with a local workforce development group every month to discuss needs, trends, and labor market data and information. It uses this information, as well as student interest, to guide exploration of potential expansion and growth in programs. It sends out a survey to area students to gather information as to what they are interested in regarding future programs of study. This information is used to work with business and industry to see what local labor market data and information say/predict. Those areas in which there is a high level of student interest matched with a high level of local need are the areas in which GAVC is currently exploring for program development and expansion. All along the way, it maintains an open line of communication with local industry partners for trends, suggestions, and other pertinent information.

GAVC had one vacancy over the course of the past year and was able to fill it with a qualified candidate from industry. This candidate has subbed in the past and has shown interest over the past two years to be in the position full time. Over the course of those two years, there were discussions with the outgoing instructor, who was able to mentor the new teacher in various aspects of the job along the way. This interaction and relationship went a long way in helping to begin the development of important skills for this position.

GAVC significantly expanded WBL opportunities for students in our automotive program during FY 2024. It began a job-shadowing/ internship opportunity, and all students in Automotive II participated in this program. Moving forward, it is looking to add to this program and offer other opportunities in the automotive industry. Other WBL opportunities include:

- ECE I & II,
- Health Occupations (CNA),

- Beginning & Advanced Machining, and
- Building Trades.

GAVC implemented additional industry certifications in some programs over the course of FY 2024. It offered additional industry credentials in culinary occupations as well as automotive tech. Additionally, it transitioned from an articulated agreement to a dual credit agreement for the fire science program. Lastly, it spent ample time looking at curriculum alignment in all programs to ensure that programs are being properly built and students are learning the things they need to learn to be successful not only in the next course level but also in their postsecondary lives.

The SkillsUSA Chapter grew immensely over the course of FY 2024. In FY 2023, 22 students compete in the state championships. That number increased to 56 students competing in the state championships for FY 2024. It was recognized as the second fastest-growing chapter in Illinois for FY 2024. Additionally, it hosted the annual GAVC CTE Senior Signing Day in May 2024. GAVC recognized 66 seniors who planned to continue into a CTE postsecondary field.

Grundy Area Vocational Center The Grundy Area Vocational Center (GAVC), along with Wilco Area Career Center, Joliet Township High Schools (JTTHS), and Joliet Junior College (JCC), have created a partnership with Constellation Energy to offer 24 students an opportunity to be part of the “Chris Crane High School to Work Program.” This is a new workforce development program that pairs students in their dual enrollment Automated Industrial Maintenance Program with mentors from Constellation Energy. Students engage in career development activities throughout the school year, have an opportunity for a summer internship, and qualify for scholarships to continue their education and training. SkillsUSA is also a key part of this partnership, offering employability skills to students along with building leadership skills. JCC, JTTHS, and Wilco Area Career Center have received grants from ISBE and the Illinois Community College Board to grow the program and create a pathway to success.

Last year in conjunction with their feeder schools, Wilco helped build six pathway endorsements and had over 20 students who qualified across five pathways. The ongoing work has helped build business partnerships, internship opportunities, and alignment of curriculum within the region with the high schools. The Veterinary II students earned over 3,500 hours in the spring semester at clinics throughout Will County. As a part of the Accelerate ED initiative, the Accelerated Model Pathways for Information Technology (AMP-IT) opportunity opened doors to well-paying jobs in IT for more Illinois students and helped local employers connect with skilled talent.

One of the first IT pathway endorsement students, Jesse Lopez, participated in a virtual internship doing cybersecurity and earned 16 college credits through the AMP-IT grant program sponsored by the Gates Foundation. Jesse said, “From my sophomore year to now, I learned all about coding, what computer science is, and even about the components of a PC laptop computer. I had a virtual internship doing cybersecurity. It gave me experience of what my potential job in the future could possibly be like.”

“We want to erase the lines between high school college and work opportunities by creating seamless transition for students through the pathway experience that student gains a better understanding of their interest and what credentials they might need to reach their goals,” said Meagan Mitchell, who is pathways manager for the Education Systems Center at Northern Illinois University.

Ronald Williams, a work-based learning partner, said, “This program was very beneficial in bringing life to our website. I’ve got to tell you, we actually went outside and tried to work with a marketing team, and I was more impressed with the question and detail coming from the students than actual professionals we were working with.”

Heartland Technical Academy

Heartland Technical Academy (HTA) is housed on the campus of Richland Community College in Decatur.

All HTA students are supported to enroll in and be successful in CTE programs. The ACC programs are aligned with postsecondary credentials with some, such as CNA, being completed while the students are still in high school.

Sophomore students from high schools in the region participate in career explorations activities, which include a visit to Heartland Technical Academy as well as the CTE programs at the local community college.

Dual credit offerings are extensive with 550 high school juniors and seniors attending dual credit courses on the community college campus as students of the area career center.

CTE teachers and program leaders are in close partnership with local employers with industry offering work-based learning opportunities and serving on program advisory boards. WBL opportunities are being enhanced through strong partnerships with local industry.

Indian Valley Area Vocational Center

The Indian Valley Vocational Center (IVVC) took great pride in creating learning opportunities that equip students with the skills necessary for success in the global marketplace. One of the most in-demand programs at IVVC each year is Welding and Fabrication. Students focus on critical thinking, problem-solving, and attention to detail as they develop valuable hands-on skills that can lead directly to high-paying, skilled jobs. This year, there was an increase in the number of young women entering this traditionally male-dominated field. Their inclusion fosters a more diverse and dynamic classroom, benefiting both the program and the industry as a whole.



Jo Daviess Carroll Area Vocational Center

The director of the Jo Daviess Carroll Area Vocational Center visits English as a second language classrooms and invites all students to the center to ensure they understand the opportunities that are available through Career and Technical Education.

Advisory committees at the ACC have focused on having more industry partners present at meetings to ensure all industry-recognized credentials are discussed thoroughly. The Board of Control has worked to ensure students are not left out of CTE programs due to finances, transportation, or other barriers.

One hundred percent of the programs at Jo Daviess Carroll Area Vocational Center receive dual credit.

The addition of Career Exploration Fest last year brought the total to five yearly events that connect the regional workforce to students. The Career Exploration Fest is an event in which instructors bring in four or five professionals to give CTE students real-world work experience. These professionals discuss labor market relative to the increasing needs of local, regional, and state workforce based on labor market information and employer input.

Work-based learning has been expanded at the ACC to connect more community members from the workforce with interested students. This expanded work-based learning has enhanced the quality of CTE programs. Manufacturing Day has tripled in size over the past three years. Students are introduced to more careers than ever!

The ACC's system management is simple for recruiting and retaining a robust and sustainable pipeline of CTE educators in FY 2024. CTE instructors work to find their replacement as they are winding down their teaching careers.

Kankakee Area Career Center

The Kankakee Area Career Center (KACC) has been providing students with hands-on training in Emergency Medical Technician (EMT) basics as part of their Career and Technical Education (CTE) programs. This initiative allows high school students to gain practical skills and certifications that can be crucial in emergency situations. One of the students from this program recently put his training to use in a real-life situation. While working at a restaurant, he encountered a woman who was choking. Thanks to the skills and knowledge acquired through the EMT course, the student was able to perform life-saving interventions and assist the woman effectively, demonstrating the tangible impact of vocational education on both personal and community levels.

Kankakee Area Career Center students earned praise for the work the students did during their internships! From hands-on experience in cutting-edge industries to learning from some of the best professionals in the field, the students truly shined and gained invaluable skills that will serve them well in their future careers.

[“A huge thank you to all the businesses and mentors who made these opportunities possible. Your support is making a real difference in shaping the future of our students! Here’s to all the hard work, growth, and achievements of last year. We can’t wait to see what’s in store for this year’s interns!”](#) said Matt Kelley, Education for Employment (EFE) system director.

“Congratulations to the accomplished seniors embarking on their next journey, whether it be in colleges, military service, apprenticeships, unions, or the workforce! Your dedication and commitment shine brightly on this signing day, and we extend our warmest wishes as you turn the page to the next chapter of your lives,” said Mr. Kelley. “A heartfelt thank you goes out to our invaluable community partners who have played a pivotal role in supporting our students through internships and various opportunities. We express our deep gratitude to the Kankakee County Chamber of Commerce, Manteno Chamber of Commerce, and Economic Alliance of Kankakee County for their endorsement of KACC transcripts and diplomas, showcasing their support for the students of KACC. Congratulations to the Senior Class of 2024!”



Kishwaukee Education Consortium Area Vocational Center

The Kishwaukee Education Consortium Area Vocational Center (KECAVC) is a career and technology school that provides students with the opportunity to get a head start on college credits and careers. High school juniors and seniors attend KECAVC. Most classes take place during the regular school day. Industry professionals teach the classes at KECAVC, which provides early college credits. Over 2,100 college credits are earned annually by KECAVC students. Students receive job-shadowing and internship opportunities. Students participate in state and national competitions. They earn health and industry certifications while still in high school. The Kishwaukee Education Consortium (KEC) has enabled 15,000 DeKalb, Sycamore, Rochelle, Genoa-Kingston, and Hiawatha students from middle school through high school to explore career options via CTE-based courses and programs over the last 10 years. Students explore numerous colleges and career options while in high school through KECAVC, which helps students prepare for their next steps. KEC's classrooms are located at the KEC Campus, Kishwaukee College, DeKalb Airport, Debutantes, BMC Industrial Park, Hair Professionals, and Legacy Academy.

Lake County High Schools Tech Campus

Each year the Lake County Tech Campus hold a Celebration of Partnerships to honor business partners that go above and beyond for the students at the Tech Campus. The Antioch Fire Department and Village at Victory Lakes were honored this year.

The Antioch Fire Department works closely with the Emergency Medical Services Program offering ride-along, skills checkoffs, and mentoring. Village at Victory Lakes is a prominent member of the Certified Nurse Assisting Program's advisory committee. It also provides clinical experiences and extra internship hours to the majority of the students in the program.



La Salle Peru Area Career Center

The North Central Regional Betterment Coalition (NCRBC) and collaborators hosted the ninth annual Discover Manufacturing Career Expo in the fall at Illinois Valley Community College. Students participated in the Manufacturing EXPO. Students visited regional manufacturing facilities in the morning and then went to the local community college to explore career education programs that align with local industry. Close to 200 local high school students had the opportunity to connect with local industry professionals, take tours, and explore various career and educational paths within manufacturing and IVCC. They left with a clearer understanding of whether manufacturing aligns with their goals.

“One of the major challenges to our local economy is a lack of qualified workers,” NCRBC President J. Burt said. “The intent of the expo is to help students make a connection between what they learn in school and how that can be a factor in work settings, which are just a few short years away.”

Allegion, Black Bros. Co., Canam Steel Corp., Carus, Constellation, Epsilyte, Gardner Denver, HCC Inc., SABIC, Machinery Maintenance Inc., and Vactor were participating manufacturers.

The annual Area Career Center Summer Showcase was held at La Salle-Peru High School. The showcase was open to seventh and eighth graders from all over the Illinois Valley. The showcase topics were CAD, computer programming, carpentry, machines, graphic arts, firefighter/EMT, electrical wiring, and culinary arts.

The automotive program will be offering three credits for engine performance. The ACC added certification for drone pilots to the aviation program. The electrical program added additional capacity due to the local demand. Several programs added OSHA 10 certification to their programs.

The pathways coordinator worked with La Salle Peru ACC instructors and industry partners to add WBL projects. The welding program started building mail carts for a local company. They worked with LKCS Letter Craft to develop blueprints, and the students have since built 50 carts for them. The building trades program worked with LaSalle Peru High School to design seating for their new sports complex. The building trades students built all the seating for the ball diamonds at the complex.



Lincolnland Technical Education Center

Lincolnland Technical Education Center (LTEC) promotes the programs of the ACC via email, career fairs, social media, letter mailers, and school presentation. The ACC provides special population students with supplies, clothing, and/or internet hotspots.

The Nursing 101 class allows students to work toward their CNA license with the state of Illinois. In the cosmetology class, students can earn hours toward their cosmetology license. The building trades class allows students to obtain their OSHA 10 certification. The culinary arts class allows students to get their food handlers license.

The Area Career Center has connected with more local employers, and work-based learning programs have grown over 20% each year. To expand work-based learning, LTEC has been talking directly with employers about meeting their individual needs. The ACC also is promoting opportunities to students. It has meeting with local employers and industry about labor needs and how the school can assist them. The culinary arts lab has been completely remodeled.

Heartland Community College provides dual credit for Building Trades, Land of Lincoln CEO, Workplace Experience Class, and Nursing 101.

It is continuously looking for new instructors and always promoting potential positions.

It has used the METT Grant to establish an Automotive Pathway and Welding Pathway in home schools that lead to the ACC.

Livingston Area Career Center

Livingston Area Career Center (LACC) students earned 338 industry-recognized certifications in FY 2024. These Included:

- ECE Level I Credential,
- BLS CPR/AED Certification,
- AutoCad Certified User,
- Certified Nurse Assistant,
- Emergency Medical Technician,
- OSHA 10 Certification,
- ServSafe Allergens Certification,
- ServSafe Manager Certification,
- ServSafe Food Handlers Certification, and
- Miller Welding STAW, GMAW, and SMAW Certifications.

The LACC worked with the EFE on its Career Fair event, which showcased LACC CTE programs and opportunities, as well as businesses and post-secondary institutions. All freshmen in Livingston County attend this event to learn about what CTE programs are available to them during their high school career. The LACC also runs an internship program for our second-year students. This allows some of them to go out into the community and intern with real business people, getting to see firsthand the fields they are interested in pursuing after graduation.

A total of 668 college credits were earned from Heartland Community College (HCC) and Joliet Junior College (JJC). Students have the opportunity to earn dual credit through the coursework in 12 programs. Efforts are being made with HCC and JJC to increase dual credit opportunities in FY 2025.

LACC teachers were invited to attend the business roundtable discussions that EFE 380 organized. Participating in these discussions allows us direct contact with those currently working at the businesses in our community. They share updates, changes, challenges, and needs within their industry. This allows LACC to make the necessary changes to curriculum in order to remain as up-to-date as possible. Currently, there are efforts to build the CTE workforce by recruiting previous students to come back and teach. LACC is also working with college programs to recruit CTE educators. An in-depth teacher/mentor program is being built to help new instructors succeed.

The work study program expanded to 43 students in FY 2024, with several of students being employed at more than one business. The program now encompasses more cities in the county, allowing students more job opportunities than only what is at their back door.

Several CTE programs made improvements in FY 2024. Specifically, Geometry in Construction was added to the construction trades program. A full-time math instructor was hired to join the construction trades instructor and incorporate the geometry component to the curriculum. Geometry is a vital piece of the construction industry, and this will give a leg up to all students that go through the program and into the workforce.

There was cross-curriculum collaboration between Engineering, Culinary, and Construction Trades / Geometry in Construction for an outdoor kitchen project. Engineering students each designed different blueprints for a proposed outdoor kitchen. Culinary students then voted on which design they liked the best and helped make changes/alterations with the engineering students. Finally, the Construction Trades / Geometry in Construction class completed the project. LACC's outdoor kitchen is one of a kind, as it is the only one in the state of Illinois, and it even features a wood-fired pizza oven.

Mount Vernon Area Career Center

A total of 544 students attended the Southern Illinois Construction Career Expo in September at the Illinois State Fairgrounds in Du Quoin. It was an eventful exhibition with participation from Anna-Jonesboro High School, Benton High School, Bluford High School, Carbondale Rebound, Trico-Home School, Carmi-White County High School, Carterville High School, Centralia High School, Century High School, Cobden High School, Crab Orchard High School, Du Quoin High School, EFE 525, Eldorado High School, Fairfield Community High School, Gallatin County High School, Hamilton County High School, Hardin County High School, Herrin High School, Illinois Youth Center, Johnston City High School, Marion High School, Meridian High School, Mount Vernon Township High School, Norris City-Omaha- Enfield CUSD 3, Pinckneyville High School, Pope County High School, Shawnee High School, Thompson High School, Trico High School, Vienna High School, Wabash CUSD #348, Edwards, Wayne City High School, West Frankfort High School, Woodlawn High School, and Zeigler High School. Ten union trades participated in the FY 2024 Construction Career Expo: Boilermakers; Bricklayers; Carpenters, Cement Masons and Plasterers; Electricians; Iron Workers; Laborers; Operating Engineers; Plumbers and Pipefitters; and Sheet Metal Workers.



Okaw Area Vocational Center

All students in the region are able to participate at the Okaw Area Vocational Center. It provided opportunities to students to obtain industry-recognized credentials. The students are prepared and given the chance to complete industry certifications (Food Service. A+, CAN, etc.)

The dual credit coursework opportunities were increased and supported by the vocational center. A dual credit teacher preparation program was added in FY 2024.

Several industry representatives came to speak to the students at the Okaw Area Vocational Center. Local businesses were contacted and have helped place students in various industries (e.g., auto body, welding, food service, auto mechanics, and computer technology). Equipment was updated in all programs and a partnership was formed with Skill Hero.

Quad City Career and Tech Ed Consortium

In FY 2024, the Extended Health Care Occupations (ECHO) program continued to provide students with valuable opportunities to obtain industry-recognized credentials, which have been a cornerstone of the program for years. The program is now experiencing extraordinary growth due to rising enrollment and strengthened partnerships with two leading health care systems in the Quad Cities. These partnerships offer CNA students invaluable real-world experience, including 40 hours of hands-on, work-based learning alongside seasoned health care professionals over the course of two semesters. The surge in participation, coupled with enhanced industry collaborations, has allowed the ECHO program to expand its reach and impact. As the program evolves, its influence deepens, creating even greater opportunities for students to acquire practical skills and earn industry-recognized credentials. Students who complete the program not only earn their CNA certification but also gain CPR certification, positioning them for immediate job placement and long-term success in the health care field. This growth reflects the program's ability to adapt to industry demands, preparing students to meet the needs of a rapidly evolving workforce.

Dual credit programs at Quad City Area Career Center have long been a cornerstone of educational offerings, providing juniors and seniors with invaluable opportunities as they transition to postsecondary education. These programs are meticulously designed to align with college-level learning outcomes, making them increasingly valuable. A notable development in this area is the recent implementation of College and Career Pathway Endorsements (CCPEs). This expanding initiative has significantly broadened dual credit CTE coursework, creating even more opportunities for the students. CTE courses at the Area Career Center at United Township High School meet four of the six ISBE CCPE components – dual credit coursework, work-based learning, career exploration, and team-based challenges.

A partnership with Black Hawk Community College enables students to gain essential skills for local employment while earning both high school and college credits. This dual credit approach provides practical work experience and paves the way for successful careers. Graduates receive a credentialed seal on their diploma that is recognized by both the district and Black Hawk Community College, which also offers tuition credits for further education. As the demand for trade and career-oriented education continues to rise, the system remains committed to enhancing its CTE-specific dual credit offerings. The graphic arts program, for instance, has recently expanded its dual credit options in response to growing need, thanks to the proactive efforts of the dedicated instructor. The district and community college also are actively working with other programs to incorporate dual credit, further broadening the range of opportunities available to students. These initiatives are crucial for bridging the talent gap and ensuring that students are well-prepared for future successes.



The auto body program at United Township has always been a standout, but recent innovations led by Donald Rahn have elevated it to new heights. Embracing emerging trends, Mr. Rahn introduced vinyl car wrapping, a growing skill in the automotive industry. The trend is gaining popularity in the automotive industry. Mr. Rahn collaborated with Stecker Graphics, a renowned local company in the Quad Cities. This hands-on experience, featured in the summer curriculum, included a field trip and in-class support from Stecker's owner, culminating in students completing a car wrap for the homecoming parade. The introduction of vinyl wrapping has greatly enhanced morale within the program with high hopes to positively impact future enrollment. Mr. Rahn's forward-thinking approach has strengthened the program's reputation and set a new standard of excellence, ensuring its relevance and success for years to come. His dedication to innovation has elevated the program's quality and strengthened its reputation within the Area Career Center. In conclusion, by continuously seeking out and implementing the latest industry trends, Mr. Rahn has ensured that the auto body program remains at the forefront of vocational education. The success of the vinyl car wrapping class is just one example of how embracing change and fostering community partnerships can lead to outstanding results.



Quincy Area Vocational Technical Center

Quincy High School started a basic ag science class for cross-category students co-taught by a Quincy Area Vocational Technical Center (QAVTC) ag teacher and special education teacher. Twenty-eight students earned their CNA certification, 27 earned their Level 1 ECE credential, and seven completed the EMT class.

QAVTC gives tours to all eighth grade students. Students in Grades 10-12 are eligible to take CTE classes. QAVTC added a women's restroom in the trades area. (Two buildings house auto tech, diesel tech, ag, construction, machining, and welding.)

QAVTC students attended the Makerfest Manufacturing Expo in October, toured the DOT Foods transportation and distribution center in November, and toured a union build site of new facilities at the Quincy Veterans Home in March and April 2024.

QAVTC has dual credit agreements with the local community college for early childhood education, entrepreneur, graphics, and diesel technology. They are working to establish agreements for CNA, EMT, welding, electronics, and Computer Aided Design (CAD).

QAVTC holds advisory committee meetings for all programs of study to gain employer insight on programs of study.

QAVTC teachers' network within their industries for future teaching needs. This year, they filled three open positions through instructor networks for auto tech, childcare, and CNA.

QAVTC partnered with the Boy Scouts of America to create an Explorer Post for students working with local employers. QAVTC sends CNA students to a local long-term care facility and hospital, EMT students to the ambulance center and hospital, early childhood education students to area elementary schools and preschools, diesel equipment students to transportation employers, building trades students to area builders, culinary students to local restaurants, auto tech students to auto shops, and machining and welding students to area manufacturers. In addition, there is an onsite preschool, graphics lab, and auto and diesel shops. Students build a house each year in a school district lot.

QAVTC expanded its EMT program from one course to two in FY 2024.

Technology Center of DuPage

The Technology Center of DuPage (TCD) developed a Multi-Tiered System of Support plan in fiscal year 2024. TCD students had opportunities to obtain industry-recognized credentials. TCD awarded 855 certifications and licenses to students. All districts have at least one career pathway endorsement. TCD's enrollment increased by approximately 200 students, which allowed more students to access career pathways within the DuPage Area Occupational Regional System. A minimum of two advisory committee meetings per program per year were held to ensure the region's needs. TCD has had success in staffing hard-to-fill teaching positions using Indeed.

TCD has made additional partnerships with local businesses to allow for increased internships and work-based learning opportunities. Working with business partners has enabled TCD to keep the tools and technology utilized in the curriculum at the current industry level. TCD awarded a total of 8,937, with 880 students earning dual credit.

South Central Illinois Regional Workforce Training and Innovation Center

The South Central Illinois (SCI) Regional Workforce Training and Innovation Center opened in 2024. It is the state's newest ACC. The entire year was a learning process that started with just over 100 students being served. Sections of programming were added, and there is anticipation of potentially breaking the 200-student mark for enrollment. Avenues to expand programming are being explored that will fit industry needs and the desires of the students who are served. Partnerships have enabled SCI to attain consumables and equipment to support programs. SCI also worked closely with Lincoln Land Community College, which obtained a grant that allowed the purchase of a plasma-cutting table for the welding program.

SCI was notified in late FY 2024 that it received an Illinois Department of Commerce and Economic Opportunity (DCEO) Job Training and Economic Development (JTED) Program grant.

SCI provides programming to eight area rural schools in Macoupin and Montgomery Counties. Many of the students served by SCI come from low-income households. The center opens a variety of workforce options for these students to obtain employment with desirable wages and benefits.

One hundred percent of the CNA students passed their licensure test. All of the programs at SCI lead to either completion of a credential or a large portion of completion toward a credential. These programs include Welding (Shielded Metal Arc Welding Certificate); Auto Tech (38 percent completion of certificate); Construction Craft Preparation Program (70 percent completion of pre-apprenticeship classes); EMT (qualified to sit for National Registry test); IT Jump Start (Help Desk Certificate); and Education (partial completion of introductory education classes).

In 2024, SCI met monthly with the area principals and counselors to discuss and promote programming for interested students. The center offered tours for students in the spring as well. The center also obtained a grant from DCEO JTEP that includes barrier reduction monies for transportation needs and tuition assistance for dual enrollment classes.

Dual credit is given for every program associated with SCI – Welding, Auto Tech, CNA, IT Jump Start, and Education. FY 2024 included planning on how to expand welding dual credit opportunities as well as adding an industrial manufacturing curriculum and dual credits.

SCI works with several advisory councils, including an auto advisory council, a welding advisory council, and a manufacturers council. In addition, SCI facilitates the meetings of the nonprofit Prairie Works, which includes representatives from various businesses and agencies throughout Macoupin and Montgomery Counties, to promote regionalism. This helps the center and the director to stay in touch with

workforce needs. In addition, the director of the center is active in statewide career center groups, including a CTE statewide funding group.

A consortium of school assists the ACC in finding quality CTE educators. It also works closely with Lincoln Land Community College and industry partners, like the laborers' and contractors' unions, to provide instructors as well.. SCl regularly connects with the industry to explore potential partnerships with professionals interested in becoming CTE educators.

SCl auto tech students engaged in a weeklong job-shadowing experience with several local auto dealership service providers. In addition, the EMT class participated in clinicals and work-based simulations, including a crash extrication simulation.

Wilco Area Career Center

Wilco Area Career Center (WACC) has used additional funding to employ a special populations coordinator who worked with two tutors and nine aides to provide support for students. The center held two open house events and offered tours to parents and students throughout the school year. The tutors assisted homeschooled students with registration and worked closely with their Secondary Transitional Experience Program (STEP) programs to provide opportunities.

The districts used Manufacturing, Engineering, Technology and Trades (METT) grant funding to work collaboratively and develop a comprehensive program structure utilizing programing in the manufacturing area. Schools in the Three Rivers Manufacturing Association are working closely with local industry to understand employment needs and training requirements.

In preparation for developing the Veterinary Pathway Endorsement, Wilco has partnered with Joliet Junior College (JJC) to add four additional credits to the Veterinary Assisting Program with hopes to include additional endorsements in the upcoming year. Currently, students can earn nine credits over two years.

Wilco increased enrollment to over 100 students going into the 2024-25 school year.

WACC was recognized by the Ford Foundation and awarded a Ford vehicle for students who work in the Ford training modules.

LOOKING AHEAD IN CAREER AND TECHNICAL EDUCATION

NIU Collaboration

The NIU Illinois CTE Project Team collaborates with ISBE's CTE Team to support the agency's efforts to accomplish the state's Perkins V State Plan goals. The primary focus of the NIU Illinois CTE Project Team is designing and delivering professional learning experiences across Illinois. These will provide opportunities for CTE educators to engage in online and in-person professional development workshops, New CTE Teacher workshops, Work-Based Learning Educator designation and Diversity Equity and Inclusion online asynchronous courses, and the statewide CTE Career Connections Conference. The NIU Illinois CTE Project Team will continue to collaborate with the ISBE CTE Team in leading the implementation of strategies that eliminate systemic barriers that prohibit students from participating in CTE programs and work-based learning experiences, as well as efforts to increase CTE teacher recruitment, retention, and further increase diversity in backgrounds among Illinois' CTE teachers.

Planned Professional Learning: NIU Illinois CTE Project Team has published the [2024-25](#) academic year professional learning calendars



Career Cluster Framework Implementation

ISBE will begin work on implementing the new National Career Clusters® Framework for full implementation by FY 2027. Advance CTE serves as the steward of the National Career Clusters Framework. The framework serves as a guiding organizational structure for CTE leaders and partners to create inclusive, industry-responsive, and learner-centered CTE programs and experiences. In 2022, Advance CTE launched the multiyear [Advancing the Framework](#) initiative to modernize the framework. Their modernization of the National Career Clusters Framework provided a shared structure and language for CTE program design across the United States. In fall 2024, following two years of input and validation, Advance CTE released a modernized framework designed to serve as a bridge between education and work and a central building block for consistently designed and high-quality CTE programs. The Advance CTE modernized framework consists of 14 clusters and 72 sub-clusters that serve as the primary organizing structures for CTE programs. These structures are supported by five cluster groupings aligned to purpose and impact of included careers, and three cross-cutting clusters that provide both skills and careers that can stand alone and intersect with all other clusters. The 12 career-ready practices ensure that every program includes the skills that are essential to every career and life.

This requires systems and structures that are accessible, responsive to evolving industry needs, and flexible for the needs of each state and community. Advance CTE is providing active support to state CTE agency staff to assist in determining when and how to best update systems to align with the modernized framework. They are offering resources and convening spaces to meet states at their pace of implementation. In addition, they are also working with the U.S. Department of Education's Office of Career, Technical, and Adult Education as it updates federal Carl D. Perkins Career and Technical Education Act (Perkins V) reporting guidelines to align with the new framework, effective for data reported regarding the 2026-27 academic year onward. Illinois CTE will be in collaboration and on the lookout for these resources and how to implement them in our systems.

Caring for Communities

Education

Early Childhood Development
Education Administration & Leadership
Learner Support & Community Engagement
Teaching, Training, & Facilitation

Health Care & Human Services

Behavioral & Mental Health
Biotechnology Research & Development
Community & Social Services
Health Data & Administration
Personal Care Services
Physical Health

Public Service & Safety

Emergency Response
Judicial Systems
Local, State, & Federal Services
Military & National Security
Public Safety

Building & Moving

Advanced Manufacturing

Engineering
Industrial Machinery
Production & Automation
Robotics
Safety & Quality Assurance

Construction

Architecture & Civil Engineering
Construction Planning & Development
Equipment Operation & Maintenance
Skilled Trades

Supply Chain & Transportation

Air & Space Transportation
Ground & Rail Transportation
Maintenance & Repair
Marine Transportation
Planning & Logistics
Purchasing & Warehousing

Cross-Cutting Clusters

Digital Technology**

Data Science & AI
IT Support & Services
Network Systems & Cybersecurity
Software Solutions
Unmanned Vehicle Technology
Web & Cloud

Management & Entrepreneurship**

Business Information Management
Entrepreneurship & Small Business
Leadership & Operations
Project Management
Regulation

Marketing & Sales**

Market Research, Analytics, & Ethics
Marketing & Advertising
Retail & Customer Experience
Strategic Sales

Creating & Experiencing

Arts, Entertainment, & Design

Design & Digital Arts
Fashion & Interiors
Fine Arts
Lighting & Sound Technology
Media Production & Broadcasting
Performing Arts

Hospitality, Events, & Tourism

Accommodations
Conferences & Events
Culinary & Food Services
Travel & Leisure

Cultivating Resources

Agriculture

Agribusiness
Agricultural Technology & Automation
Animal Systems
Food Science & Processing
Plant Systems
Water Systems

Energy & Natural Resources

Clean & Alternative Energy
Conservation & Land Management
Ecological Research & Development
Environmental Protection
Resource Extraction
Utilities

Investing in the Future

Financial Services

Accounting
Banking & Credit
Financial Strategy & Investments
Insurance
Real Estate

**Cross-Cutting Clusters

Denote careers that overlap in **all** industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.

Notes:

Clusters are listed in alphabetical order. Clusters and Sub-Clusters represent the entire world of work (see definitions).

Programs of study are simply illustrative and will be determined by state and local frameworks.

Career Exploration

Perkins V allows for federal career and technical education (CTE) funds to provide career exploration and development activities in Grades 5-8, while state CTE funds can support these activities in Grades K-8. Illinois CTE is developing the Career Exploration and Development webpage which will embed ideas and resources for elementary and middle school career exploration and development to inform students about future CTE and career opportunities.

Programs of Study

ISBE developed a new platform for EFEs and districts to submit their programs of study. The ISBE CTE Department will provide technical assistance to districts to develop more programs of study for students to participate.

Perkins V State Plan

The ISBE CTE Department will continue to work with the Illinois Community College Board on the implementation of the [Perkins V State Plan](#) that was submitted on May 10, 2024.

Conclusion

Career and Technical Education has built a strong pathway in Illinois as new systems and protocols continue to be developed and enhanced. ISBE continues to focus on data collection to enable evidence-based decisions, and plans to build upon past work to enhance program quality, support and expand work-based learning, and increase student credential and endorsement opportunities. As we work with programs, equity is always a main tenant to give all students access to Career and Technical Education.

Appendix A: Perkins V – Special Populations

Student Groups, as defined by the Act include:

1. Individual with Disability

- a. In general – the term “individual with disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42U.S.C. 12101))
- b. The term “disability” means with respect to an individual with...
 - i. a physical or mental impairment that substantially limits one or more of the major life activities of such an individual,
 - ii. a record of such an impairment, or being regarded as having such an impairment. (The term “impairment” does not include characteristics of or predisposition to illness or disease.)

2. Individuals from Economically Disadvantaged Families, including low-income youth and adults – to such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

- a. Secondary level identification may be made by the following criteria:
 - i. Eligibility for free or reduced-price school lunch
 - ii. Eligibility for participation in programs assisted under the Workforce Investment Act
 - iii. Eligibility for TANF/public assistance funds
 - iv. Annual income of the individual or family is at or below the national poverty level or the Self Sufficiency Standard for Illinois
- b. Postsecondary level identification may be made by the following:
 - i. Recipient of a Pell Grant or comparable state program of need-based financial assistance
 - ii. Annual income of the individual or family is at or below the national poverty level or
 - iii. the Self Sufficiency Standard for Illinois
 - iv. Participant or participant’s family is a recipient of public assistance
 - v. Participant is eligible for participation in programs assisted under the Workforce Investment Act

3. Individuals Preparing for Nontraditional Fields – The term “nontraditional fields” means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, of which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

4. Single Parents, including Single Pregnant Women – unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

5. Out of Workforce Individual:

- a. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- b. An individual who –Appendix A Perkins V – Student Groups, as defined by the Act include:
 - i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - ii. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
 - iii. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

6. English Learners – The term “English learner”, when used with respect to an individual, means an individual –

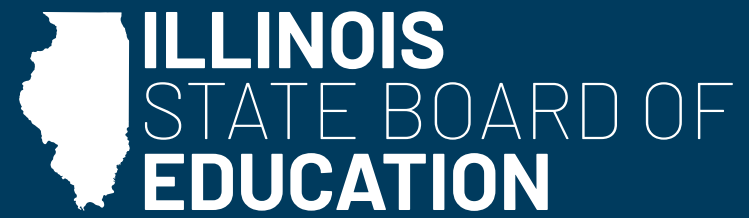
- a. who is aged 3 through 21
 - b. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - c. who was not born in the United States or whose native language is a language other than English
 - i. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - ii. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or who is a migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
1. the ability to meet the challenging State academic standards;
 2. the ability to successfully achieve in classrooms where language of instruction is English; or
 3. the opportunity to participate fully in society.

7. Enomeless Individuals- described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a)

8. Youth who are in, or have aged out of, the foster care system-is defined as 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

9. Youth with a parent who

- a.** Is a member of the armed forces (as such is defined in section 101(a)(4) of title 10, United States Code); and
- b.** Is on active duty (as such term is defined in section 101(d)(1) of such title).



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